

Elementary Resource Guide for Parents

Belmont Public Schools

Elementary Resource Guide for Parents

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ADMISSION TO THE BELMONT PUBLIC SCHOOLS

Each of the four elementary schools in Belmont serves a geographical area. Thus, a youngster's elementary school is determined by his/her residence location. The policy of the Belmont School Committee enables a student to attend a school out of his district of residence, with the approval of the Superintendent. Such requests must be presented to the Superintendent in writing. Students residing in the Town of Belmont are eligible to attend the Belmont Public Schools when they are age appropriate.

KINDERGARTEN

Belmont offers a full-day, fee based kindergarten program; parents may opt for a cost-free morning program of three hours and fifteen minutes. A child, who is five years old on or before September 1, is eligible for Kindergarten in September of that year. The Belmont Public Schools' early childhood programs encompass a broad range of developmentally-appropriate learning activities. Parents are encouraged to enroll their children in kindergarten when they are age appropriate. In the spring, a packet of information is sent to all parents known to have eligible children. Registration takes place in early spring at each elementary school. Registration materials include information on the fee guidelines. The registration process includes a parent conference with the school nurse and guidance counselor. A birth certificate or other proof of date of birth is required at the time of kindergarten registration. Before entering kindergarten a recent physical examination and complete immunization records (including evidence of lead screening) are required.

All children age 3-5 are eligible for screening to determine if special needs exist. For kindergarten youngsters, that screening is mandated. In the fall of the kindergarten year, the classroom teacher, assisted by the special education staff, and school nurse, screens all kindergarteners. The screening involves an assessment of vision and hearing, socialization, language development, and fine and gross motor development. Every effort is made to assess kindergarteners in the school setting where they are relaxed and comfortable. Parents are informed of the screening results.

TRANSFERS

Parents of children entering the Belmont Public Schools from another school system need to provide documentation of a current physical examination (conducted within the past year), documentation of immunizations, and a record of achievement from their last school. This registration may be accomplished during regular school hours at the elementary school in the district in which the child is residing.

Parents of children who are relocating to another school system should bring the name, address and phone number of the new school to the office of the current school, so that student records can be forwarded.

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HEALTH CARE POLICY

ILLNESS

Each School has a Health Clinic operated by a registered nurse whose time may be shared with other schools for emergencies should the need arise. When a student becomes ill at school, a parent or guardian will be notified and expected to come for the student as soon as possible. Each parent or guardian is asked to provide the school with the names of two (2) alternate persons who may be contacted in the event that a parent cannot be reached. Persons listed must be local and have access to transportation. Please advise the school office when any name or number changes.

There are times when a student should remain at home for his/her own welfare and for the protection of other students. The following criteria may be used to determine when a child should remain at home:

1. Has a cold in the contagious stage (first few days)
2. Sore throat and swollen neck glands accompanied by a fever
3. Undiagnosed rash or skin eruptions
4. Earache, red eyes or drainage from eyes
5. Any communicable disease (see paragraph below)
6. Fever of 100 degrees or higher during the past 24 hours
7. Vomiting or diarrhea within the past 24 hours

If your son/daughter develops a communicable disease, e.g., chicken pox, strep throat, scarlet fever, or fifth disease, please notify the school nurse. This will enable us to monitor your child's progress and other students' exposure.

Students should remain at home a minimum of one day following the resolution of an acute illness. Please check your child's temperature; a child should be "fever free" for twenty-four hours, without taking a fever reducing medication such as Tylenol or Advil, before returning to school. Remember that the essentials of good health are good nutrition, plentiful fluids, regular exercise and plenty of rest.

MEDICATIONS

If medications are to be given in school, the following guidelines need to be followed:

1. Prescribed medications must be in the **pharmacy bottle** and labeled with the medical provider's name, dosage, date, etc. Over-the-counter medications must be in the original **manufacturer-labeled container**.
2. A medication permission form must be signed by a **parent** and **medical provider** for all prescription medications and most over-the-counter medications. Forms are available in the clinic and on the BPS Nursing website.
3. Students should **not** transport any medication to school.
4. All medicines are to be kept in the health clinic.

If the above guidelines are not followed, the school will be unable to dispense the medication. Should further clarification of the medication policy be necessary, please contact the school nurse.

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PHYSICAL EXAMINATIONS

All students new to the school must have a medical form completed by their primary care provider based on physical examination conducted within the previous (13) months. Massachusetts State Law requires that schools receive reports of physical examinations at regular intervals. Belmont requires physical examinations upon entry to Kindergarten, Grades 1, 4, 7, and 10. Forms are available in the school office, health clinic, and on the Belmont Public Schools' web site.

HEARING AND VISION TESTING

All Kindergarten students must have hearing and vision screening completed by their pediatrician prior to entering school. In addition, elementary students receive annual hearing and vision screening in school as required by Massachusetts State law. In the event that hearing or vision needs are detected, notices are sent to parent(s) or guardian.

Go to www.belmont.k12.ma.us for more information on Belmont Public Schools, Department of Health and Nursing Services.

IMMUNIZATION

State regulations require each child to meet grade entry immunization requirements. Evidence of the date of all immunizations, signed by a medical provider, must be on record at the school, **prior to entry**. In addition, all children entering kindergarten must show evidence of Lead Screening results.

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Massachusetts School Immunization Requirements for School Year 2011 - 2012*

	Child Care/Preschool ¹	Kindergarten	Grades 1-6	Grades 7-12
Hepatitis B³	3 doses	3 doses	3 doses	3 doses
DTaP/DTP/DT/Td⁴	≥ 4 doses DTaP /DTP	5 doses DTaP/ DTP	≥ 4 doses DTaP/DTP or ≥ 3 doses Td	4 doses DTaP/DTP or ≥ 3 doses Td; plus 1 Tdap (see Phase-In schedule)
Polio⁵	≥ 3 doses	4 doses	≥ 3 doses	≥ 3 doses
Hib⁶	1 to 4 doses ⁶	N/A	N/A	N/A
MMR⁷	1 dose	2 doses	2 doses measles, 1 mumps 1 rubella (see Phase-In schedule)	2 doses (see Phase-In schedule)
Varicella⁸	1 dose	2 doses	1 dose (see Phase-In schedule)	2 doses (see Phase-In schedule)
Meningococcal^{9,10}	N/A	N/A	N/A ¹⁰	1 dose for all new full-time residential students ⁹

*These requirements also apply to new “enterers”. NA = no vaccine requirement for the grade indicated.

¹**Child Care/Preschool:** Minimum requirements by 24 months; immunize younger children according to their age.

²**College:** Requirements apply to: 1) all full-time undergraduate and graduate students; 2) all full-time and part-time health science students; and 3) any full-time or part-time student attending any postsecondary institution while on a student or other visa, including foreign students attending or visiting classes as part of a formal academic visitation or exchange program.

³**Hepatitis B:** 3 doses required for child care attendance and preschool entry, kindergarten-12th grade, and college (see footnote 2 above). Laboratory proof of immunity is acceptable.

⁴**DTaP/DTP/DT/Td/Tdap:** ≥4 doses required for child care attendance and preschool entry; 5 doses of DTaP/DTP required for school entry unless the 4th dose is given ≥ the 4th birthday. DT is only acceptable with a letter stating a medical contraindication to DTaP/DTP. **One dose of Tdap is required for all students entering grade 7, full-time college freshmen and all health science students.** If it has been <5 years since the last dose of DTaP/DTP/DT/Td, Tdap is not required but is recommended regardless of the interval since the last tetanus-containing vaccine. See Phase-In Schedule below.

⁵**Polio:** ≥3 doses required for child care attendance and entry into preschool. 4 doses required for school entry, unless the 3rd dose is given on or after the 4th birthday, and ≥ 6 months following the previous dose, in which case only 3 doses are needed. Administer the final dose in the series on or after the 4th birthday and ≥ 6 months following the previous dose. If 4 doses are administered before age 4 years, a 5th dose is recommended at age 4 - 6 years.

⁶**Hib:** Required for child care attendance and preschool entry. The number of doses is determined by vaccine product and age the series begins.

⁷**MMR:** 1 dose of MMR is required for child care attendance and preschool entry; **2 doses are required for kindergarten, grade 7, college freshmen and all health science students.** Laboratory proof of immunity is acceptable. **For college students, except health science students, birth before 1957 in the U.S. is also acceptable.** See Phase-In Schedule below.

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⁸**Varicella:** 1 dose required for child care attendance and preschool entry; **2 doses required for kindergarten, grade 7, and college freshmen and all health science students, unless they have a reliable history of chickenpox.** A reliable history includes a diagnosis of chickenpox, or interpretation of parent/guardian description of chickenpox, by a physician, nurse practitioner, physician assistant or designee; or 2) laboratory proof of immunity. **Birth before 1980 in U.S. is acceptable for college students, except health science students.** See Phase-In Schedule below.

⁹**Meningococcal:** 1 dose MCV4, or a dose of MPSV4 in the last 5 years, is required for 1) newly enrolled full-time students attending a secondary school with grades 9-12 (in ungraded classrooms, those with students \geq 13 years) who will live in a dormitory or comparable congregate living arrangement approved by the secondary school; and 2) newly enrolled full-time undergraduate and graduate students in a degree program at a postsecondary institution (e.g., college) who will live in a dormitory or comparable congregate living arrangement approved by the institution.

Students may decline the vaccine after they have read and signed the MDPH Meningococcal Information and Waiver Form provided by their institution. These requirements apply to newly-enrolled full-time residential students, regardless of grade and year of study.

¹⁰**At residential schools with lower grades:** The requirements apply to residential students in grades pre-K through 8 only if the school combines these grades in the same school with students in grades 9-12.

The following tables compare the new requirements which will be effective in the fall of 2011 to the current immunization requirements for those vaccines.

Phase-In Schedule for MMR, Varicella, and Tdap Vaccines 2011 - 2017

	2011	2012	2013	2014
2MMR and 2 Varicella	K and Grade 7	K-1 and 7-8	K-2 and 7-9	K-3 and 7-10
Tdap	Grade 7	Grades 7-8	Grades 7-9	Grades 7-10

	2015	2016	2017
2MMR and 2 Varicella	K-4 and 7-11	K-5 and 7-12	K-12
Tdap	Grades 7-11	Grades 7-12	Grades 7-12

ABSENCES

When an absence due to illness or injury is expected to be of unusual duration, parents should notify the school office so that the possible need for home instruction can be considered. Home instruction is available for students who are absent for more than fourteen days due to illness. Parents should request such instruction in writing; the referring physician must also complete a form provided by the school.

Written excuses for all absences are required. A student who is absent for three or more consecutive days due to illness may be required to report to the school nurse upon his/her return to school.

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SCHOOL ACCIDENT INSURANCE

Each fall the parents of Belmont School students have the opportunity to insure their children against accidents. Information about this insurance coverage will be sent home to parents in September.

TRANSPORTATION

Belmont School Committee policy determines the extent to which pupils in Kindergarten through Grade Four are transported by bus. The Belmont Public Schools' policy for providing busing will follow the State guidelines, and busing for other students will be available for a fee. School Crossing Guards are provided by the Belmont Police Department to assist walkers in crossing some busy streets.

Pupils in special education programs are also transported if an out-of-district placement is required. Bus routes are published annually prior to the start of school in the local newspaper and are always available in the office of each elementary school.

School bus students and their parents are reminded that the privilege of being transported by bus to and from school, if abused, can be revoked. Any disciplinary action will be handled by the principal's office and parents will be advised.

SCHOOL CALENDAR/CLOSINGS

An official school calendar is adopted by the School Committee in the spring of the preceding school year. The calendar is distributed to each student on the first day of school in September and also posted on the Belmont Public Schools website. In addition to vacation weeks and holidays, the annual calendar indicates the dates that school is not in session or dismissed early for staff development and parent conferences.

Inclement weather may force the closing of schools or delayed opening of up to 90 minutes. Local T.V. and radio stations are the best source of NO SCHOOL notices. Announcements are made on these stations:

**WBZ, CH 4 (www.wbz.com) and radio (www.wbz1030.com),
WCVB, CH 5 (www.thebostonchannel.com),
WHDH, CH 7 (www.whdh.com), WRKO radio (www.wrko.com)**

There will be days on which parents, particularly parents of elementary school students, might feel that their children should be kept home because of weather. Although such absences are a parental responsibility and will be recorded as absences for the child, school authorities understand such decisions provided they are implemented with discretion and care.

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FIELD TRIPS

Students have the opportunity to extend classroom learning on field trips. These trips are planned by staff and approved by principals. Parents are always aware of such trips and children must bring in a signed permission slip prior to the day of the excursion. All rules of appropriate school behavior remain in effect on field trips.

HOMEWORK

Homework is planned to enrich, refine or reinforce learning. Homework assignments are meant to foster independent learners with the ability to budget their time and organize activities outside of school. Grade level guidelines are:

Grades 1 and 2 – Discretion of teacher

Grades 3 and 4 – 30 minutes Monday through Thursday

Children at all grade levels should spend time at home on independent reading and/or reading with a parent.

SCHOOL LUNCH PROGRAM

All elementary school students in grades 1 – 4 have a thirty-five minute lunch and recess period. Children are supervised by aides during this period. Parents may elect to have their child bring lunch prepared at home, purchase lunch as part of the School Lunch Menu Program, or purchase milk only.

PARENT PARTICIPATION

Each school has an active parent teacher organization that meets periodically during the school year. Parents are urged to join the organization and give it support and assistance. Notices concerning their meetings and activities will be sent home with the children.

In addition to fund raising, parent volunteer programs, and special performance programs for students, the PTA/PTOs sponsor a number of child care programs: before-school program and after school care programs in each elementary school. Specific information on these programs can be obtained from the individual building PTA/PTO Officers.

The Belmont Special Education Advisory Council welcomes parents with similar interests. In addition, parents are involved in the review of curriculum and are often asked to serve on a curriculum steering committee.

There are many volunteer opportunities in the elementary schools: assisting students with computer use, working in the library media center; sharing travel experiences or speaking about one's career. Parents who are interested and available should let their principal know. Each principal works with an elected School Advisory Council whose members include parents, teachers, and community members. Ask your principal for more information on the School Advisory Council.

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CURRICULUM IN THE ELEMENTARY SCHOOLS

Curriculum is the central scaffold on which teachers build the plans for learning in each classroom. Curriculum gives constancy and structure to the educational process and it encourages creative and innovative teaching within its framework. As our body of academic knowledge changes, and as our knowledge of the learning behavior of children changes, so must curriculum change. The Belmont Public Schools provides for that ongoing review and possible change through its Seven-Year-Plan for Curriculum Development and Improvement. Parents and staff work together, on curriculum steering committees, during the seven-year-cycle which includes a needs assessment, program evaluation, and development of a plan of action and any necessary piloting of materials or training of staff. This process assures that curriculum continues to be well matched to children and the society in which they will function.

Following is a brief overview of curriculum in those disciplines which are part of the elementary education program of the Belmont Schools. It is important to note that while these overviews are discipline specific, the integration of learning across the disciplines is a goal of the elementary program. For each grade, there is more specific curriculum information included in the curriculum benchmarks. This is made available to parents in fall of each year and reflects the most recent curriculum changes.

LANGUAGE ARTS

An effective Language Arts program includes instruction in reading, writing, listening, speaking, and thinking. Instruction in these key areas is integrated with all other areas of the curriculum. The program's goal is for all students to develop to their fullest potential the language arts skills so central to success in school and fulfillment in life.

Reading is constructing meaning. It is an active process whereby students build meaning from the interaction between textual information and their prior knowledge. Students make the best progress in the language arts when they associate reading with pleasure as well as with gaining knowledge. Writing also involves constructing meaning. Writers engage in the process of composing meaning so that it can be clearly communicated to the reader. It is important that students feel they have ideas to share and that there is purpose and pleasure in producing meaning that can be understood, used, and enjoyed by others. Since listening and speaking are the foundation for reading and writing, teachers must create a setting in which students can develop information and ideas in a conversation with others.

Students move through developmental stages at varying rates. Therefore, teachers use ongoing authentic assessment throughout the year to determine and plan for students' instructional needs. An effective reading and writing program depends upon specific teaching in the following areas: (a) developing an awareness of the processes of reading and writing; (b) increasing knowledge of the print-sound code and standard writing conventions; (c) understanding the purposes and genres used in text; (d) developing habits of lifelong readers and writers.

Teachers explicitly model effective reading and writing strategies in the classroom, explaining how a strategy can be consciously used to process meaning. Teachers guide students as they master new strategies in different contexts and gradually release responsibility to students as they practice these strategies independently. Instruction takes place throughout the day in a variety of grouping patterns (whole group, small group, individual) and in a variety of situations: a read aloud, shared reading,

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interactive writing, guided reading and writing, independent reading and writing, and reading and writing across the content areas.

MATHEMATICS

The elementary school mathematics program provides students with an enriched experience, utilizing a combination of differentiated curriculum materials, manipulatives, and games that support classroom teaching. Through a spiraled approach to acquiring proficiency by learning and revisiting topics in a widening, deepening sequence, students gain competence in all of the following content strands as identified in the Massachusetts State Curriculum Frameworks:

- Number Sense and Operations
- Geometry
- Measurement
- Patterns, Relations, and Algebra
- Data Analysis, Statistics, and Probability.

Students gain access to these content areas via a well-defined set of process standards:

- Problem Solving
- Reasoning and Proof
- Communication
- Connections
- Representation.

The Belmont Curriculum Benchmarks contains information that details these standards.

SOCIAL STUDIES

The goal of a history and social science curriculum is to enable students to acquire the knowledge, skill and judgment necessary to continue to learn for themselves; to participate intelligently, justly, and responsibly in civic life; to deliberate about local, national and international issues; and to avail themselves of historical and cultural resources such as historic sites, museums, parks, libraries, and multimedia information sources wherever they may live or travel.

To achieve this goal, the Massachusetts History and Social Science Frameworks focus on a content-based curriculum revolving around the disciplines of History, Geography, Economics, Civics and Government.

- At the Kindergarten level, learning in history and social studies is built on children's experiences. The picture books chosen for reading aloud, the stories told, and the songs they hear or learn are basic components of the curriculum. Multidisciplinary units on the Farm and Medieval society introduce students to exciting stories of life in other times.
- In first grade, children listen to folk tales and true stories from America and from around the world. As students study concepts in the disciplines of geography, civics, economics and history, they also learn about each other's families and about the achievements of different people living in different times and places. A multidisciplinary unit on the Rainforest provides a supplement to the concepts and skills prescribed for grade 1.
- In Grade 2 students explore people, achievements, customs, events, places and landmarks from here and now. The content basis for grade 2 includes the units of Belmont, Alaska and Kenya.
- In grade 3, students study the history of Massachusetts beginning with the time of the arrival of the Pilgrims, including their interactions with the Wampanoags. The history of early Boston, including the Puritan settlement of Massachusetts Bay Colony and the growth of towns and cities in Massachusetts, along with important political and economic developments leading to the American Revolution, provides the structure for this course of study.

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- In grade 4, students study the geography and people of the United States today. Students learn geography by addressing standards that embed five major concepts: location, place, human interaction with the environment, movement and regions. In addition, they learn about the geography and people of contemporary Mexico and Canada.

SCIENCE

Students in the elementary grades, kindergarten through grade four, have a rich curriculum that provides learning experiences that allow students to build understanding of science processes skills and content knowledge through active involvement with materials and equipment in hands-on activities. These skills start with age appropriate observations made through measuring, questioning, and recording. They then examine the patterns that exist in those observations, and build understanding of how those patterns lead to scientific principles or “Big Ideas” in science. Understanding science requires that an individual integrates many types of knowledge including: The fundamental principles of science, the interconnectedness between these principles, the use of these principles to explain and predict natural phenomena, and ways to transfer this knowledge to other related situations.

Students study processes such as the inquiry nature of science, and concepts in the domains of physical science, life science, earth and space science, and technology.

- In kindergarten there are two life science units. Students learn to compare and contrast characteristics of themselves and others in *Myself and Others*. In *The Senses* they learn how to make observations and collect data using their five senses.
- In the grade 1 physical science unit, *Balls and Ramps*, science students investigate what makes different types of balls bounce and roll. They build ramps and test the motion from different heights. Students explore the unit *Life Cycle of a Butterfly* in the Life Science Strand. They also investigate the properties of air and what makes weather in the unit *Air and Weather* in the Earth/Space strand.
- In the grade 2 Physical Science strand, science students investigate different types of materials and how and why things balance in *Balancing and Weighing*. They look at seeds and the life cycle of a plant in the Life Science unit, *Growing Things*. Students explore and experiment with *Soils* in the Earth/Space strand.
- In grade 3, students investigate electric current and construct circuits, switches, and fuses in the *Circuits and Pathways* unit of the Physical Science strand. In the Life Science strand students study the behaviors and habitat of the crayfish in *Animal Adaptations: Crayfish*. Students study the properties of water in all of its phases in the *Water* unit of the Earth Science strand. Students may participate in an astronomy program, *StarLab*.
- In grade 4 in the Physical Science unit, *Sound*, students explore pitch, volume, frequency and amplitude of sounds made on instruments they make in the classroom. Students investigate what makes plants grow and do *Experiments with Fast Plants* in the Life Science strand. Students study *Landforms and Earth Materials* in the Earth Science strand as they engage in inquiry-based activities to investigate earth materials, rocks and minerals, and the processes of erosion and deposition.

HEALTH

Health Education is a part of the elementary curriculum in Belmont’s elementary schools. It is important in helping children develop an understanding of the principles of health and safety which they can apply in their lives.

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COMPUTER

The computer is seen as a tool for learning in all elementary curriculum areas. All elementary schools are wired and connected to the municipal area network.

Each elementary classroom has a computer and all buildings have a computer lab. Classroom teachers and curriculum developers attempt to integrate the use of technology in the classroom.

FINE AND PERFORMING ARTS

The arts bring a valued dimension to the elementary program. Music, art and drama enhance and engage students in meaningful learning in all areas. Music and art have distinct curriculum goals at the elementary level.

The Elementary Music Program includes distinct but related programs: elementary general music, elementary choral, and elementary instrumental programs. Under the direction of a music specialist, all students participate in the general music program with instruction focusing on producing music, perceiving music, and knowledge of music. The elementary instrumental program offers beginning instruction on string instruments in Grade 3. Instruction in both string and band instruments is offered in Grade 4. Choral instruction is a part of the general music program. The Belmont Public Schools Saturday Morning Music Program offers additional experience in instrumental music and an elementary choral program on a tuition basis.

The elementary art program is designed to help students explore and discover ways of shaping materials to their own ideas, increase their understanding of basic art principles, and gain self-confidence in their own creative efforts. Under the direction of an art specialist, elementary students have basic experiences in drawing, painting, clay modeling and pottery, construction, and printing.

PHYSICAL EDUCATION

A sound physical education program is a continuing experience progressing from participation in simple to more advanced physical activities designed to develop strong and healthy bodies, good health habits, and a positive attitude toward health and physical fitness.

Activities and strategies used in elementary physical education instruction cultivate alertness, poise, cooperation and effort. For primary intermediate classes, specific activities have been identified which will contribute to the development of motor skills, coordination, physical fitness, as well as a social/emotional development.

REPORTING PUPIL PROGRESS

A student's progress is reported to parents by written report and scheduled conference. In November and March, the written report is discussed at a parent conference. In June the final report is a written one. For kindergarten only, the November conference is an exchange of information rather than a written report. In addition, teachers provide informal feedback to students and to parents on a regular basis. Parents are encouraged to contact the school when concerns or questions arise.

STANDARDIZED TESTING AND ASSESSMENTS

The Belmont Public School participates in the state mandated testing program. The Massachusetts Comprehension Assessment System (MCAS) is administered in grades 3 through 10. Standardized test results are reviewed in concert with other measures of pupil performance to describe a student's strengths. They are never used as a sole source of student information. Classroom teachers are encouraged to use performance observations, writing folders and projects as part of the assessment of student learning.

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SUPPORT SERVICES

The Belmont Public Schools believes that all children can learn. It is our intent to provide the necessary supports to all students to enable that learning. A responsive and caring classroom environment is a prerequisite for learning. For some students, a responsive environment necessitates the services of staff other than the classroom teacher.

GUIDANCE

At each elementary school, the guidance program is designed to assist children to make the maximum use of their abilities. The guidance counselor works with groups of students to encourage appropriate interpersonal skills, consults with teachers and parents, interprets student test results, and meets with individual students.

LANGUAGE ARTS SUPPORT TEACHERS

The language arts support teacher in each building strengthens the language arts instruction for all students and supports the instruction of some students who are in need of additional assistance. The language arts teacher's effort is concentrated at the primary level where early intervention is most effective.

SPECIAL EDUCATION

Students with possible special needs are assessed by a team which will include the child's teacher, guidance counselor, and a special education teacher. From the assessment and with input from the student's parents, an educational plan may be developed. It may include services such as speech and language therapy, resource teacher instruction or counseling.

ENGLISH LANGUAGE LEARNING

Non-English speaking students are assisted in acquiring the English language. The emphasis is on developing oral skills, comprehension, basic vocabulary and proper sentence patterns. Students are seen individually or in small groups regularly depending on their written and oral proficiency.

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NON-DISCRIMINATION INFORMATION

The Belmont Public Schools does not discriminate on the basis of race, color, religion, national origin, age, gender, sexual orientation or disability in admission to, access to and treatment in its programs and activities or in employment. The following person has been designated to handle inquiries regarding our non-discrimination policies:

Janice Darias
Assistant Superintendent for
Curriculum and Instruction
Belmont Public Schools
644 Pleasant Street
Belmont, MA 02478
617-993-5410

The Belmont School Department complies fully in the implementation of Chapter 622 of the Acts of 1971 of the General Laws of the Commonwealth, Title IX of the Education Amendments of 1972, Title VI of the Civil Rights Act of 1964, and Section 504 of the Rehabilitation Act of 1964.

The following people have been designated to handle inquiries regarding these laws and may be contacted at 644 Pleasant Street, Belmont, MA 02478

Coordinator of Title VI and Title IX:

Janice Darias
Assistant Superintendent
617-993-5410

Coordinator of Section 504 for Students:

Kenneth Kramer
Director of Student Services
617-993-5440

Coordinator of Section 504 for Employment:

Mary Pederson
Human Resources Manager
617-993-5425