

Student and Family Handbook



DANIEL BUTLER SCHOOL

(Last updated 8.24.2021)

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Arabic - العربية

إذا تريد أي مساعدة في قراءة هذه الوثيقة أو منشورات أي مدرسة أخرى، يرجى الإتصال بمكتب المدرسة الرئيسية للحصول على خدمات الترجمة.

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Daniel Butler Elementary School

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Danielle M. Betancourt
Principal

September 2021

Dear Parent/Guardian,

This Student and Parent Handbook was originally developed based on the desire to create and maintain a positive climate, both in school and on the playground, which begins with clearly stated expectations. Inside these handbooks is information about how the Butler School works, from our behavioral expectations to how arrival and dismissal occur.

The rules and expectations in the Student Handbook will be fully explained to students by teachers and supported throughout the building by all staff. Please thoroughly read both handbooks and discuss the first (green) section of this handbook with your child. This process will help her/him to recognize the home/school connection and the importance of carrying over from home those positive attitudes and behaviors that you have taught. Children benefit when teachers and parents work together to build a safe and positive climate at school. Our hope is that children will carry these attitudes and expectations about good behavior into their homes and extended community.

Our staff works hard to promote and maintain a school culture that is positive, inclusive, and supportive of all members. We have high expectations and value respectful choices and actions, knowing that when we treat and view others as though they are as important as we are, we foster caring and positive relationships.

My best hope is to support your child and you during this wonderful journey. If there is some assistance you wish from me, please feel welcome to contact me at 617-993-5550. My office is always open to you.

With every good wish,

Danielle M. Betancourt

Respectful ♣ Responsible ♣ Ready to Learn

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School-wide Positive Behavior Philosophy

The Concept of “Bucket Filling*”

Each of us possesses an invisible bucket. It is constantly being filled or emptied, depending on how positively we interact with the people around us. When our buckets are full, we feel great. When our bucket is empty, we feel awful.

When we fill other people’s buckets - by saying or doing things that are kind, caring, helpful, or encouraging - we also fill our own bucket. A full bucket gives us a positive outlook and renewed energy. We also have the capacity to dip into other’s buckets - by saying or doing things that are hurtful, thoughtless, mean, or cruel. When we dip into others’ buckets, we empty our own bucket as well. Sometimes our bucket feels empty when something unpleasant happens or when we forget to be kind to others.

So we face a choice every day, all day long: we can fill one another’s buckets, creating positive feelings that spread among the people we interact with during the day *or* we can dip from them. It’s an important choice - one that affects our relationships, work, health, and happiness.

Choose kind. Be a bucket filler!







**Based on the Book “Have You Filled a Bucket” by Carol McCloud*

School-wide Expected Behaviors:
"Three Rs"



Everybody. Every day.

Butler School Behavior Matrix

<div>  </div> <div> <p>Everybody, every day, will be</p> <p>RESPONSIBLE * RESPECTFUL * READY TO LEARN</p> </div>				
CLASSROOM	HALLWAY	RESTROOM	PLAYGROUND	CAFETERIA
				
RESPONSIBLE				
Work hard and give your best effort	Hold the door for everyone	Keep the restroom clean	Move carefully on and around the structure and slide	Keep the table clean
RESPECTFUL				
Listen to your teacher's instruction	Remember to look at the artwork but not to touch it	Respect people's privacy	play fairly	Speak in a soft voice
READY				
Arrive on time and ready to learn	Stay in line and walk quietly	Wash my hands before I leave	Move to the lineup spot at the end of recess	Eat my lunch on time

POSSIBLE CONSEQUENCES FOR MISBEHAVIOR

- Discussing behavior with staff member (teacher, aide, custodian, principal, etc).
- Apologizing to offended person or meeting with others to settle differences.
- Explaining verbally or in writing what was done that was not acceptable (may require parental signature if in writing).
- Losing privilege of participating in activity (such as recess, special class event, etc).
- Being sent to sit in the main office for the school for a brief period, possibly resulting in a meeting with the principal.
- Making up school assignments missed.
- Having parents notified, possibly resulting in their meeting with the teacher and/or the principal.
- Being excluded from special school activities, such as field trips.
- Staying after school with parents being notified.
- Losing custody of an article that poses a danger or a nuisance.
- The principal or any person in charge has the right to inspect a student's desk or personal belongings if he/she feels this is necessary in order to protect the safety of any students.
- Being kept out of class or being sent home at the discretion of the principal after parent notification. If the principal determines that a formal suspension is necessary, the procedures stated in the Belmont School Committee's Policy 5013 will be followed.

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Daniel Butler Elementary School: Parent Handbook A-Z

In accordance with Belmont School Committee Policy 2008 (<http://www.belmont.k12.ma.us//bps/Portals/0/Docs/SCPolicies/2000/Crofts2008.pdf>) this district-wide elementary school handbook is designed to be a resource for parents of K-4 students in the Belmont Public Schools. It was complete and current at the time it was published. We will continue to make changes based on the system's needs, new laws, regulations and court rulings. Please note that in the event of any inconsistencies, federal or state laws and regulations prevail.

Statement of Purpose: Rights and Responsibilities

The Daniel Butler School is dedicated to providing a school community where students will acquire the foundational skills, knowledge, and behaviors needed for life-long learning. We believe this can best be achieved in an environment characterized by mutual respect and shared responsibility. Our success will be built on a partnership of teachers who are committed to their profession and families who ensure their children come to school ready to learn.

At Butler we strive to provide all students with three basic rights:

- The right to an excellent elementary education.
- The right to attend a school where all children are respected.
- The right to attend a clean and safe school.

Each right rests upon, or is balanced by, a set of responsibilities which are accepted and acted upon by every segment of the school community: students, teachers, and parents. For children these responsibilities are:

- To responsibly follow the rules which ensure everyone's safety, including taking care of the school building and the materials which are provided for learning.
- To respect both the adults and students with whom they work and play. Basic civility.
- To come to school ready to learn and to work hard while here.

Admission to schools	District-wide
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Students residing in the Town of Belmont are eligible to attend the Belmont Public Schools when they are age appropriate. Parents/guardians register children in their neighborhood school via the on-line portal and by submitting documents at the school. Assignment to a school within the district is determined by the Superintendent after registration is complete. Once children are registered and assigned to a school, their placement at that school remains constant from year to year unless a family moves out of their district. Families do not need to re-register their child for each new school year. If a family moves at any time, whether within or outside of Belmont, submitting updated residency information is required.

While there is no guarantee that students entering K will be placed at the same school as their siblings, as long as registration is complete by the date set each year, prioritization of siblings is a strong consideration for placement. See [kindergarten registration](#) below.

For the most up-to-date information on registration and admission to Belmont schools, please visit our [BPS registration webpage](#).

Allergies	School-based
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The number of people (students and staff) with life threatening food allergies continues to grow. As the physical and emotional safety of all of our students is a top priority, we must use particular care with regard to food. At the Butler School, there is no sharing of food items; please only pack for your child what your child will be eating for the day. In addition, we ask children to wash their hands after eating to prevent the spread of foodborne allergens.

If your child has food allergies, it is imperative that you discuss these with our school nurse, who will communicate with the appropriate staff members.

Animals at School	School-based
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Help us respect the town rules about keeping pets off of the playgrounds. Beyond it being a town policy, our primary interest is in maintaining the safety of students. Even the friendliest pets can become agitated when many students surround them and pet them. We ask families to keep their pets off of the playground area not because of any personal feeling about animals but because we want to avoid an accident.

Arrival and Dismissal	School-based
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[For information about our morning and afternoon routines in cars, please refer to the [Traffic section](#)]

Students begin and end their days in their “home base” spots, marked by painted lines on the black top. Home base lines for students in Grades K-2 are on the side of the school and in the back of the school for Grades 3-4. This routine, which is also implemented for the start and end

of recess, provides a structure and sense of safety for students during the most unstructured parts of their day.

In order to allow all of the children to safely gather and line up in the morning, **all roller-type vehicles need to be walked (not ridden) after 8:25** on the playground. Please remind your children that they must wear helmets while riding.

When it rains during morning arrival our entry protocol changes a bit. Rather than waiting outside in their “home base” lines, students enter the side door and line up in the lower level (known as ‘The Link’):

- Grade K students line up at their classroom door, since their rooms are already on the bottom floor.
- Grade 1 and 2 students line up at their classroom signs, located in the link.
- Grade 3 and 4 students line up in the cafeteria.

We have our three morning duty teachers available in these three areas to maintain safety and order. Indoor line-up decisions will be determined by the principal and announced by 8:20 so that staff know where to begin supervision.

While we understand it can come across as abrupt, quick goodbyes are good for students (even though they can be hard for parents). The message we want to give to students is that school is a place of learning and that every minute counts. The sooner we get students into school, the quicker they get settled and their learning can begin. Lastly, in order to ensure everyone’s safety, we ask all parents *not* to walk their children directly to class. Our intent is not to be unwelcoming to parents; it is to ensure that our hallways are safe. That safety becomes compromised when adults without IDs are allowed to wander up to classrooms, because we are unable to discern a parent from any other stranger.

Please note that while we do offer *before*-school supervision on the playground beginning at 8:25 am, we do *not* provide after school supervision once the day ends at 2:50pm.

Attendance / Absences	District-wide
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See also: [Reporting a Child’s Absence](#) or [Family Vacations](#)

One of the keys to academic achievement is good attendance. Consistent participation in school and school-based activities is important for making a successful transition from youth to adulthood. Student tardiness and truancy are challenges that confront many communities in Massachusetts and the country. Often, these behaviors are the first indicators that a student may be experiencing stress or other difficulties in his or her life.

The following is a summary of some of the Massachusetts General Laws pertaining to attendance:

School Attendance

Chapter 76, section 1 of the Massachusetts General Laws states that all children between the ages of six and sixteen must attend school. A school district may excuse up to seven day

sessions or fourteen half day sessions in any period of six months. In addition to this law, each school may have its own attendance policy with which parents/guardians should be familiar.

Notification and Contact Information

Chapter 76, section 1A of the Massachusetts General Laws states that parents/guardians must be provided each year with the instructions for calling a designated phone number at a designated time to inform the school of the absence of a student and the reason for the absence. In addition, parents/guardians must provide the school with a home, work or other emergency telephone number in order that they may be contacted during the school day so the school may call and inquire about said absence.

Who is a Supervisor of Attendance?

Chapter 76, section 19 of the Massachusetts General Laws states that each school committee must employ a supervisor of attendance. A supervisor of attendance has the power to apprehend and take to school any child who is truant and is required to investigate all cases where a child in the district fails to attend school.

What is a CRA (Child Requiring Assistance) Application?

Under Chapter 119 of the Acts of 2012, Governor Patrick signed an amendment into law that changes Children in Need of Services (“CHINS”) to Families and Children Engaged in Services (“FACES”). This modification impacts schools with regard to the filing of FACES applications. A “CRA” (Child Requiring Assistance) application may be filed in court by a school district if a school-aged child who is “habitually truant,” that is, who willfully fails to attend school for more than eight school days in a quarter, or who repeatedly fails to obey the lawful and reasonable regulations of his or her school. The Court’s authority pursuant to a CRA petition includes the power to place the child in the custody of the state agency known as the Department of Children and Families.

What is a 51A?

A 51A is a report of suspected child abuse or neglect that is filed with the Department of Social Services/Department of Children and Families. Under Chapter 119, section 51A of the Massachusetts General Laws, a report can be filed on behalf of a child under the age of eighteen for educational neglect if a child is not attending school on a regular basis.

Parental Responsibility

Parents or guardians are legally responsible for ensuring that a child under their control attends school daily. It is a crime for a responsible parent or guardian not to cause such a child to attend school. If a child fails to attend school for seven day sessions or fourteen half day sessions within any six month period, the supervisor of attendance may file a criminal complaint in court against the responsible parent/guardian.

Inducing Absences

It is a crime to induce or attempt to induce a minor to miss school, or unlawfully to employ or to harbor a minor who should be in school.

For the most up-to-date information on attendance in the Belmont schools, please go to <https://www.belmont.k12.ma.us/bps/Administration/Publications/Student-Attendance-and-Truancy>.

For School Committee policies relating to attendance and absences in the Belmont Public Schools please go to <https://www.belmont.k12.ma.us/bps/Portals/0/Docs/SCPolicies/5000/Crofts5003.pdf> and <https://www.belmont.k12.ma.us/bps/Portals/0/Docs/SCPolicies/2000/Crofts2005.pdf>.

BEDP (Butler Extended Day Program)	School-based
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The Butler Extended Day Program (BEDP) is a school-age before and after school program owned and operated independent of the Daniel Butler School and its PTA. The program serves students from Kindergarten through grade 4. The program is licensed by the Massachusetts Department of Early Education and Care. Families may register their children for two, three, four, or five day per week and may choose any combination of days, as long as there is space available. Tuition is charged for all programs.

BEDP's primary goal is to provide reliable, affordable before and after school care for Butler families in an environment which is safe, stimulating, and enjoyable, for the children. BEDP strives to promote the social, intellectual, gross motor, fine motor, and emotional skills development of the children in its programs through a variety of activities and materials. BEDP activities are designed to complement the activities of the school day.

To promote a relaxed, enjoyable time, BEDP attempts to recreate in a daycare setting many of the desirable features of the neighborhood experience. In contrast to the school day, children at BEDP are free to play in mixed age groups. Many of the activities are designed to foster this goal, while others are tailored to specific ages and interests in recognition of the fact that children of different ages have different needs. BEDP works to foster cooperation, respect, and friendship among the children while recognizing the need for individuals to have time to themselves before or after being part of a group all day. Quiet areas are provided where a child may read, do homework, or play by him or herself.

Morning Care Hours: 7:15-8:30 am
 BEDP: 2:40-5:45 pm on regular days, 11:30 am-5:45 pm on early release days
 Extended BEDP: 5:45-6:15 pm

Please visit the [BEDP website](#) for the most up-to-date information on BEDP for the Butler School, including tuition costs.

Behavioral Expectations	School-based
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"When a student cannot read, we teach.
 When a student cannot calculate or problem solve, we teach.
 When a student cannot write, we teach.
 When a student cannot behave, we punish.
 But why don't we teach?"
 - Anonymous

At the Daniel Butler Elementary School, we *teach* students about behavior. As a PBS school, we believe in **positive behavior support**. Rather than *reacting* to behaviors after rules have been broken, we believe in being *proactive* before they have a chance to break them. Therefore, we define what good behavior looks like and establish it as the target goal, and when we see it we acknowledge, encourage, and celebrate it. Just as we envision each person as having a “bucket” that is filled with kind acts, each classroom has an actual bucket, in which we collect marbles that acknowledge noticed positive behavior. At the end of each week, classroom buckets are poured into our school bucket. When that bucket is full, we have a school-wide “Spirit Day” of a theme chosen by students to celebrate our community.

In the past, school-wide discipline has focused solely on reacting to specific student misbehavior by implementing punishment-based strategies. Research has shown that the implementation of punishment, especially when it is used inconsistently and in the absence of other positive strategies, is ineffective. Introducing, modeling, and reinforcing positive social behavior is an important step of a student's educational experience. Teaching behavioral expectations and rewarding students for following them is a much more positive approach than waiting for misbehavior to occur before responding. The purpose of school-wide PBS is to establish a climate in which appropriate behavior is the norm.

If students struggle to meet our behavioral expectations, we will consult with teachers, our mental health team (School Psychologist, School Counselor, Nurse), and families to understand the underlying cause and determine supports necessary to foster positive behavior.

Biking to School	School-based
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Students who bike to school should **walk their bikes once they reach the playground area**. We have provided two bike racks on the perimeter of campus to ensure that there is a secure place to lock up bikes during the day. In order to allow all of the children to safely gather and line up in the morning, **all roller-type vehicles need to be walked (not ridden) after 8:25 nor at dismissal when it is crowded** on the playground. Please remind your children that they ***must wear helmets*** while riding.

Birthdays and Celebrations	School-based
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We all try very hard to promote healthy eating habits and food-free celebrations. In addition, we must be vigilant with regard to food allergies. If parents would like to send something in to their child's classroom to celebrate a birthday or holiday, it must be a non-food item, such as stickers, pencils, or erasers, and given our commitment to being an inclusive school, all children in the class should be included. Please see the section on [food borne allergies](#).

It is a common practice to distribute invitations to birthday parties in school. In order to distribute invitations during the school day, every child in the classroom must be invited; if a

child is having a smaller party with only a few children, invitations must be distributed privately outside of school to respect the feelings of all children.

Bullying	District-wide
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In May of 2010, the state of Massachusetts took steps to protect all students from unwanted, aggressive behavior by passing anti-bullying legislation. The Massachusetts anti-bullying law prohibits bullying on school grounds, buses, and activities and requires that schools take steps to report and respond to bullying.

More comprehensive information is available at our Bullying Prevention and Intervention website: <https://www.belmont.k12.ma.us/bps/Parents/Bullying-Prevention-Plan>.

For School Committee policies relating to harassment in the Belmont Public Schools please go to <https://www.belmont.k12.ma.us/bps/Portals/0/Docs/SCPolicies/0000/Crofts0006.pdf>.

Bus Transportation	District-wide
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Belmont School Committee policy determines the extent to which pupils in Kindergarten through Grade Four are transported by bus. The Belmont Public Schools' policy for providing busing will follow the State guidelines, and busing for other students will be available for a fee. School Crossing Guards are provided by the Belmont Police Department to assist walkers in crossing some busy streets.

School bus students and their parents are reminded that the privilege of being transported by bus to and from school, if abused, can be revoked. Any disciplinary action will be handled by the principal's office and parents will be advised.

For the most up-to-date information on school buses in the Belmont schools, please go to <https://www.belmont.k12.ma.us/bps/Administration/Business-Office>.

Class Assignments	School-based
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The placement of students in classroom communities is one of the most important parts of organizing for the upcoming year. A considerable amount of time, energy, and thought goes into this complex process. Many factors are considered, including (but not limited to):

- Strengths
- Gender
- Learning styles
- Race
- Ethnic background

- Language skills
- Social styles

Our goal is to create classes that are well-balanced with groups of children who can work together educationally *and* socially.

In order to make the placement process effective, we provide the opportunity for Parents/Guardians to submit their thoughts on a specific form, due prior to April Vacation each year. As our goal is consistency, we request that the form be the sole form of communication, rather than personal letters or narratives. We also request that Parents/Guardians avoid requesting a teacher by name. The three areas for your input – Goals, Student Learning Style, and any Special Information – give us the most valuable information and help us make the best decisions. Please understand that while we do our best to take these requests into consideration, we *cannot* make any guarantees. What we *can* guarantee is that we will do our best to create balanced classes that ensure a highly effective working environment for all Butler School children.

Placement is a very intricate and thoughtful process that elicits input from many people who have in-depth knowledge of students. It is our best thinking that ultimately results in class lists that are designed to benefit all students. Therefore, once assignments have been made, they are considered final. Making a change in one child's placement after the fact can create an adverse "domino effect" that can undermine the carefully planned arrangement of an entire grade.

For School Committee policies relating to class assignments in the Belmont Public Schools, please go to <https://www.belmont.k12.ma.us/bps/Portals/0/Docs/SCPolicies/6000/Crofts6005.pdf>.

Conferences	School-based
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Student progress is reported to Parents/Guardians during scheduled conferences in November and March of each year. The Butler School uses an online registration process for reserving parent/teacher conference slots located at www.belmont.k12.ma.us/butler/ptc/registration/.

Those parents who do not have access to online resources, or are having difficulty with the online registration system, can contact our Conference Coordinator, at (617) 993-5452 for assistance.

Of course, discussion of student progress is not limited solely to these times. If a parent/guardian is concerned about their child's progress they should communicate directly to teachers in a proactive way. Depending on the seriousness of their concern, they can check in during afternoon dismissal, via e-mail, via phone, or they can make an appointment to meet face-to-face with the teacher for a lengthier conversation.

CORI Checks	District-wide
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All volunteers and other individuals who may have direct and unmonitored contact with children in the Belmont Public Schools must complete a criminal offender records information (CORI) background check. Parents cannot volunteer in school opportunities or field trips without a completed CORI check. Applications are available in the main office of all Belmont Schools and must be completed in person.

For School Committee policies relating to CORI checks in the Belmont Public Schools please go to <https://www.belmont.k12.ma.us/bps/Portals/0/Docs/SCPolicies/0000/Crofts0005.pdf>.

Cumulative Files / Student Records	District-wide
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The State Board of Education has adopted regulations pertaining to student records. The regulations apply to all public elementary and secondary schools. They are designed to ensure parents and students the rights of confidentiality, inspection, amendment, and distribution of student records, and to assist school authorities in their responsibilities for the maintenance of students' records.

The student and parents have the right to see everything in the student's record within two week-days from the time of the request, unless they consent to a delay. The student and parents also have the right to copies of anything in the record. The school may charge a reasonable fee for copies, which shall not be greater than what it actually costs the school to make the copies.

Authorized school personnel who have access to the student record information are school administrators, teachers, counselors, and other professionals who are employed by the school committee, an educational collaborative, or who are providing services to the student under an agreement between the school committee and a service provider, and who are working directly with the student in an administrative, teaching, counseling, and/or diagnostic capacity. Any such personnel who are not employed directly by the school committee shall have access only to the student record information that is required for them to perform their duties.

The school shall comply with a court order or lawfully issued subpoena. The school shall also comply, provided that the school makes a reasonable effort to notify the parents or eligible student of the order or subpoena in advance of compliance. The school may release information regarding a student upon receipt of a request from the Department of Social

Services, a probation officer, a justice of any court, or the Department of Youth Services under the provisions of M.G.L. c. 119, ss. 51B, 57, 69, and 69A respectively.

Federal, state, and local education officials, and their authorized agents shall have access to student records as necessary in connection with the audit, evaluation, or enforcement of federal and state education laws, or programs; provided that except when collection of personally identifiable data is specifically authorized by law, any data collected by such officials shall be protected so that parties other than such officials and their authorized agents cannot personally identify such students and their parents; and such personally identifiable data shall be destroyed when no longer needed.

Authorized school personnel of the school to which a student seeks or intends to transfer may have access to such student's record without the consent of the eligible student or parent provided that the school the student is leaving or has left gives notice that it forwards student records to schools in which the student seeks or intends to enroll.

Belmont will release student records to another school in which the student enrolls, or seeks to enroll or intends to enroll without parental consent.

The school system must keep a student's transcripts for at least 60 years after the student leaves the school system. Temporary records must be destroyed within five years after the student leaves the system. Before any records are destroyed, the student/parents WILL be given notice and an opportunity to get a copy.

Curriculum	District-wide
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Curriculum is the central scaffold on which teachers build the plans for learning in each classroom. Curriculum gives consistency and structure to the educational process and it encourages creative and innovative teaching within its framework. As our body of academic knowledge changes, and as our knowledge of the learning behavior of children changes, so must curriculum change. The Belmont Public Schools provides for that ongoing review and possible change through its Seven-Year-Plan for Curriculum Development and Improvement. Parents and staff work together on curriculum steering committees, during the seven-year-cycle which includes a needs assessment, program evaluation, and development of a plan of action and any necessary piloting of materials or training of staff. This process assures that curriculum continues to be well matched to children and the society in which they will function.

For the most up-to-date information on K-4 curriculum in the Belmont schools, please follow this link: <https://www.belmont.k12.ma.us/bps/Administration/Curriculum-Information>.

Delayed Opening/Inclement Weather	District-wide
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Inclement weather may force the closing of schools or delayed opening of one or two hours. Local T.V. and radio stations are the best source of NO SCHOOL notices. Announcements are made on these stations:

**WBZ, CH 4 (www.wbz.com) and radio (www.wbz1030.com),
WCVB, CH 5 (www.thebostonchannel.com),
WHDH, CH 7 (www.whdh.com), WRKO radio (www.wrko.com)**

The BPS website will also provide information, and the district will use our communication avenues to alert families. There will be days on which parents, particularly parents of elementary school students, might feel that their children should be kept home because of weather. Although such absences are a parental responsibility and will be recorded as absences for the child, school authorities understand such decisions, provided they are implemented with discretion and care.

In the event that school opening is delayed, please note that the delay will be exactly one or two hours from the usual time:

Usual Time	One hour delay Time	Two Hour Delay Time
Outside Supervision 8:25am	9:25am	10:25am
Doors Open 8:33am	9:33am	10:33am
Instruction Begins 8:40am	9:40am	10:40am

For the most up-to-date information on delayed opening during inclement weather in the Belmont schools, please go to
<https://www.belmont.k12.ma.us/bps/Parents/School-Closing-Delayed-Opening>.

Directory	School-based
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Each year, the PTA publishes a directory of families at the Butler School to allow communication among the members of our school community. In the past, the information used to create the directory was gathered by the PTA. Starting in 2013-2014 directory information is provided by the district. The information provided by the district includes: student name, classroom, grade, parent(s) name, residence address, residence phone number and parent e-mail addresses. If you do not wish to have your information published in the school directory, please so indicate in the opt-out section of the electronic update form which is sent to all families in September.

Discipline	District-wide
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Students are expected to conduct themselves in a manner which promotes a safe, orderly environment and does not infringe upon the rights of others. Students may be subject to disciplinary action for behavior that threatens the safety, learning environment, or rights of others.

For School Committee policies relating to conduct and discipline in the Belmont Public Schools please go to

<https://www.belmont.k12.ma.us/bps/Portals/0/Docs/SCPolicies/5000/Crofts5013.pdf>.

District Map	District-wide
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Each of the four elementary schools in Belmont serves a geographical area. Thus, a child's elementary school is primarily determined by his/her residence location. Parents/guardians register children in their neighborhood school via the on-line portal and by submitting documents at the school. Assignment at schools within the district is determined by the Superintendent after registration is complete. Although geographic area is a primary consideration, siblings and class sizes across the elementary schools are also factors in order to ensure equitable experiences for Belmont students. See [admission](#) for more information.

For the most up-to-date district map for Belmont's elementary schools, please go to <https://www.belmont.k12.ma.us/bps/Portals/0/docs/registration/ElemStreetDistrictList.pdf>.

Doors	School-based
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To ensure student safety, all doors are locked during school hours. Exterior doors are monitored by security cameras and are equipped with computerized locks. If parents/guardians need to come inside the school building, they should enter through the front door on White Street. Upon arrival, visitors should signal the doorbell, state their name and business through the intercom when prompted, and check in at the main office when buzzed in. There they will receive a "Visitor ID Badge." Visitors should be prepared to provide identification to verify who they are if prompted by main office staff. All visitors are required to wear ID badges during their stay.

Early Dismissal	School-based
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If you have to dismiss your child in the middle of the day, please report directly to the office, even if you know they can be found in the cafeteria or out at recess. To ensure the safety of all children, our practice is to only dismiss from the main office where we can check that all adults are listed in our student information system before releasing them for the day. Please note that teachers will only dismiss children to the office once parents/guardians are present in the office to collect them.

E-mail	School-based
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Parents/Guardians can sign up to receive email news, updates, and announcements from our schools and programs. For more information about signing up for our district list-servs please go to <https://www.belmont.k12.ma.us/bps/Parents/List-Serve-Sign-Up>

If Parents/Guardians have a message that is urgent, please do not send it via e-mail. Teachers often do not check e-mail until after school as they spend their day working with students. If you have any emergency information to pass along, please call the main office at 617-993-5550.

Emergency Planning	School-based
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Emergency preparedness is something we take very seriously. Primarily we focus on planning and practice. For **planning** our school has an Emergency Response Team made up of various staff members, and we meet at the beginning of the year to review procedures and plan for the year. We also work closely with the Belmont Police Department to review and revise our procedures. Another important part of emergency planning is practicing safety drills to help us both to know what to do and to evaluate how we do it so we can improve. Safety drills with students include both evacuation and lockdown drills, and adults only practice options-based and barricade drills.

For School Committee policies relating to emergency planning in the Belmont Public Schools please go to

<https://www.belmont.k12.ma.us/bps/Portals/0/Docs/SCPolicies/1000/Crofts1025.pdf>.

English Language Education (ELE)	District-wide
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Belmont is an international and diverse community. About 20% of our students speak at least two languages in the home. 7% of our students are still working on gaining full academic proficiency in the English language. Those students, English Language Learners [ELLs], receive specialized instruction in the English language during the school day. In the Belmont Public Schools, ELLs take most of their classes within the general classroom or program of studies—they are not separated from non-ELL students. In addition to those general classes, ELL students also take a separate English language development class with an ELL teacher. In that class, they learn to use and understand complex, academic English in all four language domains: speaking, listening, reading, and writing. They will learn new vocabulary, build more complicated sentences, and read and write sophisticated text in English. Summer English programming is also offered for beginner ELLs in grades K-12.

In order to qualify for services, students are assessed using a state-mandated assessment tool. In January, students in our EL program are given the ACCESS assessment to track their English progress.

For information about the Belmont Schools, ESL services, as well as things of interest in the greater Boston area, please go to

<https://www.belmont.k12.ma.us/bps/Parents/English-Language-Education>.

For School Committee policies relating to English Language Learners in the Belmont Public Schools please go to

<https://www.belmont.k12.ma.us/bps/Portals/0/Docs/SCPolicies/6000/Crofts6021.pdf>.

Toys	School-based
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Ensuring that our children are safe, happy, and learning is the most important work we do. Our experience has shown that toys brought to school create a major distraction and impede learning throughout the day, as well as cause unnecessary conflicts. Therefore, toys (which include collectible cards) are not permitted in school.

Family Vacations and Extended Leave	School-based
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Parents/Guardians have the right to take their children out of school at their own discretion. District practice requires that students who will be out of school for more than 21 consecutive days / 3 weeks be un-enrolled from our records and can only be re-enrolled upon return. However, extended time away from school can be difficult for children at any age. It is becoming more common for many families to travel during weeks *other than* school vacation, and sometimes there are very good reasons for it -- personal reasons, family situations, medical concerns, etc. If possible, we continue to ask families to make it an uncommon practice.

Because of high enrollment, a student whose extended absence triggers being un-enrolled may be assigned to a different elementary school upon her/his return due to assignment of newly enrolled students. In addition, when a family does decide to take an extended vacation, it is the family's responsibility to prepare a home educational plan to ensure that the student is still being educated. You need to contact the Assistant Superintendent, Janice Darias, to develop this [Homeschool Plan](#).

Teachers cannot be expected to give work that will make up for the loss of instruction due to vacations. They can, however, provide some advice on how to minimize the teaching your child will miss due to an extended time away from school for a family vacation.

Field trips	School-based
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Students have the opportunity to extend classroom learning on field trips. These trips are planned by staff and the PTA, approved by the principal, and primarily funded generously by the PTA. Parents are always aware of such trips and children must bring in a signed permission slip prior to the day of the excursion. All rules of appropriate school behavior remain in effect on field trips. There are opportunities for family members to volunteer as chaperones, which will be organized by the classroom teachers. All [volunteers must have current CORI forms](#); parents are advised to check with the main office in advance so there aren't any last-minute surprises on the day of a field trip.

In some cases, families will be asked to contribute towards trips, but for the most part, the wide variety of arts and enrichment programming that happens throughout the grades and over the year are funded by the PTA. No one will be denied the opportunity to participate in field trips due to an inability to pay. Scholarships are available to those families who present financial hardship. For financial help to participate, please contact the school principal.

For School Committee policies relating to field trips in the Belmont Public Schools please go to <https://www.belmont.k12.ma.us/bps/Portals/0/Docs/SCPolicies/6000/Crofts6006.pdf>.

Financial Hardship	School-based
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Each year we receive requests from Butler families in need for any assistance we can offer, especially around the holidays. If you would like to contribute to the Butler student fund please send donations to: *Daniel Butler School 90 White Street, Belmont, MA 02478*. We do not distribute cash directly to families; instead we use money to purchase presents, groceries, and winter clothes for deserving families. The PTA also organizes gift card collections to donate to families in need.

“Flip-Flop” Days	School-based
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Elementary Schools have several scheduled “early release” days throughout the school year for parent-teacher conferences. On these days students are dismissed from school at 11:40 (*note that these early release days are different from the typical Wednesday schedule, where students are dismissed an hour early throughout the year*). Because most early release days are on Wednesdays, changes to schedules for specials are made to ensure the equitable scheduling of special subjects (art, music, PE, library) throughout the school year. The Flip-Flop days are noted in the Google Family Calendar and mostly need to be noted for any special materials your child might need to bring (eg sneakers for PE days).

Food in classrooms	School-based
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Many parents want to bring in cupcakes or other treats into school. While children should bring in a healthy snack each day for themselves, food is not otherwise permitted in the classroom unless there is a specific curriculum connection. This is stated in the Belmont Public School Wellness Policy and is designed to keep all of our students safe and healthy. Please also see the section on [allergies](#).

For more information on the district’s wellness policy, please go to <https://www.belmont.k12.ma.us/bps/Portals/0/Docs/SCPolicies/5000/Crofts5005.pdf>

Free and reduced lunch	District-wide
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Children need healthy meals to learn. All Belmont Public Schools offer healthy meals every school day. Some children may qualify for free meals or for reduced price meals (reduced price is 40% of cost). The following children may qualify for free meals or for reduced price meals:

- Children in households receiving benefits from MA SNAP
- Children in households receiving benefits from the Food Distribution Program on Indian Reservations
- Children in households receiving benefits from MA TAFDC
- Children living in households with a gross income that is within the free limits on the Federal Income Eligibility Guidelines
- Foster children that are under the legal responsibility of a foster care agency or court, are eligible for free meals
- Children who meet the definition of homeless, runaway, or migrant qualify for free meals
- Children in households participating in WIC

Parents or children do not have to be U.S. citizens to qualify for free or reduced price meals.

Apply [on-line](#) or you can also get an application in the main office.

For the most up-to-date information regarding free and reduced lunch for Belmont's elementary schools, please visit the [BPS Food Services](#) page.

Gifts	District-wide
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The state's laws and regulations prohibit school employees from accepting any gift that has a value of \$50 or more—whether in the form of cash, event tickets, meals, or goods. The sole exception to the \$50 limit is a class gift or gifts from a group of students, parents, or colleagues, but only if the value of the gift or gifts do not exceed \$150. Furthermore, recipients of gifts have an obligation under state ethics regulations to report to a supervisor each gift received and its value.

If there are individuals and groups who do wish to recognize a teacher or group of educators, they might want to consider a contribution in the name of the teacher or group of employees to the school's PTA or PTO, or to the Foundation for Belmont Education via the [STAR Award program](#). Donations to the Foundation are tax deductible, and Foundation grants support programming and needs of the Belmont Public Schools. The Foundation is happy to receive gifts in the name of a teacher or group of educators. (Foundation for Belmont Education, PO Box 518, Belmont, MA 02478: www.fbe-belmont.org).

For School Committee policies relating to gifts to public employees in the Belmont Public Schools please go to <https://www.belmont.k12.ma.us/bps/Portals/0/Docs/SCPolicies/1000/Crofts1016.pdf>.

Handouts / Flyers / Newsletters	School-based
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In an effort to conserve resources, we strive to send almost all communication digitally rather in paper form. School Newsletters are sent via email on Mondays. If you prefer to have a paper copy, [click here](#). If you or your organization would like to have a handout sent home they must be approved by the main office ahead of time. We ask that all handouts to be distributed be delivered to the main office before the end of school hours on Wednesdays.

Harassment	District-wide
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The Belmont Public Schools are committed to maintaining a school and work environment free of harassment based on any protected category as defined by state or federal law.

For School Committee policies relating to harassment in the Belmont Public Schools please go to <https://www.belmont.k12.ma.us/bps/Portals/0/Docs/SCPolicies/0000/Crofts0002.pdf>.

Health Requirements	District-wide
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See also: [Nurse](#)

In order to prevent the spread of illness, as well as cause undue stress on children, we require that any child who has had a fever, vomiting, or diarrhea **only come to school when they have been symptom free for 24 hours**.

Complete information with regard to required immunizations and physical examinations, medication administration during the school day, and when a child should be kept home due to illness, etc. can be found in the Belmont Public Schools Health and Nursing Department on the BPS website www.belmont.k12.ma.us/health/.

History	School-based
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The Daniel Butler Elementary School has been housed in two buildings during its history. The first building stood at the corner of Trapelo and Waverly Street. This structure was built in 1873 and was initially called the Waverly Village School. In 1895 the Belmont School Committee renamed it to honor one of the area's most distinguished citizens of the time, Daniel Butler.

Born in Connecticut in 1808, Reverend Butler was a graduate of both Yale University and the Andover Theological Seminary. After serving a church in Dorchester, he moved to Belmont in 1865 and would spend the rest of his life on Sycamore Street in a house across the street from the current Butler School. He was for many years the president of the American Bible Association. He also served his new community in a number of capacities. Among these was membership on the Belmont School Committee and two-terms as the town's representative to the state legislature. He passed away in 1893. However the tradition of service lived on in his family. His son Henry was principal of Belmont High School from 1881 through 1899.

By the late 1800's the school age population of Waverly Village had outgrown the first Butler school. Construction on the second building, our current home, to become Butler school was completed in 1900. Continued increases in the number of students attending the school required two additions to the original structure, one in the 1920's and one in the late 1940's. A final renovation was undertaken in the early 1980's at which time the gym and link area of the school were added. Butler is the oldest town building still in service. Today it combines a classical facade with an updated interior. The result is a school building of singular charm.

Today Butler is home to an increasingly diverse school population of roughly three hundred and seventy students. While it still includes some long-time local families who have attended for three or more generations, it is also home to students from over twenty different countries. The result is rich mixture of backgrounds and cultures. Daniel Butler looks forward to continuing its service for the residents of Waverly Square into the future.

Holidays	District-wide
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The Belmont Public School District is a culturally and religiously diverse community. While the schools are not closed for the observance of religious holidays, it is the intention of the District to respect the religious and cultural days that are significant to the students, families, and staff. Absences related to the observance of a religious or cultural day are considered excused absences and should be managed in the same manner as absences for other excused reasons, including informing the school of the absence, talking with the teachers about the absence, missed work, etc. The following federal holidays result in school, library, and post office closings.

- Labor Day (September)
- Columbus Day (October)
- Veterans' Day (November)
- Thanksgiving (November)
- Winter Vacation (December)
- Martin Luther King Jr. Day (January)
- February Vacation (February)
- April Vacation (April)
- Memorial Day (May)

Please refer to the school calendar for exact dates and early dismissal times.

For School Committee policies relating to holidays and celebrations in the Belmont Public Schools please go to

<https://www.belmont.k12.ma.us/bps/Portals/0/Docs/SCPolicies/6000/Crofts6011.pdf>.

Homework Philosophy	School-based
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At the Butler School we believe that homework can be a helpful means for children to practice skills and develop responsible work habits, as well as an engaging vehicle to promote home-school connections. The important question to ask when considering homework is not “How much homework should be given?” but “What is the right *type* of homework to give?”

Effective homework assignments possess these qualities:

- Meaningful to the child
- Supports the child’s learning and skill development
- Provides just the right amount of challenge for growth and independence

If homework does not fulfill these three qualities it can become a rote task that is completed without enthusiasm or engagement, and can become a major source of frustration for students and their parents/guardians. If, however, homework is carefully selected according to these three qualities, it can be an important source of learning.

Beyond grade-level guidelines, children at all grade levels should spend time at home on independent reading and/or reading with a parent/guardian.

For School Committee policies relating to homework in the Belmont Public Schools please go to <https://www.belmont.k12.ma.us/bps/Portals/0/Docs/SCPolicies/6000/Crofts6014.pdf>.

Hours	School-based
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Butler’s regular school hours are:

- Mondays, Tuesdays, Thursdays, Fridays: 8:40 am-2:50 pm
- *Regular* Wednesdays: 8:40 am-1:40 pm
- *Early Release* Wednesdays: 8:40 -11:40 am

(Please note that K begins dismissal a few minutes earlier in order to minimize our youngest students feeling overwhelmed by the crowds.)

Before-school supervision on the playground begins at 8:25 am. In the interest of your child’s safety students should *not* arrive before this time if family members cannot supervise them. Students enter the building at 8:35 am and school begins promptly at 8:40 am.

Parents/Guardians must come to the main office and sign-in students who arrive late to school (after 8:40 am), rather than dropping them off out front and letting them enter alone. Please note that children begin their *instruction* at 8:40am every morning, which means that if they are *entering* school at 8:40 they are missing instruction.

For School Committee policies relating to school hours in the Belmont Public Schools please go to <https://www.belmont.k12.ma.us/bps/Portals/0/Docs/SCPolicies/6000/Crofts6002.pdf>.

Individual Curriculum Accommodation Plan (ICAP)	School-based
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The concept behind an Individual Curriculum Accommodation Plan (ICAP.) is to inform a new teacher early in the year about a specific student's area(s) of difficulty and strategies that have proven to be successful, rather than leaving the teacher to discover them on his/her own. It is not an IEP, and it is not a 504. It is a list of recommendations and professional advice, based on prior experience in a similar classroom. The goal is to ensure that a student's learning needs are clearly communicated and consistency is provided from one year to the next. The teacher receiving the ICAP is encouraged to prepare for the identified areas of difficulty and implement the recommended strategies, as they have proven to be successful in the past. Furthermore, the receiving teacher is encouraged to discuss this student with previous teachers early in the school year. ICAP forms are managed by the School Principal, whose responsibility includes ensuring that the following year's teacher receives the ICAP. and that a copy of the document is filed in the student's cumulative folder in cases a student moves.

Instrumental Music	District-wide
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Q: Which instruments are available for study in each grade?

A: Students in Grade 4 have the option of beginning a string instrument (violin, viola, cello).

Q: When do lessons take place? How long is each lesson?

A: 45-minutes during school once each week. Fourth grade 9:30-11:30.

Q: Are there any performances during the year?

A: There will be some performances scheduled over the course of the year in each building during the school day.

Q: What if my child chooses not to play an instrument?

A: Students who do not participate in the instrumental music program will remain in their classroom with their teacher.

Q: What is *Saturday Morning Music School*?

A: SMMS is an optional program intended to supplement our in-school instrumental music program. Students at SMMS receive a one-hour lesson in a group with other students playing the same instrument. They also get a one-hour ensemble rehearsal (band or orchestra). They will be holding a Production Day in December as a mid-year performance opportunity.

Additional SMMS info is available here: <http://www.powersmusic.org/saturdaymorningmusic>

Q: How do I register my child for Instrumental Music and/or Saturday Morning Music School?

A: You should register [online](#)

Q: What are the fees associated with the Instrumental Music Program?

Elementary Instrumental Music - \$250

Q: How do I apply for a fee waiver?

A: Information – including the guidelines and process of applying for a [fee waiver can be found here](#).

Q: How do we go about renting an instrument?

A: David French Music Company handles instrument rentals for the Belmont Public Schools. They visit our schools each week to deliver supplies and to pick up/drop off instruments for repair. One day each September, David French Music (DFM) holds a “Rental Day” in the Belmont High School cafeteria from 3:00-7:00 pm. Parents can bring their children during this time to enter into a rental contract with DFM and to pick up their instrument. Parents can also complete the rental contract online at www.davidfrenchmusic.com ahead of time, and then pick up their instrument at Rental Day.

Q: What if I can't come to Rental Day?

A: Complete the rental agreement online at www.davidfrenchmusic.com. Your instrument will be delivered to your school the following Monday. *Please be aware that students who do not have an instrument by the second lesson will be placed in the choral ensemble for the remainder of the year.

Q: Should I just buy an instrument instead of renting?

A: In the vast majority of cases, renting an instrument is the best option, because:

- Young string players will quickly outgrow the instrument they start on in Grade 4. Included in your rental are free upgrades to larger instruments when needed – you can't do this if you purchase a ½ size violin.
- Any repairs you need will be taken care of by David French Music (most at no additional cost). All you will need to do is call their office to schedule a pick up and request a repair loaner to use while your child's instrument is being repaired. DFM will pick up the instrument at your child's school and return it when the repair work is completed.
- These are high-quality instruments, which you pay for in monthly installments with no interest. You can find very inexpensive instruments for purchase online and elsewhere, but as is always the case, “you get what you pay for”. Providing your child with a high-quality instrument is one of the most important steps set them up for a successful instrumental music experience.

Q: Whom should I contact with questions?

A: Questions about the Elementary Instrumental Music program should be directed to Arto Asadoorian, Director of Fine and Performing Arts for the Belmont Public Schools – asadoorian@belmont.k12.ma.us. Questions regarding online registration and fees should be directed to feeforms@belmont.k12.ma.us.

Kindergarten	District-wide
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Belmont offers a full-day, free Kindergarten program. A child who is five years old on or before September 1, is eligible for Kindergarten in September of that year. The Belmont Public Schools' early childhood programs encompass a broad range of developmentally-appropriate learning activities. Parents are encouraged to enroll their children in Kindergarten when they are age appropriate. In the spring, a packet of information is sent to all parents known to have eligible children. There is a district-wide incoming K Parent Information Night held annually typically in January.

Registration takes place beginning in early Spring when parents can begin to fill out on-line registration, and submit required documents on-line. Once all information and required documents are submitted school assignment is determined by the Superintendent, after which parents can sign up for a slot to attend Kindergarten Intake Screening day at their assigned school, which is usually in May. This includes a parent conference with the school counselor and school psychologist, and with our English Language Teachers if applicable, as well as student assessments, and a classroom visit. Please see the [Kindergarten Registration page](#) for more information.

Kindergarten Screening	District-wide
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Kindergarten screening is a brief check of all kindergarten children in the areas of:

- personal and social development
- speech and language skills
- eye/hand coordination
- small and large muscle control
- hearing and vision

Most children develop in these areas at a rate which is within the typical range for their age.

Public Schools are required by Chapter 766 (Special Education Law) to conduct an annual screening of all kindergarten youngsters. The screening is free to all town residents. Screening helps identify young children who may require further evaluation to determine the need for specialized services.

The screening process begins in the spring on our Kindergarten Intake Screening Day, and then concludes in the fall when further assessments are conducted during the school day.

Parental understanding and awareness of their child is important. Parents will complete a questionnaire about their child's developmental and medical history and review it with a School Counselor or School Psychologist and a School Nurse at the Kindergarten Intake Screening in the spring. Any questions or concerns they may have about their child should be reviewed at the interviews.

Children are then screened during the fall of their kindergarten year during the regular school day. Who is involved in Kindergarten Screening?

Kindergarten children are screened by certified school personnel who are trained in the screening process. The personnel include:

- Kindergarten teachers
- Resource teachers
- Speech and language pathologists
- School nurses

All parents are notified in writing of the results of the screening. In the vast majority of cases, they will receive the reassurance that their child is developing typically. When the results indicate a reasonable likelihood that a child has a need for further evaluation or interventions, the school staff will contact the parents to discuss the results of the screening.

LABBB	School-based
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At the Daniel Butler School we are proud to be the home for two LABBB classrooms for students who are residents of Lexington, Arlington, Burlington, Bedford, and Belmont. This program is staffed with teachers who are unaffiliated with the Belmont Public Schools student services (Special Education) department. The LABBB Elementary Program at Butler Elementary School is a self-contained classroom setting. The emphasis is on maximizing academic accomplishments with a strong focus on literacy development and math skills. Opportunities for inclusion in the greater school community occur daily for a variety of activities which may include recess, lunch, gym, art, music, library as well as academic subject areas.

For the most up-to-date information on LABBB, please go to <http://www.labbb.com/index.html>.

Library	School-based
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In grades K and 1, students will attend a library class one time per week for 30 minutes. This day is considered a “special” in their schedule and is led by our Library Aide; their teacher is not present. During library time students in Grades K-1 will listen to a story read aloud by the Library Aide, a Class Assistant, or a parent. Read alouds are followed by an opportunity for students to browse for a book they would like to check out. Alternatively, the Library Aide provides activities related to the selected read aloud titles.

In grades 2-4, students attend library less predictably (1 time per week if possible, typically for less than 30 minutes) as it is not considered a “special” in their schedule. Their teacher is in attendance at all times. During library time students in Grades 2-4 may participate in any of the above activities, as well as engage in teacher-directed research or participate in book talks with their peers.

Parent volunteers are welcome to assist during library time. Tasks might involve shelving books, taking inventory, checking books in and out, reading to students, or helping students select books. Please see our [volunteer section](#) for more information.

List-Serv	School-based
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See also: [E-mail](#)

Lost and Found	School-based
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Please check our lost and found throughout the year, located downstairs between the gym and the cafetorium. Whatever is not claimed by the last day of school before breaks will be donated to a local community organization.

Lunch and Breakfast	District-wide & School-based
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Our cafeteria serves breakfast and lunch daily. Breakfast costs **\$1.75 at all grade levels**. Breakfast is currently **only** offered at the High School, Butler and Wellington Elementary schools. Lunch costs **\$2.75 at all elementary schools, \$3.25 at the Middle School and \$3.50 at the High School**.

All elementary school students in grades 1 – 4 have a forty minute lunch and recess period. Children are supervised by lunch aides during this period. Parents may elect to have their child bring lunch prepared at home, purchase lunch as part of the School Lunch Menu Program, or purchase milk only.

All the schools have kitchens allowing us to prepare meals on site. The school lunch program offers milk, vegetables (fresh or frozen) and fresh fruit on a daily basis. We do not offer any caffeinated or carbonated beverages. Entrée items are baked. We do offer various baked potato items such as tater tots and oven fries. We have no means of deep frying at any of the school locations.

On a daily basis the elementary menus offer the meal of the day, and alternatives that include chicken nuggets, yogurt cup tray, PB&J, plus the sandwich rotation. The majority of students opt for the meal of the day.

We work in collaboration with parents and the community in order to provide an environment that promotes and protects lifelong, healthy habits that support good nutrition and physical activity. An allergy/nut-free table is available to students who have life-threatening allergies. Seating at this table is not exclusive; students with allergies can bring along their friends to sit with them, provided they have a nut-free lunch to eat.

Students can pay in cash or via personal identification number that is linked to a pre-paid account set up by a parent/guardian. Families can apply for free and reduced meals. Please see the [free and reduced](#) section for more information about eligibility and applying.

At the Daniel Butler School, seating is open for students in grades 1-4 by classroom. Kindergarteners eat family-style at the back tables under the guidance of their Classroom Assistants.

For the most up-to-date information on school lunches and online lunch payments for Belmont's elementary schools, please go to <https://www.belmont.k12.ma.us/bps/Home/Fees/Meal-Payments>.

For School Committee policies relating to food services in the Belmont Public Schools please go to <https://www.belmont.k12.ma.us/bps/Portals/0/Docs/SCPolicies/7000/Crofts7007.pdf>.

Non-Discrimination Information	District-wide
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The Belmont Public Schools does not discriminate on the basis of race, color, religion, national origin, age, gender, sexual orientation or disability in admission to, access to and treatment in its programs and activities or in employment. The following person has been designated to handle inquiries regarding our nondiscrimination policies:

Janice Darias, Assistant Superintendent for Curriculum and Instruction
Belmont Public Schools
644 Pleasant Street
Belmont, MA 02478
617-993-5410

The Belmont School Department complies fully in the implementation of Chapter 622 of the Acts of 1971 of the General Laws of the Commonwealth, Title IX of the Education Amendments of 1972, Title VI of the Civil Rights Act of 1964, and Section 504 of the Rehabilitation Act of 1964.

The following people have been designated to handle inquiries regarding these laws and may be contacted at 644 Pleasant Street, Belmont, MA 02478.

Coordinator of Title VI and Title IX: Janice Darias
Assistant Superintendent
617-993-5410

Coordinator of Section 504 for Students: Kenneth Kramer
Director of Student Services
617-993-5440

Coordinator of Section 504 for Employment: Michael McAllister
Director of Human Capital
617-993-5425

Regional Office for Civil Rights:

U.S. Dept. of Health and Human Services
Government Center, JFK Building, Rm. 1875
Boston, MA 02203
Tel: 617-565-1340
Fax: 617-565-3809

Commonwealth of MA Commission Against Discrimination:

One Ashburton Pl., Boston,
MA 02108
Tel: 617-994-6000
Fax: 617-994-6024

For School Committee policies relating to non-discrimination/equal opportunity in the Belmont Public Schools please go to

<https://www.belmont.k12.ma.us/bps/Portals/0/Docs/SCPolicies/0000/Crofts0001.pdf>.

Nurse	School-based
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Each school has a health clinic operated by a registered nurse whose time may be shared with other schools for emergencies should the need arise.

When students visit the clinic, calls home are made at the discretion of the nurse; there is no “standard” nursing response. If the nurse has any concerns about a child a call will be made home to the parent/guardian.

For the most up-to-date information on the Belmont Public School’s Health and Nursing Services, please go to: www.belmont.k12.ma.us/services

Outdoor Recess and Appropriate Attire	School-based
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In winter parents/guardians should send appropriate clothing with their children to school each day. So long as it is not raining snowing heavily, or icy, our goal is to get them outside for recess. Unless they have snow boots and snow pants, they need to stay on the blacktop area for their own safety during recess.

While we do not have an *absolute* threshold, our general approach is to hold outdoor recess for any day 20 degrees or above in temperature. Of course, we will always consider things like wind chill and will act in the best interests of our students’ safety. As a general rule please dress your children with the expectation that they will go outside at least once during the day.

Out of District Requests	District-wide
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The policy of the Belmont School Committee enables a student to attend a school out of his/her district of residence, with the approval of the Superintendent. Such requests must be presented to the Superintendent in writing.

For School Committee policies relating to admission and transfer in the Belmont Public Schools, please go to

<https://www.belmont.k12.ma.us/bps/Portals/0/Docs/SCPolicies/5000/Crofts5002.pdf>.

Parent Organizations/ PTA/ BSEPAC	District-wide
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Each school has a parent organization that meets periodically during the school year. At the Butler School, we have a vibrant and active PTA (Parent Teacher Association) that is critical to both the community life of our school as well as to the many wonderful things we're able to do because of the many volunteers who help and the generous funds that are raised. Parents are urged to join the PTA however they are able, by volunteering time, talent, and/or funds. Notices concerning their meetings and activities will generally be sent via email, on our [website](#), or on the [PTA Facebook page](#). If parents prefer paper notices, they can indicate their preference [here](#).

Please see the School Committee Policy on PTAs

<https://www.belmont.k12.ma.us/bps/Portals/0/Docs/SCPolicies/1000/Crofts1008.pdf>.

In addition to fundraising, parent volunteer programs, and special performance programs for students, the PTA sponsors a series of after school enrichment programs in the fall and spring. The Butler PTA sponsors a variety of family-oriented and community-building events, including:

- Fall/Spring Picnics
- Book Fair/Ice Cream Social
- Fun Run
- Talent Show
- Ice Skating Night
- Art Show
- Library Nights
- Family Dance Night
- Teachers' Appreciation Luncheon
- Fall/Spring Schoolyard beautification
- Fourth Grade Moving On Ceremony
- Color Day

The Belmont Special Education Parent Advisory Council (BSEPAC) is a parent advisory council as mandated by Massachusetts state law (Chapter 71B). We are dedicated family members of children with disabilities, who educate each other, who collaborate with school professionals and who exchange ideas and information. We welcome participation from all interested community members.

More about the program can be found at [this link](#).

There are many volunteer opportunities in the elementary schools: assisting students with computer use, working in the library media center; sharing travel experiences or speaking about one's career. Parents who are interested and available should let their principal know. Each principal works with an elected School Advisory Council whose members include parents, teachers, and community members. Please see our [volunteer section](#) for more information.

Parking Lot	School-based
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During school hours the parking lot is designated for school staff only. Parents/Guardians and other non-school employees should not park in the school lot during school hours, nor should they pull into the parking lot, especially at pick-up and drop-off times.

Parents are welcome to park in the school lot overnight but please be mindful that all cars need to be out of the lot by 7:00 am to make room for staff cars.

When in doubt, please note the posted signs; the Belmont Police Department enforces all neighborhood parking regulations and parents have been surprised in the past to find a ticket on their windshield. We recognize that parking is a major issue, especially as our school population grows, but town parking regulations still need to be respected.

Playground	School-based
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In general, students should remember to follow the “3 R’s” on the playground. In addition, specific pieces of equipment carry their own rules to ensure safety:

Pirouette ('Spinny Thing'):

- Only one person rides at a time
- No pushing
- Everyone else waits behind the cones

Chair Swing:

- One person sits while one person pushes

Slides:

- Do not climb up when students are sliding down

Stepping Stones:

- One person at a time on each stone
- No pushing or passing each other

Structure:

- Please avoid playing tag underneath on the structure

Playground Area:

- Because of the crowds and risk of injury, please no roller-type toys (bicycles, skateboards, ripsticks) on the Playground surface.

We are happy that the Butler playground is a true community playground, open to all children and adults in the neighborhood. Please note, however, that during the school day we need to limit the structure's use to Butler School students *only*. We have seen a lot of injuries in the past when pre-school students collide with so many K-4 students. If Butler students are not playing outside you are welcome to use it with your pre-school age children. However, please help us keep the area clear for our students during the day when it is their turn for recess.

Publicity Guidelines	District-wide
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At times, we have newspaper and cable coverage or other publicity about school events and our newsletter is posted on our website. We may also periodically videotape students for a variety of reasons including filming of class/school performances, for assessment purposes and possibly for staff development.

Under Department of Education regulations, the school may release for publication certain information concerning you and/or your child(ren) without first obtaining your consent, unless you inform us otherwise. The information, which may be released for publication includes only the student's name, class participation in officially recognized activities and sports, degrees, honors, awards, videos, photographs, and post-high school plans.

You may update your preferences via the Parent Portal by indicating Y to opt-out or N to allow your child's photograph to be included in typical school publicity.

Recess	School-based
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Children need free-play time to relax, recharge, and get some exercise so that they can do their best learning. Grades K-3 get two 20 minute recesses per day. K has a morning and afternoon recess. Grades 1-3 have a morning recess and then another recess before lunch. 4th grade has one 25 minute recess before lunch each day. The reason that recess is before lunch is to help children build an appetite, avoid a stomach ache, and encourage children to eat their food (rather than race to get outside for recess).

Report Cards/Reporting Pupil Progress	District-wide
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A student's progress is reported to parents/guardians by written report and scheduled conference. In January and June, a standards-based report card is provided via the Parent Portal. In November and March a scheduled conference will take place to discuss student progress. In addition, teachers provide informal feedback to students and to parents/guardians on a regular basis. Parents/guardians are encouraged to contact the school when concerns or questions arise.

For School Committee policies relating to reporting pupil progress in the Belmont Public Schools, please go to <https://www.belmont.k12.ma.us/bps/Portals/0/Docs/SCPolicies/5000/Crofts5006.pdf>

Reporting a Child's Absence	School-based
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Any morning their child will be absent, parents/guardians should call the Butler attendance line at (617) 993-5552 by 8:30am. Please call the attendance line by 8:30am regardless of the reason for the absence – illness or any other reason. If it is an illness, kindly briefly describe the symptoms so that the school nurse can monitor for any patterns of illness.

Once attendance is taken in each individual classroom class reports are sent to the main office by 9:15am and entered into our school database. We are required to submit all attendance information to the database by 9:30am, so your help in reporting absences early or getting your child to class on time is essential in this process.

At 9:30 “robocalls” will begin to households of students who were reported as absent by the teacher but not by a parent/guardian. Any discrepancies regarding absences should be discussed with the Butler School main office by calling (617) 993-5550.

Response to Intervention (Rtl)	School-based
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At the Daniel Butler School, we are committed to teaching all children. This commitment begins with the firm belief that all students are capable of achieving our learning standards, and that all students belong in our classrooms. We recognize, however, that not all students will learn at the same pace, or as the result of the same type of instruction. Therefore, we use a multi-tiered model of teaching known as Response to Intervention (Rtl).

The purpose of Rtl is to identify and support students with learning needs, primarily in the areas of literacy, mathematics, and behavior. Intervention is provided as soon as possible in order to help students address any gaps we've identified in their learning. Our identification process for students begins with high-quality core instruction that occurs within the general education classroom. In addition to that classroom instruction several assessments are conducted to ensure that students are mastering what is being taught. We call this “Tier I” instruction and most of our students demonstrate progress in this level.

Students who do not demonstrate mastery of the expected skills and benchmarks are provided with interventions that include more targeted instruction. When a student struggles, we assume that we need to teach differently. Learning research, as well as our own experience, shows that this kind of support assists students in reaching proficiency. These interventions are in addition to the General Education program, and are provided primarily by Classroom Teachers, Class Assistants and Aides. In Grades K and 1, for example, every child has access to “Walk To” groups 3 times a week for 30 minutes, which is an example of Tier II intervention. As children receive *intervention*, we see how they *respond* through several assessments to monitor their progress every 4-6 weeks. We call this “Tier II” instruction and some students require this level. Most of the students who receive intervention demonstrate progress in this level.

If a student continues to struggle despite the classroom instruction and does not respond to the intervention instruction they receive, we begin to look towards more specialized instruction by a Specialist Teachers in smaller, more targeted groups. We call this “Tier III” instruction and fewer students require this level. Tier III is generally provided by Specialists.

IEP services, which are not part of the RtI process but rather the Special Education process, are provided by Special Education Teachers.

Room Parents	School-based
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Each classroom has an assigned Room Parent, who serves as a liaison between parents and teachers. This communication usually includes classroom needs, coordinating class gifts, and coordinating parent field trip volunteers. Room parents also facilitate all in-school enrichment programs with grade-level coordinators. This may include the following: author visits, science demonstrations, etc. and field trips. As Room Parents serve an important role in connecting classrooms and teachers to PTA activities, they are encouraged to attend monthly meetings of the Butler PTA.

School Advisory Councils	District-wide
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A school council is a representative, school building-based committee composed of the principal, parents, teachers, community members and, at the secondary level, students, required to be established by each school pursuant to Massachusetts General Laws Chapter 71, Section 59C.

Councils are to assist principals by reviewing the school building budget and developing the school improvement plan. Councils' school improvement plans are submitted to the local school committee for review and approval. All members (other than the principal) are elected by their peers/colleagues for two-year terms. We meet several times throughout the year, no more than monthly, usually before school.

The law outlines four major areas of responsibility for councils. School councils are to assist principals in:

1. Adopting educational goals for the school that are consistent with local educational policies and statewide student performance standards
2. Identifying the educational needs of students attending the school
3. Reviewing the annual school building budget
4. Formulating a school improvement plan

For information on School Councils as they pertain to Massachusetts state laws, please go to <http://www.doe.mass.edu/lawsregs/advisory/schoolcouncils/>.

School Improvement Plans	District-wide
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A school improvement plan, as described in the legislation, has the following elements:

1. An assessment of:
 - The impact of class size on student performance
 - Student-to-teacher ratios
 - Ratios of students to other supportive adult resources
2. A scheduled plan for reducing class size, if deemed necessary
3. Professional development for the school's staff and the allocation of any professional development funds in the school budget
4. Enhancement of parental involvement in the life of the school
5. School safety and discipline
6. Establishment of a school environment characterized by tolerance and respect for all groups
7. Extra-curricular activities
8. Means for meeting, within the regular education programs at the school, the diverse learning needs of as many children as possible, including children with special needs currently assigned to separate programs
9. Any further subjects the principal, in consultation with the school council, shall consider appropriate

In addition, in school systems with language minority populations, the professional development component of the council's plan shall address the need for teachers' professional development on second language acquisition and on working with culturally and linguistically diverse student populations. The spirit of the law calls for collaboration between the council and the principal. The principal needs to create an environment of openness, collegiality and respect for all participants.

Plans are submitted annually to the school committee. As reviewing and approving authorities, school committees have the discretion to set their own schedule and timelines for the submission and review of the improvement plans. School committees are strongly encouraged to support the efforts of councils and work collaboratively with them.

For information on School Improvement Plans as they pertain to Massachusetts state laws, please go to <http://www.doe.mass.edu/lawsregs/advisory/schoolcouncils/part2e.html>.

School Supplies	School-based
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As a public school, the provision of school supplies should be the responsibility of the school system, not a burden put on individual students. The Daniel Butler School provides all fundamental supplies a student needs to learn, including: books, journals, notebooks, paper, scissors, glue, crayons, markers, pens, and pencils. Students are certainly welcome to provide their own supplies but should not feel required to do so. No student will be denied the opportunity to learn due to an inability to pay for school supplies.

If a teacher has specific need for school supplies beyond those listed above (tissues, antibacterial wipes, etc) they may request donated items from parents, provided they are optional and do not impose a burden on families that should otherwise be the responsibility of the school system.

Snacks	School-based
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All students should bring a healthy snack to school every day. In addition to the scheduled recess breaks, every classroom has a daily 10 minute working snack time during the morning, which looks slightly different at each grade level. For example, in kindergarten, a lot of the “work” is developing social skills, so children practice taking turns talking and taking responsibility for their belongings during snack. In fourth grade, students might snack while independently reading or working on a written task.

Social and Emotional Support	School-based
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Butler is fortunate to have a School Psychologist and a part-time Guidance Counselor. These two professionals support students in several ways, including (but not limited to):

- Leading grade-level meetings and supporting the implementation of our Tier 1 social competency curriculum: Second Step. Every grade teaches weekly lessons. The units involve developing understanding, skills, and strategies for:
 1. Skills for Learning
 2. Empathy
 3. Emotion Management
 4. Problem Solving
- Helping students, either through individual sessions or small groups, to develop the skills critical to their development and growth, such as conflict resolution, peer relationships, and self-advocacy
- Work with parents/guardians and other outside supports to foster positive school/home partnerships.
- Facilitating social groups such as “lunch bunches”
- Writing and assisting with the implementation of behavior plans with classroom teachers
- Assisting students during crises.

Specials	District-wide
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As part of the curriculum in the Belmont Public Schools, elementary students have classes in Art, Physical Education, Music, and Library each week:

Grade	Art	Physical Education	Library	Music	String Music
K	1 X 45min	2 X 30min	1X 30min	1 X 30min	
1	1 X 45min	2 X 30min	1X 30min	1 X 30min	
2	1 X 45min	2 X 30min		2 X 30min	
3	1 X 45min	2 X 30min		2 X 30min	
4	1 X 45min	2 X 30min		2 X 30min	(some students) 1 X 30min

Special Education	District-wide
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The Massachusetts Comprehensive Special Education Act, commonly called “Chapter 766” requires local school systems to:

1. Find and evaluate children with special needs and problems
2. Develop individual programs for each child with special needs
3. Provide the required services for children with special needs within the school system, if possible. If not, then the services will be provided by another institution or special program.

Under Chapter 766, parents have certain rights and responsibilities. Among those are the rights to request an evaluation of their child if it seems necessary, to share in the evaluation process, to ask for further evaluation including an outside opinion, and to have explained the results of the evaluation and the proposed individual education plan (IEP).

Students with possible special needs are assessed by a team which will include the child's teacher, school psychologist, guidance counselor, and a special education teacher. From the assessment and with input from the student's parents, an educational plan may be developed. It may include services such as speech and language therapy, resource teacher instruction or counseling.

For information about parents and the Belmont Special Education Advisory Council, please see the [parent organizations section](#). For the most up-to-date information regarding Special Education for Belmont's elementary schools, please go to <https://www.belmont.k12.ma.us/bps/Home/Student-Services/Special-Education>.

For School Committee policies relating to Special Education in the Belmont Public Schools please go to

<https://www.belmont.k12.ma.us/bps/Portals/0/Docs/SCPolicies/6000/Crofts6015.pdf>.

Staff	School-based
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The Daniel Butler Elementary School employs 45-50 full- or part-time employees in a given year. Our faculty is made up of the following professionals:

- 16 classroom teachers
- 3 Specialist teachers (Physical Education, Art, Music)
- 2 Library Aides
- 3 Kindergarten Classroom Assistants
- 8 Professional Aides
- 1 School Psychologist
- 1 Guidance Counselor
- 3 Special Education teachers
- 2 Reading Specialists
- 1 School Nurse
- 1 School Secretary
- 1 Clerical Aide
- 1 Principal
- 2 English Language teachers
- 1 Speech/Language teacher
- 1 Occupational Therapist
- 1 Physical Therapist
- 2 LABBB Classroom teachers
- 4 LABBB Professional Aides
- 2 Custodians
- 5 Lunch Aides
- 1 Cook
- 1 Kitchen Aide

For the most up-to-date information regarding contact information for Butler teachers please go to <https://www.belmont.k12.ma.us/bps/butler/Contact-Us/Staff-Directory>.

Standardized Testing	District-Wide
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The Belmont Public Schools participates in the state mandated standardized testing program.

ACCESS testing is administered for students who are identified as English Language learners in grades K-12 to determine their proficiency levels in the domains of speaking, listening, reading and writing in English. The latest Massachusetts Comprehensive Assessment System (Next-Generation MCAS) has been re-established as the state assessment for measuring student proficiency in ELA, Mathematics, and Science & Technology. In the school year 17-18, computer-based testing will once again be required for students in grade 4. Please visit the MA DESE [website for more information about Next-Generation MCAS](#).

Standardized test results are reviewed in concert with other measures of pupil performance to describe a student's strengths. They are never used as a sole source of student information. Classroom teachers are encouraged to use performance observations, writing folders and projects as part of the assessment of student learning.

If a child is absent during parts or the entire standardized test administration, they must participate in a make-up session when they return to school. For questions about make-up sessions, please contact the classroom teacher. Because these tests are mandated, we ask that families make every effort not to schedule travel or absences outside of school vacation time during the MCAS testing window (typically April through the end of May).

For the most up-to-date information regarding standardized testing for Belmont's elementary schools, please go to <http://www.belmont.k12.ma.us/bps/Administration>.

Technology	School-based
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At the Daniel Butler School, we understand the importance of developing Digital Literacy and Technology Skills. Since the advent of the pandemic, every student has 1:1 devices, and every classroom has devices for student use:

- ★ In K, each class has 3 iPads
- ★ In Grade 1, each class has 8 iPads, 2 desktops, and at least 3 laptops
- ★ In Grade 2, the grade shares a cart of iPads
- ★ In Grade 3, we have 1:1 Chromebooks (thanks to the generosity of the FBE and our PTA), which has allowed third grade to develop collaborative and creative "Google Classrooms."
- ★ In Grade 4, each class has 8 iPads, 6 desktops and a shared cart of 30 Chromebooks

In addition, most individual classrooms are equipped with document cameras and Grades 1-4 each have either a SMARTboard or SMARTeasels.

Students use these devices for targeted practice, research, writing, and for collaborative projects that enhance and demonstrate learning. Students are taught digital safety lessons each year. Upon entry to the Belmont Public Schools, all students are given a network account which will be available to them in grades K-12.

For support with 1:1 devices, contact: studentsupport@belmontschools.net

For information on the Student Network Acceptable Use Policy (Grades K-12) please go to <http://www.belmont.k12.ma.us/technology/policy/index.asp?PageID=12>.

For School Committee policies relating to technology in the Belmont Public Schools please go to <http://www.belmont.k12.ma.us/uploads/docs/sc/policies/0000/Crofts0004.pdf>.

Title I	District-wide
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Two Belmont elementary schools are Title I schools, with targeted assistance supporting literacy:

- Daniel Butler Elementary School
- Roger Wellington Elementary School

In both schools, Title I funds are used to provide supplemental, additional literacy instruction for students identified for Title I services.

“Title I (Part A) of the Elementary and Secondary Education Act (ESEA), as amended provides financial assistance to districts and schools with high numbers or high percentages of children from low-income families to help ensure that all children meet challenging state academic standards. Federal funds are currently allocated through statutory formulas that are based primarily on census poverty estimates and the cost of education in each state.” The funds that our schools receives from this grant are used to supplement reading instruction for any Grade K, 1 or 2 student identified as needing extra literacy support.

The Belmont Public Schools, in compliance with state and federal guidelines for the use of grant funds, does not use Title I funds to supplant existing positions that should be supported by the operating budget. Title I funds may not supplant public education services that are to be provided to all students. As noted in BPS Policy 3003 (enclosed), the use of grant funds will be in accordance with all federal, state, and local laws and regulations.

School District-Level Criteria for Selection of Students

Students are assessed and identified for Title I services by a process that includes the following:

- Current classroom performance
- Assessment by either the Title I teacher, the ELA Teacher, or a Resource Teacher
- Standardized test results
- Parent recommendation

English/Language Arts support staff work with classroom teachers to assess students who are identified by classroom teachers, E/LA support staff, or parents.

In addition to the students identified by the criteria above and any additional school selection criteria, the following students are automatically eligible for Title I services:

- A student who, at any time in the preceding 2 years, participated in a Head Start, Even Start, or Early Reading First program, or in Title I preschool services.
- A student who, at any time in the preceding 2 years, received services under Title I, Part C, Migrant Program.
- A student in a local institution for neglected or delinquent children and youth or attending a community day program for such children.
- A student who is homeless and attending any school in the district.

Staffing

The district will maintain records that the Title I program receives staff services commensurate with the staff payment. The principal will oversee schedules to ensure that fully funded staff are providing only Title I services, and split-funded staff are providing the services required by the

portion of salary funded by Title I, and that there is a clear delineation of time spent on the Title I program.

Professional Development

The district will maintain a description of the professional development provided at the district level that is funded with Title I funds. The professional development does not duplicate that which the district provides for non-Title I purposes that, in the absence of Title I funds, would be provided to all staff. (Descriptions of all other professional development will be available). Schools will maintain or provide to the district a description of the school-level professional development paid for by Title I funds.

Parent/Guardian Involvement

The district will maintain a description of the district-level parental involvement activities paid for by Title I funds. Evidence will include: A description of how parental involvement activities are aligned with the needs of Title I students and a list of participants (district staff will review to ensure they are parents of Title I students, although others may be invited to participate). The parental involvement activities do not duplicate those that the district provides for non-Title I parents that, in the absence of Title I funds, would be provided to all parents. (Descriptions of all other parental involvement activities will be available).

Schools will maintain a description of school-level parental involvement activities paid for by Title I funds. Evidence will include: A description of how parental involvement activities are aligned with the needs of Title I students and parents and a list participants (district staff will review to ensure they are parents of Title I students, although others may participate).

Procedure for Dissemination

The Assistant Superintendent will disseminate this written policy and procedure to all principals in Title I buildings in the district. Following such dissemination, the principals will meet with all Title I-involved staff to ensure clear understanding of the concept of Supplement, Not Supplant and the procedures enacted to follow this policy.

Traffic**School-based**

[For information about our morning and afternoon routines, please refer to the [Arrival and Dismissal](#) section]

Please be careful when dropping off children in the morning. Everyone is in a rush in the morning, which is understandable, but we remain mindful that our first priority is student safety. Please do not let children walk between cars themselves, cross streets themselves, or get out of cars themselves.

If you walk your children in the morning please cross streets only at those intersections where crossing guards are stationed. We have five crossing guards (Lexington and Sycamore, Beech and White, Beech and Maple, White and Sycamore, and Trapelo Road and Hawthorne).



⊗: Do Not Enter

℞: Crossing Guard

→: One Way

On Tuesday, May 31, 2011 the Belmont Board of Selectmen unanimously approved parking and traffic changes proposed by the Belmont Traffic Advisory Committee. The following changes took effect on the first day of school in September, 2011:

Drop-off (8:00-9:00 a.m.)	Pick-up (2:00-3:00 p.m.)
1. White Street will be designated for “roll and go” drop-off. <ul style="list-style-type: none"> ▪ Staff member will be in front. ▪ School buses will drop-off in front, but vans will not. 	1. White Street will <u>not</u> be available for “roll and go” pick-up. As in previous years buses will use this space during pick-up.
1. Sycamore Street will be designated for van drop-off <u>only</u> . <ul style="list-style-type: none"> ▪ Parents will no longer be allowed to drop-off their children in the area. 	2. Sycamore Street will be designated for van pick-up <u>only</u> . As in previous years the existing “No Parking” signs along the school side will remain.
1. Maple Terrace and Dante Avenue will become a <i>temporary one-way street</i> from 8 to 9 a.m., Monday-Friday.	3. Maple Terrace and Dante Avenue will again become a <i>temporary one-way street</i> from 2 to 3 p.m., Monday-Friday.
2. An additional staff member will be in the back of the school to help children disembark on Maple Terrace and Dante Avenue.	4. Staff members will <u>not</u> be available during pick-up, both in front and in the rear of the school.
3. If a parent prefers to get out and walk their child to or from school, the existing parking spaces along the school side of White Street will be available during drop-off and pick-up times. <ul style="list-style-type: none"> ▪ Parking on White Street will be restricted before 8 a.m., Monday-Friday. ▪ Between 9:00 a.m.-2:00 p.m. the spaces will be designated for one-hour parking for parents who have appointments at school during the day. 	

Every morning, regardless of weather, “roll-up” staff members will be available in the morning on White Street and Maple Terrace/Dante Avenue for parents who prefer to drop their children off directly from the car. If you are dropping off your child in the morning on White Street, please help us ensure safety for all children by pulling cars up to the front of the school and waiting until you reach the staff member to open doors. We know that everyone is in a rush and the slow approach to the front of the school can seem long, but dangerous things happen when students are able to exit at any point along the street from any side of the vehicle. Be mindful of other parents also waiting to drop off behind you. When dropping off in front of the school, please do not get out of the car yourself; the staff member will be happy to assist your child. Please also make sure your child knows to only exit and enter your vehicle from the sidewalk side. These suggestions are a reflection of the traffic conditions on White Street, which is a major thoroughfare.

Please refer to our [Safe Routes to School Brochure](#) for more detailed information.

Valentine's Day	School-based
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Of all American holidays, Valentine's Day in February is one most widely celebrated in school. It is a day when children exchange cards expressing friendship. Homemade cards are welcome but usually Valentines (cards) consist of simple store-bought cards bought in packs. Teachers often send home class lists so that children can write the name of every classmate on a card to bring in to share.

Some classrooms will celebrate Valentine's Day and others will not; it is a celebration that is up to the discretion of the teacher. If a classroom chooses to recognize it, it is important that students not be expected to buy big, fancy valentine's gifts. As with birthday invitations, if a child chooses to distribute valentines during the school day we request that a valentine is given to every child in the class to promote a caring and inclusive community where everyone is valued. As with all classroom celebrations, all Valentine's Day parties are expected to be healthy and food-free celebrations. If parents would like to send something in to celebrate Valentine's Day, please consider a non-food item, such as cards, stickers, pencils, or erasers.

Volunteers	School-based
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At the Butler School, we are so very fortunate to have many wonderful parent and family volunteers who help on field trips, during classroom activities, in our library, and during other events. It is a valuable help to have this extra assistance and great teamwork. For us to be able to continue to invite and benefit from volunteers, it is tremendously important that volunteers ensure the safety (emotional and physical) of students by honoring the expectation of confidentiality when volunteering. This means that while volunteers are here to help, whatever observations made regarding students should never be discussed with anyone outside of the school setting, or outside of the school staff. Photos of or references to students should never be shared electronically or via social media. If a volunteer has a concern about a student, that concern should be shared only with that child's classroom teacher or with the principal

All volunteers must have current CORI forms on record in our main office. Please see <https://www.belmont.k12.ma.us/bps/Portals/0/Docs/SCPolicies/1000/Crofts1011.pdf> regarding volunteers.

Walking home	School-based
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Students in Grades 3 and 4 who have parent permission may walk home by themselves. Parents must submit a written note giving permission to the school to release a student to walk home at dismissal. All notes will be kept on file in the main office for one school year.

Because we do *not* provide after school supervision once the day ends at 2:50pm, walking students are expected to return home, not stay at school on the playground to play without a Parent/Guardian present.

504 Plans	District-wide
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The Belmont Public School District will ensure that no student with a disability as defined by Section 504 of the Rehabilitation Act of 1973 (Section 504) and the Americans with Disabilities Amended Act (ADAA) within the District's jurisdiction will be denied, because of his/her disability, participation in curricular, intramural, or interscholastic activities or any of the services offered or rendered regularly to the students of this District.

No otherwise qualified person shall, solely by reason of his/her disability, be subjected to discrimination under any program or activity sponsored by the Belmont Public School District. The District is committed to ensure that students with Section 504 disabilities be identified, evaluated, and provided with a free appropriate public education. The District does not discriminate on the basis of disability with regard to admission, access to education services, treatment or employment in its programs and activities.