

WESTOVER SCHOOL HANDBOOK



Westover Magnet Elementary School

412 Stillwater Avenue
Stamford, CT 06902

Phone: (203) 977-4572 Fax: (203) 977-5180

www.westovermagnet.org



Kathleen Wunder
Principal

Janet Schneider
Assistant Principal



PARENT HANDBOOK

WESTOVER SCHOOL HANDBOOK

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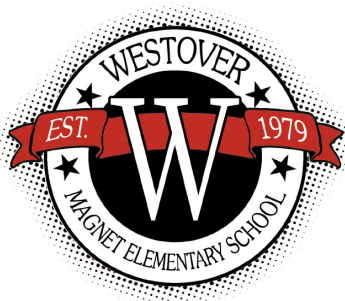
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Dear Parents and Guardians:

Welcome to Westover Magnet Elementary School! Your choice of this school shows that you share our commitment to providing the highest quality education for your child.

We have prepared this handbook so that we may bring about a better understanding between home and school. We want the experience at Westover to be as rewarding as possible for you and your child. There are many policies, schedules and services discussed in these pages. Please take the time to read this handbook thoroughly.

Close cooperation between school and home is essential to promote your child's best interest. On behalf of the faculty and staff, we would like to extend an invitation for you to visit our school, attend your child's programs and become an active member in the PTO and volunteer programs. Mutual benefits occur when there is a meaningful exchange between home and school.

Many of your questions have been anticipated and are discussed in some detail. Our aim is to keep you well informed. If you have additional questions or concerns, please call us at 203-977-4572.

We are happy to have you and your child with us at Westover Magnet Elementary School. It is our hope that this handbook will be helpful to you and promote mutual understanding.

Sincerely,

Kathleen Wunder, Principal

Janet Schneider, Assistant Principal

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STATEMENT OF PRINCIPLES

The following beliefs reflect the Westover School Program and they provide the school with a philosophy “for” education rather than a philosophy “of” education:

1. Both the academic and psychological needs of a child must be nurtured if total and continuous learning is to take place.
2. The best learning environment is one that encourages cooperation rather than individual competition.
3. All children are gifted in different ways and are entitled to be treated accordingly.
4. Equitable does not always mean that each individual receives an equal amount of the services available.
5. Parents are the primary teachers of their children and only through the cooperative efforts of the home and the school can children receive the best education possible.

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The Following are just some of the various avenues used to acquaint parents with the work of the school. Contacts with parents are achieved through:

WESTOVER WEBSITE

Westover information can now be accessed on the Internet. Go to <http://www.westovermagnet.org>. Additionally, the fifth grade teachers post the daily homework assignment on the web at www.scholastic.com/classhomepage.

MONTHLY CALENDARS

A monthly calendar of school happenings is published and distributed to all Westover parents. Monthly breakfast and lunch menus are sent home prior to the beginning of a new month and are available on-line at <http://www.westovermagnet.org>.

FRIDAY ENVELOPES

Each Friday teachers send home children's papers and important notices in large manila envelopes. The envelopes should be signed and returned to the school to be used the following week.

REPORT CARDS

You will receive a formal report on your child's progress three times yearly (December, March and June) in grades 1-5. In kindergarten report cards are issued at the end of the second and third marking periods (March and June).

PARENT-TEACHER CONFERENCES

You will be contacted by your child's teacher for a conference at the end of a marking period. It is hoped that you will be able to meet with the teacher; please re-schedule if the time is not convenient. In the event that you cannot personally appear in school, a phone conference is the next best alternative. When speaking with your child's teacher, feel free to ask questions. Also, please share any important information that may assist the teacher to understand and to help your child to the greatest extent possible. In addition you are encouraged to contact a teacher to schedule a conference whenever there are issues or questions concerning your child's progress or adjustment in school. Westover has a program of flexible ability based grouping. It is recommended that you contact all of your child's teachers as students often have a different teacher for reading, math, and home base.

PARENT VISITATIONS

Parents are encouraged to visit the school to demonstrate interest and commitment to your child's education. We ask that you call and coordinate your visit in advance to minimize disruptions and avoid scheduling conflicts. Whenever you come, we require that you check in at the school office to obtain a visitor's pass before your visit and that you not interrupt teachers during your stay. If you wish to speak to a teacher, please set up an appointment. The Administration reserves the right to limit visits to minimize disruption to the educational environment. If you are bringing snacks or supplies to your child's room, please do so before or after school, not during the school day. We would prefer that deliveries be made to the Main Office.

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GENERAL POLICIES

ABSENCE

Please call the school when your child is going to be absent. An absence due to illness of three or more days requires that the child be readmitted by the nurse upon return to school. After any lengthy, absence a written explanation by parent or guardian as to the reason for and specific length of absence must be submitted to the school nurse. Communicable conditions (e.g. pink eye, ring worm, etc.) require a doctor's note before the child will be permitted to re-enter the classroom. Students who suffer a serious injury need to present a physician's note before they will be allowed to resume normal activities such as recess, dance, gym, etc.

We hope you will follow the Board of Education's vacation schedule because classroom participation is essential to your child's learning. If a trip must be taken while school is in session, the teachers are not required but may be willing to provide work, but must be notified in writing five school days in advance in order to make the necessary preparations.

Stamford Board of Education policy requires formal notification to the parent/guardian if a child has been absent and/or is tardy either 4 or more times within a marking period or 10 or more times within a school year.

BEHAVIOR

Westover maintains a safe and orderly environment for teaching and learning. Courteous and age appropriate behavior is expected from all students. Parents and school staff share responsibility for helping students develop self-control. Westover adheres to the Board of Education Discipline Policy, a copy of which is available in the school office. No child is detained after school without prior notice to the parents. Arrangements for transporting the child home when he/she is detained at school are planned in advance by the teacher with the parent/guardian. Repeated discipline issues will result in your child losing privileges such as field trips, class parties and exclusion from other special events.

BIRTHDAY PARTIES IN SCHOOL

Westover School loves to share in the excitement of your child's birthday. Unfortunately our busy schedule does not allow time for elaborate celebrations. Therefore, when your child celebrates a birthday in school, please send in snacks that are easy to share such as cupcakes and cookies. We must insist on nut free snacks and prefer store bought treats that list the ingredients. Home made snacks may contain trace amount of substances that certain students are allergic to. No invitations for private parties may be distributed in school.

CHANGE OF INFORMATION

Prompt notification of a change of address, phone number, or emergency number should be submitted to the school office. This will help us contact you in emergencies. Please leave this information with one of the secretaries (977-4572).

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CHILDREN GOING HOME WITH OTHER CHILDREN

If a child has permission to go home with another child, the parents or guardians must write a note to this effect to the home base teachers. Students are not permitted to go home with other students by bus if they do not ride that bus normally. Please state who is visiting whom and who will be responsible for the transportation. Phone confirmations are not encouraged. No child will be allowed to change dismissal plans unless the parents have directly contacted the school.

CRISIS MANAGEMENT

Westover has a comprehensive crisis plan which has two major components. The response will be either *Sheltering-In* or *Evacuation*. During *Sheltering-In* the building will be locked and no one will be permitted to enter. During an *Evacuation* the children will be moved by the staff to a pre-designated location. **In either case, parents will be notified through the media and parent link. Please do not come to the school until directed to do so.** Your cooperation will assist us in safe-guarding all of our children.

EMERGENCY CLOSING/DELAYED OPENING

If there is an emergency closing or delayed opening of school, announcements will be made over WSTC radio 1400 AM between 6:30 a.m. and 8:30 a.m. If you have access to the Internet, you can also obtain information at <http://www.stamford.k12.ct.us> Parents or guardians are not allowed to drop their child off until fifteen minutes before school is to open on a delayed opening day. For a 90 minute delay school doors would open at 10:15.

EMERGENCY EARLY DISMISSAL

In case of an unpredicted early dismissal, WSTC radio 1400 AM and other media outlets have details. The school cannot guarantee we will be able to contact parents about emergency early dismissal. If you have access to the Internet, you also can obtain information at <http://www.stamford.publicschools.org>.

FIELD TRIPS

Field trips are implemented after being discussed by the entire grade level team. The trips coordinate with the curriculum as introduction of a unit of study, as enrichment in a discipline, or as culmination of a unit of work. Permission slips for all field trips are sent to parents. Children who do not receive signed permission from their parent/guardian will remain at the school and be assigned to another class for the duration of the trip. Every reasonable attempt is made to contact a parent when a child has failed to return a permission slip. Field trips are carefully supervised, usually with extra adults to take care of small groups of students. We kindly ask that you dress your child in a red shirt on days they have a field trip. On certain occasions you may be asked to contribute money to off set the cost of a field trip. You may be asked to assist our educational program by chaperoning for field trips. Please contact your child's teacher for specific information. All volunteers are required to fill out a volunteer form before accompaniment on any school function.

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GUM, SODA AND JUNK FOOD

Learning about proper diet is an important part of a child's education. We are continually encouraging children to evaluate what they eat and to avoid "junk food". You could be of great help to us by not sending your child to school with candy or other sugar filled snacks. We recommend that parents/guardians provide their child's home base teacher with healthy options for class snack. Some healthy options include carrot sticks, sliced fruit, and granola bars. Candy will not be distributed as a class snack.

In order to impress on our students the commitment we have about forming sound nutritional habits we have formed three policies:

- 1) No gum will be allowed in the school at any time.
- 2) No soda will be allowed in the school at any time.
- 3) Children are not to bring more than one snack per lunch to school or more than what we consider to be an appropriate amount of dessert for an elementary school youngster.

HOMEWORK

Homework is typically assigned Monday through Thursday, except before major religious observance days and vacations. The length of daily homework assignments should not exceed the child's ability to undertake the task with a reasonable chance of success. Generally, there will be about ten minutes worth of homework per subject per grade level (e.g. third grade will have approximately thirty minutes of math homework). Assignments vary throughout the grade levels according to the Team schedule, curricula and subject.

Homework assignments are meant to be done independently and require only that parents demonstrate interest and support, as appropriate. Pink Books list your child's homework assignments and should be reviewed and signed by parents/guardians every night. Fifth graders homework assignments are posted on line every night. Some assignments will be long-term in nature. These assignments are generally projects related to your child's social studies or science unit and are a meaningful extension of the concepts taught in class. Please contact your child's teacher if you have any concerns with regard to homework, or if your child demonstrates difficulty in completing assignments.

LOST AND FOUND ITEMS

All personal belongings should be labeled with the first and last names of the owner. Lost articles are placed in a box in the office for claim. If an article is lost on the bus, please contact the bus company at 203-325-8538 in order to claim your lost article.

LOST AND OVERDUE BOOKS

When a student borrows a book from the Media Center and fails to return it, we attempt to locate the book in cooperation with the student. If the book is not returned, you will be notified by letter as to the replacement cost for the book. We prefer to have the book returned. However, since books are important to our instructional program and must be replaced, the school must be reimbursed for this cost.

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TESTING

Westover School participates in the testing programs mandated by the State of Connecticut. Students in grades three, four, and five take the Connecticut Mastery Test in basic skill areas: reading, mathematics and language arts. In addition, fifth grade students take a CMT in science. Students in grades kindergarten through grade three will take the Developmental Reading Assessment. The Stamford Public Schools conducts district standardized testing in grades two through five in the areas of reading, mathematics and/or language arts.

TARDINESS

Except for a late bus, any child arriving at school after 9:00 a.m. is tardy and **must report to the office** for a late pass before going to the classroom.

TELEPHONE MESSAGES

Teachers or students will not be called to the telephone during school hours. Telephone messages to the school should be avoided unless they are truly of an emergency nature. Students will not be allowed to call home during the school day unless it is an emergency. All students' social arrangements shall be made at home, not during the school day.

VALUABLES

Children are discouraged from bringing large amounts of money or items of significant personal value (e.g. game cards, hand-held video games) except on special occasions (e.g. "show and tell"). School staff cannot take responsibility for the loss of such items. Cell phones, if brought to school, must be kept off and out of sight. If the cell phone is heard, or seen, it will be confiscated and the student's parents/guardian must come to the school to retrieve the item.

VISITORS

All those interested in visiting Westover School for legitimate purposes are encouraged to do so. Please refer to the procedures on governing parent visitations on page three. **All visitors must wear a visitor's pass at all times.** If you have questions, please call 203-977-4572.

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SCHOOL DAY

HOURS: All Grades (K - 5)

(Regular Day)

Monday, Tuesday, Wednesday, Thursday, Friday

Starting Time

9:00 a.m.

Dismissal Time

3:20 p.m.

(Short Day)

Starting Time

9:00 a.m.

Dismissal Time

1:15 p.m.

ARRIVAL/DISMISSAL PROCEDURES:

- 1) We strongly encourage parents to have their children arrive at school after 8:45 a.m. (10:15 a.m. on delayed opening days) when adult supervision is provided. (Please do not park your car in the bus circle at the front of our school as this constitutes a potential safety problem).
- 2) If you are picking up children in grades 1-5 at dismissal and intend to enter the building, you will have to park in the lot near the gymnasium or in the field area. The driveway around the rear of the building is not to be used for parent pick-up. Please do not park in the bus lane.
- 3) If your children know they are going to be picked up, we will have them congregate in the gymnasium, and as you pull in front of the doorway the youngsters will be dismissed to your care. Please wait in your automobile. The curb area is only for parents picking up that do not get out of their car.
- 4) To avoid confusion and disruption we request that you **PLEASE DO NOT GO TO THE CLASSROOM**. There will be teachers at several locations for supervision during arrival and dismissal. Please remember to park in the lot near the gymnasium side of the building and not in the bus traffic circle.
- 5) To maintain the safety of everyone at Westover, please enter and exit through either the main lobby or the gym lobby. **DO NOT EXIT THROUGH ANY OTHER DOORWAY.**
- 6) Parents who need early morning and after school care please refer to page 10 for information on the Family Resource Center and Roscco programs.

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SCHOOL HEALTH SERVICES

School health services are provided through personnel assigned by Stamford's Department of Health. The nurse is available for minor illness, first aid, screenings (vision, hearing, and scoliosis), monitoring of immunizations and checking for infections and contagious diseases. The nurse administers medications only if a standard form is completed by the physician and signed by the parent. Children shall not self-administer any medication at school.

The dental hygienist monitors the oral health of all elementary students and advises the parents if a visit to the dentist is indicated. A program of dental cavity prevention is also offered on a voluntary basis and at no cost. Parental permission slips are sent home to explain the procedure.

The nurse and dental hygienist are not always at Westover. In their absence, you may be called for involvement in making decisions about a child's illness, or need for first aid. Please be sure that "emergency" phone numbers are kept up to date.

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FAMILY RESOURCE CENTER PROGRAMS

FAMILY RESOURCE CENTER

Westover Magnet received a grant to create a Family Resource Center in 1998. Family Resource Centers are awarded by the State of Connecticut to communities as a means of promoting student success through increased support for the family. Westover's program is one of approximately 40 such programs around the state and the second in Stamford. Services available cover a wide range of family needs from Resource and Referral Services to Positive Youth Development programs. Westover hosts a before and after-school tutorial/enrichment program. Child and adult referral services are also available. The program is continuing to expand. Current programs at Westover include a series of academic support and enrichment programs for students in grades kindergarten through fifth, Family Activity Nights for all ages and Parent Seminars with informational speakers. Student activities are held four days a week before and after school from October through May. Some activities are:

- Before School Child Care
- Homework Club
- Morning Tutorial
- Afternoon Tutorial
- Morning Enrichment
- Afternoon Enrichment

For further information about the Westover Magnet Family Resource Center please contact the FRC office at 203-359-2462.

ROSCCO AFTER SCHOOL PROGRAM

The Rogers School Community Center Organization runs after school programs at all of the Stamford Public Elementary Schools. The program has several components and is provided on a fee paying basis. For further information please contact ROSCCO at 203-323-0681. Please note that this program is independent from the Westover program and Westover staff will not be able to help you with issues related to the ROSCCO program.

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PUPIL PERSONNEL SERVICES

Specialists in the school are available to assist when children have difficulty adjusting or experience problems with school, whatever the age of the student. Various interventions are possible with help from the Individual Learning Needs Coach and members of the Child Study Team, which is comprised of an administrator, social worker, psychologist, speech and language pathologist, and resource teacher. The team members serve as consultants to teachers or parents who are concerned about any type of problem - developmental, behavioral, or academic. Specialists in the school are available to assist when children demonstrate special learning needs. Various means are utilized to develop the students' skills. These specialists work with homeroom teachers to support the appropriate amount of progress. Parents are encouraged to work closely with the teachers. (If direct support service is necessary, the parent must give permission and will receive regular reports). Westover adheres to all state/federal special education guidelines.

SOCIAL WORKER

A Social Worker is assigned to collaborate with school staff, parents, students, and community agencies to maximize the education program for all students. Priority is given to social assessment and the provision of individual or group guidance to students who need to improve their social competency skills.

PSYCHOLOGIST

A School Psychologist appraises a child's intellectual and emotional status to assess whether the child seems different from his or her peers intellectually, socially, or emotionally. The psychologist assists with determining how the child can best be helped and provides individual counseling or cognitive behavior counseling in groups.

SPEECH AND LANGUAGE PATHOLOGIST

A Speech and Language Pathologist diagnoses and provides remediation in all areas of communication. There are five basic areas which include: receptive language (how we process language), expressive language (how we use language), articulation (the sound system of language), voice, and fluency.

RESOURCE TEACHER

A Resource Teacher assists those students who have been diagnosed as having a learning disability. The children may leave the regular classroom program for part of the school day to be provided with specialized instruction as needed. The Resource Teacher analyzes the way children get information and whether they can apply the information to new situations. Children are helped to strengthen a significant learning skill or find a way to compensate for it.

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BREAKFAST/LUNCH PROGRAMS

FREE OR REDUCED PRICE LUNCHES

The School Breakfast/Lunch Program is available to all students whose families meet the state standards. The procedure for applying for free or reduced price meals is as follows:

- 1) Applications for Free/Reduced Price Lunch are mailed out from the Board of Education in late August or early September. You may also obtain an Application at the school office.
- 2) Fill out the application and submit to your child's home base teacher.
- 3) Parents will be notified in writing as to whether they qualify for free or reduced price lunches.

STUDENT LUNCHES

Students have the choice of bringing their lunch to school or buying lunch in the cafeteria. Children are encouraged to use plastic or paper containers for foods and drinks in bag lunches. Please remember not to include gum, candy, soda, or glass containers in your child's lunch. A hot lunch program is available every day, except early dismissal days, when a bag lunch is provided. Students "pay" for their lunch by using a personal identification number. It is required that all students, except kindergarten, remember their PIN number by the second week of school. Parents are encouraged to purchase lunches in advance to minimize students' need to carry cash. You may contact the cafeteria directly at 203-977-4884.

STAMFORD PUBLIC SCHOOLS LUNCHEON MENU

Each month the School Public Affairs Office prints and distributes a school lunch menu. The menu also includes the prices of lunches. It is important to note, also, that the back of the menu contains district-wide school information. Items, such as school budget updates, Board of Education meeting times, and special events are examples of the information found there.

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THE WESTOVER PARENT-TEACHER ORGANIZATION

The Westover Parent Teacher Organization provides the framework for all parent-teacher activities which support and enrich the Westover program. Its primary role is to coordinate parent participation in the school.

Parent volunteers help out in various ways in the classroom ranging from tutoring students to helping with class parties. They also work in the media center and the art room. Room mothers are responsible for matching teacher needs with available parents. Fundraising is a major function of the P.T.O. Annual activities include: raffle, bake sales, book fair, photos, and a major sales fund-raiser. Funds are used primarily to support children's activities. Among past expenditures are the purchase of playground equipment, computers, cultural events, and field trips.

The P.T.O. also plans programs of interest to parents and children, both social and informative. An important part of the P.T.O. is the district Parent Teacher Council which serves as a liaison for all concerns relevant to our school, the district, the Board of Education and/or the Superintendent.

The Westover P.T.O. is also represented on various city-wide committees: The District Cafeteria Committee, The District Transportation Committee, The City-Wide Education Fair, Parent-Teacher council, and others as the need arises.

The P.T.O. meets monthly. Any member in attendance may always comment on current activities, bring up items for discussion, and vote on any subject that may arise. The nominating committee meets in the spring to elect the leadership.

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GENERAL SUGGESTIONS

- 1) If there is anything you want to know about your school, if something has happened that worries you or your child, if you need more information for any reason - see your child's teacher or the school administration.
- 2) Urge your child to come home immediately after being dismissed from school.
- 3) Instruct your child never to talk to strangers; never to accept a gift from a stranger, and never to get into a vehicle with a stranger.
- 4) Know where your child is at all times.
- 5) Discuss and plan with your child the best and safest route to and from school. Encourage him/her to walk in groups. Choose the intersections for crossing that are protected by the police, traffic lights or school crossing guards.
- 6) Do not park in any areas designated for school buses.
- 7) You must park your car in the designated parking areas only. The driveways are fire lanes where parking is illegal.
- 8) The curb that runs along the front of the gymnasium is for parents who wish to have their children be called to their car. Parents must remain in their car for curb-side drop-off and pick-up.

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SHORT DAY SCHEDULE FOR 2010 - 11

STUDENTS ARE DISMISSED AT 1:15 P.M.

September 29, 2010	Wednesday
November 24, 2010	Wednesday
December 7, 2010	Tuesday
December 8, 2010	Wednesday
December 9, 2010	Thursday
December 23, 2010	Thursday
January 12, 2011	Wednesday
February 16, 2011	Wednesday
March 16, 2011	Wednesday
March 22, 2011	Tuesday
March 23, 2011	Wednesday
March 24, 2011	Thursday
April 13, 2011	Wednesday
May 11, 2011	Wednesday
June 22, 2011	Wednesday
June 23, 2011	Thursday
June 24, 2011	Friday

Open House Nights

September 28, 2010	ASD, K, 1, and 2	Tuesday
September 29, 2010	3, 4, and 5	Wednesday

Orientation Day for Kindergarten is **Wednesday, September 1, 2010.**

The first day of school for all students is **Thursday, September 2, 2010.**

The last day of school for students and teachers is **Friday, June 24, 2011** unless there are any snow make-up days.

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INDIVIDUAL LEARNING NEEDS COACH

What Happens When There Is A Concern About Student Learning In Elementary Schools?

In the Stamford Public Schools all children are provided with the differentiation needed to gain success in the general education classroom. As children enter each school year, teachers measure baseline skills that the children possess in order to gain an understanding of academic needs. These assessments will identify for the teacher three groups of students: those at risk, those on target with grade level skills, and those on the far end of the learning continuum who will require enrichment.

When students are identified as possibly “at risk” the teacher develops a plan, or plans, to differentiate instruction. The purpose of the differentiation is to ensure that a student’s apparent academic needs are not the result of loosely coupled teaching methods, lack of instruction, curriculum implementation that does not align with students learning style, or even cultural/language differences. This collection of data is the beginning of the Response to Intervention model.

A Response to Intervention (RTI) model is an approach that provides structured systematic planning to address students with learning needs. In the Response to Intervention model there are three tiers of support. The first tier, Tier I, is technically for all students, and approximately 80% of the students fall into Tier I support. When in Tier I, teachers monitor students’ progress through periodic assessment and data collection. As a result of this monitoring a teacher may change teaching methods, provide focused instruction, develop a home plan for reinforcement of skills, and/or consult with peers. Supports are provided in the general education class setting. It is the teacher’s role to implement strategies in the manner in which they were developed, with fidelity. Continuous monitoring will determine if a student requires more support, at which time a student would move onto Tier II of the model. The Tier II support typically supports 15% to 18% of students. Tier II support may be delivered in the general education classroom or in an alternate setting. Tier II support is small group instruction that is supplemental to a student’s general classroom instruction and may be from three to five times per week.

As students’ progress continues to be monitored a classroom teacher may involve the support of the Individual Learning Needs Coach (ILNC) or Coach. The role of the Coach is to support the teacher in using data to guide decisions in development of systematic intervention strategies that are Scientifically Research Based Interventions (SRBI). The coach will act as the conduit to other professionals in the building as well as monitor movement through the tiers, consult with parents, and provide input in developing interventions. When a student’s progress does not improve as predicted the Coach and the school team may decide to increase the frequency and duration of an intervention. The last tier in the model, Tier III, provides a student with more individualized supports with duration and frequency beyond Tier II.

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REPORT CARD GRADING

Explanation of Reading Grades:

Reading grades are determined by assessing a student's achievement of standards. Teachers use a student's daily work (e.g., projects, response, journals, portfolios) to assess achievement of standards.

Grading Key for Reading:

4=**Advanced** (*Substantially exceeds the standard*) The student exceeds grade level expectations and independently applies key concepts, processes, and skills. The student's work is comparable to rubrics and anchor papers that are labeled *Advanced* (4).

3=**Proficient** (*Consistently meets the standard*) The student consistently grasps and applies the key concepts, processes, and skills for the grade level. The student's work is comparable to rubrics and anchor papers that are labeled *Proficient* (3).

2=**Partially Proficient** (*Beginning to meet the standard*) The student demonstrates partial mastery of the standards for the grade level. The student is making progress in grasping and applying the key concepts, processes, and skills for the grade level. The student's work is comparable to rubrics and anchor papers that are labeled *Partially Proficient* (2).

1=**Does Not Meet Standard** The student is not meeting grade level standards. The student's work is comparable to rubrics and anchor papers that are labeled *Does Not Meet Standard* (1).

Grading Key for All Other Sections (art, music, physical education, oral language, writing, mathematics, science, social studies, health):

- A - Indicates *Excellent* Progress
- B - Indicates *Very Good* Progress
- C - Indicates *Satisfactory* Progress
- D - Indicates a *Need for Improvement*
- F - Indicates *Unsatisfactory* Progress

Grading Key for Effort:

- 4 - Excellent
- 3 - Satisfactory
- 2 - Needs Improvement
- 1 - Unsatisfactory