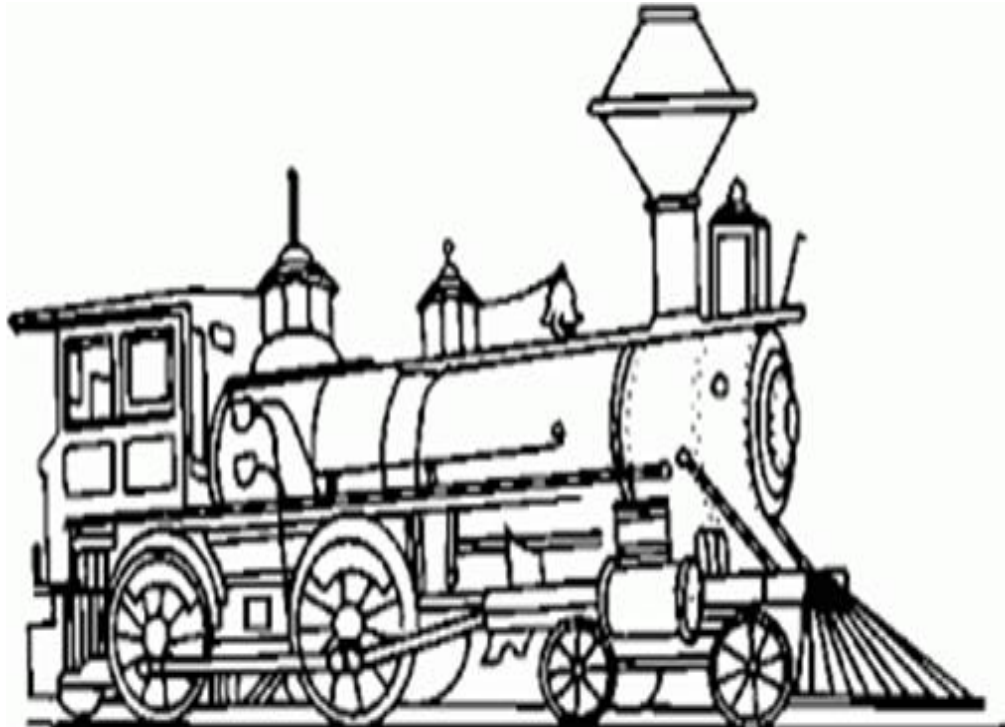


# Whitehall Elementary School



Teacher Handbook  
2018-2019

# Index

Page	
2	Index
3	PBIS
4	HAZCOM Employee On-Line Log-in Directions
5	NOTICE OF NONDISCRIMINATION
6	Whitehall Board of Education/Administration
7	Faculty Directory
8	Teacher Responsibilities
9	Faculty Meetings
10	Faculty/ Student Arrival Dismissal
11	Faculty/ Student Attendance
12	Faculty/ Staff Tardiness/Attendance Procedure
13	Keeping students after school/Morning Announcements
14, 15, 16	Sexual Harassment
17	Child Abuse/ Neglect
18	Permanent Student Files
19	NYS Test Dates/ Marking Period Dates/ Open House
20	Report Cards/ Honor Roll
21	Discipline
22	Corporal Punishment
23, 24	Special Education Services/ Speech
25, 26	Field Trips
27	Transportation
28	Fire Drills/ Snow Days
29	Building Committees/ End of the Year Activities
30	Classroom Maintenance
31	Fund Raising Policy
32	Important Information

## PBIS in Whitehall Elementary

### WHAT IS PBIS?

The Positive Behavior Interventions and Supports program is based upon a philosophy of recognizing positive contributions of students. Our goal is to help each child develop self-discipline. The home and school share the responsibility for developing good citizens. Parents, teachers and students must work together to maintain a safe learning environment.

As a part of PBIS, teachers, administrators, counselors, and support staff will have the responsibility to **TEACH** positive behavior expectations to students. **PBIS means students will know exactly what is expected of them.** Students who take responsibility to behave positively will be recognized and rewarded in a variety of ways. Students will also know the consequences that will result when they choose **NOT** to meet the school-wide expectations.

### WHAT CAN YOU DO AT HOME?

- Ask your child to tell you the three school expectations for behavior.
- Ask your child to discuss examples of ways that he or she can use these expectations to help them learn and participate in school.
- Discuss ways that these expectations can be used at home and in the community.

### MAJOR COMPONENTS OF PBIS

- A school-wide, common approach to discipline
- Positively stated expectations for all students and staff.
- Procedures for teaching the expectations
- Procedures for encouraging the maintenance of the expectations
- Procedures for discouraging rule violating behavior
- Monitoring and evaluating the effectiveness of the discipline system on a regular basis.

Additional Information PBIS is a nationally recognized program that WES has endorsed. The students will be working hard to follow the expectations and earn positive behavior tickets. We will be participating in school wide celebrations for earning our positive behavior tickets. All, except the first celebration, will be no referral only.



Be Respectful

Be Responsible

Be Safe

## Whitehall Central School District-Employee On-line HAZCOM Training Directions

### Directions for RETURNING employees (You did your training on-line last year)

1. Go to: [www.schoology.com](http://www.schoology.com)
2. Click: LOGIN
3. Enter your credentials: user name and password from 2016-2017. If that does not work, click **"Forgot password"**. The system will email you a link to change your password.
4. Once you have logged in: Click "Courses " at the top of the screen
5. In the bottom left of the box – click "join"
6. Enter the following access code: **DCVVD-HPTMX**
7. After registering, go to the home screen and click "Courses"- select: **Whitehall Central School 2018-2019 Right To Know**
8. Click on the folder that appears
9. You will now see all items that must be completed
  - a. After you have completed each item, click next near the top of the screen to continue.
10. When you fill out the completion form make sure you check that you completed all assignments (verification) at the bottom and click **Submit**
11. There is a proof of training certificate that you can download for your records.
12. You are complete!

### NEW employees (You have never used Schoology in the past) - if you have used schoology, follow the directions above

1. Go to : [www.schoology.com](http://www.schoology.com)
2. Click: Sign-up (**YOU ARE A "STUDENT" FOR THIS TRAINING. Do not register as an Instructor**)
3. Enter the following access code: **DCVVD-HPTMX**
4. After completing the registration: go to the HOME screen and click "Courses" and select : **Whitehall Central School 2018-2019 Right To Know**
5. Click on the folder that appears
6. You will see all items that must be completed
  - a. After you have completed each item, click next near the top of the screen to continue.
7. When you fill out the completion form make sure you check that you completed all assignments (verification) at the bottom and click **Submit**
8. There is a proof of training form that you may download and keep for your records.

**Note:** If you have questions or encounter any problems with the training program please contact Mark Sullivan, Safety Specialist for assistance. Email: [mark.sullivan@neric.org](mailto:mark.sullivan@neric.org)

**WHITEHALL CENTRAL SCHOOL DISTRICT**  
**NOTICE OF NONDISCRIMINATION**

Applicants for admission and employment, students, parents, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with Whitehall Central School District does not discriminate on the basis of race, color, national origin, sex, age, handicap, or disability in admission or access to, or treatment or employment in, its' programs and activities. Any person having inquiries concerning Whitehall Central School District's compliance with the regulations implementing Title VI(discrimination on the basis of race, color, or national origin), Title IX(discrimination on the basis of sex), Section 504 of the Rehabilitation Act of 1973, or the Americans with Disabilities Act(discrimination on the basis of handicap or disability) is directed to contact the Coordinator of Special Education, of Whitehall Central School District, who has been designated by Whitehall Central School District to coordinate the District's efforts to comply with this policy and nondiscrimination laws and regulations.

## WHITEHALL CENTRAL SCHOOL BOARD OF EDUCATION MEMBERS

Frank Barber-President  
boe\_fbarber@railroaders.net

Christopher Dudley  
boe\_cdudley@railroaders.net

Michael Rocque-Vice President  
boe\_mrocque@railroaders.net

Roxanne Waters  
boe\_rwaters@railroaders.net

James Brooks  
boe\_jbrooks@railroaders.net

Hope Greene  
boe\_hgreene@railroaders.net

Patricia Norton  
boe\_pnorton@railroaders.net

Richard LaChapelle  
boe\_rlachapell@railroaders.net

Carrienne Arquette  
boe\_carquette@railroaders.net

## ADMINISTRATION

Patrick M. Dee  
Superintendent of Schools  
518-499-1772  
pdee@railroaders.net

B. Jefferey Keller  
Jr. Sr High School Principal  
518-499-1770  
jkeller@railroaders.net

P. Richard Trowbridge  
Elementary Principal  
518-499-0330  
rtrowbridge@railroaders.net

Jodi A. Birch  
Business Manager  
518-499-0346  
jbirch@railroaders.net

Brianne K. Hazelton  
Coordinator of Special Education  
518-499-1771  
bhazelton@railroaders.net

## Whitehall Elementary Faculty and Staff

### PRE – K

Melia St.Clair ext 2125

### KINDERGARTEN

Jordan Cottrell ext 2124  
Brianna Gates ext 2127

### FIRST GRADE

Amanda Heckman ext 2117  
Sandra Lavin ext 2116  
Kassandra VanGuilder ext 2119

### SECOND GRADE

Sherry Cummings ext 2129  
Tammy Casey ext 2130  
Abigail Novak ext 2128  
Carli Jankowski ext 2132

### THIRD GRADE

Amanda Fowler ext 2110  
Mike Thornton ext 2111  
Kathryn Trottier ext 2112

### FOURTH GRADE

Marilyn Borden ext 2100  
Chris Fowler ext 2101  
Holly Pelkey ext 2104  
Karissa Hall ext 2102

### FIFTH GRADE

Karen Paddock ext 2096  
Lindsey St. Clair ext 2097  
Talia Gereau ext 2099

### SPECIAL AREA

Lauren Chandler– Music ext 2078  
Heather Gordon – Art ext 2093  
Pam Putorti – P. E. ext 2133  
Kim Barber – Science Lab ext 2092

### TITLE SERVICES

Brittany Ferguson ext 2109  
Liz Martineau ext 2106  
Stacey Trevellyan ext 2107  
Shea Whiting ext 2105

### SPECIAL EDUCATION

Rachel Waters K-1 ext 2115  
Kassandra Wickham ext 2114  
Jen Boutin 3 ext 2114  
Pam Telisky 4 ext 2103  
Ben Lane ext 2098  
Monica Mondella ext 2120  
Stephanie Douglass ext 2121  
OT/PT ext 2122

### ADMINISTRATION

Richard Trowbridge-Principal ext 2071  
Raquel Beayon-Principal Secretary ext 2068  
Brienne Hazleton-Director of CSE ext 2075  
Marsha Ross-CSE Secretary ext 2074

### SUPPORT

Allison Henry-Psychologist ext 2072  
Donna Tipton-Nurse ext 2076  
Mary Douglas-Social Worker ext 2161 or 2007  
Evie St. Clair -Behavior Specialist ext 2088  
Danyelle Palmer -Greeter ext 2086  
Judy Gould-Curriculum Coor. Ext 2091  
Tammy Bennett-IT Department ext 2254  
Mike Bennett-IT Department ext 2255  
Adam Keoble- IT Department ext 2253

### KITCHEN ext 2082

Sheila Moore  
Christine Stark  
Jessie Westerman  
Danielle Holman  
Catherine Gordon  
Deb Mackey-Manager

### BUILDING AND GROUNDS ext 2084

Tom Foryan- Director  
Penny Hollister-Secretary  
Lisa Hobus  
Paul DeLuca

# TEACHER RESPONSIBILITIES

## 1. Effective Teaching

Effective teachers have well-organized and well-managed classrooms. Their students should know what is expected, what they are supposed to do, and what equipment, if any, they will need. Transitions from one activity to another are accomplished quickly and with a minimum of teacher direction. Students listen and respond to teacher presentations. Students, when required to work on their own, know what to do and go about the work in a business-like manner. They also know what behavior is permissible in the classroom and the school. The effective teacher knows what is going on in all parts of the classroom. An orderly atmosphere is maintained. Effective classroom managers prevent problems from happening by being prepared. Good classroom management is important because it allows the teacher to spend more time helping students learn.

Effective teachers do a great deal of planning to establish conditions that are conducive to effective learning. In their planning, they use their knowledge of the student's skills, previous learning and learning style to create an environment that is most effective for each student.

In summary, the effective teacher is characterized by some or all of the following:

### PLANNING AND PREPARATION:

The teacher:

- knows the students skills level;
- identifies how each student learns best;
- carefully plans and prepares for classes;
- exhibits high expectations for student achievement.

### CLASSROOM MANAGEMENT:

The teacher:

- makes clear the rules, consequences and procedures on the first day and adheres to these rules consistently throughout the year;
- remediates individual learning deficiencies with specific transferable skills;
- provides a role model for students by approaching teaching in a professional manner;
- creates a supportive learning atmosphere by showing concern and respect for each student;
- takes attendance daily;
- completes excessive absence reports when warranted;
- in between classes, all classroom teachers will stand at the classroom door to provide supervision of both the room and corridor.
- parents should be contacted when discipline and academic problems are persistent;
- lights are to be off and doors are to be locked when classes are not in session during the day and at the end of the day.
- teachers will hold classes for the entire length of every class period. Never dismiss



- your class prior to the end of the period without the permission of the administration.
- teachers are expected to assign as much homework and other supplementary work as needed to provide a quality opportunity for students to learn.
  - class cutting is not permitted and violators are to be reported to the office immediately.
  - all work that is assigned in an individual teacher's classroom is the direct responsibility of that teacher. It is most important that this work is aligned with the curriculum guidelines developed by each department.

## EVALUATION OF STUDENTS:

The teacher:

- Monitors student performance during recitation or individual work sessions;
- Recognizes student accomplishment;
- Provides individualized feedback to students when needed;
- Follows up on student assignments by grading and returning assignments in a timely fashion;
- Keeps records and grade updated on SchoolTool
- Assigns homework when appropriate.
- Teachers should inform the students of the factors and criteria which are used to determine grades in a given subject.
- In certain cases, class participation as a factor in grading should be determined by production, the quality of participation and performance.

## **FACULTY MEETINGS**

All faculty meetings will be held on the 1<sup>st</sup> and 3<sup>rd</sup> Wednesday of every month. They will be held in the cafetorium and will begin at 3:25.

All faculty members are expected to attend these meetings.

## ARRIVAL/DISMISSAL PROCEDURES

**ARRIVAL:STAFF:** Educational staff is expected to arrive prior to the beginning of the school day, which is 8:30 A.M. for K-5 staff. All staff should be in their area of responsibility at 8:35 A.M. for Grades K-5 and ready to perform morning duties at this time. (I.e.homework/classroom. hall, bus, cafeteria duties.)

**STUDENTS:** Buses unload at approximately 8:35 a.m. for Grades K-5. Students are expected to immediately report to their homerooms.

Students who do not arrive via the bus should not be brought to school earlier than 8:15 a.m. for Grades K-5. These students will use the office entrance and walk down to the cafeteria to wait quietly until buses are unloading, and they are given permission by the hall monitor to report to homeroom. Students arriving late to school should first report to the greeters desk with an excuse for tardiness. Children of staff members should remain with their parents when arriving early.

**DISMISSAL: STAFF:** Students are dismissed for pick up at 3:10 p.m. and for busses at 3:15pm for grades K-5. All faculty members are expected to remain on duty until all buses have left the circle. It is the homeroom teacher's responsibility to be sure all students are safely on their way home. In the event a teacher must leave the building prior to dismissal, arrangements must be made and cleared with the Building Principal.

**STUDENTS:.** Students in grades K-5 are dismissed at 3:10 pm. All students are expected to ride their designated bus home unless other arrangements have been made and approved in writing by the Head Bus Driver. Students using private transportation must wait near the kindergarten entry until their ride arrives. Parents who need their children prior to 3:10 pm will need to sign their child out at the greeters desk.

## **STAFF ABSENCES**

It is the responsibility of the teacher to notify the Substitute Registry as soon as he/she is aware of the fact that they will be absent from school

If you are out sick for the day, you are responsible for having your lesson plans, class lists, seating chart, and teacher textbooks available for the substitute teacher.

In all cases involving a faculty member who must leave the school building during the school day, notify the principal and call the registry if before noon, the decision as to whether or not a substitute is called rests with the administration.

Upon return, complete the standard report on dates you were absent, cause of absence, etc. You will find this form in the front office and in the faculty lounge. After completing the absence form place it on the Elementary secretary's desk. Except for a morning sick call, any day or  $\frac{1}{2}$  day that you want off, for whatever reason, you must fill out an absence from Duty/Personal leave form.

## **STUDENT ATTENDANCE**

New York State Education Law mandates that students enrolled in the WES must attend school regularly. This is to ensure that all students have the opportunity to receive a formal education. Illegal absences not only violate the law, but handicap the learning process by causing a student to fall behind in daily classroom activity. State Financial Aid to the Whitehall Central School District is based upon student daily attendance. Each student absence causes a loss of State aid to the district. The law requires that an excuse stating the reason for an absence must be written and signed by the parent or guardian on the day the student returns to school. Tardiness is also in violation of State Education Law. A note explaining the cause of tardiness is also required from the student's parent or guardian.

### Daily Attendance Procedures:

Attendance records are official documents that must be kept with accuracy and care. The following is the attendance procedure for the Whitehall Elementary School:

- Teacher takes attendance, via School Tool, daily at 9:00 a.m. for grades K-5
- If a student is tardy he/she is to be sent to the greeters desk upon arrival.
- A student returning to school after an absence is required to submit a written statement to include the child's name, date of absence, reason for absence, and parent's signature. If this is not done within three (3) days, the absence will be considered illegal.

## **STUDENT LATENESS**

A student is considered late who arrives AFTER 8:45 AM. Do not allow a student to enter your room unless they have reported to the greeters desk first. Lateness is harmful both to a child's education and to the class that is disturbed. It is a problem that is similar to truancy. A student who is consistently late disrupts instructional time and is, of course, missing that valuable instruction time as well.

Students should be asked by the teacher about why they are late. The reasons for lateness vary greatly and may or may not be true. Make a decision about the truth of the child's statement. A first lateness is generally overlooked, but will be recorded in the student's record by the main office.

## **ATTENDANCE PROCEDURES**

The following procedures have been developed to encourage all students to attend school regularly.

It will be the responsibility of the classroom teachers to notify the main office whenever a student is absent, tardy or leaves early five times and then again on the seventh occurrence within a marking period. The Principal will review the student's excuses (legal, illegal) and determine if further action is warranted.

In the event that further action is necessary, the responses could be as follows:

10<sup>th</sup> days absence/tardy/early dismissal –Letter from the Principal, Copy sent to the Washington County Department of Social Services- Truancy Dept.

20<sup>th</sup> absence/tardy/early dismissal - Meeting with Principal, classroom teacher, school counselor and/or social worker. The purpose of this meeting will be to determine why the student's attendance is poor and what can be done to improve it.

Mary Douglass will be a key player in helping families get their children to school on time.

## **KEEPING STUDENTS AFTER SCHOOL**

Teachers have the option of keeping a student(s) after the regularly scheduled instructional day on Tuesdays, Wednesday and Thursdays.

The needs may include:

- Behavior Modification
- Extra Help
- Make-up Work
- Rehearsals for specific programs
- Other

**IT IS THE TEACHER'S RESPONSIBILITY TO NOTIFY THE CHILD'S PARENT AND THE MAIN OFFICE WHENEVER A CHILD IS KEPT AFTER SCHOOL.**

The teacher will need to inform the Main Office if District provided transportation is required. If the child does need transportation home, the Main Office will notify the Bus Garage.

## **E-MAIL, DAILY BULLETIN & MORNING ANNOUNCEMENTS**

Every faculty member is assigned an email account on the railroaders.net system. The administration will use the email system to relay important information. It is expected faculty members will check their email at least once a day. In the event important information needs to be disseminated quickly - a building wide email will be sent then an announcement will be made for "teachers to check their email".

During the school year, we will continue to type daily announcements on the attendance bulletin.

If you wish to have an announcement read over the P. A. system in the morning, please write your message on a piece of paper and hand the note to Raquel.

**TO INSURE THAT YOUR MESSAGE IS ON THE DAILY BULLETIN  
YOU SHOULD HAVE THE INFORMATION IN THE PREVIOUS DAY  
OR NO LATER THAN 8:30 A.M. THE DAY OF THE ANNOUNCEMENT.**

All notices and announcements made or circulated to students, parents and staff members must either emanate from the elementary office or be cleared by the Elementary Principal (except for your own classroom or WTA). District-wide notices and announcements must have permission from the Superintendent of Schools.

## **SEXUAL HARASSMENT:**

This issue has legal, moral, and economic ramifications for all school districts.

The emergence of sexual harassment as an act of illegal discrimination must change the way we look at and deal with such behavior. Sexual harassment among students will not go away by itself. We cannot ignore it, deny it, or downplay it. Harassment is any form of unwelcome behavior imposed on a person by another. Sexual harassment is sexually oriented communication or behavior which makes any one individual feel afraid, offended, or uncomfortable. The definition of harassment lies in the eye of the beholder. Two kinds are recognized:

- 1) The soliciting or requiring of sexual favors by the use of power,
- 2) Hostile environment-unwelcomed or unwanted communication of a sexual nature.

A common mistake many of us make is using "intent" as criteria for judging.

A student or adult does not have to intend to harass in order to be guilty of unacceptable or illegal actions.

### **EXAMPLES OF SEXUAL HARASSMENT IN SCHOOLS:**

This group of examples is not exhaustive, but an awareness heightener. All of the actions listed below have been constituted as illegal sexual harassment.

- whistling or making cat calls
- sexual gestures
- teasing and taunting
- pulling down gym shorts
- asking personal, sexually oriented questions
- unwelcome touching
- name calling
- flipping up skirts
- unwelcome requests for dates
- giving sexual gifts
- stalking
- snapping bras
- personalized graffiti
- sexual or sexist language or jokes
- suggestive or descriptive letters on notes
- offensive t-shirts or caps
- distributing nude pictures
- grabbing or patting body parts
- displaying pornographic materials
- sexual innuendos
- graphic description of girls or boys
- rating students sexual attributes
- spreading rumors
- intimidation

Our responsibility is to educate students, staff, and parents and to inform students of their rights. Two clear messages will be sent:

- 1) If you are a victim, report it.
- 2) If you are a violator, be certain that an investigation will be conducted and appropriate action will be taken every time a substantial complaint is filed.

#### PROCESS OF INVESTIGATION

1. Notification -parent, adult, student
2. Interviews - all parties involved
3. Conclusion - reaching judgment through evidence
4. Action - fits infraction - the level determined by district procedure
5. Documentation - accurate record-keeping
6. Reporting - all parties know outcome

(SEE ENCLOSED COPY OF COMPLAINT FORM)

**HARASSMENT REPORT FORM**

NAME OF PERSON FILING

COMPLAINT: \_\_\_\_\_

ADDRESS: \_\_\_\_\_

PHONE NUMBER: \_\_\_\_\_  
\_\_\_\_\_

NAME OF ACCUSED HARASSER: \_\_\_\_\_

DESCRIPTION OF THE INCIDENT(S) (INCLUDE TIME AND PLACE):  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

DATE INCIDENT OCCURRED: \_\_\_\_\_

LIST OF PERSONS WITNESSING THE INCIDENT OF HARASSMENT:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

SIGNATURE OF COMPLAINANT  
\_\_\_\_\_

DATE  
\_\_\_\_\_



## **CHILD ABUSE/NEGLECT/ SEXUAL HARASSMENT**

This policy refers to child and adult reporting and adheres to policies adopted by the State of New York. These definitions and procedures will be posted in detail in the following areas: Main Office, Faculty Lounge, Custodial Center, and Nurse's Office.

The procedure for reporting child abuse/neglect, sexual harassment and sexual abuse is as follows:

-It is required that mandated reporters immediately report suspected child abuse directly to CPS. Report suspected abuse to the guidance counselor, who will then guide you through the process.

-Refer any reports of sexual harassment from school community directly to the building administrator within a sixty(60) day period from alleged harassment. All matters will be dealt with as posted in procedural guidelines.

-Refer all sexual abuse incidents within twenty four(24) hours to the building administrator. Non- certified school personnel MUST report suspected incidents to building administrator.

**WARNING:** Failure to report such cases when reasonable cause exists may result in the legal prosecution of school personnel and substantial financial liability to the individual.

### **Suicide Intervention Procedure:**

When it is brought to the attention of the staff that a student is contemplating suicide such as a statement to a teacher or friend or a note, a concerned informant or thoughts disclosed in a student's writing sample such as essays, journals, etc., the information must be presented to a guidance counselor.

The counselor will then assess the situation and notify an administrator. The next step will be determined on an individual basis.

## Permanent Student Files

Individual pupil records are kept on file in the Elementary Office. A variety of supplemental, personal and academic records are kept for each student.

The cumulative records are signed out to homeroom teachers and special subject teachers on a "need only" basis. Teachers are encouraged to thoroughly review the files of students that they have daily contact with. The folders are not to be taken out of the main office without permission. The folders are not to leave the building.

Psychological records on students are kept in the office of the CSE Chairperson. These records may be reviewed by homeroom teachers and are not to leave the office area. The exceptions to this policy would be the Building Principal or the CSE Chairperson.

Permanent folders should include the following:

- \* Kindergarten registration information
- \* Individual school pictures
- \* Achievement test scores
- \* NYS 3-8 testing scores
- \* Report Cards (final copies)
- \* Registration information
- \* Any reports from any Supportive Service Staff members
- \* (Where appropriate) Records from previous school
- \* Bus Conduct Report      \* Behavior Referral Forms
- \* Discipline Tracker Reports

## STATE TESTS ADMINISTERED DURING THE SCHOOL YEAR

It is **STRONGLY** recommended that each classroom teacher notify their student's families of all upcoming state assessments.

TEST	GRADE(S)	DATE ADMINISTERED
NYS SCIENCE	4	May 22-May 31, June 3, 2019
NYS ELA	3 – 5	April 1- 4, 2019
NYS MATH	3 – 5	May 1- 3, 2019

We ask your help to encourage your child to do his/her best; no one is expected to get all answers correct. **Please insist on a good night's sleep and provide a good breakfast.**

## ACADEMIC REPORTING PERIODS

### **First marking period**

First marking period ends November 9, 2018

Parent-Teacher Conferences for all students will be November 26th, 2018 Student dismissal is 11:30am

Report Cards will be issues at the conference

### **Second Marking Period**

Second marking period ends January 25, 2019

Report cards issued February 1, 2019

### **Third Marking Period**

Third Marking Period ends April 12, 2019

Report Cards will be issued on April 18, 2019

### **Fourth Marking Period**

Fourth Marking Period ends June 26, 2019

Report Cards will be sent home on the last day of school.

## OPEN HOUSE

Our Open House will be held on Monday September 24th, 2017 from 6:00 to 7:00 pm. This is an opportunity for parents to visit their child's classroom and meet their teachers. This event is not intended to be used as a Parent-Teacher Conference.

## REPORT CARDS

Report cards are issued four times a year for all students. Each grade has a report card specific to that grade. Each report card covers not only a child's academic progress; as well as, areas such as work habits, behavior, and attendance, etc.

Any written comments a teacher makes should be specific with regards to strengths and weaknesses. We encourage you to save comments about how nice or how enjoyable someone is to have in class for the Parent/Teacher Conferences.

There are places to indicate if a student is performing above/on/below grade level in reading and math, as well as places to indicate if a student is receiving any of the supportive services. These help to show parents a more complete academic profile. Their use can also be a tool is needed later on to defend the idea of retention if the situation is warranted.

The report cards also come with a preprinted envelope with spaces for parent/guardian signature for each of the four marking periods. These envelopes, not the report card sent home, are to be returned to you after the first, second, and third marking periods.

The student's report card information MUST be entered into the SchoolTool program on or before the designated dates

## GRADING PROCEDURE FOR HONOR ROLL

The W. E. S. publishes an honor roll in grade 5. The criteria for being placed on the honor roll will be the averaging of the final numerical grades in the following subject areas: Reading, Math, Language Arts, Spelling, Social Studies, and Science. To be placed on the honor roll that is published in the Whitehall Times the student must have an average of:

Highest Honors 94.5 and ABOVE  
High Honors 89.5-94.4  
Honors 84.5-89.4

Uniformity and consistency in the above criteria will make it easier for students to understand the honors designation and will also be excellent preparation for the transition to the Junior Senior High School.

## STUDENT DISCIPLINE

Teachers will use a consistently responsible assertive plan to maintain a learning environment appropriate for all students. The assertive teacher clearly communicates what she or he wants and feels, why and what will be done. The assertive teacher makes sure that students understand her or his communication and also strives to encourage and listen to student-expressed needs.

Classroom teachers and support personnel will always attempt to handle and resolve discipline problems which occur under their supervision by reprimanding the students, calling parents, or restricting the student's behavior. Should the problem be referred to the Principal, a course of action will be developed based upon the nature of the problem, the frequency of its occurrence, and the record of the student.

It is expected that except in emergency situations any student referred to the Principal by a teacher will have exhausted all avenues for resolving the problem as outlined in the Student Conduct Plan.

Whenever appropriate, you should attempt to handle a student's disruptive behavior on your own before you speak to the parents or administrator about the situation. Both will want to know what actions you have taken to help the students. Assure them that you have already attempted to solve the problem on your own.

Remember your goal is to teach the student to make good behavioral choices. If you involve parents or the Principal too soon, you are not allowing the student the opportunity to change his or her own behavior.

DOCUMENT A STUDENT'S BEHAVIOR AND THE STEPS YOU HAVE TAKEN TO HANDLE IT. When and if you do contact parents or the Principal about a problem, you will need accurate anecdotal documentation detailing when the problem has occurred and what steps you have taken to deal with it. Documentation strengthens your position as a professional and communicates clearly to parents that these problems do exist.

BE SPECIFIC - Keep away from vague opinions. Your statements should be based on factual, observable data.

## **CORPORAL PUNISHMENT POLICY**

No teacher, administrator, officer, employee, or agent of the Whitehall Central School District shall use corporal punishment against a pupil.

Corporal punishment is defined as "any act of physical force upon a pupil for the purpose of punishing that pupil".

Corporal punishment shall not mean the use of reasonable physical force for any of the following purposes:

1. To protect oneself from physical injury.
2. To protect another pupil or teacher or any other person from physical injury.
3. To protect the property of the school or of others; or
4. To restrain or remove a pupil whose behavior is interfering with the orderly exercise and performance of school district functions, powers, or duties, if that pupil has refused to comply with a request to refrain from further disruptive acts; provided that alternative procedures and methods not involving the use of physical force cannot reasonably be employed to achieve the purposes set forth in 1 through 4 above.

## **SPECIAL EDUCATION SERVICES**

Eligibility: A student referred to the district Committee on Special Education (CSE), provided an individual evaluation, and determined to possess a disability is eligible to receive special education services as written into the Individual Education Plan (IEP). Depending upon the level of need and severity, there can be a variety of direct, indirect, and/or related services provided.

Continuum of Services: "In accordance with 34 CFR.550 New York State assures that each public agency providing special education programs and services to students with disabilities in public or private institution, ....must, to the maximum extent possible, provide for the education of such students with their peers who are not disabled. Special classes, separate schooling or other removal from the regular educational environment may occur only when the nature and severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be satisfactorily achieved." (Quoted from the New York State Plan For Education Of Students With Disabilities 1993 -1995 page 32)

Once a student is found to have a disability the entire continuum of services must be available. The State Plan also indicates that unless required by the IEP, a student is educated in the school the student would attend if not disabled. The continuum of services range as follows:

Declassification Support Services- Assistance offered to student and/or teacher in aiding transition from special education to full-time general education.

Related Services - Services offered directly and/or indirectly to support other elements of their education program. Examples of this are: speech/language, counseling, physical therapy, occupational therapy, etc.

Transitional Support Services - Provides assistance to regular or special education teachers who receive the student as the student moves to a less restrictive placement.

Consultant Teacher Services - A service for an identified student who attends general education classes on a full-time basis. This may be directly provided within the classroom setting or indirectly as consultation with his/her teachers to adjust the learning environment or modified instructional methods. Minimum level of service is two hours per students per week and this can't be provided in conjunction with any other direct services. (This does not exclude related services.)

Resource Room Programs- Supplemental services to general and/or special education instruction. If this is the only special education service directly provided then the level of service ranges from a minimum of 180 minutes per week or a maximum of 50% of the students' instructional day

Special Classes - A service provided on a daily basis as the primary source of instruction in one or more areas of core instruction. Class groups are to be based upon similar educational needs.

Further details about each of these areas may be found in Part 200 of the Regulations of the Commissioner of Education specifically in part 200.6.

The continuum also provides for CSE recommendations for home and hospital instruction, and in-state private schools.

Exiting - A student, by recommendation of the CSE, may "exit" a more restrictive setting for a less restrictive setting and receive transitional support services if indicated with other goals and objectives on the IEP.

Students also may exit all special educational services with the recommendation of the CSE. This would be indicating that the student no longer demonstrates concerns with mental, physical, or emotional reasons or other areas that qualify as a handicapping condition.

## **SUPPORTIVE SERVICE - SPEECH AND LANGUAGE**

### Speech/Language Improvement

Students who have articulation and/or language delays, which do not interfere with their ability to function within a regular classroom, meet with a Speech/Language teachers' discretion. These students may exit this remedial program when articulation and/or language difficulties appear to be remediated as per formal evaluations. Evaluations are made on a yearly basis. The list of students with difficulties is generally lengthy, leading the Speech/Language teachers to prioritize and to remediate the students with the greatest weaknesses.

### Speech/Language Impaired

Speech/Language Impaired is a CSE classification and therefore, remediation is mandated. Speech/Language Impaired students have speech and/or language delays which interfere with the ability to function in a regular classroom. These remedial services can also be mandated as additional services by the CSE, i.e. a student identified as learning disabled or mentally retarded, etc., can also receive speech/language services if he/she, too, is low functioning in speech/language. These students, too, may exit this remedial program when their identified weakness proves to be remediated as per formal evaluations.



## FIELD TRIPS

Field trips are an extension of the classroom. They should enrich and extend the present learning environment to the community or surrounding area. The field trip should relate to or culminate a current teaching unit.

On the next page you will find a guide which was developed to help teachers plan an educational and successful field trip experience for their students. Necessary forms and permission slips can be obtained from the Elementary Office.

Teachers interested in giving their students a field trip experience must first request, verbally, from the Principal permission for the field trip. Then submit a Transportation Request Form (located in the forms drawer of the office.) The bus must be requested for at least three weeks in advance but more notice is appreciated.

Requests will be considered based on time, cost, educational benefits, availability of buses and the number of students involved.

After submitting the bus request form and receiving it back approved, IMMEDIATELY NOTIFY THE CAFETERIA MANAGER OF THE DATE AND WEATHER YOU WILL NEED BAG LUNCHESES OR WILL NOT BE HAVING LUNCH AT SCHOOL. Once approved draft a letter or note to parents explaining the what, where, why, and needs of the trip, departure and arrival times, lunch needs, etc. Include a Field Trip Permission Slip (obtained from the office) to be signed by the parent or guardian.

Each child must have on file a Field Trip Permission Slip signed by the parent or guardian on the day of the trip. The teacher must provide an adequate number of chaperones (parents) depending on the activity.

ALL chaperones must be finger printed. No one will be allowed to chaperone a field trip unless they have fingerprinted and approved by the Superintendent.

## FIELD TRIP CHECKLIST

### Before the trip:

- Get (verbal) permission from Elementary Principal at least 3 weeks prior to trip.
- After verbal approvals, complete the Transportation Request Form and leave it in the Principal's mailbox.
- If trip is approved notify the cafeteria manager of the date and whether bag lunches will be required or no lunches at school on that day.
- At least one week prior to trip, send a letter to parents explaining the, where, why, and needs of the trip, departure and arrival times, lunch needs, etc. Attached to the letter should be the permission slip which must be returned to school.
- Solicit an adequate number of parent chaperones (they all must be finger printed). A suggested number is 1 adult for every 5 children.
- Two days before the trip, verify that all permission slips have been received. Call any parents who may need reminders.
- Two days before the trip, check with the School Nurse any students who may require medication during the field trip.

### Day of the trip:

- Call bus garage before 8:00 a.m. to verify time of departure.
- Take school camera for pictures to be published.
- Verify that all children have signed permission slips on file.
- Be sure to get the First Aid Kit and check for any students who may need medication or special alerts.

### After the trip:

- Write a short article for newspaper Whitehall Times to be included with picture.
- Write a thank you note to the destination of the trip.
- Write thank you notes to chaperones.

## **BUS NOTES**

Students are expected to ride their assigned buses to and from school. Students may not ride a different bus to go to a friend's house for play or visiting. If a student needs to ride a bus other than his/her assigned bus, the school must receive a note from the legal guardian specifying date, reason, bus number (if known), and location of bus stop.

When riding a different bus to school (a.m.), the note is given directly to the bus driver. Afternoon bus notes are turned in to classroom teachers who will send the note on to the bus garage via the office.

Bus notes are to be turned in with daily attendance. Once the note has been shared with the head bus driver and approved a notation will be made on the note and returned to the classroom teacher's mailbox. The classroom teacher is then expected to remind the student, at the end of the day, of the change in transportation.

## **BUS CAMERA**

This District operates a number of video cameras. From time to time these cameras are placed onto the buses. The sole purpose of these cameras is to record the events that occur while the bus is in operation. It is the responsibility of the Head Bus Driver and/or Transportation Supervisor to install and remove these cameras appropriately.

## **TRANSPORTATION OF STUDENTS**

Buses are provided for all Whitehall Elementary Students and it is expected that all children will ride the bus to and from school. If there is a special circumstance or need for a child to be picked up after school please follow this procedure.

1. A written note must be given to the teacher or bus driver at the beginning of the school day.
2. The note should explain the reason and anticipated time of release and should be recorded on the daily attendance slip as an early release.
3. Students being released during the day will wait in their classroom until called from the office stating that their ride is here.

## **DISTRICT EMPLOYEES TRANSPORTING STUDENTS**

No faculty or staff member, when acting in the capacity of a district employee, is to transport any student other than his or her own child to and from any regular day school program, school function, or school related activities, including dance, athletic practices, competition, or league sponsored events, without obtaining written approval from either the school superintendent, the Board of Education, or both.

## **FIRE DRILLS**

All teachers should be familiar with the fire drill procedure - especially the exit routes from each classroom. Familiarize the pupils with this procedure during the first week of school. If your students are with a special teacher, the special teacher is responsible for your students. Attendance should be taken upon completion of a fire drill. The exits which your classrooms are to use are posted inside your doorway.

Regardless of where you are in the building, use the nearest exit. Make sure that your windows are closed before you leave your room and turn off classroom lights as you leave. Close the emergency exit door if it is open.

Everyone is expected to leave the building in a quiet and orderly manner. The first room out the exit will move far enough away from the building so that the last room will clear the building.

The drill will be considered over and you may return to the building when the PA system announces the "all clear, you may enter the building."

There will be a total of 16 fire drills throughout the school year. 8 drills need to be completed by December 1st and 8 more need to be completed by the end of the school year.

Each teacher will be responsible for a red binder that will contain emergency plans.

## **SNOW DAYS**

In case it is necessary to delay or close school due to inclement weather you will receive a call from the all call system. If for some reason you do not receive a call and you may think the weather calls for a delay or cancellation please check these local channels for cancelations or delays:

By Radio: Glens Falls WWSC AM 1450, FM 96     Rutland WJJR, FM 98 Rutland WZRT, (Z97) FM 97

By TV: WRGB News Channel, Channel 10 WTEN

In all cases, we will attempt to make notifications as close to 6:00 a.m. as possible in order to afford ample time to proceed accordingly.

In the event that a school opening will be delayed, it will be a 2 hour delay. All school openings will operate in accordance with this delay, with the exception of the school breakfast program, which will be canceled. If school is closed for a day, all after school activities scheduled for that day would be canceled.

## **DISTRICT & BUILDING WIDE COMMITTEES**

PBIS (Positive Behavior Intervention Services): see PBIS Handbook

S. I. T. (School Improvement Team): This committee represents all members of the elementary administration and instructional staff. The committee meets approximately once per month after school. The S.I.T. committee will discuss general concerns of the staff as reported to their representative and seek ways to improve upon school policies that are within the committee's capacity. The committee will also work on curriculum and standards for the [WES. S.I.T. members](#) are encouraged to help establish goals and objectives which will create a clear vision for our school. It is the committee's attempt to provide a better learning environment for all members of our school. This committee is not a grievance team nor does it intend to expand upon district policy.

Teachers are needed to represent the following areas: Each Grade Level, Supportive Services & Special Areas.

P. S. T. (Pupil Services Team): This building level team has been established to provide additional resources to any teacher who has concerns about a student. The members of this team are: Building Principal (Chair), Special Area Teacher, Special Education Teachers, Regular Education Teacher, Social Worker and Psychologist

## **END OF YEAR ACTIVITIES**

**Memorial Day Program:** This program takes place on the Friday before Memorial Day (Monday). It takes place on the sidewalk in front of the school or in the gym or in the HS auditorium in case of inclement weather. We spend approximately one hour and involve as many students as possible. Appropriate dress and attitude should be discussed prior to the program.

**Play Day:** Activity Day is organized by the Physical Education teachers. Each grade level is responsible for providing a booth for the day. Booths are set up in the front of the school. Prizes are provided for the booths. One teacher should supervise the booth at all times. Special teachers and aides time the athletic events. Students are responsible for paying for their own lunch. They go home at 1:00 P.M. Activity Day awards are presented in the clusters or gym a day or two later.

**5<sup>th</sup> Grade Graduation:** 5th Grade Graduation is held in the evening at the High School Auditorium. All faculty and staff are invited to attend.

## END OF DAY CLASSROOM MAINTENANCE

The following should be checked by teachers before leaving the classroom at end of the day:

1. Student chairs should be placed on top of the student's desks.
2. Floor clear of papers, pencils, crayons, etc.
3. Windows closed and locked, shades drawn in winter.
4. Sink area clean.
5. Fire exits cleared (window and door). At no time is any object to be placed on a vent or heater in the classroom.
6. Lights off.
7. Doors closed and locked.
8. Cubbies and hallway neat

## **FUND RAISING POLICY**

The Board of Education realizes the necessity for groups, clubs, teams, classes, or other school sponsored organizations to raise money to help finance their functions.

Organizations must also appreciate and be responsible to those people they depend on for supporting their fund raising.

Therefore, it shall be the policy of the Whitehall Board of Education to limit organizations to 2 fund raising activities, other than school dances per school year. A fund raising activity is defined as any in or out of school event, activity or sale, etc. which raises money for the benefit of a school club or organization. Exceptions to this policy would be educationally promoted programs such as Math-a-thons or Read-a-thons. The main purpose of these programs is to improve and encourage education through incentives.

Outside organizations are required to obtain an in-school co-sponsor to use the school facility for profit. School clubs or organizations which benefit by co-sponsoring events for outside organizations will be in addition to their 2 approved fund raising activities.

Fund raising activities must first be approved by the organizational advisor, the building principal, and the school superintendent. No fund raising activity may take place during the normal school academic day.

Violations of this policy or failure to obtain approval to the beginning of a fund raising activity may cause the Board of Education to suspend all activities of the violating organization for a period of up to one school year.

## IMPORTANT INFORMATION

1. Physical force may be used only to the extent absolutely essential for restraint by TCI trained personnel only.
2. Personnel may not leave the building during breaks without specific authorization from the principal or person in charge. All are required to use a sign out book. This book is located in the main office.
3. A class may **NOT** be left **UNSUPERVISED** during the course of the school day. Emergencies can be handled by contacting the office or the teacher next door.
4. Money that has been collected should not be left in the classrooms. The school safe, located in the Main Office, may be used for small amounts. However, the school is not responsible for lost or stolen money.
5. Students should **NOT** be placed in the hall as a disciplinary measure.
6. **NO CHILD MAY BE SENT HOME IN THE COURSE OF THE DAY WITHOUT OFFICE AUTHORIZATION.** No parent may pick up a child from class without prior authorization and must sign them out at the greeters desk.
7. Parent-Teacher conferences must not be held during times of scheduled instruction.
8. No child is to be denied lunch.
9. No drugs of any kind are to be administered or stored by anyone except the school nurse.
10. **NO INSTRUCTIONAL MACHINE OR EQUIPMENT** may be removed or borrowed from school without permission and receipt from the principal or the IT Dept. (This includes computers).
11. No student should be kept in school beyond 3:10 p.m. without notification to parents.
12. Personal property of students may not be taken without providing opportunity for retrieval by parent.
13. Student injuries must be reported to the Nurse's office - especially possible head injuries.
14. Professional dress is expected every day. Every payday faculty and staff may wear jeans for dress down. The fee is \$2 dollars. The money goes towards local fundraisers(i.e Adopted Family, Faculty/Staff members in crisis)
15. Clusters/classroom doors must be locked at the end of the day before leaving for the day.
16. When changing teaching assignments/classrooms, take your personal items only the
17. Students are not to operate nor handle the warmed contents from a microwave or toaster oven.
18. All High School and College students who wish to observe/teach in the Elementary Building must make arrangements through the building principal.
19. No one is permitted to paint or change the color of any wall/floor/ceiling without written permission from the administration.
20. Any and all purchases of instructional material must be cleared **FIRST** by the administration. Failure to submit a purchase request first will negate any chance of reimbursement.
21. While reentering the building from any outdoor activity a teacher must be the last person inside. This is so the adult in charge can ensure all students have reentered the building.
22. Whenever a student is suspected of suffering a head injury another student or adult must accompany that student to the nurse's office and ensure the injured student makes it to that office.