

FROM THE PRINCIPAL'S OFFICE

Dear Parents and Guardians,

Welcome to the Cunniff Community! A school and its children are most successful when parents, educators, and the community all work together. The staff of the Cunniff School is committed to providing a safe, respectful, supportive learning environment for all. We appreciate the opportunity to work in partnership with you to ensure that your experiences and those of your children during the important years of elementary school will be positive and productive.

We hope this handbook will help familiarize you with the practices and procedures at the Cunniff School. This handbook is the result of many hours of work by the members of the School Council and the staff Leadership Team. From time to time, as procedures change, we will send you additional pages with this information. Additional information that lists staff, PTO officers, volunteer information, and important phone numbers is available from the front office and may be found on the school's website. An updated version of this publication will be available each fall.

There are many opportunities for parents and guardians to participate in the life of the Cunniff School and share in both academic and social experiences. We welcome your interest and invite you to become involved. Teamwork and cooperation are key to the success of our students.

I appreciate you taking the time to carefully read and discuss the handbook with your child(ren). Keep it handy for reference and review throughout the coming school year.

Sincerely,

Dr. Cindy Crimmin
Principal

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GENERAL INFORMATION

SCHOOL DAY AT A GLANCE

Arrival:	8:15 a.m.
Dedicated Literacy Block:	2 – 2 1/2 hours/day (times may vary)
Dedicated Mathematics Block:	60 minutes /day
Science/Social Studies:	45-60 minutes/day
Specials - (Art, Music, Library/Computers):	40 minutes per visit - 1 time/week
- (Health/Physical Education)	40 minutes per visit - 2 times/week
Recess:	20 minutes
Lunch:	30 minutes
Dismissal:	2:30 p.m.

HOURS:

The school day begins at 8:15 a.m. The cafeteria opens at 7:45 a.m. for breakfast. Parents are invited to join children for breakfast any day. Students who are not participating in the breakfast program should not arrive prior to 8:05 a.m. as there is no supervision by staff outside until that time.

During inclement weather, snow, rain or extreme cold, children should come in through the designated doors where teachers will meet them.

Dismissal is at 2:30 p.m. for all students. Please notify the office if you will be late, as some children become stressed and upset when they are not picked up on time. Teachers will bring any child who has not been picked up back into the building. We will arrange for the child to be supervised by the Voyager extended-day staff until the parent or caretaker arrives. There is a fee for this service.

LATE ARRIVALS

Parents are responsible for getting children to school on time each day. Attendance is taken at 8:20. Students who arrive after 8:20 must check in at the office. In the case of students who live out-of-district, habitual tardiness may be cause for rescinding the approval to attend Cunniff.

DISMISSALS

If you need to have your child released from school early, you must send a note to the classroom teacher or call the office. An authorized adult, after reporting to the school office, must pick up your child. No child will be allowed to leave the school grounds without the authorization of a parent or legal guardian. The adult responsible for the student must sign the child out in the log at the school office and wait for the child there.

EARLY RELEASE DAYS

Early release days are scheduled on some Wednesdays during the year for staff professional development. Students are released at 12:15 p.m. following lunch. There are additional whole days of staff professional development during the school year. Children will not attend school on those days. Please consult your monthly school calendar and newsletter and also local newspapers for these important dates.

SNOW CLOSING AND DELAYED OPENINGS

On days of delayed opening, students should arrive at school between 10:05 and 10:15 a.m. There is no supervision for children before 10:05 a.m. Information about snow closings or delayed openings will be broadcast by 6:30 a.m. on the following radio & television stations Families whose contact information is entered in our Connect Ed Alert System will also receive phone messages and email alerts regarding school closings.

RADIO STATIONS

WBZ (1030 AM)
WBCN (104.1 FM)

TELEVISION STATIONS

WHDH-TV Ch. 7
WCVB-TV Ch. 5
WBZ-TV Ch. 4
CABLE Ch. 13

Watertown Public Schools now uses a web-based announcement system that will place a phone call to all home numbers in our data base to announce a school delay or cancellation.

**Please do not call the police, fire, or school departments*

ATTENDANCE

Student attendance is a critical component of learning. Research studies show that higher attendance is related to higher achievement. To focus attention on the importance of attendance the federal No Child Left Behind Act allows states to use attendance as an academic indicator of quality. To reach the No Child Left Behind academic indicator for attendance in Massachusetts 95% of the students in a school must attend each day.

Massachusetts state law (M.G.L 76 Sections 2 and 4: School Attendance) requires parents/guardians to have their children attend school.

To support attendance Watertown Public Schools have a process to monitor and encourage school attendance. The protocol would apply to elementary school students. The Middle School and High School have their own policy.

Step 1: The school principal will send home a letter after 10 absences or after the student is tardy* 10 times within a school year notifying the parents the school is concerned about the student's attendance and asking parents to return a form documenting they received the letter.

Step 2: After 15 absences or after the student is tardy* 15 times in a school year a second letter will go home and parents will be required to come to a meeting to discuss the student's attendance and to develop a plan for improving attendance.

Next Steps: The plan developed in Step 2 will specify what actions will be taken by the school district if the student's attendance does not improve. Next steps may include the district sending a letter notifying other agencies of the problem.

* Definition of Tardy

An elementary student is considered tardy if he or she is not in their classroom 5 minutes after the start of school.

ABSENCES - HOTLINE call 617-926-7726

If your child is going to be very late or absent for the day, please try and call the school's main number before 8:00 and leave a message in the school's voicemail system. Parents and Guardians will receive an automated phone call shortly after the start of school if children are marked absent. It is not necessary to return the call unless you believe that there is a problem with this information This will help us to notify your child's classroom teacher and it also helps to ensure that we have accounted for all of our students.

BREAKFAST-SNACK-LUNCH

Children may bring a snack with them each day. Juice or other drinks are only allowed at snack time. Soda is not permitted for either snack or lunch. The classroom teacher schedules snack time.

Lunches are available each day. Each child has an account for use in our cafeteria. Students may purchase lunch on a daily basis in one of two ways. An amount of money is deposited to their account and the cost deducted as items are purchased. Students may also simply pay cash. Letters to inform parents of the status of the accounts are sent out periodically. Lunch menus are published in the local papers and are distributed to all students at the beginning of each month on a calendar. If a student forgets lunch or lunch money, the

food service provides them with lunch that can be paid for the following day. Prices will be published at the beginning of each school year. **Breakfast** is served each morning from **7:45 until 8:15 a.m.** Parents are welcome to join their child(ren) any morning. Students not participating in the breakfast program cannot enter the cafeteria during this time.

Cunniff School has created a more peanut and allergy sensitive environment. Please remember, tree nut and peanut products may be packed for your child's lunch only. Morning snacks and other foods eaten in the classroom must be "nut free".

HEALTH - REGULATIONS

Parents will be notified immediately in the event of accident or illness. Please make certain that you have filled out a **School Emergency Card** and **keep it current**. Accident insurance is available at a minimal cost at the beginning of the year.

Vision and hearing tests are given each year and notices of concern about vision or hearing are sent home. Scoliosis screenings are provided to all children in grade five. Proof of a recent physical examination is required upon entrance to the school. All fourth grade students are required to have a physical exam, either through the school or by the family physician.

The following guidelines are meant to help parents and guardians understand when they should not send their children to school.

- If your child has a stomachache followed by vomiting or diarrhea your child should be kept home until symptoms have resolved for approximately 12 hours and the child is able to keep food and liquids down.
- Children average 6 to 8 colds per year. Fevers are generally signs of infection. No child should be sent to school with a fever. Any child with a fever over 100° F will be sent home from school. If your child has a sore throat along with fever and swollen glands, see the doctor.

The Massachusetts Department of Health requires that students should be excluded from school if they have the following:

- Chicken Pox – Students remain out of school for at least one week from the appearance of eruptions and all lesions must be scabbed over with no eruptions.
- Conjunctivitis – Students remain out of school until 24 hours after the start of antibiotic ointment has been given.
- Strep Throat – Students remain out of school until medication has been administered for 24 hours.
- Scabies – Students must remain out of school until treatment has been started and lesions are scabbed over.
- Head Lice – Students may not return to school until hair has been treated and all eggs/nits have been removed. If your child has lice, please contact the school nurse so she can check siblings and classmates. Students must be cleared by the school nurse before returning to class.

If a student has been absent due to a communicable disease such as chicken pox, measles, German measles, mumps, or scarlet fever, a letter from a doctor or the Board of Health (617-972-6446) is required before the student will be readmitted to school.

CODE OF CONDUCT

Our goal is to foster a respectful and safe learning environment for our school community to ensure that all students can be successful.

For the safety of all students, the following Cunniff Code of Conduct has been established. All students are made familiar with the following behavioral expectations.

- | | |
|-------------------|---------------------|
| 1. HARM NO ONE | 6. BE COOPERATIVE |
| 2. RESPECT OTHERS | 7. MOVE SAFELY |
| 3. BE POLITE | 8. RESPECT PROPERTY |
| 4. BE FRIENDLY | 9. WORK QUIETLY |

5. BE TRUTHFUL

10. DO YOUR BEST

It is imperative that all members of the Cunniff Community assist in maintaining a respectful learning environment. Students are expected to follow all school rules. When a student makes a choice to break a school rule, appropriate consequences will be imposed. The consequence will be determined by individual circumstances and the seriousness of the offense after a meeting in which all parties involved have had an opportunity to be heard.

Harming another person physically or verbally is a serious infraction of school rules as it jeopardizes safety and infringes upon the rights of others. Disciplinary action up to and including suspension will be imposed for such behavior. Parents will be notified when serious conduct violations have occurred requiring disciplinary action.

We expect our code of conduct to be followed both during and outside regular school hours. Parents and other volunteers for outside activities that use our school are expected to reinforce respect for our school by following these rules.

PERSONAL ELECTRONIC DEVICES

To better protect students from misuse of handheld devices the following guidelines have been established:

In the school building, personal electronic devices (PED) should be off, unless specified otherwise by the teacher. PEDs may be used during school hours under the supervision of the teacher only.

Any use of these PEDs outside of teacher supervision is strictly **prohibited**. Faculty or staff have the right to confiscate a PED and turn it into the principal's office. The device may be picked up at the office by the student at the end of the school day. Repeated offenses may require the parent to pick up the device.

PEDs should not be used during the school day for communication between students and parents. Urgent messages between parents and students must be communicated via the main office.

The school is not responsible for the maintenance, loss, theft or damage of any personal electronic device.

All use of personal electronic devices is commensurate with the District's Acceptable Use Policy.

Anti-Bullying Procedures

The Watertown School Committee policy and procedures are compliant with MGL c 71, Section 370, An Act Relative to Bullying in Schools, which was enacted May 3, 2010.

All schools, under the direction of the principal and the guidance department, provide ongoing professional development and training to the staff throughout the school year. Additionally, faculty meetings and other professional time will be devoted to ensure that our schools are bully free zones and that they optimize learning in a safe and caring environment.

A quick response and investigation of any alleged bullying incident will be conducted. This will include notification, resolution, consequences and other necessary steps depending on the exact nature of the situation. It is important that our children and staff work to create a school where all children are respected, cared for and encouraged, and capable of achieving their fullest potential.

The complete text of the Watertown Bullying Prevention and Intervention plan may be found on the District's web site.

Definition and Prohibition of Bullying

Bullying is defined as **repeated** use of written, verbal, or electronic communication, or a physical act or gesture, or any combination thereof, by one or more students directed at another student that has the effect of:

- causing physical or emotional harm to the other student or damage to his or her property;
- placing the other student in reasonable fear of harm to him or herself or of damage to his or her property;
- creating a hostile environment at school for the bullied student;
- infringing on the rights of the other student at school; or
- materially and substantially disrupting the education process or the orderly operation of a school.

This law further specifies a prohibition against bullying:

- At school and at all school facilities;
- At school-sponsored or school-related functions, whether on or off school grounds;
- On school buses and school bus stops;
- Through the use of technology or an electronic device;
- At non-school-related locations if the bullying affects the school environment.

Cyber-bullying is defined as bullying through the use of technology or any electronic means.

Procedures for reporting

Teachers and staff are now **required** by law to report incidences of bullying to the principal in their building. The principal will establish a procedure which will include the following steps:

- Completion of an Incident Report Form;**
- Determination by the Principal that this is an incident of bullying;**
- An interview with the target of peer aggression;**
- An interview with the child accused of some type of aggression,**
- Plan for intervention and notification of parent(s) or guardian(s).**

The law specifically prohibits retaliation for reporting an incident of bullying.

Whenever an incident of bullying is determined to have taken place, the parents of all students involved will be notified of the incident and of the actions being taken by the school to prevent any further acts of bullying or retaliation.

Bullying Prevention and Intervention Plans

A Bullying Prevention and Intervention Plan will be developed to help both the target and aggressor. These will be individualized to the students with the goal of preventing further bullying.

Communication with Parents

Educational programs will be offered to parents about MGL c. 71, Section 370, "An Act Relative to Bullying in Schools" during the school year. Information on these programs will be posted on the district's website and in school newsletters.

COMMUNICATION BETWEEN HOME AND SCHOOL

OPEN HOUSE

Each year the PTO sponsors an open house in late September in order for parents to meet classroom teachers, support staff and the principal. It is an opportunity for parents to learn about their child(ren)'s curriculum, goals and expectations as well as daily routine for the year.

TEACHER CONFERENCE WEEKS

Twice a year, in the fall and spring, conferences are held so parents can meet with their child's teacher. (See school calendar for designated days.) Parents and teachers meet for approximately 20 minutes to discuss the student's progress. On these designated days, children are dismissed at 12:15 p.m. following lunch at school. There are two evening conferences, and three half-days with conferences in the afternoons. Parents may make appointments with teachers at other times during the school year as needed.

At this time, voice mail is not available. If you need to leave an urgent message for a teacher call the school office. Generally we do not disturb teachers during class time but you may leave a brief message for them through the secretary. Teachers may also be reached through email by using the teacher's first initial, last name (all as one word) followed by @watertown.k12.ma.us

SCHOOL VOLUNTEERS

Volunteers help our school run smoothly. There are many opportunities to volunteer, including reading to students, photocopying for teachers or assisting at fundraisers. Look for volunteer information at Open House. Any volunteer working with children during the school day must fill out required paperwork, including a CORI form before working in the school. You may call the office for more information.

VISITATION

Safety of our students is of primary importance to all of us. Therefore, all visitors to the school are required to sign in at the office and wear a visitor badge. At no time may visitors proceed through the building without checking in at the office. This includes mornings when parents bring students to school. Due to both safety and space concerns, parents should not accompany children to classrooms.

On occasion, parents, guardians, grandparents and others may be invited by the teacher to participate in a special classroom event or presentation by the students. We welcome visitors to the classrooms at these times. We do not, however, allow parents or relatives to visit classrooms for the purpose of observation. This practice may become disruptive and distract students and teachers from their primary responsibilities.

SCHOOL NEWSLETTER

The *Cunniff Connection* is published bi-monthly and is available outside the school office. The purpose of this newsletter is to inform parents of school events, notify parents of changes in school procedure, and provide academic and social news. Making the best use of this communication tool eliminates frequent calls to the school about upcoming events. You are invited to contribute articles and information. They may be left in the Corresponding Secretary's mailbox or sent by email. Important elements of the newsletter, such as announcements, the principal's message, and samples of student work, are also posted on our website. We encourage our parents to check the website frequently as this information changes. A parent volunteer coordinates this publication.

GENERAL NOTICES

The Connect-ED System is used to send phone messages to remind you of upcoming events and to share important information.

Written notices are sent home on Mondays and Thursdays. Notices are not to be sent home without prior approval of the principal. Additional copies of general notices can be found in the rack outside the office. Organizations such as Children's Theatre, Watertown sports programs and Girl Scouts sometimes distribute notices of events and sign-ups. Non-community organizations must receive prior approval of notices from the Principal's Office before they can be sent home with students.

Watertown maintains a website for the system and for each individual school site. Newsletters and other information for parents can be found at the Parent Information link. You can also find student technology projects, calendar information, etc. on the site: <http://www.watertown.k12.ma.us/cunniff/>

PARTY INVITATIONS

We do not allow the distribution of party invitations, as this practice can create uncomfortable situations for children. We also ask that parents avoid sending food in to school to celebrate children's birthdays since children with allergies may not be able to participate.

DOGS ON SCHOOL PROPERTY

Adults are reminded that, per order of local ordinance #2005-18 Section 4.2 "No dog, except a Service Dog, shall be allowed on school property." Additionally, as many children are afraid of unknown dogs, we ask families to respect this ordinance at school.

ACADEMIC PROCEDURES

HOMEWORK

Homework is an integral part of a child's educational program. There are a number of different goals and purposes for assigning homework, including the following:

- Provide a link between home and school
- Help children take personal responsibility for their learning
- Foster confidence and self-discipline
- Promote the understanding that learning also happens outside of school
- Expand and/or enrich classroom work
- Reinforce learning by providing additional practice
- Help teachers monitor student understanding
- Promote high expectations for students

The School Committee Policy Manual states that parents should provide an environment conducive to studying and working independently. They may help students organize time, space and materials so children can complete their homework effectively. Parents are encouraged to help clarify directions and ask questions that may help students to organize their thinking and recall information from class lessons. Because teachers carefully select assignments, parents should encourage their children to work independently.

Teachers assign homework to support student learning. Assignments reflect ongoing studies or review of previously learned materials. In some cases assignments may be long term. Homework will vary in intensity and degree at different grade levels. Informal homework may be assigned most frequently in grades PK-1, with more standardized homework beginning in grade two. While we all recognize that students work at different paces and have different learning styles, general guidelines established by School Committee policy indicate that first grade students receive 10 minutes of homework per night, and then 10 additional minutes are to be assigned each successive year.

Grades PK-1:

Pre-K, Kindergarten:

- Child and parent read together for at least 10 minutes per night
- Optional: Letter/writing practice in journals

Grade One:

- Reading with your child
- Practicing math facts
- Reviewing vocabulary words
- Specific projects as assigned

Grade 2: Approximately 20 minutes of homework is assigned each night in addition to reading. We offer the following suggestions for parents who wish to work with their children at home to supplement the homework given by the classroom teacher:

- Reading with your child
- Review math facts (addition/subtraction), money, telling time
- Prepare for word study tests
- Special projects as assigned
- Review concepts on papers completed in class and sent home
- Write stories following the same approach as in-class writing

Grades 3-5: In addition to independent reading, students in grade three have an average 30 minutes of homework per night, grade four an average of 40 minutes per night, and grade five an average of 50 minutes per night. Not all homework is written in nature. For example, the assignment might be to practice math facts orally or to study for a test. Periodically, assignments may be long term, and students are encouraged to work on them nightly.

Reading Homework:

In addition to homework addressed above, reading homework is assigned each night. Many studies have shown the importance of independent reading as a tool to improve literacy at all ages. The more students read, the greater their literacy skills. A study by Anderson and Wilson, published in *Reading Research Quarterly*, found that reading books was the best predictor of several measures of achievement in reading, especially between second and fifth grade.

Our balanced literacy model supports independent reading as a nightly homework assignment.

- Children in grade one should be reading to their parents for 10-15 minutes (rereading familiar books sent home), and parents should read to students as well.
- In grade two, children should be reading independently 15-20 minutes a night.
- In grades three, four, and five students should read, and be read to, approximately 30 minutes 4-6 times a week.

Students in grades 3-5 will be asked to record their reading each week in a reading log. Many teachers request a parent signature to help validate that students are keeping up with this important work.

Homework for family vacations

In keeping with School Committee policy, we do not assign homework to be completed while a student is absent from school due to a family vacation since we believe homework supports daily classroom instruction. We do suggest that you ask your child to read daily or to write in a journal about their vacation. Teachers may assign appropriate make-up work when students return to school.

REPORT CARDS

Report cards are issued to all students three times during the academic year. During the months of November and March, Parent-Teacher conferences are held to discuss student progress. Appointment notices will be sent home with each child prior to the conference dates.

TRANSFERS

Families should notify the teacher and the office as soon as possible, but at least one week, prior to moving. Your new address, new school and address, and date of withdrawal are needed. A release must be signed by the parent or guardian in order for records to be sent to the new school.

SUMMER READING

Summer reading is strongly advised in all grades. Many children's reading skills regress over the summer months. We encourage students to continue to read to avoid any loss in fluency, decoding, comprehension and speed. This can take place on the beach, at the pool, or during an afternoon rest time at home. Not reading over the summer does cause regression in their skills; please help maintain the important skills that your children have gained over this past school year!

A list of age appropriate books may be available from the town library. If you need help with this please speak to your child's classroom teacher, special educator, ELL teacher or Principal.

SUPPORT SERVICES AND OTHER PROGRAMS

Special Education Program and Services

Introduction

The Cunniff School provides a variety of programs and services from kindergarten through grade 5 designed to address the needs of identified students who have a disability and require Special Education services. The following provides an overview of these programs and services:

1. Child Study:

The Cunniff School has a General Education Team (GET) designed to assist students who are identified by their teacher(s) and/or parents as experiencing difficulties in academic, physical, social and/or emotional development. In order to initiate a child study, a parent must contact the classroom teacher or the Chairperson of the GET to set up a child study meeting. Prior to this meeting, Team members will gather information about the student (e.g., observations, portfolios of work, learning style attributes, and cultural and linguistic background information). During the meeting, the team will discuss this information and identify strategies (e.g. use of support services, modification of curriculum) to assist the student. After several weeks, the Team will reconvene and evaluate the student's progress to determine if the problem has been resolved or if additional measures (e.g., new strategies or a referral for a Special Education evaluation) may be needed.

2. Resource Program:

The Special Education teachers within the school provide Resource Program services. Students who receive services include those on Individualized Educational Programs (IEPs), 504 Plans and Cunniff School Service Plans. Students in this program typically have a diagnosis of a specific learning disability. Teachers provide in-class support with some discrete out-of-class support in the areas of literacy and math. Developing instructional strategies, organizational skills, motivation, responsibility, and self-advocacy skills are emphasized. Specific social and emotional skills are addressed as needed. Students receive individualized instruction based on their evaluations/consultation with the classroom teacher as an ongoing activity. Related services such as speech and language, counseling, and occupational and physical therapy may also be included.

3. Inclusion Support Program:

This support program is provided by the Inclusion Specialists. Students who receive these services include those on IEPs who may have a variety of diagnoses including, among others, significant learning disabilities, social/emotional needs, pervasive developmental disorders and developmental delays. In this program, students are provided with content area in-class support, which can be done through a co-teaching model and instructional support.

4. Concentrated Out of Class Instructional Programming:

Concentrated out-of-class instruction for literacy and math can be provided on a daily basis. Classes typically run from one to two hours per student per day. This program is designed to focus on curriculum modifications and accommodations of instructional strategies. Students who participate in this program usually receive one or more of the related services, such as speech/language, occupational therapy, physical therapies or counseling. Specialized consultative services are available to staff who serve these students.

Related Services

The following related services are currently offered at the Cunniff:

- Speech and Language Therapy to address such issues as fluency, voice, language delays/impairments, functional conversation and pragmatic difficulties.

- Occupational Therapy to address fine motor, school functioning, sensory motor and organization/handwriting.
- Physical Therapy to address gross motor, playground skills and safety issues in school.
- Counseling, Clinician Support (one-to-one, group therapy by Wayside Youth and Family Services or Colony Care).
- Special Education Reading Instruction (Wilson Reading Program, small group instruction).
- Behavioral Consultation with behavioral specialists and educational teams, who work collaboratively to plan successful programs for students.
- Behavioral Specialist develops assessments and behavioral plans designed to provide behavioral supports for identified students.

These related services are typically provided in-class. However, there are times when a student requires "discrete" out of class interaction.

ENGLISH LANGUAGE LEARNERS (ELL)

The English Language Learners (ELL) Program at the Cunniff School teaches proficiency skills in listening, speaking, reading and writing in both social and academic settings. Students develop the ability to function in social settings and increase their skills in required subject matter such as mathematics, social studies, science and language arts. ELL services are provided in both pull out and in class settings. Students typically complete the ELL Program in three years.

GUIDANCE

The Cunniff School's Psychologist and Social Worker provide many services for children, parents, and staff. Such services include direct counseling of students (individual, small group, and classroom), parent consultation, staff consultation and coordination of student services. They also present special programs related to social behavior.

Guidance and counseling services are designed to assist all students in the growth and development process (academic, social-emotional, behavioral). Individual and small group counseling sessions address specific student needs. The focus of the counseling sessions may include academic achievement, decision-making skills, and peer relations. Large group counseling programs focus on developmental issues, such as appreciation of self and others, effective communication skills, coping strategies, self motivation and management, interest and career awareness.

PHYSICAL EDUCATION

Children participate in health and physical education classes two times per week. Wellness issues and basic skills are addressed. Activities are geared to the State and National Standards for PE/Health. Children learn about the human body and why it requires exercise. Health and physical fitness, basic locomotor skills, sport skills and concepts are addressed. Brain and health research points to the need and value for more physical activity in our lives. Students must wear comfortable play clothes, socks, and gym sneakers on the days they are scheduled for physical education.

INSTRUMENT LESSONS

Small group instruction is offered in strings and band in grades 4 and 5. A demonstration of the instruments is held in September at which time students receive information about the program. Daily practice is required. Children should be encouraged to bring their instrument to class. Pupils who practice and regularly bring their instrument to school will become members of the different ensembles. Concerts are held several times each year. Grade 4 lessons will be held on Tuesday mornings from 8:00-8:40 a.m. Grade 5 lessons will be held on Tuesday afternoons from 1:45-2:30.

CHORUS

The Chorus is open to students in Grades 4 and 5. Currently practice is held Friday mornings from 7:30 - 8:15 a.m. Performances are held throughout the year.

NOTES