

STUDENT HANDBOOK
September 2024

Our mission is to create an environment where each child may reach his/her full potential and view education as a lifelong process.

26 Chapel Road
413-743-1992
Fax 413-743-1114
www.savoyelementary.com

Staff

Mr. John Franzoni – Superintendent
Mrs. Tara Barnes - Asst. Superintendent of Student Services, Curriculum & Instruction
Ms. Lisa Blackmer – School Business Administrator
Mrs. Tracey Tierney – Principal/Third & Fourth Grade Teacher
Mrs. Kate Raimer- Administrative Assistant & School Nurse
Mrs. Jessica Badorini - Fifth & Sixth Grade Teacher
Mrs. Kimberly Wells - First & Second Grade Teacher
Ms. Christina Engwer – Preschool & Kindergarten Teacher
Mrs. Karri Zepka – Special Education/Co-Teacher
Mrs. Sandra LaBonte - Instructional Aide
Mrs. Donna Maynard - Instructional Aide
Mrs. Greta Facchetti – Physical Education
Miss Kamaree Saldo - Art Teacher
Mrs. Aldonna Girouard - Music Teacher
Mr. Leo Curtain - Custodian
Mr. Jon Friedman - School Adjustment Counselor
Mrs. Jamie Boucher - Speech Pathologist
Mrs. Christin George - Occupational Therapist
Mr. Josh Arico- Technology Expert

Philosophy: Be Kind & Be Awesome!

In order to help each student reach his/her full potential, we believe that:

…students need a safe, pleasant learning environment.
…students will be more successful when a partnership exists between school, home, and the community.
…each student's learning style should be appreciated and encouraged.
…students and staff should work together to create a positive learning experience based upon the various learning styles in our school.
…the school environment should foster respect and tolerance for the cultural diversity of our global community.
…staff members should strive to implement a program of new ideas and positive change.

Joint Responsibility:

The home and the school share a joint responsibility. As parents and teachers, we undertake the responsibility to develop to the utmost this nation's most valuable asset-children.
Good communication is essential to the success of our combined efforts to offer the best possible educational program. Therefore, please do not hesitate to call your child's teacher or the principal at 743-1992 to discuss matters of mutual concern.

Homework

Emma L. Miller School does not assign daily homework to students. We do however, encourage families to read nightly for at least twenty minutes and practice math facts and spelling words on a daily basis.

Attendance Policy:

By law, students are expected to be at school everyday. Regular school attendance is very important. Not only does attendance reinforce and enrich the learning process, it also establishes patterns and attitudes that will carry forward into adult work habits. Regular, consistent attendance is a prerequisite to successful school life. Children should be absent only in cases of illness or emergency.

Parents should notify the school office on the morning of your child's absence. When your child is ready to return to school, send a note (required by law) to the teacher explaining the absence. Upon return, it is the student's responsibility to make up all assignments, projects, and tests that were missed during his/her absence.

If a student has…

- Three (3) or more consecutive days absent, parents must obtain a doctor's note and submit it to the school.
- Seven (7) absences (excused or unexcused), a letter of warning will be issued to parents reminding them of the school's attendance policy, and that they will be contacted to schedule a meeting should absences approach 10 days.
- Ten (10) absences (excused or unexcused), a parent conference will be scheduled to discuss the attendance policy and to develop a proactive attendance plan.
- Fifteen (15) absences (in disregard of the personal attendance plan), an attendance hearing will be held with the parents, Principal, and Superintendent.
- Twenty (20) absences (in disregard of the personal attendance plan), a 51A (neglect) or CHINS (child in need of services) may be filed.
- Twenty-five (25) absences or more, it could result in retention.

Vacations/Planned Absences Make-Up Work: The school calendar provides for extended weekends and week-long vacations throughout the school year. Parents are encouraged to schedule trips or family outings during these times, so as to eliminate the need to interrupt a child's learning process. If families choose to travel during regular school days, then the teachers will provide all make-up work when a student returns, and they will be given one week to complete it at home. Returning the missed assignments in a timely manner is the responsibility of the student. Assignments not completed and returned by the due date will result in missing grades, which could lower a student's overall grade. No assignments will be given in anticipation of the vacation. There will be no exceptions to this policy. These days out of school are also considered as unexcused absences.

Enrollment/Transfer Students

All students will be enrolled as expeditiously as possible. The transition works best when all records and required documents are in place. To enroll in Emma L Miller Elementary School a student must have a birth certificate, up- to-date immunizations, documentation of a recent physical examination by a pediatrician (within six months) , and proof of residency.

A student transferring into Emma L Miller Elementary School must provide a complete copy of his/her school record. The record shall include, but not be limited to, any incidents involving suspension or violation of criminal acts or any incident reports in which such student was charged with any suspendable act. At registration, parents/guardians will complete a registration packet which includes essential personal and emergency information, permissions to request school records from the prior school, a home language survey, and various permissions to participate in school activities. It is requested that parents/guardians inform the school office of any special programs or needs that their child has at the time of enrollment to facilitate appropriate classroom placement and programming (especially for IEP, 504, participation in Title I, or ELL/ESL programs) Families are encouraged to bring their children to school prior to their first day so that they can have a tour and familiarize themselves with the new school environment.

Kindergarten/First Grade

The entrance age for Kindergarten is 5 years-old by August 31. Families interested in enrolling their children in first grade, but whose children are not 6 by August 31, will need documentation of successful completion of kindergarten and must meet with the principal to discuss appropriateness of first grade placement. ***This was accepted by the Emma L Miller Elementary School Committee 2/27/89.**

Withdrawal

Parents/guardians who are moving their families out of Emma L Miller Elementary School during the school year are requested to inform the school office of the intent to withdraw and complete a withdrawal form and permission to forward school records. A written request for records must be signed by the parent or guardian at the new school and sent to the former school. That school will then send the records to the new school. Records will not be released to parents or guardians.

Student records consist of anything a child does. **At the end of the year, teachers will dispose of all student work if not requested by June 30.**

School Day
Classes begin at 8:30 a.m.
Lunch and Recess 12:30-1:10
p.m. Dismissal is at 2:55 p.m.

Late Arrivals
Any child who arrives at school after 8:30 a.m. is considered tardy. Students arriving late should report to the office before going to class.

Releasing Students Early
Any student dismissed before 2:55 p.m. will be marked as an early dismissal. Students will not be allowed to leave the building with any other person other than their parents or guardians, unless the school receives written permission. Please try to schedule appointments for your child after school hours, if at all possible.

School Cancellation
If school is canceled due to inclement weather, families will receive a robo-call. This is the primary method of communication regarding inclement weather. Our closings are posted via the School Closing Network and are listed on 19 radio and T.V. stations. An announcement will also be posted through email and on our Facebook page. Lastly, the outgoing message on the school phone will indicate if school will be closed for the day.

Early Dismissal
If school is ever dismissed early because of inclement weather, power failure, etc., no student will be allowed to leave the building until each parent, guardian, or responsible person listed on the emergency card is notified by telephone. Please make sure that your child's emergency card is kept up to date.

Personal Electronic Devices: To avoid disruption to the educational process and maintain the appropriate atmosphere in the school building, students may not use any personal electronic devices, brought from home, on

school property or on field trips, during the school day, without direct permission from the classroom teacher or administration. These devices include, but are not limited to cell phones, iPods, tablets, laptops, cameras, etc. If a child is required by a parent to carry a cell phone or any electronic device, the device should be turned off during school hours and stored in the student's backpack or in their teacher's desk. If a student is found using their devices during the school day it will be confiscated and brought to the office. The student can retrieve their phone or device in the main office the first time it is confiscated for use in school. If there is a second violation of the Personal Electronic Device policy resulting in the confiscation of the student's device again, the parent or guardian will be required to come to the school in order to pick up the device, and have a meeting at the school with their child, the teacher, and the principal. The school will not be held responsible for lost, damaged or stolen electronic devices.

Expected Behaviors & Logical Consequences

Each individual classroom establishes a list of expected behaviors and logical consequences. When you visit your child's classroom either during our Open House or during parent conferences, your child's teacher will be glad to share these expected behaviors with you. In the handbook you will find the school policy for dealing with specific behaviors. They are found in the following sections.

Aggressive & Threatening Behavior

In order to eliminate aggressive and/or threatening behavior that may occur in school the problem will be addressed in two ways. The first involves a meeting that includes staff and students where the issues are discussed and where students are able to learn how these behaviors harm the entire learning process. The second involves the implementation of consistent consequences for students who exhibit threatening or aggressive behavior at school. It should also be clear that we mean by aggression those behaviors that involve fighting, pushing, shoving, and violence, not behaviors that come with healthy competition among students.

Consequences will be as follows:

A. Fighting

1. First Offense: Parent notification and immediate assignment of detention (after school or loss of recess) for all involved
2. Second Offense: Parent meeting and two detentions (after school or loss of recess)
3. Third Offense: In-School Suspension
4. Fourth Offense: Two days of In-School Suspension and loss of field trip and special event privileges

B. Verbal/Physical Threats

1. First Offense: Parent notification and immediate assignment of detention (after school or loss of recess) for the student making the threat
2. Second – Fourth Offenses: Same as for fighting

C. Racial Slurs, Including References to a Person's Ethnicity, Heritage, or Country of Origin

1. First Offense: Parent notification and immediate assignment of detention (after school or loss of recess) for the student using the offending language.
2. Second-Fourth Offenses: same as above infractions.

Disorderly Conduct on the Bus or at the Bus Stop

Students transported in the school buses are under the authority of, and directly responsible to, the bus driver.

Continual disorderly conduct or persistent refusal to obey the authority of the bus driver is sufficient reason for the pupil to be denied transportation to the school on the bus. The following consequence of action pertains:

1st Offense: Driver warns student, notifies Principal and parents are informed.

2nd Offense: Driver warns student, notifies Principal, and parents are informed.

3rd Offense: Student is denied transportation for two days.

4th Offense: Student is denied transportation for one week.

5th Offense: Student is denied transportation for the remainder of the school year.

Behavior

All students will behave in a manner that does not disturb or interfere with every student's right to receive an education. Generally, the classroom teacher handles discipline for misbehavior. In addition to classroom rules, certain general rules must be adhered to by the students. Noncompliance to these rules will be handled in accordance with the suggested disciplinary action whenever possible. Parents will be notified of the disciplinary action taken, on a case by case basis.

After School Detention

Any behavior classified as misconduct may result in an after school detention. When a student is given an after school detention, the teacher giving the detention notifies the parent or guardian. The detention is served that day under the supervision of the teacher giving the detention.

POLICIES OF EMMA L MILLER ELEMENTARY SCHOOL

English Language Learners

On November 5, 2002 a ballot initiative (known as "Question 2") was approved by voters in Massachusetts. Question 2 amended in its entirety the Transitional Bilingual Education statute, G.L. c. 71A, and is the new Massachusetts law governing the education of students who are English learners. Under G.L. c. 71A, the terms "sheltered English immersion" and "structured English immersion" are used interchangeably. Both terms describe an English language acquisition process for young children in which nearly all classroom instruction is in English but with the curriculum and presentation designed for children who are learning the language. Title VI requires that English learners be provided language support services until they are proficient enough in English to participate meaningfully in the district's education program. Some English learners will reach this level of English proficiency within one year, but some will not. Since students acquire proficiency in English at different rates, districts cannot limit to one year the provision of language support services to English learners who are not yet able to participate meaningfully in the district's programs in English, and all reading, writing, and subject matter is taught in English.

• **Sheltered Immersion (ELL)**
Under G.L. c. 71A, all textbooks and other instructional materials are to be in English, no subject matter shall be taught in any language other than English, and students learn to read and write solely in English. However, teachers may use an English learner's native language when necessary for clarification purposes.

Request for Interpretation, Translation or Support Services

If you would like any forms or other communications from school translated into your first language, then please fill out this form and submit it to contact person listed on form.
Title VI; EEOA: 20 U.S.C. 1703(f); M.G.L. c. 76, s. 5; 603 CMR 26.02(2)

Emma L Miller Elementary School

Request for Interpretation, Translation or Support Services*

Date of request_____

Student Name_____Grade_____

Person making request_____

Request for:

_____translation

language(s)_____

_____interpretation

_____support service(s)

If this request is for translation, please attach English text.

If this request is for interpretation or support services, please attach date, time, purpose, and location of meeting or service.

Title VI; EEOA: 20 U.S.C. 1703(f); M.G.L. c. 76, s. 5; 603 CMR 26.02(2)

** including, but not limited to: guidance, and other counseling*

Send to:
Mrs. Tracey Tierney
Principal
413-743-1992
FAX 413-743-2871

Response and notes:

Special Education

In Massachusetts, the special education system is based on the federal special education law, the Individuals with Disabilities Education Act (IDEA), in combination with the state's special education law (MGL c. 71B). These laws protect students with disabilities who are eligible for special education and guarantee them an Individualized Education Program (IEP) designed to meet their unique needs. Students ages 3-21 suspected of having a disability affecting her/his ability to progress effectively in education can be referred for a full evaluation to determine eligibility for special education services. The referral can be made by school personnel, a parent/guardian, pediatrician, nurse and/or therapist. Prior to a referral all efforts must be made to provide reasonable accommodations and modifications for the needs of a student within the regular education setting, utilizing regular education services such as a Multi-Tiered System of Support (Interventions), ELL/ESL and before/after school enhanced instruction. In addition, a parent/guardian has the right to request the services of the building-based pre-referral support team in each school. If a school refers a student for a special education evaluation, parent/guardians will be notified in writing and written parent/guardian consent for an evaluation will be obtained. Evaluations will be completed by qualified staff.

The Emma L Miller Elementary School is committed to providing Special Education services to students in the least restrictive environment. This means that, to the maximum extent possible, children with disabilities must be educated with children who do not have disabilities. Special Education services will be provided to the child with a disability in the regular classroom when appropriate. Special classes, separate schooling or other removal of a child from the regular education environment will occur only when the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be satisfactorily achieved. If a parent/guardian feels his/her child may be eligible for services under Special Education, a referral can be made directly to the school principal. Further explanation of parental/guardian rights under IDEA and/or Special Education programs which are available in Emma L Miller Elementary School can be obtained from either the school principal or the Special Education Director, Tara Barnes at 413-664-9292.

504

The federal Americans with Disabilities Act provides protections for the civil rights of students with diagnosed disabilities that substantially limit their ability to access an education without specific specialized accommodations. The purpose of the law is to ensure that all students have equal access to an education regardless of a disability. Unlike special education eligibility, a student does not have to demonstrate failure to make adequate academic progress to access classroom and school accommodations and services. Student eligibility is determined through evaluation by a specialist (i.e., pediatrician, speech therapist, psychiatrist) or through the special education core evaluation process.

Firearms

In compliance with Section 10 of Chapter 71, Chapter 150 of the Acts of 1987, it is the policy of the Emma L Miller Elementary School Committee that bringing firearms or other dangerous weapons to school, on school grounds, or on the bus is prohibited and punishable by fine, imprisonment or both.

No Smoking

In compliance with Section 37H of Chapter 71 of the Massachusetts General Laws, it is the policy of the Emma L Miller Elementary School Committee that the use of any and all tobacco products is prohibited within the school buildings, the school facilities, or on the school grounds or on the school buses by any individual including school personnel.

RIGHTS OF NON-CUSTODIAL PARENTS

If notified of a pending or actual divorce or separation between parents of a school-age child, the following policy and procedure shall apply:

A natural parent who is separated or divorced from the parent with legal custody of their child shall have the same rights as custodial parents in the following areas, unless these rights have been limited by court action:

Access to their child's records;

Visitation to observe their child, in accordance with the school's visiting policy.

Conference with teachers to discuss their child's educational progress.

Custodial parents who wish to limit the above rights must provide the school with a copy of the relevant court document.

To save children, parents, and the school from embarrassment and anguish, the following matters -if not already classified by a legal document - should be spelled out in writing by the custodial parent:

Opportunity for the non-custodial parent to meet privately with a child in school;

Opportunity for the non-custodial parent to take a child away from the school.

Lacking specific instructions in writing from the custodial parent or a court document on the matters in the above, school principals will assume non-custodial parents do not have these opportunities.

"Under **Massachusetts law**, a parent without legal custody of their child must submit to the child's school principal a court order which proves the parent has not been denied custody "based on a threat to the safety of the child or the custodial parent." Only then can the noncustodial parent be granted access by the principal and must reapply for access each year. However, federal law dictates that both parents have equal access to their child's records unless the school is shown a court order specifically revoking the noncustodial parent's access for reasons such as abuse of the child or custodial parent. " The Department of Education adopted emergency regulations, **Access by Non-Custodial Parents, 603 CMR 23.07(5)**, to bring the state into compliance with the federal law until the state law is amended. More information is available at **Mass. Law About Education**.

Communication: Compliments and Criticisms

Communication between home and school is essential to a student's successful education. Students need to be aware that their parents are supportive of education in general, and of their specific accomplishments. It is also important for teachers to hear from parents when they are pleased with what is happening in their child's class. The Savoy Public School District welcomes constructive criticism or feedback concerning the operation of the Emma L Miller Elementary School. The Emma L Miller Elementary School Committee believes that complaints are best handled and resolved as close to their origin as possible. Therefore, the proper channeling of complaints involving instruction, discipline, or learning materials will be as follows:

1. **Teacher**
2. **Principal**
3. **Superintendent**
4. **School Committee**

LINKED POLICIES:

Bullying Prevention and Intervention Plan
Child Abuse Reporting Policy

Curriculum Review and Civil Rights Policies

Due Process Procedures for Discipline

Non-Discrimination/Harassment Policies

Network Acceptable Use Policy

School-Wide Tobacco Free Policy

Search and Seizure

Special Education: IDEA, Section 504 and Discipline

Title IX/Chapter 6

School-Family Compact

Clarksburg • Florida • Rowe • Savoy

By working together, NBSU schools, families, and students can create a supportive and enriching educational experience that promotes academic excellence and personal growth.

A school/family compact highlights what teachers, parents/guardians, and students all need to do to achieve these goals. As part of the school handbook, we assume that the school, families, and students agree to the following ~

All NBSU schools will:

- Provide high-quality curriculum and instruction aligned with Massachusetts state standards.
- Create a safe, respectful, and inclusive learning environment.
- Maintain open communication with families regarding student progress and school programs.
- Offer regular parent-teacher conferences to discuss student academic progress.
- Provide families with resources and strategies to support learning at home.
- Ensure staff receive professional development on effective family engagement strategies.
- Encourage family participation in school decision-making processes, such as the School Council

Families and Guardians will:

- Ensure their child attends school regularly, on time, and ready to learn.
- Support their child's learning at home by monitoring homework and engaging in literacy activities.
- Participate in school events, workshops, and parent-teacher conferences.
- Maintain communication with teachers and school staff regarding their child's progress.
- Encourage their child to follow school rules and respect peers, staff, and school property.
- Volunteer and engage in school-related activities as possible.

Students will:

- Attend school regularly and be prepared to learn.
- Complete assignments on time and ask for help when needed.
- Follow school rules and demonstrate respectful behavior.
- Communicate with teachers and family members about academic needs.
- Take responsibility for their learning and set personal goals for improvement.

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Emma Miller Elementary School
Request for Interpretation, Translation or Support Services*

Date of request_____

Student Name _____ Grade_____

Person making request_____

Request for:

_____ translation

language(s)_____

_____interpretation

_____ support service(s)

If this request is for translation, please attach English text.

If this request is for interpretation or support services, please attach date, time, purpose, and location of meeting or service.

Title VI; EEOA: 20 U.S.C. 1703(f); M.G.L. c. 76, s. 5; 603 CMR 26.02(2)

** including, but not limited to: guidance, and other counseling*

Send to:
Tara Barnes
Assistant Superintendent
413-664-9292
FAX 413-664-9942

Response and notes: