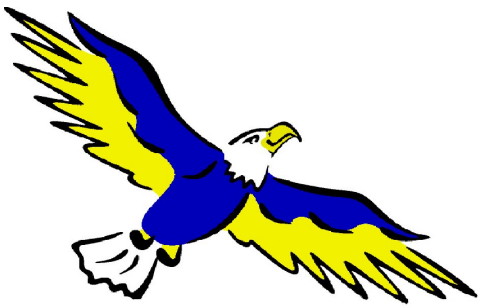


EGREMONT ELEMENTARY SCHOOL

A Handbook for Students & Families

2021-2022



84 Egremont Avenue
Pittsfield, Massachusetts 01201
Phone: (413) 448-9655
Fax: (413) 442-0886

Mission Statement:

Egremont School will provide a learning environment, which identifies and values each student's talents. To develop these talents, we will build a creative, cooperative, and respectful educational community that draws forth the best from each child for today and the future.

Vision for Excellence and Equity:

Egremont Elementary School will be a true learning community for students and educators. Through a commitment to equity and excellence, coupled with the use of effective instructional practices and programs, we will establish an educational environment that ensures all students achieve high levels of learning and success. Students at Egremont School will be excited about learning and feel that the school is a caring, safe, and fun place to be. Educators will feel supported, challenged, and fulfilled as they collectively work to ensure that every child reaches a high level of success. Families and community members will feel welcomed and embraced as partners in the learning process.

Core Beliefs:

- We believe that every student can learn and achieve at high levels.
- We believe all educators must hold a shared ownership and be fully invested in the success of all students.
- We believe we are responsible for raising the achievement of every student, closing the achievement gaps and eliminating institutional barriers that prevent students from reaching high levels of success.
- We believe that classroom instruction should be engaging, culturally responsive, relevant, rigorous, and differentiated to meet individual student learning needs.
- We believe students should learn global informational, technological, and communicative skills to better prepare them for success.
- We believe in establishing a school environment where teachers work collaboratively to plan, instruct and assess for student learning while ensuring an aligned written, taught and tested curriculum.
- We believe in a culture of continuous improvement where staff members are reflective practitioners who have a willingness to learn and embrace new ideas and strategies.
- We believe in establishing positive and professional working conditions so that staff members feel valued, respected, and enthusiastic about their work.
- We believe the school culture must embrace, nurture, and celebrate the diversity of students, families and staff.
- We believe it is our responsibility to provide a safe, nurturing, and healthy school environment that supports the physical and emotional well-being of each child, provides the foundation for making good choices, and promotes respect for self and others.
- We believe in the importance of establishing effective, strong, and communicative partnerships with parents/guardians, families, and the greater school community so that they may support student learning and growth.

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Bienvenidos
Bienvenue
Benvenuto
Willkommen
Welcome

Principal's Pen



Dear Parents/Guardians and Students,

Welcome to Egremont Elementary School! The staff at Egremont Elementary School is very proud of our students and our educational programs. We believe that quality education can be achieved through high expectations of student performance and behavior, together with a strong partnership between home and school. The staff is dedicated to providing the best educational opportunities for your child. Together we can inspire all of our children to achieve their potential.

This handbook was written in a style that is friendly to the eyes and ears of young readers. The information in the school handbook is meant for students and their parents/guardians, but the parts that are of special interest to parents/guardians are identified by this logo.



We hope you find the answers to many of your questions here.

This handbook has been created to help answer questions for parents and students about the various aspects of Egremont Elementary School. Included within this handbook are important guidelines, procedures and general information about our school. I hope that you find the contents to be informative and easy to use.

This handbook is one of many tools that we use to maintain ongoing communication between school and home. Please visit our website at egremont.pittsfield.net, read our newsletters and attend school functions such as open house and conferences. A strong connection between school and home is one of the best ways to ensure a quality education.

Mrs. Dapson
Interim Principal



Who's Who??

Administrative Personnel

School Administration

Susan Dapson Interim Principal sdapson@pittsfield.net	Amy Sykes Interim Dean of Students asykes@pittsfield.net	Kelly Lussier Secretary klussier@pittsfield.net	Sharon DiGrigoli-Couture IAC sdigrigolicouture@pittsfield.net
Katie Heath School Adjustment Counselor cheath@pittsfield.net	School Psychologist	Kerry Martel School Nurse kmartel@pittsfield.net	

Central Administration

Joseph Curtis Superintendent of Schools 499-9512	TBD Deputy Superintendent 499-9510
Lovelyne Pierre Director of HR, Diversity, and Inclusion 499-9505	Kristen Behnke Budget and Finance Manager 499-9502
Judy Rush Reading & Title I Director 499-9523	Jennifer Stokes Special Education Director 499-9515

Egremont Elementary School's
Business Partner is

Berkshire Bank



Information About Pittsfield Public Schools

Our handbook is designed to answer most of your questions. There is a wealth of information available in the Pittsfield Public Schools Handbook and on the Internet at www.pittsfield.net.

Egremont at a Glance

Administrative Team	Special Education
Mrs. Dapson - Interim Principal	Ms. DiGrigoli-Couture - IAC
Ms. Sykes - Dean of Students	Ms. Counsell/ TBD
Mrs. Lussier – Secretary	RISE - Ms. Volastro, Mr. Scipione
TBD – Attendance Supervisor	Pre Kindergarten - Ms. Orlando Milbauer
Mrs. Martel – School Nurse	Support Specialists
Mrs. Heath – School Adjustment Counselor	Ms. Featherstone – Reading Specialist
TBD – School Psychologist	Ms. Sookey - ELL Teacher
TBD - Student Support Paraprofessional	Mrs. Codey - Academic Interventionist
Kindergarten	
Mrs. Rathbun	Classroom Specialists
Mrs. Nichols	Mrs. Wilson- Library/Media
Ms. Baer	Mrs. Busener – Art
Mrs. Webster	Mrs. Keen – Science
Grade 1	Ms. Hunter – Music
Mrs. Stanton	Ms. Steuerwald – Physical Education
Mrs. Everhart	Mr. Downs – Band Instructor
Ms. Barrows	Ms. Wright – Strings Instructor
Mrs. Hunter	
Grade 2	Related Service Providers
Mrs. Brindle	Mrs. Shortis – Teacher of the Visually Impaired
Mrs. Patton	Mrs. Nichols - Speech Pathologist
Mrs. Winkle	Mrs. Webster – Occupational Therapy
Mrs. DiCicco	Mrs. Whelihan – Teacher of the Hearing Impaired
	Ms. Maser - Physical Therapy
Grade 3	Mrs. Burton – Cafeteria Manager
Ms. Harte	Custodial Staff
Mrs. Kelly	Mr. Lemaire – Head Custodian
Mrs. Tremlett	Mr. Andino – Evening Custodian
Mrs. Stannard	Mr. Davis - Evening Custodian
Grade 4	
Mrs. Dunham	SCHOOL ADDRESS & PHONE/FAX NOS.
Mrs. Hawkins	Egremont Elementary School
Mrs. Sweren	84 Egremont Avenue
Ms. Hickey	Pittsfield, Massachusetts 01201
Grade 5	Phone: (413) 448-9655
Ms. Winston	FAX: (413) 442-0886
Mrs. Callahan	
Mrs. Millis	Website: egremont.pittsfield.net
Ms. McHugh	School Colors: Blue/Gold Mascot: Eagle



GENERAL INFORMATION Directory

Egremont Elementary School

Office.....(413) 448-9655

Fax.....(413) 442-0866

Nurse.....(413) 448-9794

Website..... egremont.pittsfield.net

Facebook.....<https://www.facebook.com/EgremontElementarySchool>



Times to Remember

- ❖ If you are dropped off by car, you should not arrive at school before 8:30 a.m. (unless you are having breakfast)
- ❖ Breakfast is served between 8:20 a.m. and 8:40 a.m.
- ❖ Students can proceed to classes at 8:30 a.m.
- ❖ Instruction begins at 8:45 a.m.
- ❖ On *Half Days* school ends at 11:35.
- ❖ On regular days school is dismissed at 3:15.



Class	Recess	Lunch
Pre Kindergarten	1:45 - 2:15	11:30-12:00
Kindergarten	10:45 – 11:15	12:30 – 1:00
Grade 1	11:15 – 11:45	11:50 – 12:20
Grade 2	12:45 - 1:15	11:40 – 12:10
Grade 3	1:15 – 1:45	11:15 – 11:45
Grade 4	12:15 – 12:45	11:05 – 11:35
Grade 5	11:45 - 12:15	12:15 – 12:45
RISE	2:25-2:55	11:30-12:00

Half Days: 9/17, 10/1, 10/17, 12/3, 12/10(conferences), 1/14, 2/11, 3/4, 4/8, 5/6, 6/16

Please note that, in addition to the half-days scheduled for teacher professional development and conferences, **kindergarten students' first day of school is September 8th.**

Student/Family School Information



This handbook was written in a style that is friendly to the eyes and ears of young readers. The information in the school handbook is meant for students and their families, but the parts that are of special interest to families are identified by this logo. We hope you find the answers to many of your questions here.

Absences & Attendance

Coming to school every day is very important to learning. It's important that you get plenty of sleep each night, eat a good breakfast, and stay healthy. It's also important for you to get to school **on time** each day. Mornings can be very busy times for many families, so you might want to organize your school things before you go to bed each night. This might save some time and frustration in the morning! Finally, you need to cooperate at home each morning so you can be ready to leave for school when your bus arrives or your parent is ready to drive you to school.

If you are absent...

Please note that the absence will be recorded as "excused" only if the reason for absence is:

- Illness or injury that prevents the student from coming to school. A health care provider, school nurse, or parent/guardian must verify the illness or injury.
- Death in the family (parent, sibling, grandparent, aunt, uncle, cousin) or other significant personal family crisis
- Medical or psychological tests during the school day. The parent/guardian must show evidence (such as a note from a health center) that the tests could not be scheduled after school.
- Specified Religious Holidays
- Required Court Appearances
- Medical or psychological tests during the school day
- Other extraordinary situations approved by the school principal

You must bring in a note after each day you are absent. The note must include the date absent, the reason for the absence, a phone number where a parent or guardian can be reached, and the parent or guardian's signature.

We encourage families to schedule dental, physical, and other appointments during non-school hours, whenever possible. The scheduling of family vacations during times when school is in session is discouraged and will be marked as an unexcused absence. Teachers are not required to prepare work for students who miss school because of a family vacation.

You are expected to make up all work missed during your absence. You should check with your teachers on the day you come back to school to find out what work is to be made up. You can read more about work you missed in the "Make-up Work Guidelines" section of this handbook.



Unexcused Absences:

*Here are a few examples of absences that are **unexcused** even if the parent/guardian sends in a note:*

- Repetitive and chronic absence due to illness or injury. In these cases, the parent/guardian must submit a letter from a health care provider verifying that the student was too sick or injured to go to school.
- Student needed to babysit.
- Cutting class

- Family vacation
- Extension of a religious or cultural holiday beyond the designated day or days.

Whenever possible, parents should check with the principal before allowing a child to miss school if they are not sure the absence will be excused. The school does not have to help a student make-up work due to unexcused absences.

After five days of unexcused absences during the school year, your family may be required to attend a conference with the dean of students to discuss the issues affecting attendance and to make a plan for improved attendance. If attendance does not improve, the school district's attendance officer will be notified of the record of excessive absences.

(Please refer to the Pittsfield Public Schools Policy Handbook (STU -6) for a more detailed list of excused and unexcused absences and for elaboration on all Pittsfield Public Schools attendance policies.)

Activities

There are **lots** of special activities during the school day at Egremont. Here are a few...

- ☺ If you are a fifth grade student, you can become a part of the "Egremont Eagles", a service club. These students receive references from adults in the building for always being respectful, responsible, and ready to learn. They provide service to the school by raising/lowering the flag each day, helping out in classrooms, selecting spirit days, and lots more! The Eagles even manage a student run bookstore!
- ☺ *Battle of the Books* is a reading competition for students in grades 3 ~ 5. These students become experts in specially selected books and then they "battle" over the details with others who have read the books. This year Egremont hosted 250 students.
- ☺ *Community Reading Day* is when the entire school celebrates the birthday of Doctor Seuss by having guest readers join our classes and read special books to us.
- ☺ *Walking Wednesdays* sponsored by the PTO. Students who walk to school walk through a special archway and earn rewards. We walk to reduce traffic, save the environment, and to start out the day with some healthy exercise.



After School Activities/Evening School Events

- ↳ The PTO offers many after school enrichment activities for a nominal fee. Past programs have included: Berkshire Theater group, IS 183, yoga, Lego, karate, mad scientists, and many more...
- ↳ All students who remain on school grounds after school or attend PTO After School Programs must follow the same rules as they do during the school day.
- ↳ We enjoy having you and your families attend special school celebrations and performances that take place after regular school hours. Remember that we expect you to follow all school expectations while at these events and that you continue to listen to your parents or other adults who come with you.



*Participating in evening school events is a positive way to build our school community. When you accompany your children to such events, we ask that you take primary responsibility for their supervision. We need your cooperation to make each event a safe and happy experience for everyone. We know that positive adult models can have a powerful influence on our children. Let's model the appropriate, positive behaviors and courtesies that we expect our children to learn. **Students participating in school activities such as PTO events, dances, concerts and athletics must attend the equivalent of 4.5 hours in order to be eligible to participate in relevant after***

school, weekend, or vacation events. Any student who receives an administrative office referral may not attend extra curricular activities, including enrichment programs, field trips, and PTO sponsored events within 7 days from the referral. Any student who receives In School Suspension (ISS) or Out of School Suspension (OSS) may not attend the previous events for 14 days. In addition, Field Trips may be denied to any student who repeatedly does not follow the Egremont Expectations as his/her behavior could pose a safety risk. Please refer to the Field Trip section for additional information regarding field trips.

Allergies~ Severe and Life Threatening Allergy Policy

The "nut free" tables and chairs are for certain students. These students can select a guest with a school purchased lunch to join them. It is very important you do not have food in classrooms, the hallway, the gym, or on the bus.



Please refer to the district policy for specific information.

Food Zones in the building will be labeled. Any area not designated as a Food Zone is considered to be a non-food zone. We ask that all volunteers support this policy and not bring food into these areas. After eating we also ask that wipes are used for the purposes of cleansing hands. We thank everyone for helping to keep Egremont students safe.

Animals in School

If you wish to bring a pet to your classroom, you must first get your teacher's permission. Your teacher will then discuss your request with the principal. There are certain guidelines you have to follow if you do get the principal's permission. For example, the animal must be in a cage or carrier. We also will have to make sure none of your classmates or teacher is allergic to your pet.



Arrival Procedures

Buses: The front driveway of the school is reserved for buses only. If you take the bus to school and you are in grades K, 1, 3, or 5 you will enter through the front door on the right side of the school and report to your grade level. Students in grades 2 and 4 will enter the building through the front glass hallway doors on the left side of the building.

Cars in "Car Line": If your family drives you to school, they must use the side driveway of the school. You will enter through the gym doors and then report to your appropriate grade level. To keep the flow of traffic running smoothly, we ask that your family:

- 1) pull the car up as close as possible to the start of the cafeteria door.
- 2) stay in the car. (Do not get out of the car to help.) We usually have adults available to help smaller children from the car. If you need help from the car, we ask that your family park on the street in front of the school on Egremont Avenue and walk you into school.)
- 3) allow you to get out of the car only when they have pulled up to the curb by the school.



Before School

- ☺ A supervised **breakfast program** is available in the cafeteria at **8:20 a.m.**
- ☺ For your safety, we ask that if you are not participating in the breakfast program do not arrive before **8:30 a.m. as there is no adult supervision available before 8:30 a.m.**
- ☺ You may not walk around the building before school, please enter the building at your designated entrance.



Before and after school care: There is a fee-based before and after school program on site provided by the Pittsfield YMCA. Before school care begins at 7 a.m. and after school care lasts until 6 p.m. Childcare is also available when students have half-days of school. For more information about this program, please contact the YMCA at 499-7650 x 27.

Bicycles

Students who ride their bikes to school are expected to follow safe bicycle riding practices, **wear helmets** (It is the law in Massachusetts for children under 12 to wear helmets.), and to park and lock their bicycles upon arrival at school. Students are to walk their bike on school property.

The Department of Safety and Transportation recommends that skateboards, rollerblades, and scooters not be used on school property or as transportation to school. In accordance with this recommendation, students are not permitted to use skateboards, rollerblades, and scooters as their means of transportation to and from Egremont School.

Books/Desks

It's important that you take care of the school property you use for learning each day. This includes your books, computers, science equipment, gym equipment, art & music materials, and playground equipment...just about everything you use while at school. To help you with this responsibility, you should do the following:

- Cover all schoolbooks!
- School desks are to be kept clean at all times...no decals, stickers or writing on desks, please. A neat desk will help you find learning materials when you need them, so also keep your desk free of clutter!



Backpacks with wheels are discouraged because they don't fit in student cubbies AND they are potentially dangerous especially during dismissal and arrival times when hallways are used by many children and adults. When selecting a backpack for your child, keep in mind that the maximum weight of a loaded backpack should not exceed 15% of your child's body weight. (Source: www.backpacksafe.com.)

Bullying Prevention

PITTSFIELD PUBLIC SCHOOLS PROHIBITION OF BULLYING, CYBER-BULLYING AND RETALIATION:

Bullying, including cyber-bullying, and retaliation as defined in this Bullying Prevention and Intervention Plan (BPIP), is not acceptable conduct and is prohibited within the Pittsfield Public Schools. Bullying of any type has no place in a school setting. The Pittsfield Public Schools leadership and staff will strive to maintain learning and working environments that support positive personal relationships between students and between students and staff and are free of bullying. Any student who engages in conduct that constitutes bullying shall be subject to disciplinary consequences up to and including suspension or expulsion in accordance with state law, district policy and student handbooks. In addition to disciplinary consequences, a student engaging in bullying behavior will also receive other interventions intended to build increased competence in relationship-building and other necessary social emotional learning skills.

Retaliation against a person who reports bullying, provides information during an investigation of bullying, witnesses bullying or has reliable information about an incident of bullying is also prohibited.

Any form of bullying is prohibited:

- *in any school building and on all school grounds*
- *in district provided virtual learning environments and learning management systems*
- *on property immediately adjacent to school grounds*
- *at a bus stop or on a school bus or any other school sanctioned transportation, such as another vehicle whether owned, leased, or used by the school district*
- *at a school-sponsored or school related activity, function or program whether it takes place on or off school grounds*
- *through the use of technology or an electronic device that is owned, leased or used by the school district or school*
- *at any program or location that is not school-related, or through the use of personal technology or electronic device that is not owned, leased or used by the school district, if the bullying creates a hostile environment at school for the target, infringes on the rights of the target at school, or materially and substantially disrupts the education process or the orderly operation of a school*

As the District's Anti-Bullying Policy (STU-80) states, it is not the District's intent to prohibit students from expressing their ideas, including ideas that may offend the sensibilities of others, or from engaging in civil debate. However, the District does not condone and will take both disciplinary and remedial action in response to conduct that creates a hostile environment and interferes with students' opportunity to learn.

III. DEFINITIONS OF KEY TERMS:

The following language and definitions are applied throughout this BPIP and are to be used consistently within the Pittsfield Public Schools in relation to incidents of bullying/cyber-bullying:

A. Bullying: *The repeated use by one or more students or a member of a school staff of a written, verbal or electronic expression or a physical act or gesture or any combination thereof, directed at a target that causes physical or emotional harm to the target or damage to the target's property; places the target in reasonable*

fear of harm to himself/herself or of damage to his/her property; creates a hostile environment at school for the target, infringes on the rights of the target at school; or materially and substantially disrupts the education process or the orderly operation of a school. Bullying includes cyber-bullying. (Reference M.G.L. c.71, s. 37O)

B. Cyber-bullying: *Cyber-bullying is bullying through the use of technology or any electronic devices such as telephones, cell phones, computers and the Internet. It includes, but is not limited to, email, instant messages, text messages and Internet postings, including, but not limited to blogs, websites, and social networking. (Reference M.G.L. c.71, s. 37O)*

C. Retaliation: *Any form of intimidation, reprisal or harassment directed against a student or staff member who reports bullying, provides information during an investigation of bullying or witnesses or has reliable information about bullying.*

D. Aggressor: *A student or staff member who engages in bullying, cyber-bullying or retaliatory behavior. (The use of the term aggressor varies from the term “bully” in the Act to Prevent Bullying, yet is being used in the plan under the guidance of the MA Department of Elementary and Secondary Education.)*

E. Target: *A student against whom bullying, cyber-bullying or retaliation is directed.*

F. Hostile Environment: *A situation in which bullying causes the school environment to be permeated with intimidation, ridicule or insult that is sufficiently severe or pervasive to alter the conditions of the student’s education. (Reference M.G.L. c.71, 37O)*

G. Staff: *School staff is defined as including, but not limited to, educators, administrators, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to an extracurricular activity and paraprofessionals.*

Students with Possible Increased Vulnerability: *The plan recognizes that certain students may be more vulnerable to becoming a target of bullying or harassment based on actual or perceived differentiating characteristics, including race, color, religion, ancestry, national origin, sex, socioeconomic status, homelessness, academic status, gender identity or expression, physical appearance, pregnant or parenting status, sexual orientation, mental, physical, developmental or sensory disability or by association with a person who has or is perceived to have 1 or more of these characteristics.*

REPORTING AND RESPONDING TO BULLYING AND RETALIATION

A. Reporting Bullying or Retaliation

Reports of bullying or retaliation may be made by staff, students, parents or guardians, or others and may be in oral or written form. Reports made by a staff member must be submitted in writing by the person making the report. Reports made by students, parents or guardians, or other individuals who are not school or district staff members can be written on the same reporting form or may be made anonymously. Oral or anonymous reports made by a parent and/or student shall be scribed by a staff member in circumstances where a written report was not submitted. Also, a web based system will allow users to file anonymous reports electronically. Click here for a copy of the [Suspected Bullying Reporting and Determination Form-2](#)

Use of a “Suspected Bullying Reporting and Determination Form” (see Appendix B) is required as a condition of making a report. The school or district will:

- *Annually provide information on how to access the Suspected Bullying Reporting and Determination Form posted on the website or from their child's school building.*
- *The Suspected Bullying Reporting and Determination Form will be made available in the most prevalent language(s) of origin of students and parents or guardians.*
- *Annually, the school or district will provide the school community, including administrators, educators and other staff, students and parents or guardians with written notice of its policies for reporting acts of bullying and retaliation as parts of district and school handbooks. A description of the reporting procedures and resources, including the name and contact information of the principal or designee, will be included in these handbooks, on the school and district website, and in information made available to parents or guardians.*

B. Reporting by Staff

Every school or district staff member, including but not limited to, central office administrators, building principals and administrators, school adjustment counselors and school psychologists, teachers and related service providers, paraprofessional staff, school nurses, cafeteria workers, custodial staff, bus drivers, athletic coaches and extracurricular advisors is required to monitor and address student behavior and to intervene when unkind behavior occurs. This includes immediately ensuring that any need for student safety in the present moment is restored. Concern about any bullying or retaliatory conduct must also be reported as soon as possible to the principal or the administrator designated to investigate suspected bullying behavior.

In addition, if any adult suspects that a student is being targeted and bullied, they are required to fill out the district suspected bullying determination form and submit it to the building administrator. As the person who has witnessed the behavior it is most effective if that staff member makes contact with the family of the target and the aggressor to give the clearest description of the bullying behavior and the steps planned to take to promote respectful behavior in your classroom.

The requirement to report to the principal or designee does not limit the authority and the responsibility of the staff member to respond to behavioral or disciplinary incidents consistent with school or district policies and procedures for behavior management and discipline.

C. Reporting by Students, Parents or Guardians and Others

The school or district asks students, parents or guardians, and others who witness or become aware of an instance of bullying or retaliation involving a student to report it to the principal or administrative designee. Reports may be made anonymously, but no disciplinary action will be taken against an alleged aggressor solely on the basis of an anonymous report. Anonymous reports can be made from a link on the district website. [Suspected Bullying Reporting and Determination Form-2](#). Students, parents or guardians, and others may request assistance from a staff member to complete a written report or may report orally. Students will be provided practical, safe, private and age-appropriate ways to report and discuss an incident of bullying with a staff member or with the principal or designee. A student who knowingly makes a false allegation of bullying or retaliation shall also be subject to disciplinary action.

D. Responding to a Report of Bullying or Retaliation

Safety First

Before fully investigating allegations of bullying or retaliation, the staff member, principal or designee will take steps to assess the need to restore a sense of safety to the alleged target and/or to protect the alleged target from possible further incidents. Responses to promote safety may include, but are not limited to, creating a personal safety plan; pre-determining seating arrangements for the target and/or the aggressor in the classroom, at lunch, or on the bus; identifying a staff member who will act as a “safe person” for the target; and altering the aggressor’s schedule and access to the target. The principal or designee will take additional steps to promote safety during the course of and after the investigation, as necessary.

The staff member, principal or designee will implement appropriate strategies for protecting the following persons from bullying or retaliation: a student/staff member who has reported bullying or retaliation, a student/staff member who has witnessed bullying or retaliation, a student/staff member who provides information during an investigation, or a student/staff member who has reliable information about a reported act of bullying or retaliation.

Notification Requirements

Notice to Parents or Guardians: *Upon investigation and determination that bullying or retaliation has occurred, the principal or designee will promptly notify the parents or guardians of the target and the aggressor and will review response protocols. There may be circumstances in which the principal or designee contacts parents or guardians prior to any investigation. Notice will be consistent with state regulations at 603 CMR 49.00.*

Notice to Another School or District: *If the reported incident involves students from more than one school district, charter school, non-public school, approved private special education day or residential school, or collaborative school, the principal or designee first informed of the incident will promptly notify by telephone the principal or designee of the other school(s) of the incident so that each school may take appropriate action. All communications will be in accordance with state and federal privacy laws and regulations, and 603 CMR 49.00.*

Notice to Law Enforcement: *At any point after receiving a report of bullying or retaliation, including after an investigation, if the principal or designee has a reasonable basis to believe that criminal charges may be pursued against the aggressor, the principal will notify the local law enforcement agency. Notice will be consistent with the requirements of 603 CMR 49.00 and locally established agreements with the local law enforcement agency. Also, if an incident occurs on school grounds and involves a former student under the age of 21 who is no longer enrolled in school, the principal or designee shall contact the local law enforcement agency if he or she has a reasonable basis to believe that criminal charges may be pursued against the aggressor.*

In making this determination, the principal will, consistent with the Bullying Prevention and Intervention Plan and in compliance with school or district policies and procedures, consult with the school resource officer or another member of the Pittsfield Police Department in the absence of a school resource officer and/or other individuals the principal or designee deems appropriate.

Investigation

The following provides general guidelines for responding to a report of bullying or retaliation. Note that the guidelines should be modified as necessary to respond appropriately to the individual complaint.

Pre-Investigation: Before fully investigating allegations of bullying or retaliation, school personnel will assess the level of need and take immediate steps to support the alleged target and/or protect the alleged target from further potential incidents of concern. If the initial report is to or by a staff member, the staff member will complete an initial review of the situation and intervene as necessary. The staff member will make a referral to the principal or administrative designee if further administrative investigation is needed.

Investigation: The investigator will seek to determine the basis of the complaint, gather information from the complainant, including such matters as what specifically happened, who committed the alleged acts, who was present or may have information about the events, when the events occurred and where the events occurred.

The principal or designee will promptly investigate all reports of bullying or retaliation and, in doing so, will consider all available information known, including the nature of the allegation(s) and the ages of the students involved.

During the investigation the principal or designee will interview students, staff, witnesses, parents or guardians, and others as necessary. The principal or designee will remind the alleged aggressor, target, and witnesses that retaliation is strictly prohibited and could result in disciplinary and restorative actions in alignment with the Student Code of Conduct, Character, and Support.

The principal or administrative designee and other staff members, as determined by the principal or administrative designee, may conduct interviews. To the extent practical, given his/her obligation to investigate and address the matter, the principal or designee will maintain confidentiality during the investigative process. The principal, designee and any other interviewers will maintain a written record of the investigation. Procedures for investigating reports of bullying and retaliation will be consistent with school or district policies and procedures for other investigations. If necessary, the principal or designee will consult with legal counsel about the investigation.

Determinations: The principal or designee will make a determination based upon the facts and circumstances. If, after investigation, bullying or retaliation is substantiated, the principal or designee will take steps to prevent recurrence and to ensure that the target is not restricted from participating in school or from school activities. The principal or designee will, one, determine what remedial action is required, if any, and, two, determine what response and/or disciplinary or restorative actions are necessary as guided by the Student Code of Conduct, Character, and Support.

Depending upon the circumstances, the principal or designee may choose to consult with the students' teacher(s) and/or school counselor, and the target's or aggressor's parents or guardians, to identify any underlying social or emotional issue(s) that may have contributed to the bullying behavior and to assess the level of need for additional social skills development and/or mental health interventions.

The principal or designee will promptly notify the parents or guardians of the target and the aggressor orally about the results of the investigation and, if bullying or retaliation is found, what action is being taken to prevent further acts of bullying or retaliation. All notice to parents must comply with applicable state and

federal privacy laws and regulations. Because of the legal requirements regarding the confidentiality of student records, the principal or designee cannot report specific information to the target's parent or guardian about the disciplinary action taken with other students unless it involves a "stay away" order or other directive that the target must be aware of in order to report violations.

Responses to Bullying

Teaching Appropriate Behavior Through Skills-Building

Upon determining that bullying or retaliation has occurred, the school principal or designee will decide upon a range of responses that balance the need for accountability with the need to teach appropriate behavior and restore/repair relationships. M.G.L. c. 71, § 37O(d)(v). Some skill-building approaches that the principal or designee may consider include:

- *Offering individualized skill-building or restorative sessions;*
- *Providing relevant educational activities for individual students or groups of students in consultation with guidance and/or school adjustment counselors and other appropriate school personnel;*
- *Implementing a range of academic and nonacademic positive behavioral interventions and supports to help students understand prosocial ways to achieve their goals;*
- *Meeting with parents and guardians to engage parental support and to reinforce the anti-bullying curricula and social skills building activities at home;*
- *Developing individual behavior plans to include a focus on specific social skill development; and*
- *Making a referral for counseling or other mental health services for targets, aggressors and family members.*

Taking Disciplinary Action

If the principal or designee decides that disciplinary action is appropriate, the disciplinary action will be determined on the basis of information gathered through investigation by the principal or designee, including the nature of the conduct, the age of the student(s) involved, and the need to balance accountability with the teaching of appropriate behavior. Discipline will be consistent with the BPIP and with the district and school's Code of Conduct, Character and Support. Discipline up to and including suspension and expulsion may be applied by the school principal. All suspensions or expulsions are subject to review by the Superintendent and his/her designee with the student and parents afforded full due process rights.

If the principal or designee determines that a student knowingly made a false allegation of bullying or retaliation, that student may be subject to disciplinary action.

Discipline procedures for students with disabilities are governed by the federal Individuals with Disabilities Education Improvement Act (IDEA) and state laws regarding student discipline. A manifest determination will be completed to determine the connection between a student's bullying behavior and his/her disability. As necessary, a special education team will be reconvened to review the student's IEP.

Students with disabilities are known to be considered to be a vulnerable population for both being bullied and, in some disability categories, for engaging in bullying behavior. The risk for this will be reviewed at all IEP initial, reevaluation and annual meetings as part of the IEP process to determine appropriate interventions, both universal for all students and individualized.

Promoting Safety for the Target and Others

The principal or designee will consider what adjustments, if any, are needed in the school environment to enhance the target's sense of safety and that of others as well.

Supportive services will be assessed and offered to the target. These services may include safety planning, school adjustment counselor services and mental health referral, as well as, increased use of Tier 1 classroom strategies that promote safe and supportive learning environments.

Within a reasonable period of time following the determination and the ordering of remedial and/or disciplinary action, the principal or designee will contact the target to determine whether there has been a recurrence of the prohibited conduct and whether additional supportive measures or other responses are needed. If so, the principal or designee will work with appropriate school staff to implement them immediately.

Bus Transportation

Driver Responsibility

The driver is in charge of the bus and all students while they are riding to and from school. The bus driver can assign students to specific seats if needed. He/She is required to follow all bus rules so that your bus ride is safe at all times. You can help to make your bus rides comfortable and happy by being respectful, kind, and helpful to other students and to your driver! Students who don't cooperate by following all bus rules will be reported to the Dean of Students.

*Paid bus transportation is available for families who live beyond the eligible busing distance. Information regarding this policy may be obtained at the Transportation Office by telephoning **499-9525** or on the Pittsfield Public Schools Website. All families of students who ride the bus to and from school will be sent a copy of bus rules directly from the transportation office. You are required to sign this contract of rules and return it to school as soon as possible after receiving it. Riding the bus is a privilege, and repeated infractions of these rules may result in a bus suspension. For more details about bus eligibility and bus rules, please see the Pittsfield Public Schools Policy Handbook.*

Student Expectations

We expect all students to show they are kind and caring when they ride the bus to and from school each day. These can be happy, safe times when all students cooperate by remembering the following bus rules:

- Help us keep our morning bus schedule by being at your bus stop when the bus arrives. This will help us get you and your friends to school on time!
- Remain seated while the bus is moving and keep your feet out of the aisle. When the bus stops, you may change seats, only with the permission of the driver.
- Never use bad language, never tease, never shout or yell.
- Keep food and pets off the bus.
- Avoid distracting the drivers by talking to them while they're driving.
- Never throw objects that can hurt others or distract the driver.
- Never put arms or head out the bus windows at any time.
- Don't open windows unless the driver gives permission.
- Respect the bus by keeping it free of litter, and by not damaging its seat cushions or other equipment.
- Avoid crowding or pushing other students when entering the bus.
- Enter and leave the bus only by the front door except in case of emergency.



• When leaving the bus, do not cross in front of the bus until the bus driver tells you it's okay. The bus driver will report a student who does not follow these rules to the Dean of Students. After speaking with the student, the dean may call the parent/guardian to discuss the problem and the student's consequence. Students who fail to follow the bus rules may be forbidden from riding the bus for a period of time. If this happens, the student's family will be responsible for getting the student to school on time and picked up at the end of the day.

Business Partner – Berkshire Bank Partners in Education



Egremont's business partner, Berkshire Bank, not only provides a banking program for our students but also supports our school in numerous ways. In the past, volunteers from Berkshire Bank have participated in our curriculum nights and other special events. They also have been generous in purchasing equipment, donating to our fun fair raffle, and subsidizing the cost of the summer science program. In turn, students and teachers from Egremont have contributed to this thriving partnership by setting up displays and bulletin boards of student work at the bank, designing holiday cards, and caroling.



Cafeteria/Lunch

- Enter and leave the cafeteria quietly.
- Follow the rules that are posted in the cafeteria.
- Remain in line in your assigned spot.
- Get an adult's permission before leaving the cafeteria and be sure to take a pass and sign out.
- Help to keep all tables and floor areas clean.
- Food remains in the cafeteria.
- Only the lavatories next to the cafeteria are to be used during lunch.
- Lunch is a great time to spend time with your friends. Help us to make this time enjoyable and safe for everyone by using "inside voices" and showing that you have good manners.
- School lunch menus are sent home each month.
- Allergy tables are available in the cafeteria for anyone who has allergies. Please do not sit at the table if you do not have an allergy.
- For safety reasons, we request that students bring beverages to school students transport them in non-breakable containers.
- We do not permit students to drink soda and we encourage students to bring healthy snacks.
- The District Allergy Policy does not permit food in any classrooms. "Food Zones" are labeled accordingly. Everyone must cleanse their hands using wipes after eating.



*Breakfast and lunch will be provided to all students at no charge. Students are welcome to bring lunch from home. **Students who consistently have difficulty following rules may be asked to sit at a different table, or may be assigned to eat in a designated area. All students may be assigned to specific tables or seats at lunch if this is determined necessary for reasonable behavior expectations and lunchroom management.***

Cancellation/Emergency Closing/Delay Dismissals

If school must be closed early or opened late for any reason, if buses are delayed, or if school is closed your family will receive a phone call from our ConnectEd messenger service. It is very important that we always have the correct phone number in our records. Local radio stations also announce school closings.

Curriculum

The educational program at Egremont is designed to help every student learn and grow. Some of our subjects will help you become better readers and writers. You'll learn to use the library and computers to find information about anything you might be interested in and to present your work in interesting ways. Other subjects will help you use numbers to solve problems, and some will help you create beautiful pieces of art and music. We also want your bodies to grow, too, so we have physical education and health programs that you will enjoy.



Egremont has a strong commitment to continuously strengthening curriculum and instruction. Students in our school receive a rich and diverse academic program. We promote a balanced education that meets students' intellectual, social, and personal needs to help them continue their pursuit of lifelong learning. We strive to prepare our students to be thoughtful, active citizens who can function productively in a multi-cultural, rapidly changing, interdependent world.

Creating and monitoring quality curriculum is an ongoing challenge due to the range of grade levels a curriculum covers, the quality of the available instructional materials, and the changing expectations of student learning. Ongoing curriculum communications strengthen coherence across and among school levels. A well- designed curriculum can assist teachers in designing powerful learning experiences, providing seamless course/grade progression, and improving student performance.

Every child's needs are unique and those needs also vary over time. Teachers will use a range of strategies and resources to meet your child's specific needs. Various district staff including, the principal, reading coach, academic interventionist and math coach are in the classrooms on a regular basis to assist teachers in meeting the learning needs of students. Your child will most likely work with any and all of these staff members at some point during the school year.

Numerous opportunities for learning also extend beyond the school day and school walls. Students participate in trips to other places that directly connect to their studies. These types of three-dimensional learning experiences (classroom, text, real-life) stretch and enrich children and teachers in immeasurable ways.

Damaged or Lost Books and/or School Property

If you lose or damage books or other school property, you will be responsible for paying for a new book or fixing the property you damaged. Show that you respect the school's property by taking care of any school materials or equipment you use.

Dismissal

There are four options for going home from school:

Walkers- Grade 1 - 5 students who walk home independently without families. Walkers will be dismissed from the doors by the third grade wing at the back of the building.

Bus Students - Students who ride the bus home will be walked by a staff member to the correct bus in the front of the building.

Park and Pick-Up Students - Park and pick-up students will be dismissed from the front glass doors on the left side of the building.. Teachers will not release students until a connection is made with a parent or guardian.

Car Line Students - Car line students are picked up at the gym doors.



Only parents who have been issued an official numbered placard for their car will be able to participate in the car line. Children will be ready for pick-up at the gym door. We have a limited amount of car line numbers available to families. If you would like to be part of the car

line, please call the office. A number will be issued to you if there is one available, or you will be put on a waiting list until a number becomes available. See appendix for Car Line Procedures.

Early dismissal or change in dismissal: If you must dismiss your child early from school, please send a note to your child's teacher stating the time and reason for the dismissal. The teacher will send your child down to meet you at the vestibule at the appropriate dismissal time where you will sign your child out.

Students cannot be dismissed between 2:40 p.m. and 3:15 p.m. due to the volume of traffic in the office and in the parking lot.

*Please note that all cars **must be parked on the street**. With the buses in the front and the pick-up line on the side, there will be **no available parking spaces in the school lots**.*

Dress Code

How you dress can show others how you feel about yourself. How you dress can also influence how you act and how you learn. Please keep your hats in your cubby. Hats can only be worn in school on special days. The most important thing to remember is to dress for the weather. We go outside on both very warm and cold days. If you wear flip-flops you cannot play on the equipment and can only walk on the black top. When there is snow on the ground, boots and snow pants must be worn. For safety reasons you **MUST** wear sneakers for physical education. If you do not have sneakers you will not be able to participate in the activities and will be provided an alternate assignment.



We encourage parents to play a strong role in deciding how their children dress and in ensuring that they are neat and clean whenever they come to school.

Students may not wear any clothing that may interfere with the educational process. The following are examples of attire that may not be worn in the school during the academic school day or at school activities:



***SNOW BOOTS:** Students are asked to bring a pair of sneakers or shoes to wear in school when boots are worn to school.*

***TOPS:** Spaghetti straps, crop tops, halter tops, and net football shirts are not considered appropriate for school. T-shirts that have inappropriate pictures or language displayed on them are not acceptable.*

***P.E. ATTIRE:** Students must wear proper footwear (sneakers) to participate in the activity.*

(Refer to the District Dress Code Policy for more specifics.)

EMAIL



*E-mail is an efficient means for communication and is a wonderful tool for general information and quick answers. **Confidentiality is always a priority and therefore email may not always be the most appropriate method of communication for certain situations.** You may always call to speak with an Egremont staff member or employee. He/she may choose to respond with a phone call.*

All staff members have a PPS e-mail account and their email address is the first initial of their first name, last name @pittsfield.net; ex., sdapson@pittsfield.net. Staff is asked to check their emails daily and respond to parent questions within a timely manner.

Egremont School is committed to open and ongoing communication with families and the community. Email is an efficient means to this end. Please be aware that employees may not always have immediate access to their e-mail and messages may be inadvertently blocked by our spam filter. As always, you may call by phone to speak with an Egremont employee. Finally, please note that email may not be monitored when school is not in session.

Emergency Procedures

At different points throughout the year we have a fire drill so we can practice leaving the building in case of an emergency. These are just practices. Your teachers will know exactly what to do when we have a fire drill. Just pay attention to them when they ask you to line up quietly to exit the building in



line without talking, running, or pushing. Once your class is outside the building, stay in line without talking, so your teacher can check to see that all your classmates are with you. When the all-clear signal is given, your teacher will direct you to enter the building in a quiet line. **Failure to follow directions during emergencies or drills will result in disciplinary consequences.**

There will be at least one other time during the year that we will have other practice drills. One is called a "relocation". We practice walking to Herberg Middle School in case there is ever a reason we could not remain at Egremont. We also hold five other types of practices called "Lockdown", "Lockdown Intruder (ALICE Procedure)" "Shelter in Place (weather)", "Hold in Passing" and "Drop, Cover, Hold".

Lockdown: Lock-Down drills are utilized if a crisis occurs outside of the school and an evacuation would be dangerous and/or if there is a crisis within the building and movement inside the school would put students in jeopardy. This could include an intruder / threatening person either inside or outside of the building. These drills are for the safety and protection of all individuals within the school building. In these cases, students and staff report to each class' designated safe area. If a student or staff are out of the classroom for any reason, they should report to the nearest designated safe area. Please note that we will practice lock-down drills every quarter, at a minimum.

Lockdown Intruder (ALICE Procedure):

1. Any Staff Member can announce LOCKDOWN over the radio system. When the code is given, give the location of the intruder, as well.
2. The Principal, Dean of Students, or Office Personnel will announce LOCKDOWN over the public address system. When the code is given, the location of the intruder should be given as well.
3. Office personnel should call 911 immediately - state the name of the school, location and type of incident, and the names of those parties involved. Stay online with the police department if possible.
4. When announcement of LOCKDOWN is made, please lock doors (either turn bolt or remove lock down magnet) **ALICE Method**
 - ** If at all possible staff should lead students out of the building to safety.
 - ** If not possible move students to designated areas (should be designated by a SAFE SPOT red sign). Blinds should be lowered, *only if possible*. Any glass by doors should be covered, *if possible*, so no one can look in. Student safety is your primary concern.
5. Students shall remain in their designated safe area until the door is unlocked by emergency personnel.

"Drop, Cover, Hold": During a hurricane or earthquake students and staff are asked to drop to the floor, under or by a desk, and hold your hands over your head.

"Hold in Passing:" This is utilized when there isn't time to evacuate the building and/or it may be harmful to leave the building. This is commonly used during a time in which an area of the school needs to be secured for student/staff confidentiality, severe weather, or hazardous material spills. All teachers and students are asked to remain in their classrooms and can continue on with instruction. If a student or staff are out of the classroom for any reason, they should report to the room nearest to them.

"Severe Weather Shelter-In-Place:" During a severe weather emergency, all students and staff will report immediately to a safe area determined by the Principal or designee.



Relocation site: In accordance with the Massachusetts Department of Education Regulations, Egremont School has an emergency relocation plan. In case of an emergency relocation, students will leave the building by way of designated fire exits and then proceed to Cambridge Avenue where they will be transported by bus (if available) or walk (only if bus transportation is not available) to our designated evacuation site, Herberg Middle School.

Fire drills: In cooperation with the Pittsfield Fire Department, fire drills are held several times throughout the school year. Each classroom has a designated primary fire exit and an alternate exit.

For emergency purposes, it is extremely important that you notify the office of any changes in contact information (i.e. phone numbers, names of emergency contacts).

Emergency/Demographic Forms



Students will be given emergency forms at the beginning of each school year. It is important that this form be completely filled out and returned promptly. Three adult emergency contacts should be listed other than the parent/guardians. These contacts should be easily accessible in the parent/guardians' absence. Babysitters, daycare providers, and neighbors should also be listed. **If any change in the information occurs during the school year, please notify the Main Office in writing immediately.**



Expectations

In our school, everyone must work together in a spirit of cooperation, respect and trust. Therefore, it is necessary that we have school rules and expectations that we all understand and follow. It is your responsibility to read these expectations carefully, to understand them and to follow them. If you have any questions about them, ask your teacher. To preserve the right of safe and unfettered learning, members of the school community assume specific roles:

The Student: should strive to be Respectful, Responsible, and Ready to Learn.

When you "get caught" following RRR sometimes you will receive an Eagle ticket. It looks like the picture below. You keep the picture of the eagle and make sure to put your name on the other half. Then, you put the part with your name on it in the special container in your classroom. Teachers hold special classroom drawings and all names are submitted for a monthly drawing.



GREAT JOB!

NAME: _____

STAFF NAME: _____



We have EAGLE assemblies!

Each month a different grade level performs at an assembly in front of the entire school. Their songs or words usually give hints about following RRR. Lots of other things will happen at the assembly: writing might be shared; perfect attendance acknowledged; there will be recognition of exceptional Eagles.

The following information explains how we want you to act in many different school settings and situations. These are the behavior expectations at Egremont. Your teachers will tell you how each of these look.

Be **R**espectful...Be **R**esponsible...Be **R**eady to Learn!

	Hallway	Cafeteria	Playground
BE RESPECTFUL	<ul style="list-style-type: none"> Hands and feet to yourself Whisper Zone: Whispers only in the hallway 	<ul style="list-style-type: none"> Use a quiet, six-inch voice Use kind words Only speak to students at your own table 	<ul style="list-style-type: none"> Play safely Use kind words Share the equipment Snow stays on the ground
BE RESPONSIBLE	<ul style="list-style-type: none"> File quietly Walk on the right 	<ul style="list-style-type: none"> Sit in your seat facing forward Feet should be on the floor Clean your own area 	<ul style="list-style-type: none"> Leave toys, games, cards, and electronics at home
BE READY TO LEARN	<ul style="list-style-type: none"> Listen for directions 	<ul style="list-style-type: none"> Look and listen when the quiet sign is displayed 	<ul style="list-style-type: none"> Listen for the bell and line up right away

The Classroom Teacher: is the key person in developing and enforcing guidelines for appropriate behavior in the school setting and working (privately or in classroom discussion groups) with students and parents to act on consequences as necessary.

Each Parent: has a vital role to play in the entire process of encouraging acceptable behavior from his/her children and participating in consequences in cooperation with the classroom teacher and other school personnel.

The Principal: confers with students, teachers, and parents and tries to make decisions that will help the students develop responsible and respectful behavior.

The School Adjustment Counselor: helps respond to inappropriate student behaviors. S/he supports all staff, students, and parents by providing group instruction about friendships, dealing with emotions, and other issues. The School Adjustment Counselor assists in the development and implementation of behavior plans.

MISBEHAVIOR AND CONSEQUENCES

There will be times when consequences for violations of the rules will be necessary. Consequences are in direct relation to the infraction; teachers and parents should involve the student as appropriate in decision-making regarding fair and instructive use of these consequences. The goal of consequences is two-fold: to reduce or eliminate recurrence of the behavior and to teach the student why the behavior is not appropriate in our school setting. Changing behavior patterns of a misbehaving child sometimes takes a long period of time. The teacher or other adults who have direct contact with the child will continue to encourage the child's efforts to improve.



Please refer to the Pittsfield Public Schools Code of Character, Conduct and Support.

DISCIPLINE OF SPECIAL NEEDS STUDENTS (Special Needs Includes both Special Education and Section 504 Students)

All students are expected to meet the requirements for behavior as set forth in this handbook.

Procedure: Procedures for suspension of students with disabilities when suspensions exceed 10 consecutive school days or a pattern has developed for suspensions exceeding 10 cumulative days; responsibilities of the Team; responsibilities of the district

1. A suspension of longer than 10 consecutive days or a series of suspensions that are shorter than 10 consecutive days but constitute a pattern are considered to represent a change in placement
2. When a suspension constitutes a change in placement of a student with disabilities, district personnel, the parent, and other relevant members of the Team, as determined by the parent and the district, convene within 10 days of the decision to suspend to review all relevant information in the student's file, including the IEP, any teacher observations, and any relevant information from the parents, to determine whether the behavior was caused by or had a direct and substantial relationship to the disability or was the direct result of the district's failure to implement the IEP—"a manifestation determination."
3. If district personnel, the parent, and other relevant members of the Team determine that the behavior is NOT a manifestation of the disability, then the suspension or expulsion may go forward consistent with policies applied to any student without disabilities, except that the district must still offer:
 - a. services to enable the student, although in another setting, to continue to participate in the general education curriculum and to progress toward IEP goals; and
 - b. as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, to address the behavior so that it does not recur.
4. Interim alternative educational setting. Regardless of the manifestation determination, the district may place the student in an interim alternative educational setting (as determined by the Team) for up to 45 school days
 - a. on its own authority if the behavior involves weapons or illegal drugs or another controlled substance or the infliction of serious bodily injury on another person while at school or a school function or, considered case by case, unique circumstances; or
 - b. on the authority of a hearing officer if the officer orders the alternative placement after the district provides evidence that the student is "substantially likely" to injure him/herself or others.
 - c. Characteristics In either case, the interim alternative education setting enables the student to continue in the general curriculum and to continue receiving services identified on the IEP, and provides services to address the problem behavior.
5. If district personnel, the parent, and other relevant members of the Team determine that the behavior IS a manifestation of the disability, then the Team completes a functional behavioral assessment and behavioral intervention plan if it has not already done so. If a behavioral

intervention plan is already in place, the Team reviews and modifies it, as necessary, to address the behavior. Except when he or she has been placed in an interim alternative educational setting in accordance with part 4, the student returns to the original placement unless the parents and district agree otherwise or the hearing officer orders a new placement.

6. Not later than the date of the decision to take disciplinary action, the school district notifies the parents of that decision and provides them with the written notice of procedural safeguards. If the parent chooses to appeal or the school district requests a hearing because it believes that maintaining the student's current placement is substantially likely to result in injury to the student or others, the student remains in the disciplinary placement, if any, until the decision of the hearing officer or the end of the time period for the disciplinary action, whichever comes first, unless the parent and the school district agree otherwise.

State Requirements Federal Requirements 34 CFR 300.530-537

For a discipline flow chart, see

http://www.doe.mass.edu/sped/IDEA2004/spr_meetings/disc_chart.doc. _____

Student Support Paraprofessional



This position adds another layer of support that is utilized throughout the building when managing student behavior. The "SSP" works in unison with the Dean of Students, the Student Adjustment Counselor, Principal, Teachers, and other staff to take a proactive approach towards student behavior. The SSP is student centered and supports all aspects of student behaviors.

Field Trips



We expect you to follow all school rules when you are on field trips. Before you go on field trips, your teacher will send a notice home to your parents/guardians so they will know where you're going and why you're going. It's important that your parent/guardian gets these notices, so please be sure to deliver them for us. The notice has a place for your parent/guardian to sign, you may not go on the trip unless it's signed! Egremont expectations are always expected on field trips.



*Throughout the year the students at each grade level attend various field trips to supplement the educational program. These trips are usually closely aligned with units of study in social studies, science or language arts. The trips provide an experience that is impossible to duplicate in the school. Guidelines for these trips have been established and will be shared in writing and verbally before each trip. **Financial support is available and parents/guardians should contact the Principal or Dean of Students in writing to request a full or partial scholarship.***

Fundraisers

Fundraising special events raise money for many of the special programs you will enjoy during the year. They provide materials to help staff with instruction and pay for many field trips. We hope your families become active members of the Egremont Parent Teacher Organization.

Health Services

The goal of the School Health Program of Pittsfield Public Schools is to promote, protect, maintain, and improve student health. The school nurse is a health advocate for all students and coordinates the health services of school, home and community. The school nurse implements state laws, local board policies and administrative procedures relative to health services in assigned schools. A registered nurse, Mrs. Porter, supervises the Nurse's Office. Students who feel ill or are injured in school should report to the nurse after obtaining permission from their teacher.



We want to provide each child with a safe and healthy environment. The nurse should be made aware of any pertinent medical information, i.e., allergies, medications, and/or physical restrictions. Any parent/guardian who has a health related concern should feel free to contact the School Nurse at 448-9794.

Medications - Massachusetts Law requires that all medication that must be administered during school hours be brought directly to the School Nurse by a parent/guardian. All medication must be in a properly labeled pharmaceutical container. The School Nurse will dispense the medication as directed by the physician. A written order from the doctor and written parent permission must accompany the medication. Long-term medications require a special form to be completed by the physician and parent. This form may be obtained from the School Nurse.

Medical Exemption from Physical Education - If physical activities are restricted for a medical reason, a signed note from the doctor or the parent/guardian must be presented to the Health Office. If the exemption is to be for an extended period of time, written documentation must be presented from the physician.

Health Screening - All students are scheduled for vision, height, weight, and hearing screenings each year. Fifth grade students are also screened for scoliosis.

Illness - If your child feels ill in the morning, please keep him/her home. Although good attendance is desirable, a sick child should never be sent to school. Please call the school, if your child will be absent.

Homework

- ⇒ All students should have a homework folder. Make sure you take your folder home each evening and bring it back to school the next day.
- ⇒ Students in grades 4 & 5 are provided with a Homework Planner. It is your responsibility to write all assignments in these books. Some teachers may want a grownup to sign the book each evening. Other teachers may stamp your book after you have written down all the assignments correctly.
- ⇒ You should have a special spot at home where you do your homework. It is a good idea to have supplies like pencils, erasers, and papers in this spot so you are all ready to work!
- ⇒ If you don't have homework you should review your math facts, spelling and vocabulary words and should always READ at least twenty minutes each evening.

Homework is an important part of learning for all Egremont students. Completing your homework well and on time can make you a better student! Your teachers give homework assignments so you can practice skills and understand concepts (big ideas) that have been taught in the classroom. Most of the time, your family will not have to give you lots of help with your homework. They can help you complete your homework responsibility by doing the following:

1. Finding a quiet, comfortable place to do your homework.
2. Helping you decide the best time to complete your homework.
3. Checking your homework to make sure it's complete and well done, and signing your assignment book.
4. Letting your teacher know of any special problems you had with your homework.



How much time you spend on homework depends on your grade and how well you use your time! This chart shows how much time most students in your grade should spend on homework each day. The district is reviewing their homework policy, as is Egremont School, so this may change a little as the year goes on. We will be sure to let you know any changes!

Gr. K - 1 No specific amount is specified at this level

Gr. 2 - 3 15 - 30 minutes

Gr. 4 - 5 30 - 45 minutes

In addition to these homework times, we expect you to spend 15-30 minutes reading one of your favorite books every night.



For some families, completing homework can be a very frustrating experience. It doesn't have to be! Here are some suggestions that seem to make the experience more pleasant and productive for other families and, perhaps, they'll work for yours. First of all, remember that the homework is your child's responsibility! You can provide encouragement and support by doing the following:

- 1. Identify a workspace that is conducive to the completion of homework.*
- 2. Keep younger siblings away.*
- 3. Decide with your child, a specific time to complete homework. There is no "best time" to do one's homework.*
- 4. If requested by the teacher, help with occasional special projects.*
- 5. Write a note to the teacher if your child is experiencing difficulty with an assignment or project.*

If your child experiences difficulty completing homework within the suggested time frame on a consistent basis, please contact the classroom teacher. Also, if your child is being frustrated with a homework assignment, try one of the following strategies:

- have your child take a short break, then return to the assignment*
- put the work away and have the teacher deal with it (a note from you will help the teacher understand the situation)*

Legal Custody



If you are divorced and have custody of your child, please provide us with a copy of the legal decree. In this way we can ensure that your child is released on the permission of his/her legal guardian. Without such a decree in our files, we must legally release a child to either parent. If you are divorced/separated and do not have physical custody of your child, but want to receive copies of report cards, your request to the principal must be put in writing each year. (Be sure to include your current mailing address in this request.)

Please note that the school is not responsible for notifying the non-custodial parent of concerts, plays or other school functions. Information is available on the school web site [egremont.pittsfield.net]

Lost & Found

Students sometimes lose clothing, lunch boxes and personal property while at school. If you lose something while at school, you should ask to check our Lost & Found, which is in the cafeteria. Help yourself by putting your name on your personal property so you can claim it easily.



A few times during the year, we will give students an opportunity to visit the Lost & Found area to view all found items. After they have had a chance to claim any lost items, we send the unclaimed items to a local charity. Please help our effort to get all items back to their owners by labeling all personal property that is brought to school. If your child cannot find a lost item in the Lost & Found area, they should check with the Main Office.

Make-Up Work Guidelines

The following are guidelines for making up work you might have missed because you were absent from school. It is important that you make up work that was missed so you can



continue to learn. If you are going to be absent for one or two days, the teacher will give the make-up work to you when you **return** to school. If you are going to be absent for **three or more days**, your family can pick up the work for you in the Main Office. Your family should contact the Main Office **at least 24 hours before** they wish to pick up your work. The secretaries in the Main Office will contact your teacher who will send the work to the office by the morning of the next day. Families may pick up work from the office at any time that day. Families should not ask a sibling, classmate or neighbor to request work from your teacher. All requests go through the office. Make-up work will be sent home for no more than one week at a time. It is very important that you do only the work assigned by your teacher, and that you do **not** work ahead in workbooks.

Newsletters



The Egremont Newsletter (*The Monday Message*) is published regularly. These newsletters give information about class events, reports from principal and professional staff, and parenting topics. Please encourage your family to read these newsletters so they can know what's going on in our school! Classroom teachers typically send home a weekly newsletter filled with all kinds of information!

Non-Discrimination Notice



The Pittsfield Public Schools, in accordance with its non-discrimination and zero tolerance policy, does not discriminate in its programs, activities, facilities, employment, or educational opportunities on the basis of race, color, age, disability, sex, religion, national origin, sexual orientation, or gender identity and does not tolerate any form of discrimination, intimidation, threat, coercion and/or harassment that insults the dignity of others by interfering with their freedom to learn and work. [M.G.L. c.76, s5]

Notices

Notices about upcoming events, half days, community events, school lunch prices & menus, and school plays are available on our school and PTO websites. Please be sure to check these websites out so you can know what's going on at school. [egremont.pittsfield.net] Hard copy notices will come home in the Friday Folders provided by the P.T.O.

Parties

Celebrations are special times in all our lives and we do celebrate at our school throughout the year. School is not the place for birthday parties; however, you may bring in something special to share with your classmates (pencil, stickers, erasers). Birthdays are celebrated once a month in the cafeteria during lunches. Students who have birthdays in a given month will be joined for lunch by the principal. The cafeteria provides cake for all students and the entire grade sings "Happy Birthday."



When planning birthday celebrations outside of school, please be sensitive to the fact that most young children are easily hurt if left out of such events. Therefore, invitations are not to be distributed in school unless all class members are included.

Also, it is a district policy that we cannot provide addresses and/or phone numbers of students. We appreciate your cooperation and understanding when dealing with this situation.

Permission Slips

If you wish to do any of the following, we must have a written Permission Slip from your parent.

- Get picked up or walk home if you usually take a bus.
- Leave school before the regular dismissal time.
- Attend events/practices/scout activities after school.



If blanket permission has been given and you need to make a change or an exception for a particular day, a note must be written stating the changed information for that date. Your child's safety is very important to us. Communicating any changes in his/her routines will help us very much!

Personal Property

Your safety and your learning are very important to us. We will do everything we can to make school a safe and happy learning place for you and your classmates. There are some things that we believe may interfere with your safety and learning so you should not bring the following to school:

- **Knives (including Swiss Army style pocket knives), toy guns, "popper" explosives, laser pointers will result in suspension.**
- Hard balls, Frisbees, skateboards, kites
- Cell phones, Ipods, MP3 players
- Expensive toys, video games, Yu-gi-oh, Pokémon, or other trading cards

The school cannot be responsible if your favorite personal property is lost, damaged or stolen while you're at school or on the school bus. Please leave them home!

Photographs

We take a lot of pictures of exciting events at Egremont. These pictures are often posted on our website for you to share with friends and family. There are also times when the local newspaper or the district newspaper visits to write an article on a special event at Egremont.



Each family receives a district and building photograph release form. Please be advised that student names are not posted with pictures on the web site.

Placement of Students



*The teachers and the principal take great care in placing all students in their classrooms. Families are invited to send written comments to the principal by April 17th so they can share information with her. These comments are reviewed during the placement process. This opportunity for families to be involved in the placement of their children should not be viewed as a chance to "pick" their child's Teacher. It is inappropriate to request teachers by name in these letters. **Final class placement decisions lie with the teachers and Principal.***

Recess

Egremont has a wonderful playground including swings, play structures, a track, and a large field. Please review these important rules:

1. Swings:
 - a. Swing on your bottom
 - b. No flips, twirls, or use of the baby swing.
 - c. Please do not use the pole for climbing.
 - d. **Please do not walk through the swing area when in use.**



2. Slides:
 - a. Slide down on your bottom, one person at a time.
 - b. Please do not climb up or run down.
3. Monkey Bars:
 - a. Use arm grip to move across the bar.
 - b. Wait your turn.
 - c. Please do not walk through the monkey bar area when being used.
4. White flip bar:
 - a. Always have one hand on white bar for safety.
5. Please do not play tag in the playground equipment area.
6. Please do not jump off playground equipment.
7. Please keep hands and feet to yourself while on playground equipment.
8. Display body control at all times.
9. Be safe and have fun!



Recess during the winter: Please be sure to send your child to school with appropriate clothing for outdoor play in the snow. Please be sure that your child has a hat, mittens/gloves, boots (and a change of shoes for indoors), a winter coat, and snow pants. We recommend writing your child's name on all of his/her clothing—you would not believe the number of unclaimed black snow pants that accumulate in our school lost and found.

Indoor recess: On rainy days or days when it is extremely cold, students have recess in their classrooms where they have the opportunity to play board games, draw, read, or work on the computer.

Retention of Students



Parents/Guardians of students in danger of retention are informed of this possibility by February 1st. The primary criteria for considering retention are:

- * Academic achievement in all subject areas, especially basic skills mastery, as determined by tests and other and other assessments.*
- * Developmental readiness for the next grade.*

The professional staff and administration work closely with families in monitoring student progress, discussing appropriate options, and making the final decision.

School Cancellations/Delays/Early Closings



If school is cancelled or must be closed early due to an emergency situation, you will receive an automated phone call from the superintendent. You can also get information from radio and television. Information is also available on the school and district websites.

School Council



The Egremont School Council consists of parent representatives, teacher representatives, and representatives from our business partnership (with Berkshire Bank), and the principal. The school council is a forum for site-based decision making. The team is responsible for developing the school improvement plan, overseeing the budget, advising the principal on school operations and procedures, and engaging in strategic planning. The School Council meets the first Monday of each month in the Science Room starting at 6:00 p.m. All are welcome to attend meetings.

Security System

Our security system is in place so that we can make Egremont a safer place for you and the teachers during the day. All visitors, including families, will have to come into the building through the front doors. When they come to school they will have to press a button and may not enter the building until they are "buzzed-in."



*We welcome visits to our school, but to ensure the safety and security of our students we require all families, volunteers, and visitors to report to the office to sign-in and receive a badge. When delivering a "forgotten" item to school for your child, please leave the material at the office. A member of the staff will see to it that the item is promptly delivered. Parents/guardians, and other visitors may only enter the school through the front door and must be buzzed into the building by office staff. All visitors must sign in with the office and receive a visitor's pass. Only individuals approved by the staff are allowed into the building. **Remember the only door open to visitors (anyone who is not an Egremont student or paid staff member) is the front door.***

The cafeteria door, car line door, and all doors other than the front door are for students and staff only. Exceptions to this policy may be made for certain evening events.

Special Services

Egremont has programs and professional staff available for children who have special learning needs. They include: reading intervention, speech and language, resource teachers, occupational/physical therapy, ELL support and guidance services.

Specialists

Specialists are really fun! There are five Specialists: ART, GYM, LIBRARY/MEDIA, MUSIC, and SCIENCE. Students see each Specialist once a week for 45 minutes.

In **ART** students mostly draw, paint, and color. Sometimes students make jewelry or work with clay! Be ready to get messy!



In **PHYSICAL EDUCATION** students play games and learn different sports. Make sure to wear or bring sneakers on gym days!

In **LIBRARY/MEDIA** students read and learn about all different types of literature and authors. Be sure to return or renew your books each week so you can take out new ones!



In **MUSIC** students sing songs (of course!). Students also learn about different composers. In third grade we learn to read music and how to play recorders. You can work to earn a Music Black Belt!

In **SCIENCE** different grades do different things. Some of the things you might do are: study bugs, rocks and minerals, magnets, and electricity. Whatever grade you are in you will learn a lot and have fun!



Tardiness (Being late for school!)

Students arriving at school after the late bell (8:45 a.m.) will be considered tardy. Any student who is tardy must be signed in by a parent/guardian in the vestibule. For the safety of the student, we cannot permit the student to sign him/herself into school. If you arrive late to school, you must come in through the front doors (rather than the side doors used for the regular morning drop-off since these are locked at 8:45 a.m.).

Technology/Computer Use



Egremont has many and varied technology resources. Students have numerous chances to use computers to help you learn. Computers can be wonderful learning tools when used correctly. We expect you to use the school computers properly at all times. Your teachers will tell you which websites you can use while you are in school. You are not allowed in any "chat rooms."

If you have any questions about where to find something, or how to do something on the computer, ask an adult for help.



Please refer to the Pittsfield Public Schools Code of Character, Conduct and Support.

Vacations



We strongly urge parents to plan vacations that don't conflict with the school calendar whenever possible. No matter what make-up work is completed, we cannot fully duplicate the classroom learning experience that is lost by going on vacations of a week or more. Keep in mind that some students have a very difficult time catching up with their classes when they return from such vacations. If you must take your children out of school for an extended vacation when school is in session, please make the office and classroom teacher aware. Work will not be sent home during vacation and will need to be made up upon the student's return. A few days after returning to school, check with your children's teachers to see if any of the children is experiencing difficulties. These absences are considered unexcused.

Visiting the School School office hours are 8:30 a.m. ~ 3:15 p.m.



*To ensure the safety and security of our students we require all parents, volunteers, and visitors to report to the office to sign-in and receive a badge. When delivering a "forgotten" item to school for your child, please leave the material at the office. A member of the staff will see to it that the item is promptly delivered. **Parents/guardians, and other visitors may only enter the school through the front door and must be buzzed into the building by office staff.** All visitors must sign in with the office and receive a visitor's pass. Only individuals approved by the staff are allowed into the building. Remember the only door open to visitors (anyone who is not an Egremont student or paid staff member) is the front door.*

The cafeteria door, car line door, and all doors other than the front door are for students and staff only. Exceptions to this policy may be made for certain evening events.

We encourage you to contact us to share any concerns, questions, suggestions, or successes. We need constructive input from all members of the school community to keep our school on the path of continuous improvement. When expressing a concern or sharing a suggestion, we invite you to be a part of the solution. It is so important to bring our collective best thinking to the table when problems arise. To that end, when communicating with us about an issue, we encourage you to first contact the person who has the closest knowledge of your child's day-to-day progress at school: your child's teacher. As teachers are busy in their classrooms for the nearly the entire school day, the best way to get in touch with your child's teacher is to leave a message on the teacher's voicemail with a phone number where you can be reached or to email the teacher directly. The teacher will then contact you when s/he has some time available outside of classroom responsibilities.

If the issue is not resolved at that level, or you wish to connect with us about a school-wide issue, you may contact the principal or dean of students through the school office. Please know that if this is a classroom or child specific issue, the principal will first ask if you have already spoken with the teacher as this is where the first round of conversation needs to take place. Often, many issues are clarified and resolved through a parent-teacher conversation.

Building Assistance Team: We also have available at our school a team to help when student issues (academic or behavioral) persist after initial parent/guardian-teacher conferences and the implementation of interventions that have come out of those conferences. See appendix at end for specifics on the Building Assistance meeting.



Volunteers

There are many opportunities to volunteer at Egremont. Parents/guardians serve on PTO committees, volunteer for special events, and serve on the School Council. All volunteers are required by law to submit a CORI check form. There are many ways to share your talents with us!

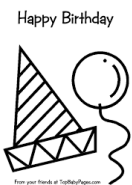
School Council - *The Egremont School Council consists of parent representatives, teacher representatives, and representatives from our business partnership (with Berkshire Bank), and the principal. The school council is a forum for site-based decision making. The team is responsible for developing the school improvement plan, overseeing the budget, advising the principal on school operations and procedures, and engaging in strategic planning.*



Egremont Elementary School Wellness Policy

Egremont School is committed to providing an environment that supports and promotes wellness, good nutrition, and regular physical activity as part of the total learning environment.

Birthday Celebrations



These special occasions will be celebrated in the cafeteria the third Friday of each month. (This will occur at all elementary schools.) All students will join in a chorus of "Happy Birthday" and will share a special treat from the cafeteria.

Birthdays will still be acknowledged in the classroom on the day of the child's birthday. Families are welcome to send in a non-food item to celebrate. Students love pencils, stickers, and erasers!



Activities That Involve Food

Food brought into the building for events both during and after school must be prepared in a "Food Safe" kitchen and be in its original packaging. It must also follow these additional guidelines:

- Foods and beverages should be limited to only low fat and non-fat milk, fruits, and vegetables (non-fried)
- Foods must be 30% or less of total calories from fat
- Foods must be 10% or less of total calories from saturated fat

All classes will have a 30-minute daily recess...

and Activity Bursts throughout the day.



Car Line Procedures



If you have been issued an official car line number, we ask that you follow these guidelines:

1. Please hang the tag from your rearview mirror when you come to pick up your child in the afternoon. Your child as well as siblings have been assigned the same number and will be standing under that number at the gym entrance way.
2. Pull into the side school driveway at dismissal. The car pick-up line will be at the side of the school (where the gym and cafeteria are).
3. When you pull up to the curb by the gym doors, the principal or her designee will call out your number to the teachers monitoring the children inside. When the child's number is called, he/she will come out to the car and get in. It is important that you remain in your car in the driver's seat while your child is called and gets into the car. It is also important to stay in line and wait for the car in front of you to pull out first!
4. You will then proceed to exit the school grounds via the side driveway (the same driveway entrance you used to come into the side lot of the school).
5. Each family has been issued one tag. If another member of your family picks your child up in the car pick-up line, you will have to lend that family member your tag for the day.
6. If you or another family member will not be picking your child up in the car pick-up line on a given day, please write a note for your child's teacher indicating the change so that the teacher can ensure your child is dismissed at the proper place.
7. If you would not like to participate in the car pick-up line, please return your tag to the office as soon as possible so that other interested families may have a chance to participate.
8. If you have newly received a car line tag you must notify your child's teacher in writing as to the day you will begin using the car line. Please remember any changes on any given day; the classroom teacher must be notified.

What is the Building Assistance Meeting (BAM)?

A Building Assistance Meeting is a problem solving system designed to formulate interventions to deal with student's difficulties in order to increase success in school. A teacher or parent, who has concerns regarding a student, presents them to the team to explore various strategies and options to develop a course of action. Many times a collaboration of people can offer more solutions than one or two people. The Building Assistance Meeting is made up of several people, including the principal, teachers, support staff, school adjustment counselor, and school psychologist.

Why would I be asked to attend a Building Assistance Meeting?

If your child is experiencing difficulties despite interventions and modifications by the teacher and yourself, the teacher may choose to seek the help of the Building Assistance

Meeting. You will have generally met with or talked to the teacher before the Building Assistance Meeting is initiated.

NOTE: A PARENT/GUARDIAN HAS THE RIGHT TO REQUEST A SPECIAL EDUCATION EVALUATION WITHOUT GOING THROUGH THE BUILDING ASSISTANCE MEETING PROCESS.

What types of problems are addressed?

Basically any behavior that is interfering with your child's learning. For example, your child may have trouble with academic areas despite working very hard or may have problems with peer relationships or behavior.

How will I be notified of the meeting?

The school will notify you by letter or phone call. Your child's teacher may also inform you of the meeting time.

What to expect at the meeting:

First, the number of educators in attendance should not alarm you. As stated above, we are a collaborative group of people that come together to help problem solve. The focus will NOT be on your child's problem, but rather on how we can help to increase success. By coming to the Building Assistance Meeting you are included in the problem solving process, and interventions may include things for your child to do at home or with you. Home-School collaboration is key to the problem solving process.

The meeting is generally 30 minutes and uses the following structure:

Introductions...5 minutes to define the problem...15 minutes to brainstorm possible interventions...10 minutes to summarize, identify interventions and to set follow up meetings (as necessary).



WHERE TO GO WHEN YOU DON'T KNOW WHERE TO GO

There is a LOT of information on the school website...
egremont.pittsfield.net

Questions about:

Health.....	Mrs. Martel, Nurse (413) 448 - 9794
Bus Transportation.....	School Office (413) 448 - 9655
Bus Company.....	(413) 499 - 9525
Classroom.....	Teacher
Lost and Found.....	Cafeteria/Office
Absence Excuses.....	Teacher/Attendance Secretary
Dismissal Requests.....	Office
Before & After School.....	YMCA at 499-7650 x 27
Other questions.....	Teacher Mrs. Heath, School Adjustment Counselor Ms. Sykes, Interim Dean of Students Mrs. Dapson, Interim Principal
PTO.....	Andrea Wilson, Erin Kinnas, Kate Brennan, PTO Officers
Lunch menus*	Teacher, Cafeteria, or Office

*Monthly calendar/menu is usually sent home the week before a new month starts. Menus are also available on the school's web site [egremont.pittsfield.net]

Homeless Assistance

Consistent with the Federal McKinney-Vento Homeless Education Assistance Act, homeless students are defined as those who lack a regular, fixed nighttime residence including supervised temporary accommodations (see definition, Policy STU-14). Students have the right to stay in their school of origin for the entire time they are homeless, even if they move to a different school district. Students who move into permanent housing during the school year can still finish the year in the same school. They may also choose to enroll in a school within the new zone, town or city where they live temporarily. Transportation will be provided unless your new address is within the walking distance of your child's school. For help, call the Deputy Superintendent's office, which serves as the district's homeless liaison, at 499-9510.