

STEVENSVILLE

PRIMARY SCHOOL
Grades K-3

2017 – 2018 Student Handbook



Excellence in Education

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CONTACT US

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A SPECIAL MESSAGE to our FAMILIES

This handbook offers you information to help insure the success of your child in the school environment. All of our efforts are based on a strong family-school team, and we welcome and encourage your participation.

The school environment is a new experience for our youngest students and their parents, and a good understanding of the school structure is important to the school-family relationship. Providing a positive school environment for all students requires an organized structure of rules, traffic patterns and classroom management. Children learn to assume their responsibilities as a student and parents are asked to support a solid learning environment with positive input, frequent communication and volunteer opportunities in the school. We welcome your ideas.

Procedures for the Safety of All Students

VISITOR PASSES

All adults visiting the K-3 building for any reason must check in at the K-3 office to receive a visitor pass. We welcome you to our school, but our first concern is always for the safety of all students. Therefore, any adults in either the K-3 building or the music/PE facility building without a visitor pass will be asked to report to the K-3 office or to leave school grounds.

OFFICE PROCEDURES

Please read this handbook and note the procedures for checking out your child, visiting the school, student medication, student absence, etc. It's important that you are aware of general school policies. If, at times, a procedure offers some inconvenience to you, please remember that all policies are in place to provide a secure, safe environment for all of our students. Parent participation is a very important component of this environment, and we hope you visit our classrooms frequently. We value your observations and invite your input.

SAFETY DRILLS

Safety drills start in September. We practice fire drills, earthquake drills and lockdown drills. The teachers work hard to instill a safe, immediate response from students without alarming them. Fire drills are practiced at unexpected times, without notice after the first practice, but students are always notified when we practice a lockdown drill. If you are in the building during a drill, please follow staff instructions. If you find the main entrance to a building locked, we may be in a lockdown. In this instance, please do not attempt to enter the building. For your own safety, leave campus immediately and stay away until you are able to contact the building office.

SOCIAL SKILLS

As students work and play together, they are learning social skills necessary for success in the classroom and on the playground. At school, children must learn to resolve problems without resorting to any violent behavior. Our younger students learn problem-solving skills and the older students practice conflict resolution programs conducted by our school counselor. Parental support of cooperative, non-violent problem solving goes hand-in-hand with school rules, and helps your child meet success at school.

TRAFFIC

Please observe the traffic patterns at school. These patterns have been established to maintain the safety of all students as they travel to and from buses, cars and when walking. We have provided a drop-off area in front of the building and on the west side of the playground on Park Street. After school, students may be picked up in any designated loading zone in front of the building. Please instruct your child to use the marked crosswalks and obey the crossing guards. **Parents are requested to not enter the bus loading zones for any reason.** Be aware that no one is allowed to ride skateboards, scooters or bicycles once they reach school grounds. Parking for parents may be available in the parking lot across the street from the elementary school. Please note that there are loading only

zones on **either** side of Park Street during school hours, as determined by the Town of Stevensville. Violators may be ticketed.

WELCOME TO STEVENSVILLE PRIMARY SCHOOL

This handbook has been compiled for your convenience and contains important information about our school. Cooperation in regard to the policies will help you and your child experience a successful year. Although the teacher will review this handbook with the students, we recommend that you also read it and discuss it with your child. General information, as well as a discussion of discipline, policies and student responsibilities and opportunities, is included in this handbook.

Our professional staff is fully committed to providing your child with the best possible learning experience. As part of the parent-child-teacher team, we will work with you to ensure your child's success during the school year. We welcome frequent communication with you, and ask that you encourage your child to accept the responsibilities of a Stevensville student that help him or her make the most of another productive school year. Together, parent-child-teacher, we're an unbeatable team.

We wish to extend an invitation to you to visit us often concerning school matters. Because it is important that we know who is in the school building, please check in at the office before going to the classrooms.

Please join us in making this a pleasant and productive year for everyone in our district. Thank you,

Stevensville Primary School Staff

Mission Statement:

Stevensville Primary School embraces all children and welcomes them to an atmosphere of learning where each individual has the opportunity to reach his/her full potential.

Belief Statement:

At Stevensville Primary School, we believe:

- In all students having a right to a quality education
- In the ability of all students to learn
- In providing a safe environment where learning can occur
- In a positive, welcoming school environment
- In having high expectations for each student
- In regular attendance as essential for learning
- In students coming to school prepared to learn
- In the responsibility for educational success being a partnership between school and families
- In open communication between families and school
- In continually evaluating areas in which growth and improvement can be achieved

- In recognizing and celebrating accomplishments
-

SAFE SCHOOLS

The Stevensville School System is committed to a safe school environment, and works with the Montana Behavioral Initiative Program, law enforcement agencies and the community to put best practices in place that work for a positive school climate in a safe learning environment. Our dress code, practice drills, campus layout, traffic patterns, visitor policy, positive discipline program, special student services, community links and volunteer program are all a part of this effort. Parental feedback and cooperation is of major importance if our efforts are to be effective.

We want our parents to visit and to volunteer, and by reporting to the office first when you visit, you help ensure a safe environment for all of our students. We very much welcome your advice, and we don't want safe school practices to be a barrier between us. If you see areas in which we can improve the procedures, please let us know.

All visitors to the K-3 building report through the north door of the K-3 building to pick up a visitor pass for the building. The south door will be left locked during the day. If you simply wish to deliver an article to your child, the office staff will handle that for you. If you are visiting the classroom, or doing volunteer work, you should check in and pick up your pass at the K-3. No passes for the K-3 building will be issued in any other building.

We encourage your involvement as a volunteer, in the classroom or on the playground. It takes all of us to provide a safe and positive school environment.

POLICIES

Non-discrimination Policy

No student in the Stevensville School system shall be excluded from participation in, be denied the benefits of, or be subject to discrimination in any phase of the academic program (including vocational educational), or activity on the basis of race, religion, national origin, sex, handicap, color, marital or parental status.

Section 504

(Discrimination on the basis of a handicap) states that no student in the Stevensville School system shall be excluded from participation in, be denied the benefits of, or be subject to

discrimination in any phase of the school program on the basis of a handicap. The grievance procedure will be the same as for Title IX.

Title IX

Title IX prohibits sex discrimination in federally assisted education programs and states, “No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal assistance.” The governing regulations -effective July 21, 1975, cover all aspects of sex discrimination in school with regard to admissions, treatment of students, and employment.

Jessica Shourd is the Title IX Coordinator for the students enrolled in grades kindergarten through third.

In the primary grades, we direct a consistent effort to provide a safe, productive learning environment and eliminate any inappropriate actions that may promote a hostile learning environment. It shall be a violation of this policy for any student to harass another student through conduct or communication of a sexual nature. The family-school team relationship is important to ensure each child’s right to an education that is productive, welcoming and free of harassment.

Our school has adopted policies to address sexual harassment (See Policy #3225) and bullying/harassment/intimidation/hazing (See Policy #3226). These policies protect your child’s right to a safe school environment. If you believe your student has been bullied or harassed, please contact the building principal.

OPPORTUNITIES FOR STUDENT LEARNING

MTSS

Stevensville Primary School has adopted the MTSS model. MTSS is an integrated multi-tiered system of instruction, assessment and intervention designed to meet the achievement and behavioral needs of all students. Multi-Tiered System of Supports, MTSS, creates a structure for the delivery of high-quality instruction for all students and, when needed, additional supports and interventions varying in intensity.

<http://opi.mt.gov/Programs/SchoolPrograms/MTSS.html>

Reading and Math

K-3 students participate in research-based academic instructional programs. Reading and math curricula is based on the content standards approved for our students by the Montana Office of Public Instruction

The reading program is presented in an uninterrupted reading block in all grades. Please help us maintain the integrity of the reading program by contacting your student or your student's teacher during recess times or before or after school. The elementary office staff will be happy to assist you with concerns that arise during the reading block time.

Students use math materials which include homework and remembering practice sheets to help students master and maintain skills. Parents will receive information to assist them in helping their child with these materials.

Writing

Students write using 6 Traits +1 as a guide for writing practice. Teachers and students use an assessment rubric based on the 6 Traits +1 to measure students improving writing skills during the course of the school year. The traits are used in all types of writing and are the foundation for writing instruction.

Handwriting

Students are introduced to age appropriate handwriting instruction using Handwriting without Tears. By using common language, teachers and parents are able to remind students to form letters beginning at the top and so on. Cursive writing instruction is introduced in grade 3 and students will continue to practice cursive writing during the remainder of the elementary grades.

Science

Science curriculum is based on the content standards approved for our students by the Montana Office of Public Instruction Ravalli County Curriculum Consortium and teaches students the inquiry process and investigative methods. Field trips to our surrounding natural environment and science assemblies enhance the science program.

Social Studies

Social Studies curriculum is based on the content standards approved for our students by the Montana Office of Public Instruction Ravalli County Curriculum Consortium. Field trips to the various historic sites around our region greatly enhance the students understanding of history and the significance of our local area.

Health Enhancement

The health and physical education of students is a key part of helping students perform at their best in academic areas.

Fine Arts

Students receive regular instruction in the fundamentals of vocal and instrumental music. The students perform annually for parents and community. Art instruction is provided by the classroom teacher as well as by an Artist in Residence. Many classrooms provide opportunities for students to participate in a variety of dramatic and theatrical presentations. Missoula

Children's Theater regularly visits our school to provide extra performance opportunities for students.

Field Trips

Field trips that support the curriculum are often offered to the students. We welcome parent chaperones and depend on these volunteers to make many of these trips possible.

Services for Gifted Students

The district provides individualized opportunities as needed to meet the needs of students who are academically advanced or otherwise identified as needing additional options. These services may be provided through differentiation in the regular classroom, grouping students by achievement or ability levels, or acceleration within the grade level. The services provided will be determined by the building problem solving team. Additionally, Stevensville Primary School has implemented an intervention/enrichment reading time 4-5 times per week for each grade level.

Special Services

Stevensville School's Special Services staff includes a school psychologist, speech therapists, resource room teacher, Title I program, counselors, CSCT, and additional resources from the Bitterroot Special Services Cooperative. This department is available as a resource for any special concerns you may have about your child.

Academic Assessment

All students will participate in periodic classroom, district and state evaluations of their learning progress. The results of these assessments are available to parents and combined with the observations of the classroom teacher provide continual feedback to parents of student progress.

- **Benchmark Assessment**

Student achievement in reading, math, and writing are measured every fall, winter, and spring to determine students who have achieved a level of proficiency in the academic area being assessed. The benchmark assessment is a predictor of student success in the future. The assessments are nationally normed and studies show that students who perform at or above grade level benchmarks are more likely to maintain success in school. Students who perform significantly above or below benchmark may be identified for enrichment and/or differentiated instruction provided in the classroom or by another teacher or paraprofessional, according to the individual student need.

- **Progress Monitoring**

A student's progress may be measured throughout the course of the school year if the student does not reach or significantly exceeds the benchmark level. Progress monitoring tells teachers and parents if the student is responding to the instruction given and helps to identify areas where the student may require extra instruction and practice.

Grading Policy

Grading for kindergarten through third grade is explained on the report card. Grading reflects student overall performance in the classroom in the stated area. Please see your child's classroom teacher if you have specific question regarding grading procedures.

Report Cards

Report cards are issued at the end of each quarter. Please sign report card envelopes and return to your child's teacher. Report cards reflect the student performance in the classroom, typically combining scores for independent practice, chapter or unit tests, and homework. Parent/teacher conferences are scheduled 2X/year to review report card information and assessment data. If you feel you need to communicate with the teacher more frequently, please feel free to email the teacher or call the school and arrange an appointment.

Homework

Homework is used to reinforce the day's lesson, finish projects and generally prepare for the next day. Your child should not have more than 30 minutes of homework in one night, and if he or she hasn't been able to complete the work in that time, or an emergency or family event intervened, please send a note and accommodations will be made.

STUDENT BEHAVIOR EXPECTATIONS

The purpose of the Stevensville Primary Positive Behavior System and Montana Behavior Initiative (MBI) is to insure a safe, orderly climate for students and staff and promote responsible student behavior. Stevensville Schools encourages a positive and safe learning environment. We hold our students responsible for their actions, and encourage self-discipline. The student discipline is based on the following premises:

- Students are expected to contribute to a positive learning environment by respecting the rights of others.
- Students are not allowed to stop other students from learning.
- Students will participate in productive classrooms and take an active part in their own education.
- Students are not allowed to stop teachers from teaching.
- Building self-esteem is an important part of the primary school years. Good behavior and citizenship will be recognized and rewarded.

Understanding the expectations and consequences is the key to the success of this discipline program. Goals of this plan include the expectations that students will learn from their mistakes, reflect on appropriate behavior and choose successful strategies for a personally productive school environment. Please contact individual classroom teachers for information on specifics for individual classroom expectations.

Stevensville's MBI program has allowed the teachers to continue teaching without disturbance, and the other students to keep learning without distraction. In other words, it has helped all of us maximize academic time. The program also allows a very positive attitude and firm guidance as

students accept responsibility for their actions, and it is a productive bridge to parent/school communication. **Parental support is very important** to your child's school environment and his or her progress in the system.

ALL students are taught the “**teach to's,**” which are expectations of school behavior. This includes modeling and discussion of many topics, including: traveling in the halls, classroom management expectations, lunchroom behavior, playground routines, classroom work expectations, peer interaction, etc. There are many opportunities for success in school and its important that the children be taught the “going to school skills” that help them succeed. Refer to the **4 Bees** Matrix for expectations that will be taught.

The **4 Bees** matrix on the following pages will help you and your child to understand the expectations for student behavior in the common areas of the school. Please review these expectations for positive behavior with your child. Adherence to these expectations by all students, supported by their parents, will greatly enhance the learning opportunities for all students as well as provide a safe and secure environment for all.