

# Estabrook School 2005-2006



Ms. Joni Jay  
Principal

Ms. Michelle Zottoli  
Asst. Principal

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Administrative Assistant

## **SIGNIFICANT TELEPHONE NUMBERS/ADDRESSES**

**Estabrook School** (781) 861-2520  
117 Grove Street, Lexington, MA 02420 Office hours Sept.-June 8 a.m.-4 p.m.  
Fax. (781) 862-5610 Website. <http://estabrook.ci.lexington.ma.us>

**Lexington Public Schools Central Office** (781) 861-2550  
Recorded Message for Lexington Public Schools (781) 861-2552

**Lextended Day** (781) 862-8318 (781) 861-1103  
**Bus Company** (781) 862-4747

**This planner is the property of**

**Name:** \_\_\_\_\_

**Grade:** \_\_\_\_\_ **Teacher:** \_\_\_\_\_



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For more information, see the **Estabrook School Handbook** and **Frequently Asked Questions** on our website at [estabrook.ci.lexington.ma.us](http://estabrook.ci.lexington.ma.us).

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## Excerpts from Estabrook's Student Handbook Frequently Asked Questions

**Absences.** Whenever your child is absent from school, **please call the office before 8:30 on the day of the absence or anytime before the day of the absence** and leave a message with your child's full name, the reason for the absence, anticipated date(s) of absence, and the teacher's name. The voicemail is on whenever there is not someone in the office. Our number is 781-861-2520. We will check teachers' absence lists against parent calls. If your child has been marked absent but you did not call him/her in, we will contact you or, if necessary, your emergency contact. If we cannot locate you or your child, we will call the police for assistance



**Bike Riding, Skating, Skateboarding.** Students in grades 3-5 may ride bikes if they wear helmets and parents show the students a safe route. They must cross with the crossing guard. There is a bike rack in front of the school. Students may *not* skate, skateboard or roller blade to school nor are these items allowed at school.

**Change in Dismissal Plans.** Please provide us with a note with all pertinent information, including your child's name and teacher, what the change is, who the adult taking the child will be, that person's phone number, your phone number in case there are questions, and the date of the change.

**Delivering Items.** Please bring any forgotten items you need delivered **to the office**. We will make sure they get to the classroom at a time that does not interrupt student learning.

**Drop Off Time.** Supervision is available for students who are dropped off by the bus **beginning at 8:15 a.m.** Students may not be dropped off prior to that time, as there is not supervision. Students enter classes at 8:30 and should arrive no later than 8:35. Parents may walk children in between 8:30 and 8:40.

**Going Home with a Friend.** For student safety, the student going to someone else's house **MUST** bring a Change in Dismissal Form or a note from home on the date of the playdate. Students may **NOT** arrange playdates spontaneously or use the phone during the day. Students may only ride another bus home if they normally ride a bus themselves.



**Late Arrivals.** Children who will arrive to the classroom **after 8:45** should stop in the office to check in. A child not in the classroom at 8:45 a.m. according to the school office clock is considered tardy.

**Lunch Tickets.** A sheet of 35 tickets is \$50 and may be purchased between 8:30 and 11:30 in the kitchen or from Cathleen Higgins at the High School. The address is: Chartwells Lexington School Lunch, c/o Lexington High School, 251 Waltham Street, Lexington, MA 02421. (781) 861-2318 x 1180. The regular cost of lunch is \$1.50. Students may purchase an additional entrée for \$1.00. Exact change is helpful. We strongly recommend that you write your child's name on the back of each ticket and that you keep the tickets at home. Chartwells does not replace or refund lost tickets. The PTA provides a small fund for lending money to students who forget; however, once we run out, students who have forgotten money will be served grilled cheese. Applications for free or reduced lunches are available from the office.

**Prohibited Items.** Students may not bring the following items to school: Animals, cell phones or pagers, electronic games, excessive money, skateboards, skates, rollerblades, toys (except playground items to be shared with others, such as balls), trading cards (such as Pokemon), valuable items of any type, anything that can be used as or looks like a weapon (including a pocketknife), or any item that may cause disruption of the educational process or danger to students. Any such items will be taken to the principal's office, and further disciplinary measures may be taken. The school cannot be responsible for lost or stolen items.

**School Hours.** School begins promptly at 8:45 and ends at 3:15, except Thursday, when school is over at 12:15. Kindergarten students are finished each day at 12:15. All students should arrive by 8:35.

**Traffic and Parking.** Parking or drop offs are not allowed on the hill on in the circle. Drop off and pick up only at the side of the school where the adult is standing. Park only in designated parking spots.



## **Health Policies and Procedures**

**Medications.** ALL medications (**even over-the-counter medications such as throat lozenges and Tylenol**) must be dispensed by the nurse and require a doctor's note **per state law**. Please plan to bring any medication in personally.

**Food Sharing.** Students are to eat only food provided by their family or purchased in the cafeteria per district policy. **NO** food sharing or purchasing for others is allowed.

**Parties and Food.** All parties and celebrations are food-free per LPS Policy. Please do **NOT** bring food to school, as we hate to see children disappointed. Teachers can suggest alternatives for celebrations, such as games, stories, and crafts.

**Physical Education Medical Excuses.** A parent may write an excuse from gym for a period of a week or less. For periods longer than one week, a written excuse from a doctor or other health professional must be provided.

**Recess and Illness Policy.** The school physician and nurses’ policy is that if children are well enough to attend school, they are well enough to go out during the recess period. Exceptions to this ruling would include children with doctor requests. Whether recess is held outdoors or indoors is at the discretion of the principal or designee.

**When to keep a child home/Conditions requiring dismissal.** The school nurse per the School Physician considers the following conditions reason for dismissal from school: Temperature of 100 degrees or greater, vomiting or diarrhea, rash suspicious of infectious disease, presence of lice or nits, suspected conjunctivitis based on nursing assessment, positive Strep culture that has not been under treatment with antibiotics for 24 hours, inability of a child to move safely about in school due to an injury that has not had medical evaluation and intervention, or any injury, illness, or condition that requires, in the school nurse’s judgment, further management by a parent/guardian or primary care provider. When dismissal is indicated, parents are required to make the necessary transportation arrangements, as we are not equipped to keep sick children at school.



## **Student Conduct Policy Summary**

In 2005, the Estabrook students, parents, and staff decided on the “big” rules of the school based on our values as a community.

<p style="text-align: center;"><b>Estabrook’s School Rules</b> (The “Triple B’s”)</p> <ul style="list-style-type: none"> <li>• Be Safe</li> <li>• Be Responsible</li> <li>• Be Respectful &amp; Kind</li> </ul>	<p style="text-align: center;">At Estabrook we do not do the <b>“Double D’s”</b></p> <ul style="list-style-type: none"> <li>• Dangerous</li> <li>• Destructive</li> </ul>
<p style="text-align: center;"><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• Be safe: Stay in boundaries, walk inside, eat your own food, keep hands to self</li> <li>• Be responsible: Pick up your things, do your homework</li> <li>• Be respectful and kind: include others in games, walk quietly in the hall, use your words to solve problems</li> </ul>	<p style="text-align: center;"><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• Dangerous: Bringing a sharp object, pushing, walking near cars, throwing rocks or other items</li> <li>• Destructive: Writing on desk, calling names</li> </ul>

The ultimate decision about whether a specific action breaks our school's code rests with the staff member, and ultimately with the principal. Consequences will be applied based on the frequency and severity of the action(s) at the discretion of the principal or the principal's designee. Following is a general outline of the steps that are most often taken.

**Type of Problem: Minor**

**Examples:** Throwing another's ball out of game, problem with taking turns or sharing

**Components of Consequence:**

- A. Investigation; listening to involved parties.
- B. Problem solving discussion with staff member and/or administrator.
- C. Correction by adult ("What is the rule?").
- D. Apology and solution agreed upon.

**Parent not usually contacted.**

**Type of Problem: Moderate**

**Examples:** Repeated minor problems, moderate physical contact (pushing, grabbing), inappropriate language, teasing & bullying (1<sup>st</sup> time), excluding, moderate destruction of property, refusal to do work (1<sup>st</sup> time).

**Components of Consequence:**

- A Listening/Investigation may also include others who were present.
- B Problem Solving Discussion often recorded on "Think Sheet" or in another form.
- C Correction by adult ("What is the rule?").
- D Consequence may include but are not limited to:
  - 1. Timeout.
  - 2. Missing recess(es).
  - 3. Restriction from an activity or location.
  - 4. Prohibited item taken to office for parent pickup.
  - 5. Check-ins with principal.
  - 6. Child calls parent.
  - 7. Replace or repair property.
  - 8. Lose privilege.
  - 9. Attend one or more classes on problem solving or social skills.
  - 10. Service to school (e.g. cleaning).

**Parent Contact:** Think Sheet or Behavior Form home for parent signature

**Type of Problem: Major**

**Examples:** Repeated moderate problems, major fight, theft, physical assault of adult, defiance of adult direction, significantly dangerous behavior (e.g. attempting to leave school, throwing or knocking over furniture), inappropriate touching, repeated lying, repeated bullying.

**Components of Consequence:**

In addition to all components listed in Step 2, consequences may include:

- 1. Detention after school
- 2. In-school or out-of-school suspension
- 3. Expulsion

NOTE: By law all suspensions and expulsions are reported to the state

**Parent Contact:** By phone, documented in writing. For suspensions and expulsions, a meeting will be scheduled.



## Estabrook Homework Guide

*Excerpt from School Committee Policy:*

*Although it is impossible to predict the time necessary for all students to complete assignments because of different learning rates and age levels, the following is suggested:*

### Homework Assignments by Grade Level (excludes reading for pleasure):

*Kindergarten and Grade 1 – homework not regularly assigned (exception: math curriculum requires regular Math Homelinks.in Grade 1).*

*Grade 2 - fifteen minutes each night.*

*Grades 3 and 4 - thirty minutes each night.*

*Grade 5 - forty-five minutes each night.*

*In addition, parents should continue to read to their children and encourage and support their child's recreational reading. Homework is generally assigned two to four times a week, generally Mondays to Thursdays. No homework will be given on legal and religious holidays or during vacations.*

### General Homework Guidelines:

- A primary purpose of homework in the elementary grades is to **learn independence and organization**. Praise your child for working independently and doing the best work he or she can do on his/her own. Send the message that homework is your child's responsibility (not yours).
- Ask your child to **proofread and check his or her work**. If you feel your child hasn't done his or her best, give the paper back with general feedback about what you expect to see.
- **Do not expect your child to always turn in a perfect paper.** Teachers need to see what students are able to do on their own.
- If your child is consistently having difficulty with homework or it is becoming a family issue, contact your child's teacher.

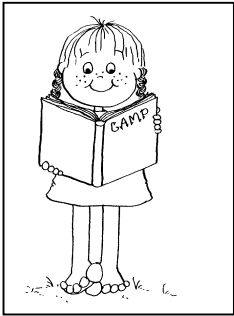


### Proofreading Guidelines

- Ask your child to **read what he or she has written aloud**. Many mistakes will be identified by this step alone.
  - Expect your child to **“do everything you know how to do.”** This means spelling words that have been learned, using capitals and periods, etc. according to your child's grade. Send your child back to do his or her best work.
  - Expect your child to **use references**, such as the high frequency word list (and dictionary for older students), but do not expect him or her to look up many words.
  - If you wish to help your child improve spelling, **count the number of misspellings** and write the number on the bottom or **put a dot on the line** where there is a misspelling (for younger

students) and ask the child to go back to find and fix them. Do not mark and write the correct spelling for every word yourself.

- **Set expectations according to your child’s capabilities.** Young writers can be expected to find and fix at least three words, for example. Many 5<sup>th</sup> graders can be expected to spell all words correctly.
- **Focus on correct spelling of high frequency words** (see this guide) and personal high frequency words (e.g. words that your child uses often, such as “soccer,” “grandma”).
- **Do NOT do the proofreading and editing work yourself.**



## Reading for Pleasure Guidelines

*Reading for pleasure is associated with increased achievement, and is the single most important element of homework at the elementary level.* To be most effective:

- Reading is part of a **enjoyable family experience** (e.g., bedtime ritual). Children who are told they must do their reading will not experience the same benefits as those who look forward to a positive family experience.
- It is an **interactive** experience. Books are discussed and enjoyed together. What will happen next? What does it remind you of? What does that word mean? Modeling a love of reading makes all the difference.
- Young children should primarily **listen to you read and read aloud to you**. As children become older, they should **read silently more often**, but also benefit greatly from hearing stories aloud.
- Allow your child to **choose what interests** him or her to read. Series books (e.g. Goosebumps, Babysitter’s Club) are good practice. Nonfiction and comic books are fine.
- Children should **read EASY books at home** to develop comprehension and fluency. If your child struggles or doesn’t readily know 3 or more words on a page, save this book to read aloud to your child.
- **Repeated listening and readings** of the same story is an excellent practice, especially for young readers. Young readers benefit from echo reading, in which you read a page and the child then reads the same page. Taking turns reading can reduce fatigue and keep children engaged as well.
- If your child is **unsure about a word or misreads** it, try the following prompts, “Does that look right?” “Does that sound right?” “Does that make sense?” “Let’s try that sentence again.”

## Homework Challenges & Suggestions

If these initial suggestions are not successful, promptly contact the teacher.

<b>Problem</b>	<b>Estabrook teachers say:</b>
Homework is <b>repeatedly taking too long</b> (longer than policy specifies)	<ul style="list-style-type: none"> <li>• Have child stop when the allotted time is over. Do not keep child up late.</li> <li>• If child is not finished, have child bring in work incomplete experience school consequence.</li> <li>• Avoid continual arguments, cajoling, etc. Remain matter-of-fact and calm.</li> <li>• Write a note or call teacher to discuss problem.</li> </ul>
Child says he or she <b>doesn't remember how</b> to do homework.	<ul style="list-style-type: none"> <li>• Have child read directions aloud twice.</li> <li>• Have child tell you what he or she <i>does</i> remember.</li> <li>• Look at example, if provided.</li> <li>• Have child call a friend to ask for help.</li> <li>• Refer to Parent Reference materials.</li> <li>• If none of these are successful, send homework in undone with note attached explaining problem.</li> <li>• Do NOT guess if you are unsure.</li> </ul>
Child <b>does not remember homework planner or papers</b> to bring home	<ul style="list-style-type: none"> <li>• Make sure child really does not have it.</li> <li>• Allow child to experience consequences at school.</li> <li>• Have consequence for forgotten homework, such as requiring child to do alternative assignments.</li> <li>• Contact teacher to discuss situation.</li> </ul>
Child <b>forgets to bring homework done back to school</b>	<ul style="list-style-type: none"> <li>• Have child to show you that he or she has put homework into backpack before going to bed.</li> <li>• Contact the teacher to work out a behavior management system.</li> </ul>
Child only does homework if <b>adult is constantly with child.</b>	<ul style="list-style-type: none"> <li>• Help child with first problem and then ask him/her to check in with you when the section is done independently.</li> <li>• Break homework into sections.</li> <li>• Have child work in same room without sitting next to child.</li> <li>• Give positive reinforcement for independent work, even if it is not perfect.</li> <li>• Plan a special activity together for when homework is done.</li> </ul>
Child has <b>difficulty getting started writing</b>	<ul style="list-style-type: none"> <li>• Have child tell you what he or she wants to say orally. Write a few key words as child speaks to serve as prompts.</li> <li>• Have child make a “web” of ideas to be included.</li> </ul>
Child says, <b>“that’s not how my teacher told me to do it.”</b>	<ul style="list-style-type: none"> <li>• Check parent letters and references.</li> <li>• Write a note to teacher.</li> <li>• Do NOT teach something you’re not sure of.</li> </ul>
Child gets overwhelmed by <b>long term assignment</b> or puts it off	<ul style="list-style-type: none"> <li>• Help child to chunk project into parts and write “deadlines” on calendar</li> <li>• Expect child to do a little every night as part of homework.</li> <li>• Projects should be done by the child with only brainstorming and logistical support from parents.</li> </ul>
Unsure how to <b>study spelling words</b>	<ul style="list-style-type: none"> <li>• All words should be printed in a list. Child should: 1) Read and Look at Word, 2) Cover word up, visualize and write it, 3) Uncover original word and check.</li> </ul>

# 150 Most Frequently Used Words in Student Writing

(Focus proofreading on these words)

a	down	like	out	to
about	each	little	over	too
after	even	long	part	two
again	find	look	people	up
all	first	made	place	use
also	for	make	put	very
an	from	man	right	was
and	get	many	said	water
another	go	may	same	way
any	good	me	say	we
are	great	men	see	well
around	had	more	she	went
as	has	most	so	were
at	have	much	some	what
away	he	must	such	when
back	help	my	take	where
be	her	new	tell	which
because	here	no	than	who
been	him	not	that	why
but	his	now	the	will
by	how	number	their	with
called	I	of	them	words
came	if	off	then	work
can	in	old	there	would
come	into	on	these	write
could	is	one	they	you
day	it	only	think	your
did	its	or	this	
different	just	other	three	
do	know	our	through	
does			time	