



# Josiah Haynes Elementary School Parent Handbook

## **Important numbers:**

Main Office: 978-443-1093  
School attendance (to report your child absent): ext. 2  
School cancellation: ext. 3  
School nurse: ext. 1114  
Bus dispatcher: 978-443-8631  
SED (Haynes): 978-443-7934

## **Important web sites:**

Sudbury Public Schools ([www.sudbury.k12.ma.us](http://www.sudbury.k12.ma.us))  
Josiah Haynes School ([www.sudbury.k12.ma.us/haynes](http://www.sudbury.k12.ma.us/haynes))  
Haynes Organization of Parents (HOP) ([www.haynespto.org](http://www.haynespto.org))

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# INTRODUCTION

## **Welcome!**

The Josiah Haynes Elementary School extends a warm welcome to you! This handbook is designed to provide you with important information about the philosophy of our school as well as common school practices and procedures. Please read it carefully. Feel free to call your child's teacher or the main office any time you have questions regarding either general policies or specific issues relating to your child.

The Josiah Haynes Elementary School is a school community with tremendous pride. Community and excellence are the hallmarks of our school. The students are kind to one another, well behaved, independent, responsible and able to enjoy considerable amounts of freedom in the building. We encourage our students to internalize the expectations of the larger school environment. We encourage them to rise to these expectations and thrive as trusted, capable, and valued members of our community. Staff and parents work together closely, sincerely respecting and acknowledging each other's contributions and achievements. Haynes enjoys tremendous parental support and involvement throughout the school.

Since community is the essence of the Haynes spirit, we continually work to nurture and support this value. The school begins and ends each week with a school-wide gathering, providing an opportunity to focus on our core values, share achievements and performances of individuals and classes and participate in common experiences such as singing together. Most days also begin with a meeting of students and their teacher(s) in the classroom. Our educational journey is supported through the power and support of our community.

## **Vision Statement**

The Josiah Haynes Elementary School, through the combined efforts of children, teachers and parents/guardians, is a community of learners that promotes continuous intellectual, social and emotional growth for all. We collectively work toward having children come to school ready and eager to learn, open to trying new ideas, respectful of each other and responsive to adults.

Teachers come to school enthusiastic about teaching, motivated to take risks with new instructional practices, committed to continuous personal and professional growth, willing to work cooperatively with fellow teachers and parents, convinced that children learn best in a nurturing environment and prepared to make positive contributions to the quality of life at Haynes.

Parents, as full partners and participants in the culture of the school, encourage children to do their best and transmit family values and expectations regarding the importance of

learning and the need to work hard in school. Parents support the efforts of teachers and work to expand the resources and opportunities for learning available to all at Haynes.

### **Core Values/Philosophy**

Teaching and learning, community, communication, respect and responsibility are the overarching core values at Haynes. We teach and reinforce the importance of good manners, putting forth your best effort, inclusive behavior and respect for yourself and others. Children are encouraged to explore, ask questions and search for solutions. Perseverance, mistakes and struggle are essential ingredients of true learning.

Haynes is firmly committed to excellence in teaching. The Staff Members are constantly engaged in reflection, lifelong learning and their own individual journeys as effective educators. As a teaching community, we embrace best practices that assure viable and dynamic learning opportunities for our students. We also seek to find new and better ways of meeting the needs of each child.

### **Curriculum/Instruction**

The district curriculum identifies what children should know and be able to do at each grade level. As part of educational reform in Massachusetts, statewide curriculum frameworks have been developed in all subject areas. Grade level guides to curricular goals for each grade level can be found on the District Website.

#### **• ENGLISH LANGUAGE ARTS/LITERACY**

Haynes teachers use a balanced approach to literacy instruction that reflects the current research in the area of literacy development.

The primary goal of the Haynes reading program is to ensure that every child becomes a fluent reader. Also important are practices and literacy activities that encourage children to become independent and thoughtful readers who love literature. At all grade levels, students are actively engaged in reading a variety of texts including core literature, content area materials and leveled texts matched to the reader's developmental stage. Reading instruction is delivered through mini lessons, read-alouds, shared reading, guided reading and independent reading. At all grade levels, word study is integrated into reading and writing instruction. Kindergarten through grade 3 follow the Wilson Foundations scope and sequence. Grades 4-5 build upon this solid foundation with a word study program that focuses upon advanced word solving skills and vocabulary development.

The primary goal of the Haynes writing program is to enable students to communicate with others and refine their thinking through written language. Writing instruction includes opportunities for both authentic and prompted writing and is integrated into all areas of the curriculum including mathematics. Students work through the writing process focusing on each component and bringing certain pieces to publication. Teachers use district wide writing prompts and rubrics to measure student progress and to set class and individual goals. Handwriting instruction is delivered kindergarten through grade 3

using the Handwriting Without Tears program. Cursive writing is introduced in grade 3.

More information can be found at:

<https://sites.google.com/a/sudbury.k12.ma.us/sudbury-ela/>

- **MATH**

The TERC "Investigations in Number, Data and Space" program and hands-on instructional practices serve as the foundation for mathematics instruction. Our math curriculum is closely aligned with national and state standards of mathematics instruction calling for active involvement in learning math, the use of manipulatives, rigorous problem-solving, real world application, multiple approaches to solutions and the need to communicate strategies.

More information can be found at:

<https://sites.google.com/a/sudbury.k12.ma.us/sps-family-math/>

- **SCIENCES/SOCIAL STUDIES**

Each grade level covers prescribed units of instruction in science and social studies. Many of these units are interdisciplinary, integrating literature, language, writing, math and art. The school is also equipped with a full computer lab, ActivBoards in all classrooms, and ELMO document cameras in the lower grades. Technology is used to enhance instruction and learning. Typical projects may include writing, illustration, slide shows, math problem solving, webquests, Internet research and videos. Grades 3-5 utilize a mobile laptop unit for regular instruction.

- **SPECIALIST CLASSES**

In addition to these core subjects, all students in grades 1 through 5 receive Spanish instruction once a week as well as music, physical education, art and library weekly. In Students in kindergarten receive physical education and music twice each week and library once each week. Kindergartners will also rotate through an extra trimester of music, physical education, and art. For more information on specialist class offerings see page 10.

- **CURRICULUM INFORMATION FOR PARENTS**

Parents can become more informed about school curriculum by attending events such as Back to School Night, HOP meetings, School Improvement Council meetings or special curriculum presentations. For more detailed information parents/guardians may consult the Haynes Connection website ([www.haynespto.org](http://www.haynespto.org)) or contact the Principal, Assistant Principal, or the Assistant Superintendent. Parents/guardians may also refer to the published guidelines, available in the school library or online at <http://www.sudbury.k12.ma.us>, under the Academics and Curriculum section.

## SCHOOL POLICIES AND PRACTICES

### School Calendar

The school calendar is voted on and approved by the School Committee and is typically available in the late winter for the next school year. The calendar identifies start and end dates, vacations and holidays, early-release Wednesdays, parent conference dates, report card dates, teacher professional days and other school events.

A **printable** copy of the current District school calendar is available at the Haynes Connection website ([www.haynespto.org](http://www.haynespto.org)). Click on *Haynes*, then on *Forms and Publications*. This calendar is also available at the district website ([www.sudbury.k12.ma.us](http://www.sudbury.k12.ma.us)).

An **online** copy of the Haynes School calendar is also available on the Haynes Connection website. This calendar includes all school events: enrichment programs, curriculum night, Haynes Organization of Parents (HOP) sponsored events, field trips, School Committee meetings and School Improvement Council meetings. A summary of the events occurring in the next ten days is also published in the weekly newsletter.

### School Hours and Early Release Days

School doors open at 8:45 AM. **Parents may not drop children off earlier than 8:45 AM since there is no supervision for the children.**

Grades 1-5 and full-day Kindergarten: School is in session from 8:55 AM-3:25 PM. Students who arrive after 8:55 AM must report to the office and receive a tardy pass before going to class. On early release Wednesdays, school ends at 12:45 PM. There are 20 early release Wednesdays scheduled during the school year. This afternoon time is designated for professional development, curriculum planning, parent conferences and class placement.

Kindergarten: The half day kindergarten program is scheduled from 8:55 AM-11:40 AM. Half day kindergarten students do not eat lunch at school. **On early release Wednesdays, the morning session will be dismissed at 12:45.**

**If your student needs to be picked up early for an appointment please send a note to your child's teacher in the morning. All students will be picked up in the front lobby.**

### School Cancellations, Emergency Closings and Delayed Openings

The Superintendent will make the open/close/delay decision informed by input from local weather service, Sudbury DPW, Sudbury Police and area superintendents. The decision starts with an assumption that schools will be open and will operate on a regular

schedule. Weather and travel conditions will determine if closing or a 1 or 2-hour delay may be necessary.

Once schools have opened for the day, it is highly unlikely that students will be dismissed early. The decision to dismiss a school or all schools rests with the Superintendent in collaboration with the principal(s). Lincoln-Sudbury will be consulted but a joint decision is not required. School principals are empowered to contact the Superintendent with the recommendation to dismiss students early based on conditions that exist at the school.

It is assumed that buses will run their regular routes any time school is open. During any type of severe storm, drivers will adjust the stops to better accommodate students and parents. This may include waiting longer at the stop or modifying the location or number of stops. Parents should understand that during storms or inclement weather, pick-up and drop-off times will be extended.

Parents are requested to ensure that the students are dressed appropriately for extreme weather conditions. It is unlikely that school will be cancelled because of extreme temperature conditions, so appropriate dress is important for travel to and from school, waiting for the bus, and for school time hours. Heavy coats, gloves/mittens, hats and appropriate footwear is vital in extremely cold conditions; appropriate dress and footwear that meets the school dress codes is required during extremely warm conditions.

In the case of emergency, a parent may request that a student who does not normally ride a bus be allowed to ride the bus to a particular stop. This would only be accommodated on an existing route, at an existing stop, and providing space is available on the bus.

If a bus is unable to travel on a particular road or unable to reach a particular stop, the driver will notify the bus dispatcher immediately. The dispatcher and driver will call parents of the students affected AND call the Sudbury Transportation Office, which in turn will notify the schools. No elementary student will be released at a non-regular bus stop unless a parent or designated adult is present to receive the student. Students shall not be left at a stop with the assumption that a parent will be coming.

If a parent or recognized adult is not present, an elementary child will remain on the bus and returned to the school. Middle School students may be released at, or near, the designated stop providing the student indicates that he/she has a safe place to go and is able to get there.

If a decision is made to dismiss school early, school principals will initiate the school dismissal notification plan. This will include initiating an emergency phone chain, an e-mail blast, a direct phone contact from a school employee, or any combination of these options. METCO students will be released as early as possible.

The METCO office will contact all parents and, to the extent possible, arrange for a single drop-off of students.

If a decision is made to delay the dismissal of a school or schools, school principals will initiate the school delayed dismissal notification plan. A school principal is empowered to make a decision to hold students at school or delay bus loading or leaving, if conditions are, or potentially could become, unsafe for travel. Parents will be informed of dismissal procedures and approximate timeline.

In the event of inclement weather, announcements of school cancellations and delayed openings will be made on the major radio and TV stations in the area and on the recorded school closing lines at each school.

In the event of a morning delay, there is no Breakfast Program. Since our kitchen staff must begin preparations for the lunch program in the morning, Haynes is not able to serve late breakfast. There is also no before school clubs on delay mornings. Check with the site coordinator for specifics regarding (SED) Sudbury Extended Day delay policies.

As a reminder, our regular student drop off time is from 8:45 -8:55 a.m. On a one-hour delay, students may arrive no earlier than 9:45 a.m. On a two-hour delay day, students may arrive no earlier than 10:45 a.m. There is no supervision for children before these start times. For the safety of your children, it is important that you do not drop off your children early. They will not be allowed in the building before 8:45, 9:45 or 10:45 a.m. as the situation dictates.

- **For students participating in the Partners program using Van Transportation:** The vans are operated by CASE transportation through the Acton Public Schools, therefore the vans follow Acton's closing/delay schedule. Parents must transport children if Acton is closed or delayed and Sudbury Public Schools is not.

## **Attendance**

School begins at 8:55 am. Regular school attendance is essential for continuity and academic progress. Absences due to student illness, religious observance, legal proceedings and family emergencies are authorized absences. Absences for other reasons, such as extended vacations, are unexcused absences. **Parents/Guardians who take their children out of school for vacation assume the responsibility for their children's educational program. Teachers are not expected to provide work in place of missed instruction.**

**Chapter 76, Section 1 of the Massachusetts General Laws** states that all children between the ages of six and sixteen must attend school. School districts may excuse up to seven full day sessions or fourteen half-day sessions in any period of six month. Excused absences include: documented illness or injury, bereavement/family funeral, major religious observances, extraordinary family circumstances. Please note that it is the practice of the Sudbury Public Schools to request a doctor's note for medical absences of five (5) or more consecutive days.

Under a provision of the law added in July of this year, districts are required to notify the parent or guardian of a student who has accrued five (5) unexcused absences. Unexcused absences include but are not limited to: chronic absences or tardies without medical documentation, truancy, non-emergency family situations, and family vacations. Ten (10) or more absences, whether excused or unexcused, prompt a parent conference and development of a personal attendance plan.

Parent(s)/Guardian(s) can monitor their students' attendance records through iParent. Attendance statistics are also be included in Report Cards. Information about SPS attendance policy can be found in the Parent Handbook located on the district website through the "Parent" tab at (<http://www.sudbury.k12.ma.us>).

### **School Attendance Phone Line**

A parent/guardian should notify the school's attendance phone line when a child will be absent or tardy. Please call the attendance phone line (978-443-1093 ext.2) prior to 9:00 AM. The parent/guardian is asked to leave the student's name, teacher's name, date and reason for absence/tardiness. Phone messages will be crosschecked with the teacher's absentee reports when the daily attendance has been received in the office. For any absent student without a phone message or previous notice, a call will be placed to the parent/guardian (either at home or at work) to verify the absence. In the event that the school cannot reach a parent/guardian, the emergency numbers previously provided by the parent/guardian will be used. **If no emergency contact can be reached to verify a child's absence, the Sudbury police department will assist in locating the missing child.**

### **Eligibility for Kindergarten**

Students must turn five by October 1 to be eligible to enter kindergarten that year.

### **New Student Orientation**

The school conducts several programs during the year to orient new students and families.

- A kindergarten orientation program for students and parents/guardians takes place in the spring with prospective students visiting the kindergarten classrooms.
- In late August, a "New Student Orientation" is held. This is designed to acquaint students new to Haynes (students who have moved into Sudbury over the summer, students who have previously attended private school, etc.) with the building, school culture and expectations.

### **Student Attire**

Standards for student attire are primarily the responsibility of the parent. Students should be dressed comfortably and neatly. Hats may not be worn other than for religious or medical reasons, or for special school events. Students will go outside nearly every day and should have appropriate outerwear for the weather. On cold days, they need hats, gloves, snow pants and boots. Students without boots will still go outdoors, but will be

restricted to the hardtop area. In warm weather, shorts are allowed (but no short-shorts). Clothing that is revealing is inappropriate. Tops should cover well, with no skin showing at the waist, low-cut fronts or backs for tops are also inappropriate. Undergarments should not be showing. Clothing with inappropriate language, pictures or logos are not allowed. High heels are not allowed for safety reasons. Students with inappropriate clothing will be sent to the office and a parent will be called to bring appropriate clothing.

### **Personal Belongings**

**Please label your child's belongings** (clothing, lunchboxes, backpacks, notebooks, etc.) so that they can be easily returned to their owners when misplaced. The lost and found is located in the front office area. Unclaimed items are donated to charity twice a year, in January and July. Students should check with their bus driver if they believe they have left something on the bus.

NOTE: Video games, personal technology devices, and trading cards may not be brought to school. Use of cell phones on the bus or on school grounds without the consent of school personnel is not allowed. Cell phones must be on silent during the school day. If a parent/guardian needs to contact a student, a call should be placed to the front office. **If a student is found using a cell phone or personal technology device without permission, the device will be taken away, given to administration, and a parent/guardian will be contacted to retrieve the device.**

### **Homework**

Teachers assign homework on a regular basis in accordance with the guidelines set forth in the SPS handbook. In addition, there is an expectation that students read, or are read to, on a daily basis.

### **Birthday Celebrations**

Birthdays are celebrated in the classroom by the teacher and students, with the principal and/or the assistant principal at monthly birthday lunches and at the School Meeting. Parents may not send in any food or toys (such as goody bags) for distribution. The library has a program for families who wish to donate a book in the birthday child's honor. Please see the librarian for details.

### **Party Invitations**

Many hurt feelings have resulted from party invitations that have been distributed during school. We ask that students distribute all party invitations outside of the school setting.

### **Visiting the School**

Parents are invited to visit the school and to become involved in school activities. Please contact the teacher in advance to arrange a visit so instructional time is not unexpectedly interrupted. For safety reasons, all visitors to the building must sign in and out at the office and wear a visitor badge.

All exterior doors of the school are locked. Please enter at the front door only, by buzzing the main office. Please do not ask a student or teacher to open a door for you. Please do not enter the school through a classroom.

### **Classroom Placement**

Considerable time and effort goes into the formation of classroom assignments. The goal of the placement process is the creation of balanced and heterogeneous classes. Factors considered in making the assignments include gender balance, ability levels, friendships and the need for support services. Within the context of forming balanced classrooms, students' individual needs are considered.

The placement process begins in April. Parents receive information regarding the process and have the opportunity to provide the school with information about their child's learning style and personality. Parents may also list the names of several friends. Information contained in these input letters is confidential and carefully considered. However, requests for specific teachers and requests for placement in a class together with, or apart from, a specific child cannot be honored.

It should be noted that placement into sixth grade is completed by the Curtis Middle School with input from the Haynes fifth grade teachers.

### **Step-Up Day**

On the last day of school, students transitioning between grades within Haynes meet with the classroom teachers who teach the grade to which they will be promoted. Teachers briefly discuss activities, field trips, major areas of study, homework expectations and answer student questions. Kindergarten students meet with first grade teachers prior to the last day of school. Grade five students go through a separate process for transitioning to Curtis Middle School including a visit to Curtis and a visit from former Haynes students for a Q & A session. On the last day of school, it is a Haynes tradition to have all K-4 students and all faculty members line the outside playground walkway and the school hallways to present the departing fifth graders with a "clap-out". Parents of fifth graders are invited to participate.

### **Teaching Assistants**

Kindergarten classes have teacher assistants during their literacy learning blocks. General education teaching assistants offer individual/classroom support to students on an as-needed basis. Under the direction and guidance of the special education team and the classroom teacher, special education teaching assistants work with students identified through the special education referral process.

## **Gifts to Teachers**

Please note, “Massachusetts law limits the amount of any gift a staff member may receive to \$50. from an individual or group.”

It is the policy of the Sudbury School Committee to discourage the giving of gifts to teachers and administrators. Donations may be made to the school in teachers' names through the Sudbury Education Research Fund (SERF). The Haynes Organization of Parents and the Principal’s Assistance Fund or the Haynes library. Parents may also express appreciation by giving a gift to the classroom. Such gifts stay with the classroom. It is always appropriate to write a letter of appreciation and/or recognition to the teacher or principal. For the complete gift policy, please consult the district’s website ([www.sudbury.k12.ma.us](http://www.sudbury.k12.ma.us)) or the SPS handbook.

## **School Security**

The safety and well-being of all members of the Haynes community is of utmost importance to the administrators, teachers and staff of Haynes. Parents or visitors entering the school must check in at the front desk, sign in and wear a badge during their visit. Parents and visitors may enter the school only through the front door. All doors are locked, and remain locked during school hours. Parents who volunteer in the classroom must submit to a Criminal Offender Record Information (“CORI”) check at the beginning of the school year. The CORI is valid for 3 years. A copy of parents’ drivers’ licenses are kept on file at the superintendent’s office.

Useful forms and documents, including the CORI form, can be found in the link below:

[http://www.sudbury.k12.ma.us/index.php?option=com\\_docman&view=docman&Itemid=540](http://www.sudbury.k12.ma.us/index.php?option=com_docman&view=docman&Itemid=540)

**Please note:** Students should never bring to school (inside or outside of regular school hours or on a bus), anything that could be used as, or perceived to be, a weapon (including, but not limited to, any real or toy gun, knife, Swiss Army blade or razor blade). Students who bring any weapon to school, or who make any verbal or written threat of violence against any member of the Haynes community, will be subject to discipline as outlined in the Sudbury Public Schools district handbook.

# **THE SCHOOL DAY**

## **School Meetings**

Every Monday morning (9:00-9:15 AM) and Friday afternoon (2:45-3:15 PM) the students, staff and administration of Haynes gather together. School Meetings, hosted by fifth grade students, provide an opportunity for school-wide connections and communication. The Monday morning school meeting typically includes recognition of birthdays, sharing of trivia questions and a focus on core values through “words of wisdom” readings. The Friday afternoon meetings are varied and include professional

performers, class plays, sing-alongs and student performances. Haynes students are expected to enter the room quietly, respond appropriately throughout the meeting and leave without talking. Parents and staff are expected to model this behavior. Parents and siblings are welcome to attend school meetings. However, talking is not permitted and parents should remove siblings if they become disruptive. Flash photography is not permitted during school meetings. Opportunities to take pictures will be available after the meeting concludes. Food and beverages are not permitted in the auditorium during school meeting.

### **Classroom Snacks**

Children should bring snacks and drinks to school each day. This is especially important if they are scheduled for a late lunch. Snacks should be healthy and nutritious. Parents will be notified if there are restrictions on snacks due to food allergies in their child's classroom.

### **Recess**

Active physical exercise is an important part of the school day. Children go outside for recess, except in inclement weather or when the wind chill temperature dips below 20 degrees. On a full school day, children have a 25-minute recess directly before lunch. Many teachers may add an outdoor break in the morning or afternoon, depending on the needs of the students and the teaching schedule. During inclement weather, recess is held in the children's individual classrooms. Students have free play while the staff members on recess duty monitor the classrooms. If a child must stay inside for medical reasons, the parent needs to send a note to the teacher including the specific dates for the restriction.

During the winter months, appropriate outdoor winter clothing is required. This includes coats, snowpants, boots, gloves and hat. (See section "School Attire") Please label everything. A lost and found table is located next to the main entry.

### **Playground Behavior**

On the playground, students are under the supervision of staff that rotates recess duty daily. Children are expected to use the playground equipments appropriately and responsibly. Children must play safely and fairly and avoid contact sports. Fighting, wrestling, and tackle football are prohibited. Students may not use hard balls or bats in their games. Throwing snow or ice is also prohibited.

### **School Meals**

Breakfast is served daily at 8:30, including early release days. There is no breakfast served on days in which school has a delayed opening due to weather.

Lunch is served daily, except on early release days. Two staff members supervise the twenty-five minute lunch period.

Students are typically assigned to tables. The table assignments are rotated several times throughout the year. Students are responsible for cleaning up the table area prior to dismissal for recess.

There are several lunch selections available for purchase each day. Students who bring their own lunch may purchase milk, juice or water separately. To consult the current school menu, please log onto the Haynes School website ([www.sudbury.k12.ma.us](http://www.sudbury.k12.ma.us), then Portals, parents, Parent Useful Links, Food Dept., Lunch Menus.

Details about lunch price and lunch payment can be found on the Haynes Connection website ([www.haynespto.org](http://www.haynespto.org)) as well. Please click on *Haynes* and then on *Cafeteria*.

### **After School Care**

There are multiple options for before/after school care in Sudbury. If the daycare provider is located within the Haynes district on a normal bus route, arrangements can often be made (through the Transportation Office) to have your child picked up or dropped off at that location.

Sudbury Extended Day (SED) is a program offered for K-5 students who need before and/or after school child care. This program may also be utilized for kindergarten children who need care for the half-day they are not in school. SED is a licensed, private, non-profit, **independent** program operated on a fee-basis. Students in grades 1-5 attend SED at Haynes School. A link to the SED website is available on the Haynes Connection website ([www.haynespto.org](http://www.haynespto.org)) in the quick links menu on the left side of the home page.

## **SPECIAL PROGRAMS**

### **Art**

Art instruction is offered once a week for grades K-5. Students are able to explore a wide variety of media and artistic techniques. Smocks are available for students; however, since art can be messy, please dress your child accordingly. Please take time when you visit Haynes to enjoy the numerous displays of student art, including framed works in the front lobby, glass-fronted display cases in both the front and back lobby areas and various bulletin boards throughout the school.

### **Library**

Students in all grades visit the library weekly. Library skills are taught beginning in first grade. Students learn research skills and how to use the computerized catalog. The library is also open for students and classes as needed to complete class projects. Library materials may be checked out for a two-week period. Although no late fines are charged, any lost or damaged items are subject to replacement costs. The library is open Tuesday through Friday during school hours and limited hours on Mondays.

Through the Birthday Book Program, parents may purchase books for the library in the name of their child, teacher, friend or family member. For more information, please contact the librarian or a HOP representative.

## **Music**

Music instruction is provided to all students weekly. The curriculum includes singing, movement, learning musical notation and playing rhythm and Orff instruments. Third graders learn to play the recorder. Instrumental music is offered to interested students beginning in fourth grade. String instruments may be studied at fourth grade with band instruments added at fifth grade. Instruction takes place during the school day, and students are responsible for making up the work they miss while attending their instrumental lesson. Instruments may be rented through the school or through private sources.

**Please note:** Some musical instruments are not accepted on the bus. Parents should check with the school transportation office to make sure their child's instrument will be accepted on the bus.

## **Physical Education**

Physical education is offered to all students once a week. Students learn skills through a wide variety of games and activities. Sportsmanship and teamwork are heavily emphasized. Students should wear sneakers on their gym day. If your child is unable to participate in gym, please provide a note for the gym teacher excusing your child from gym that day.

## **Spanish**

Spanish instruction is offered to most students in grades 1-5 once a week. The goal of this program is to expose students to the Spanish language and culture, as well as to integrate Spanish into the students' everyday life. Developmentally appropriate activities involving singing, movement and role-playing are used as teaching strategies.

## **Technology**

The school is equipped with a full computer lab, computers in every classroom and a host of other technological equipment. Students in grades 3 through 5 utilize laptop computers from a mobile unit shared among the classes. Teachers also use laptops connected to whiteboards (ActivBoards). The students use handheld devices (active expression and active votes) to answer questions. This enables the teachers to assess the students' understanding of the material and adjust the lesson as necessary. ActivBoards are available all classrooms. Elmo document cameras and LCD projectors are available. Some teachers also use a variety of interactive websites to share insights on what is happening in the classroom with the parents, allow students to collaborate on classroom discussion with their classmates, discuss assignments and provide support on curriculum areas.

## **Curriculum Celebrations**

Each grade level has an annual curriculum celebration for the students. The curriculum celebration relies on parent coordination and involvement for success.

Kindergarten: Chicken Festival  
Grade 1: Japan Day  
Grade 2: Mexico Day  
Grade 3: Colonial Day  
Grade 4: Odyssey  
Grade 5: Science Sleuths

### **Math Club**

Math Club is offered to students in grades 4 and 5 as an extracurricular activity. This is an enrichment program specifically designed for students who are interested and able to take on extra math challenges. Sign-up takes place in the fall. There is a minimal cost to parents and scholarships are available.

### **METCO**

The Sudbury Public Schools have long participated in the METCO program, a state-funded program through which urban youngsters attend suburban schools. Through this program a number of Boston students attend the Haynes School. Activities are planned throughout the year to bring together Boston and Sudbury students and their families. First Friday Breakfasts are held at Haynes and family fun events such as Frog Pond skating and Pot Luck dinners are held in Boston. Many Sudbury families enjoy hosting Boston students for playdates and sleepovers. Conversely, Sudbury children have ridden the METCO bus to Boston and have been hosted by Boston families. In addition to the district METCO Director, Haynes also has a parent volunteer METCO coordinator. For more information about the METCO program, please consult the Haynes Connection website.

## **TRANSPORTATION**

### **BUSES**

Bus or van transportation is provided free of charge for pupils who live more than two miles from school. Parents pay a scaled annual fee to allow students to ride the bus if they live less than two miles from school. Every student who rides the bus will be issued a pass. Parents must respond, in the spring prior to each academic year, to a mailing from the Business Office in order to obtain an annual pass. Passes are checked by the driver at the beginning of the school year, and for any new student who enters school during the year, to insure that they are authorized to ride. If you have questions, please call the District's Transportation Office (978-639-3203) or consult the district's website.

Students may get off at a different stop on their same route **provided they have a note** stating that they have permission. In addition, students may ride a different bus to a friend's home if the bus has been identified as having sufficient space and a note has been given to the teacher identifying a change in bus for a day.

Sudbury Public Schools is offering return only single-ride bus passes for students who do not have yearly bus passes at a cost of \$2.00 per pass. These one-way bus passes may be used after school for home, play dates or other locations on the School's established bus routes. **The one-way passes are dependent on the available space on the bus.** Daily passes can be purchased at the front office at Haynes or from the District's Business Office located in the Fairbank Building (40 Fairbank Rd). Single-ride bus passes may also be purchased in books of ten (\$20.00).

With advance approval by the Transportation Department, a student may ride a different bus to a day care provider if the arrangement is both regular and permanent.

### **Musical Instruments**

Some musical instruments are not accepted on the bus. Parents should check with the school transportation office to make sure their child's instrument will be accepted on the bus.

### **Bus Routes**

Bus routes and their stops are defined by the Transportation Office. Bus stops are located in strategic areas of neighborhoods throughout the school district. In certain cases where safety is an issue, a bus stop may be at a child's home.

Students are requested to be out at their neighborhood stop 5 minutes before their pick up time. Children being picked up at their house should also be outside waiting in a safe area. Routes vary in distance and time needed to finish. A more precise time, if needed, may be obtained from the driver.

The bus schedule is available online at the Haynes Connection website ([www.haynespto.org](http://www.haynespto.org)). Click on *Haynes* and then on *Forms and Publications*.

Please be aware that although school dismisses at 3:25 PM, the buses generally leave the school no earlier than 3:30. Dismissal on early release Wednesdays is at 12:45 PM.

On days when the weather is bad, please be patient. Delays of half an hour or more can be expected, especially for buses traveling longer routes.

## **Discipline on the Bus**

The bus is considered part of school, and the same expectations for appropriate behavior apply. Misbehavior on the school bus is very serious because of its ability to distract the driver. Misbehavior compromises the safety of all students. In order to ensure the safe and orderly transportation of students, the Haynes School and the Sudbury Public Schools have clear expectations for appropriate behavior on the bus and clear consequences for inappropriate behavior. Sometimes it is necessary for the school, driver and parent to work together to implement a behavior plan for a student on the bus. For example, a child may be asked to sit in the front seat for a period of time. If inappropriate behavior continues, or in the event of serious misbehavior (please see the SPS Handbook for definitions and examples), the bus driver will inform the school through a written Bus Conduct Report and the school will take action in accordance with the procedures outlined in the SPS Handbook.

## **AUTOMOBILES**

### **Drop-offs**

To ensure that the process of drop-off runs safely and efficiently, please follow these steps:

- Enter the side entrance by driving on the **LEFT**. Stay in line, never pass any vehicles.
- If you are the first in line, please pull your vehicle as far forward as possible. This will leave room for several other cars to pull up behind you, allowing children to disembark simultaneously. For your child's safety, he/she should always exit the car on the left side of the car, next to the curb.
- Although it is natural for a parent to want to wait and watch his/her child enter the school, this greatly slows down the process. To keep things moving quickly, pull your car away as soon as possible, making room for those waiting in line behind you.
- **Do not drop off your child before 8:45 AM. There is no adult supervision until 8:45 AM.**
- If you need to get out of the car to assist your child, you must park your car in a designated parking spot.
- Exiting vehicles will be asked to turn **LEFT** and proceed north on Haynes Road.
- **For students participating in the Partners Program:** Please keep moving up in the line until an adult is able to meet your vehicle. An adult will assist your child in leaving the vehicle. Have your student's belongings ready for drop-off. If necessary, please move to the handicapped parking space and wait for an adult.

## Pick-ups

To ensure that the process of pick-up runs safely and efficiently, please follow these steps:

- Enter the side entrance by driving on the **LEFT**. Stay in line, never pass any vehicles. Put your family name card on the windshield.
- If you are the first in line, please pull your vehicle to the first cone, near the gray shed. The first 12 vehicles will park at the appropriate cone.
- Teachers will call 12 students at a time to the pick up line from the auditorium.
- For your child's safety, he/she should always enter the vehicle on the left side of the car, next to the curb.
- To keep things moving quickly, pull your vehicle away as soon as your child is safely in the vehicle, making room for those waiting in line behind you.
- **NEVER PASS OTHER VEHICLES.**
- If you need to get out of the car to assist your child, you must park your car in a designated parking spot.
- Exiting vehicles will be asked to turn **LEFT** and proceed north on Haynes Road.
  
- **For students participating in the Partners Program:** Please keep moving up in the line until an adult is able to meet your vehicle. Please assist your child in getting into the vehicle. If necessary, please move to the handicapped parking space and wait for an adult.

At the beginning of the school year each parent completes a permanent dismissal form indicating how their child will be getting home each day of the week. Any change of dismissal transportation must be indicated by a note. **If your child normally rides a bus but is being picked up instead, you must send a note to the teacher indicating you will pick up your child, even if it is at the regular dismissal time.** A note is also required if your child is going home with another student's parent/guardian or another adult whom you are authorizing to pick up your child.

## PARKING

Parking spaces are at a premium at the Haynes School, particularly during special events. Please be aware that there are several places at Haynes where parents **may not** park due to safety issues:

1. on either side of the mouth of the two driveways (you may not park so your vehicle crosses the crosswalk)
2. in the back circle by the kindergarten wing

In addition, there are two spaces reserved for handicapped parking in the front circle. There is an additional handicapped parking space in the side parking lot. Cars may not park in these spots unless a handicapped sticker is visible. Also, each year one parking space is auctioned at the Haynes Auction. This space is clearly marked with a sign. Parking in this parking space is **reserved** for the highest bidder for one calendar year.

*At no time should students or parents walk between buses or vans. This is a serious safety hazard, as the bus and van drivers may not see you clearly.*

*Please park in designated spaces only.*

## **WALKERS**

### **Bicycles/Scooters**

Children may ride bicycles or scooters to school with written permission from their parents. Bicycle helmets must always be worn. Students exhibiting irresponsible behavior will lose their privilege of riding to school. Bikes and scooters must be walked in front of the school building on the sidewalk and stowed in the bike racks provided.

### **Walkers**

All children may walk to and from school with written permission from their parents. Walkers are dismissed at 3:23 PM, just before bus dismissal. Early release Wednesday dismissal is at 12:43 PM. If you plan to dismiss your child as a “walker”, you must indicate to which of the four drop-off sites you want your child taken. The options include:

- 1) With Crossing Guard #1 - Haynes Road North to Wadsworth Road, Julian’s Way, corner of Haynes Rd. and Rt. 117
- 2) With Crossing Guard #2 - Haynes Road South to Puffer Lane

If you plan to meet your child at any one of these drop-off sites, you must arrive in a timely manner. The crossing guard will not be able to stay and wait with your child. A student is NOT considered a “walker” if a parent drives to the Haynes School parking lot to pick up a child. (Note: if children are walking to school, they maybe escorted by the crossing guard from sites 1 (8:40), 2 (8:35) and 3 (8:35).

Students who walk must stay with the crossing guard. Students who do not remain with the crossing guard and cross the street in an unsafe manner will lose their privilege to walk to school. Crossing guards are not available after morning kindergarten

## **COMMUNICATION**

Effective communication is an essential element of the educational process. Communication enables the partnership between home and school to flourish, and ensures the smooth, safe operation of the school. The school staff encourages parents to bring any issue, concern or rumor to the appropriate staff member (i.e. teacher, guidance counselor, special educator, administrator) in a timely manner. In addition to report cards and the annual parent-teacher conferences, a number of other opportunities exist to facilitate the ongoing dialogue between home and school.

## **School Forms**

At the beginning of each school year each parent/guardian must fill out the following forms:

- Sudbury Public Schools Confidential Health and Emergency Information Form (Mandatory, one per family)
- Over-the-Counter Medication Form (Mandatory, one per student)
- Permanent Dismissal Form (Mandatory, one per student)
- Publishing Form -Video/Photographic Permission (Mandatory, one per student)
- Prescription Medication Form (One per student, as applicable)
- Daily Medication Care Plan (One per student, as applicable)
- Asthma Forms (One per student who has Asthma)
- Allergy Care Forms (One per student who has an allergy)
- Free and Reduced Price School Meals Form (One per family, as needed)
- Acceptable Use Policy and Permission (for technology)

These forms are available for download during the last week of August from the Haynes Connection website ([www.haynespto.org](http://www.haynespto.org))

If during the school year changes occur to the information contained in these forms please send a newly completed form to the front office. If you change your e-mail address, please update your information in iParent.

## **Emergency Communication**

Haynes utilizes a walkie-talkie system to maintain communication throughout the building. When needed, there is direct and immediate communication between the nurse/front office and staff at recess and at bus dismissal. A comprehensive school communication plan includes the use of e-mail blasts, web site postings and automated phone and/or text messaging. The Haynes school will initiate such communications in the event of an emergency requiring immediate parent/guardian notification.

## **Calls/Notes to Teachers**

Teachers welcome communication from parents/guardians at any time during the school year. All teachers have voice mail and e-mail. Notes can also be sent in with your child. If you wish to speak with a teacher or arrange an appointment, please leave a message or send a note indicating a phone number and a convenient time you can be reached. In this way, the teacher can make contact at a time that will minimize disruptions to the classroom. Any major concerns or questions should be addressed through a personal conversation with the teacher by calling the front office, not through e-mail. Emergencies should always go through the front office.

## **School Notices**

The Haynes Connection website ([www.haynespto.org](http://www.haynespto.org)) is the main vehicle for the distribution of information and notices home to parents/guardians. School and community news is regularly posted. A weekly newsletter, called the Haynes Connection, is sent by email to all registered parents/guardians. The newsletter presents a short summary of all the new articles posted on the Haynes Connection Website during the preceding week as well as special notices, volunteer opportunities and district-wide events. **Parents/guardians are strongly encouraged to register on the Haynes Connection as this is the primary method of communication for the school.**

Some urgent communication from Haynes and all communication from the district and school committee will be sent by email. The district's communication service is known as Constant Contact. To receive these important communications parents are strongly encouraged to sign up for that mailing list on the district website:

<http://www.sudbury.k12.ma.us>

**These two email lists are managed independently, so parents/guardians must opt-in to both separately.**

If parents/guardians do not have access to a computer, the front office should be informed. So important notices can be sent home with a student.

## **School Directory**

A Haynes directory is available each year for a nominal fee. The directory lists names, addresses and telephone numbers of Haynes' students and parents/guardians. Class lists, and HOP/school committee/school office telephone numbers are also included. The directories are generally available for purchase at "Back to School Night," and are also available thereafter through the front office until booklets are depleted. This directory should only be used for purposes related to Haynes, its student body and its faculty/staff. It is a school violation for the directory to be used for any commercial solicitations

## **"Back to School Night" – "Open House"**

Parents and guardians are invited to attend a general school informational meeting in September. During this evening, parents have an opportunity to meet with their child's teacher and to learn about grade level curriculum, as well as the teacher's expectations and goals for the children. The evening will also provide insight into the details of their child's daily school routine. Special subject area teachers are also available to meet parents. This evening is designed as an informational night, and is not an appropriate venue to discuss individual student concerns or progress. This is a **parent/guardian only event** and appropriate childcare should be obtained by parents/guardians. Many teachers give parents the opportunity to sign up for fall conferences or other classroom activities during "Back to School Night." Bringing your personal calendar along is optimal!

## STUDENT ASSESSMENT

Assessment refers to the process by which teachers and parents determine what students know and are able to do. Assessment takes many forms including teacher tests and quizzes, observation, anecdotal notes, logs, skills checklists, journals, student activities, assignments and standardized testing.

### Report Cards

There are three report card periods each school year in grades K through 5. The first report card is in the fall. The second report card goes home in spring. The final report card goes home on the last day of school. Please check the school calendar for exact dates of report card distribution.

### Parent Teacher Conferences

Two parent conferences are held each year, one taking place in the fall, the second taking place by the end of May/early June. Other conferences may occur on an as-needed basis. For all students in grades 1 through 5, teachers hold a fall conference. Additional conferences may be scheduled on an as needed basis.

- **For students participating in the Partners Program:** Parent clinics are held as noted in the IEP service delivery grid. The general education teacher and lead teacher can collaboratively schedule a requested conference.

## EDUCATIONAL SUPPORT SERVICES

The Haynes School offers a variety of support services designed to promote a child's educational and emotional growth.

### Guidance and Counseling

The school counselor works with children on an individual, small group or classroom basis on issues such as self-esteem, conflict resolution and school adjustment. Teachers and parents are encouraged to contact the counselor to develop strategies to help children with issues that may be impacting their academic or emotional growth. The counselor also offers periodic seminars on topics of interest to parents.

### Literacy Support Program

The Literacy Support Program consists of a Literacy Specialist/Coach and a Reading Tutor. Both the staff members assess students potentially in need of reading services as requested by classroom teachers and provide direct tutorial services in reading for individual students and small groups of students. Their primary role is to work with students in the lower grades to ensure that all students are reading on grade level by the end of third grade. In addition, the literacy center staff also supports classroom teachers

by offering professional development, identifying and purchasing materials, co-teaching and disseminating research regarding best practices in literacy instruction.

### **ELL (English Language Learners) Program**

The ELL teacher works closely with classroom teachers and our Literacy Specialist providing direct services to students, support in the classroom, consultation to teachers and community outreach. In addition, we have classroom teachers at each grade who have been trained in SEI (Structured English Immersion) techniques.

### **Section 504**

Section 504 of the Rehabilitation Act of 1973 prohibits discrimination against handicapped persons by school districts receiving federal financial assistance. Students who have certain special needs which require accommodations, but not special education instruction, may be eligible for a 504 accommodation plan pending the outcome of an evaluation.

### **Speech and Language**

Speech and language therapists provide a variety of services pertaining to students' communication skills. These services range from teaching listening skills to an entire class to providing specialized instruction to small groups or individuals as part of their Individual Educational Plan (IEP).

### **School Psychologist**

The school psychologist primarily works on evaluating children identified through the special education referral process. This evaluation may involve consulting with the classroom teacher, participating on the Instructional Support Team, observing the student and/or administering a variety of psycho-educational assessments.

### **Prevention and Intervention Programs & Procedures**

#### **Teaching for Social Development and Problem Solving**

At the elementary level, there is regular classroom instruction using the Open Circle Social Competency Program to review "dangerous & destructive" behavior and to teach proactive conflict resolution skills. Anti-bullying lessons and presentations take place throughout the year.

#### **Instructional Support Team**

This multidisciplinary team (members may include administrator, counselor, teachers, nurse, school psychologist, special educator and/or other specialists) meets to discuss individual student's difficulties (learning, social, behavioral, emotional, and or health) and makes recommendations for appropriate teacher interventions and other follow-up services or supports. This may include the development of individual behavioral plans. Student referrals to IST typically come from teachers, counselors and/or support staff.

### **Emergency Response Team or Crisis Team**

This team, led by the building administrator, meets on an emergency basis, to discuss any immediate concerns about a student or incident in the building. Depending on circumstances, quick and appropriate follow-up takes place with students, families and faculty. If a student behavior suggests a “danger to self or others” members of the team provide appropriate intervention, ensuring the child is in a safe place with adult supervision and parents/guardians are contacted. If safety is an issue, other students are removed from the area. Members of the Crisis Team are annually trained in de-escalation strategies and safe physical restraint techniques. The police department is contacted as necessary to ensure the safety of everyone in the building. If there are serious concerns about a student’s behavior/emotional status, an evaluation by an outside mental health professional is required to identify whether the student poses a “danger to self or others,” and whether or not a student is safe to return to school.

### **Staff Training**

Policies and procedures for handling emergencies in the building are annually reviewed with faculty at staff meetings. Building safety plans are reviewed and revised with input from the police department. Drills are conducted to practice fire evacuation and building lockdown. All staff members are reminded to share any concerns about students with an administrator, teacher or counselor. Faculty and staff are also annually trained on their responsibilities as mandated reporters for suspected child abuse and neglect. School counselors participate in monthly school-funded sessions with an outside therapist for ongoing professional development regarding appropriate interventions for children with behavioral/emotional concerns.

### **Behavioral Reporting System**

A behavioral reporting form is completed for any student who exhibits bullying or dangerous/destructive behaviors. Through this process faculty track any repeated incidents with individual students and document follow-up teaching and consequences. iPASS, the student information management system, is used to record all incidents related to student misbehavior. iPASS generates the School Safety Report submitted to the Department of Elementary and Secondary Education each year.

### **Student Monitoring**

Haynes utilizes a variety of strategies to monitor student behaviors and social interactions. For example, a “recess alert” at the elementary level informs duty staff of the need to closely monitor a student or students. Individual students may be scheduled for regular check-ins with the counselor or other staff and frequent contact is established between the counselor/teacher and parents/guardians. Assistants (regular education and special education) work in classes to help carry out behavioral plans and provide additional supervision and intervention. Monitoring of students continues as schools share critical information with receiving school personnel when students transition from Haynes to Curtis.

### **Special Education Referral and Evaluation**

If a student has difficulty within a general education classroom and interventions have not helped to make adequate progress, a student may be referred for a comprehensive educational evaluation to more thoroughly assess the nature of the difficulties impacting the child's school performance (academic, social, behavioral, and or emotional). As a component of any evaluation, a functional behavioral assessment may be completed to collect data on antecedents, action and purpose of behavior in order to determine appropriate interventions. Behavior intervention plans are developed with a focus on positive behavioral support systems required to support learning and safety. Other options available, as appropriate, may include 45-90 day diagnostic placements, referrals to the Department of Mental Health or Social Services, contracted clinical and/or risk assessments and/or psychiatric and behavioral consultation. While children with a history of social, emotional or behavioral difficulties may be working with outside/private therapists, school personnel will make every effort to collaborate with all parties to best support the child in the school setting.

### **Emergency Communication Systems**

Haynes Elementary utilizes walkie-talkie systems to maintain communication throughout the building. When needed, there is direct and immediate communication between the nurse/front office and staff at recess and at bus dismissal. A comprehensive school communication plan includes the use of email blasts, web site postings and automated phone and/or text messaging. The Haynes administration will initiate such communications in the event of an emergency requiring immediate parent/guardian notification.

## **HEALTH POLICIES**

During school hours, the health office is staffed by a certified nurse. The nurse administers first aid and medications. The nurse is also available to discuss children's specific health needs in the school environment, to answer questions and to address any health concerns. Please note that Health Policies may change to reflect the recommendations and/or requirements of the Massachusetts Department of Health.

### **Illness**

The school environment can be a medium for the rapid spread of illness. If you know or suspect your child is ill, please keep him/her home.

Fever, vomiting, diarrhea, or any contagious or potentially contagious conditions are indicators that a youngster should be kept home.

It is appropriate for a child to return to school under the following conditions:

- After 24 hours of antibiotic therapy for strep throat, conjunctivitis or other contagious, bacterial condition;

- After 24 hours without fever or fever-reducing medications (many children with a night-time fever will not manifest it in the morning, yet may be quite ill by early afternoon);
- After 24 hours without vomiting or diarrhea;
- After all chicken pox lesions have crusted over (may take 7+ days)

For information on rules regarding lice please check the HOP website.

Please be aware that sending an ill child to school jeopardizes many people. First and foremost, your child will not be able to fully attend to the learning activities of the day. Second, he/she is in danger of secondary illnesses or a slower recovery due to a lowered resistance to germs. Third, your child may spread his/her illness to other children or staff. Therefore, we ask that you be on the cautious, conservative side when determining whether your child should remain home from school.

### **Dismissal From School Due to Illness**

The nurse assesses each child sent to her office and must dismiss any child with fever, possible conjunctivitis, impetigo or other signs of obvious illness.

In cases of injury, the child's condition is assessed and first aid is administered. In the case of a minor injury, the child is treated and he/she will return to class. The nurse will use her judgment about whether a call to a parent/guardian is necessary.

In the event of a serious illness or accident, parents will be contacted immediately. The nurse will take the following steps in an emergency situation: assess and stabilize the child, provide appropriate first aid; call 911; arrange transport to the nearest hospital; notify parent and/or guardian.

### **Emergency Contacts**

Parents/guardians are asked to submit names of emergency contacts at the beginning of each school year. In the event that you are not able to pick up your sick or injured child from school, please make reliable plans with others to do so. Discuss your plans with those listed on your emergency form and with your child(ren). Please keep the emergency forms updated as changes occur (i.e., new telephone or cell phone numbers, etc.)

### **“Medications”**

All medications must be administered by the school nurse. In order to protect children, no medication may be brought to school or taken home by a student. No child is permitted to carry medication at school or to take medication independently. Prescription medication will be administered to students only with a written authorization from a physician.

In the case of short-term medications (e.g. antibiotics), the original prescription container with the pharmacy label serves as the physician's authorization. Tylenol, Benadryl and other over-the-counter medications may be administered by the nurse if the parents have given written authorization on the emergency medical forms. For long-term, regular

medications, physician's orders and medication in an original container are necessary. When having a prescription filled, ask the pharmacist to provide you with two containers. Please see the nurse for specifics about medication orders and prescriptions.

### **Physical Exams**

State law requires that students have a physical exam in order to be enrolled in school. For students new to the Sudbury Public Schools, a written report of examination must be presented to the nurse by October 15 or within 90 days from the date of enrollment. Additionally, students entering grade 4 must present a written report of a physical at the beginning of the year.

### **Immunizations**

State law requires certain immunizations before a child can attend school. Additionally, parents must present documentation of booster shots in a timely fashion. If you have any questions, please see the nurse to discuss immunization requirements.

### **Health Screenings**

Children are screened for vision and hearing every year. Postural screening occurs in grade 5. If a concern in any of these areas is noted, you will be contacted so you can arrange a follow-up visit with your physician.

### **Health Office Visits**

The health office is a busy place; students present a myriad of concerns. Occasionally the nurse may know or suspect that a child is not really ill. Sometimes other issues besides the child's immediate health must be addressed. Missed homework, a forgotten library book, a quarrel with a friend, an illness in the family or even an unappetizing lunch can affect a child's perception of his/her day. Often such issues are easily resolved. In addition, there are a few children who visit the health office persistently. The nurse will keep the family informed in those cases where a pattern seems to be evolving and she will work with parents/guardians, the teacher and the school counselor (if appropriate) to develop a plan of action.

## **PARENT VOLUNTEER OPPORTUNITIES**

### **Haynes School Improvement Council (SIC)**

The Haynes School Improvement Council is an advisory board to the principal. SIC was created to assist in the identification of educational needs and goals of the school, review the annual budget, and form an annual school improvement plan. Membership is comprised of the principal, three staff members elected by the staff of Haynes, three parents elected by the parent community and one or two non-parent community persons (if possible). The principal and one other parent member serve as co-chairs of the Council. Each member of the Council (with the exception of the principal) serves a

two-year term. The Council meets at Haynes approximately once a month, but no less than quarterly. The first meeting of the Council takes place no later than forty days after the opening of each school year. Subsequent meetings are scheduled by the Council. All Council meetings are open to the public.

Elections for the parent representatives usually take place at Back to School Night. Nomination forms are available prior to that date and candidates are asked to write a brief statement about their interest in serving on the Council. These statements are then published for the parent community to use in electing Council members. Community members are, for the most part, recruited by Council members or HOP representatives. Any person who has an interest in the Sudbury schools (and Haynes in particular) but who is not currently a parent may serve as a community member. Business members and senior citizens have been excellent sources for community Council members.

The superintendent, any member of the staff or parent community, or a Council member may request the inclusion of an agenda item by notifying the principal no later than one week prior to the meeting. A copy of the agenda for each meeting is posted on the Haynes Connection website ([www.haynespto.org](http://www.haynespto.org)) four days prior to the meeting date. All meetings will be conducted in accordance with the prepared agenda. However, additional items may be added at the discretion of the co-chairs.

### **Haynes Organization of Parents, Inc. (HOP)**

HOP is a separate 501C3 organization created in 19xx to support the Josiah Haynes Elementary School. All parents or guardians of Haynes students are members of HOP. There are no attendance or dues requirements for membership. HOP meetings are scheduled at various times to accommodate the differing schedules of Haynes parents/guardians. Meeting dates, times and agendas are publicized on the HOP website.

Through active fundraising and strong parental support HOP is able to provide the Haynes community with unique activities and strong enrichment programs. Each year HOP is able to:

- Support school programs by raising funds through an annual auction, bingo night, book fair and donations.
- Sponsor creative programs and/or supplement specific curriculum for the general school population.
- Fund a school “wish list” to provide needed enhancements to Haynes (past donations have included new technology and new recreational equipment).
- Coordinate craft activities that provide students with hands-on experiences associated with their social studies curriculum.
- Identify room parents for each classroom.
- Offer informational sessions and/or host speakers.
- Work with new families to acquaint them with school.

## **Confidentiality**

Please remember that while the Haynes community highly values parent/guardian volunteerism, we must all be cognizant of confidentiality. All information pertaining to students or staff members is considered strictly confidential. Parents/guardians who violate student or staff confidentiality will not be allowed to continue volunteering at the school.

Prior to any kind of volunteer activity, parents/guardians need to complete a **volunteer contract** which details the school expectation for any volunteer work. A **CORI check must also be completed**. Forms are available on the Haynes Connection website ([www.haynespto.org](http://www.haynespto.org)). Click on *Haynes* then on *Forms and Publications*.

The Haynes community prides itself on an active commitment to support and volunteerism. All parents/guardians are encouraged all parents to volunteer during the school year. There are multiple opportunities to volunteer through HOP. Both ongoing and single event opportunities are available. Each parent/guardian is asked to fill out a volunteer online sign up form at the beginning of each school year. During the school year, new volunteer opportunities for parent/guardian involvement will be advertised through the Haynes Connection website ([www.haynespto.org](http://www.haynespto.org)) and in the weekly Haynes newsletter. For more detailed information, please contact one of the HOP co-chairs.

