



Chandler School Handbook 2021-2022

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www.duxbury.k12.ma.us

THE DUXBURY PUBLIC SCHOOLS DO NOT DISCRIMINATE ON THE BASIS OF RACE,
RELIGION, COLOR, NATIONAL BASIS, SEX, SEXUAL ORIENTATION, DISABILITY, GENDER
IDENTITY, OR AGE IN ITS EMPLOYMENT, PROGRAMS, AND ACTIVITIES.

The language in the handbook is presented to the school committee for approval each year.

Working together, schools and families can create a partnership of support for children that recognizes and depends upon the positive influences of each partner. The following poem by an unknown author depicts the interdependence of teachers and parents in their efforts to create successful children.

UNITY

*I dreamed I stood in a studio
And watched two sculptors there.
The clay they used was a young child's mind
And they fashioned it with care.
One was a teacher – the tools he used
Were books, music, and art.
The other, a parent, worked with a guiding hand,
And a gentle heart.
Day after day, the teacher toiled with touch
That was deft and sure,
While the parent labored by his side
And polished and smoothed it o'er.
And when at last, their task was done
They were proud of what they had wrought,
For the things they had molded into the child
Could neither be sold nor bought.
And each agreed they would have failed
If each had worked alone.
For behind the teacher stood the school
And behind the parent, the home.*

Author Unknown



WELCOME

On behalf of the staff, we would like to welcome you to the Duxbury Public Schools. As a community early childhood school, we look forward to working with you to meet the intellectual, social, emotional, and physical needs of your children. We believe strong self-esteem is key to a happy child and the beginning of a successful school experience. We have high expectations for all children to develop as individuals, respect others, and build a solid knowledge base of skills and learning strategies. The entire Chandler School staff will celebrate all steps of learning, knowing young children require different amounts of time and practice. We encourage you to be an active member of the school community all year long. We welcome your input and look forward to hearing your comments, concerns, and compliments. Together we can make a difference!

Erin Wieseahn
Principal

Susan MacNeil
Assistant Principal

Sara Milner
Curriculum Supervisor PS-2

Chandler Schedule:	
7:15 am	Building Opens
8:35 am	Teachers in homerooms
9:00 am	Students in building
9:10 am	Classes begin
12:15 pm	AM Kindergarten ends
3:25 pm	Dismissal
3:35 pm	End of teacher on-site workday

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GETTING ANSWERS

Families often have questions, but do not always know whom to ask. This handbook is your guide to our procedures and contacts for key issues of interest to families, including absences, arrival and dismissal, health services, and volunteering. Please reference the district webpage at www.duxbury.k12.ma.us or call us at (781) 934-7680. Policies for all Duxbury Schools, issued by the School Committee, are printed in a separate section of the handbook.

Child Specific

If you have specific questions about your child's performance or experience, your child's teacher is your partner in that experience and is your first contact. Specific issues may include skills and goals, academic support programs, or even lunch/recess procedures. Teachers will provide information on how/when to contact them.

Curriculum Related

Grade level curriculum information and student expectations can be accessed via the Chandler webpage. Teachers can answer questions on specific subjects, or may refer inquiries of a broader nature to our Curriculum Supervisor. See pages in the Curriculum section for more information.

Bus Service

Please note that bus policies are determined by our contract with an independent bus service provider; bus services are not provided by the town. We work with the contractor on an ongoing basis to ensure a positive experience for our students. See School Committee policies.

The Chandler School Office is open and staffed until all children are off the buses at the end of the day.

Suggestions

FINALLY, IF YOU HAVE IDEAS FOR IMPROVING THE CHANDLER SCHOOL EXPERIENCE FOR OUR STUDENTS AND FAMILIES, OR SUGGESTIONS FOR IMPROVING THIS HANDBOOK, WE WELCOME THEM THROUGH OUR SCHOOL COUNCIL. YOU CAN ALSO CALL ONE OF OUR PARENT OR TEACHER MEMBERS WHOSE NAMES AND EMAIL ADDRESSES ARE ON OUR WEBPAGE.

CHANDLER SCHOOL COUNCIL

Chandler School Council was established by the Massachusetts Education Reform Act of 1993. Its purpose is to advise the principal on the identification of the educational needs of students, formulate a school improvement plan based upon school and system goals, and to participate in a review of the annual school budget proposal. The School Council is charged with preparing and implementing an annual School Improvement Plan. The School Council consists of four teachers, five parents, the principal, and a community representative.

Once all the new members are elected, we will establish persons responsible and target dates for implementing the Action Items from the Improvement Plan. In addition, the School Council will support the Duxbury Public Schools' Strategic Plan as appropriate for Chandler School.

I. SCHOOL INFORMATION

Absences (Please refer to the School Committee policy JH)

Every day of school is important to your child's education. Therefore, students should be in school unless they are ill. We request you schedule medical and dental appointments before or after school, and during vacations according to the school calendar. **A NOTE TO YOUR CHILD'S TEACHER IS REQUIRED AFTER EACH ABSENCE.**

- If your child is ill, please keep him/her home until fever free for 24-hours without medication before returning to school.
- Send a note to your child's teacher after each absence.
- Call the school nurse after your child is absent 3 days.
- Families of students who are absent from school will receive computerized messages from the *Connect-Ed* service.

Teachers cannot respond to same day requests for student work if your child is absent due to illness. If you know your child will be absent from school for an extended period of time (5 or more consecutive days), please give the school one week's notice in writing in order to allow ample time for the preparation of assignments by teachers. It is the parent's/guardian's responsibility to be certain all assigned work is completed and returned to the teacher. While we acknowledge traveling with families provides valuable life experiences, please recognize that some lessons and learning experiences missed may not be able to be replicated.

- In accordance with M.G.L., Chapter 222, a meeting is required between the school and the family when a child has five or more unexcused absences to develop an action plan to improve attendance.
- An unexcused absence means that the school has no documentation that the absence was for illness or family emergency. Chandler School requires that families provide notes when a child has returned from an absence that explains the reasoning behind it. Notes may be submitted by the parent or guardian and should be sent to the child's teacher. In the case of excessive excused absences, the school may ask for further documentation from the physician.

Animals

Children are not allowed to bring animals to school. Animals may pose problems for individuals who are sensitive to or allergic to animals.

Arrival

We are unable to provide supervision for children until 9:00 a.m. Pupils who are transported privately should not arrive prior to that time. Drop off between 9:00 a.m. and 9:10 a.m. should occur at the front entrance to the building for all K-2 students. Please pull into the outside loop at the front of the building. **DO NOT ENTER THE BUS LANE.** Stop at the walkway by the flagpole. Wait until a staff member opens the car door to let your child out. Exit from the north end of the driveway. After 9:10 please walk your child to the office for a tardy slip. Preschool drop offs are only at the Canty Wing Office Entrance. The Canty Wing entrance is for Preschool and Magic Dragon only.

Grades K, 1 & 2	Front Door
Preschool	Canty Wing Door

Before and After School Programs/Child Care

Duxbury has several Extended Day Programs that operate Monday through Friday and follow the school calendar. The Breakfast Club, a program providing before school care, begins at 7:15 a.m., and is located in Chandler School. The Junior Club, offering after school care for children in kindergarten through grade 2, is located in Chandler School, and operates from the end of school until 6:00 p.m. For tuition rates and more information call 781-934-7680, ext 4.

Birthdays

Parents and teachers want to be able to recognize each child's special birthday in a happy, safe and healthy manner. Chandler birthday celebrations will focus on the child, rather than treats or food, and are fun, interactive and memorable. As of September 2004, birthday food, gifts, or treats for the entire classroom cannot be accepted. **Birthday party invitations should not be distributed during class hours, as children's feelings can be hurt.**

Building Security

Other than during arrival and dismissal times, all doors are locked. Visitors at the front door and the Canty wing entrance are required to use the buzzer and will be allowed entrance after verbal and visual identification are given to the main office. All visitors and volunteers must sign in at the main office and wear a badge. Please refer to dismissal procedures for security at that time.

Security Cameras

In order to maintain a safe and secure school environment, security cameras are present throughout the schools. They may be in use in any area, inside or outside of the school buildings, where there is no expectation of privacy. Students identified on security cameras in violation of School Committee policies will be subject to disciplinary action.

Bus Arrangements

Every child riding the bus will need a pass to show to the bus driver.

All K-12 children must ride their own bus unless it is an emergency. No Chandler students may be dropped off without an adult present. If there are extenuating circumstances parents can call the bus office and/or the school office to make other arrangements. (*See School Committee policy - EEA.*)

At the beginning of the school year, information will be sent home regarding bus personnel and procedures. In the event a parent/guardian has a specific concern, it should be addressed first with the bus driver. **The Chandler School Office is open and staffed until all children are off the buses at the end of the day.**

Bus Rules (See School Committee policy EEA)

Students in grades K-6 who reside beyond 2 miles from school are provided free bus transportation. Students in grades K-6 who reside within 2 miles and all students in grades 7-12 are offered bus transportation for a fee. All students riding the bus will receive a bus pass. Proper behavior on the bus is required of all students and cooperation of parents/ guardians is essential. Please review these rules with your child:

1. Children must obey the driver promptly and respectfully.
2. Children are to sit down in the seats and must not extend their arms or head out the window of the bus.
3. Children may not move about or stand in the aisles while the bus is in motion.
4. No glass containers or live animals are permitted on the bus.
5. Profanity and obscene gestures are specifically prohibited.
6. All kindergarten children sit in the front of the bus.
7. Medication of any kind is not to be sent on the bus.
8. Eating and drinking on the bus are prohibited.

Failure to comply with the above rules will result in a bus incident form written by the driver. An administrator will confer with the child to discuss the incident and appropriate action will be taken. Repeated offenses will be discussed with parents and will result in loss of bus privileges.


Please refer to the Transportation Services link on the Duxbury Public Schools' webpage for other information.

Change of Address

Please notify the school immediately of any change of address or telephone number. If a student is moving from Duxbury, the parent can come to the school office to sign a records release form and have a transfer card completed for their child. The new school district will request the student's records soon after he/she has registered with them. Student records cannot be furnished to the new school without written permission from the parent(s).

COMMUNICATION

School to Home Communications	
Summer	<ul style="list-style-type: none"> Families notified of classroom assignment. List of suggested supplies for start of school if needed Bus schedules will appear on the Duxbury Public Schools webpage
First month of School	<ul style="list-style-type: none"> Welcome letter and Welcome Back Day Schedule Parents of kindergarteners bring their child to school the first day for a portion of the day. Open House - The evening gives parents/guardians an opportunity to meet administrators, specialists, and classroom teachers. This is a chance for teachers to give a curriculum overview, and to review classroom procedures and expectations. Family Handbook will be accessed via the Chandler webpage. Medical/Emergency Information Collected
Weekly	Important and timely information will be e-mailed out from the principal weekly.
Monthly	<ul style="list-style-type: none"> P.T.A. Newsletter (posted on webpage) Classroom Teacher Newsletters and/or Websites
As Scheduled	<ul style="list-style-type: none"> Report Cards are electronic and will be available through the parent portal Parent-Teacher Conferences Family Learning Night – by grade level Special grade level events
As needed	<ul style="list-style-type: none"> Families to be contacted simultaneously by telephone and/or email with reminders about scheduled events, notifications of important announcements (e.g., school cancellations/delayed starts/early releases/unusual security events), and reports of student absence.: It is imperative that parents input all necessary telephone numbers to be contacted. Webpage (www.duxbury.k12.ma.us) . The webpage is a primary source of important information.

 <p>Home to School Communications Your child's teacher is your primary contact at the school. All communication should begin with her/him. We encourage parents to be in contact with the school whenever they or their students have problems or concerns. The following is a guide to help you determine the best person to contact at the school so that you will be able to get prompt attention for your situation.</p>	
Teacher	Concerns about student progress Family crisis: death of loved one, death of pet, divorce/separation Effect of medication on performance or behavior (hyperactive or sleepy) Sleep disturbances (nightmares, etc.) Questions on classroom procedures or grades Curriculum questions
School Nurse	Injuries, medications, extended illness
Assistant Principal	Student relationship concerns Bus problems Behavior problems
School Psychologist/ School Adjustment Counselor	Family crisis; death of loved one, death of a pet, divorce/separation Significant peer problems or problems relating with others
Curriculum Supervisor	Specific curriculum questions not answered by classroom teacher General grade level curriculum questions
Principal/School Council	General concerns or compliments Student or family concerns Custody agreements (Principal)

Communication with Teachers and Staff

How to Contact?

Please call the office 934-7680, e-mail, or send a note with your child. The office staff may also connect you with the staff member's voice mail, if applicable. Your child's teacher will inform you of the best method to contact him/her at the beginning of the year.

Who to Contact?

For all child-related questions/issues, the first person to contact is your child's teacher.

Communication from Teachers and Staff at Chandler

Important and timely information will be posted to the webpage weekly and will be sent to all families through weekly e-mails from the Principal.

Each teacher sends home regular communication about classroom specific information through e-mail, newsletters, and/or webpage updates.

Communication with P.T.A. and School Council

There are P.T.A. and School Council mailboxes in the office. All P.T.A. and School Council meetings are open to Chandler parents and there is an open section on the School Council agenda. All P.T.A. board members and School Council members can be contacted with any issues or questions. Refer to the Chandler webpage or the office bulletin board for more information.

Communication from P.T.A. and School Council

P.T.A. publishes a newsletter, which is posted on the webpage. School Council information is published on the Chandler School webpage.

Communication from Duxbury School District Webpage

The district webpage is www.duxbury.k12.ma.us

Check the webpage for district-wide information including a district-wide updated calendar, communication from the Superintendent's Office and School Committee. When the issue warrants special attention, the school system may send home letters in the backpacks or send a message via phone or email.

Confidentiality

All information regarding your child is confidential. Volunteers sign a confidentiality statement at the beginning of each school year. We emphasize that no adult should discuss a specific child except on a need-to-know basis.

Discipline (See the Code of Conduct and related policies from the School Committee.)

Chandler School GREEN Initiative

Our GREEN Initiative gives each staff member common language to use with students about the expectations at Chandler School.

G Great Friend to All
R Respect
E Expected Behavior
E Encourage Safe Choices
N Never Give Up!

It is understood that young children test their world and the limits that are imposed upon them. Duxbury Public Schools (DPS) staff always maintains a respectful attitude towards children, as we help children develop more independence and self-control. All discipline discussions are related to our GREEN behavioral expectations.

When situations occur which require disciplinary action the teachers use positive language to explain what is expected of the child. After repeated staff interventions, a child may be redirected to an administrator. Families will be notified when it is deemed appropriate by the administrator and the staff member.

Typical consequences resulting from a student's inappropriate behavior could include:

1. A discussion with the School Administrators and when appropriate with other students.
2. Loss of recess for one or more days.
3. Three-way conference with parent, student, and school administrator.

4. Suspension (for severe situations: in school, or out of school). Please refer to School Committee Policy.

Our primary goal is to support children as they develop the necessary skills to regulate their own behavior and to resolve conflicts when they occur.

Procedures to Address Concerns of Bullying

Chandler School staff adhere to the Duxbury Public Schools' Bullying Intervention and Prevention Plan (May 2014), which can be found at <http://www.duxbury.k12.ma.us/Page/7404>.

Dismissal

- a. If you need to have your child dismissed from school, please notify the classroom teacher in writing. Please use dismissal forms that are available in the office and on the webpage. Students being dismissed early will be dismissed only from the main office after the parent or guardian has introduced themselves to the office staff and signed the appropriate sign-out sheet. Please do not go to the classroom. Because of the Massachusetts' Time and Learning Regulations, we encourage students to be in school for the entire day as dismissals before 3:25 impact students' instructional program.
- b. At dismissal time (**3:25 p.m.**) all **K-2** students being picked up are dismissed to the gym. Children will not be dismissed to another adult without written permission from the parent or guardian. We appreciate limiting early dismissals to emergency situations. Please note that bus dismissal is still occurring at the front of the building until 3:35 p.m.
- c. In case of emergency when a change in dismissal is necessary, please call the school office (934-7680) and the necessary arrangements to have the child ready for dismissal will be made.
- d. Special situations: Court documents such as restraining orders, custody agreements, etc. need to be on file in the school office if your child is **NOT** to be dismissed to others.
- e. Half day dismissal (fall and spring conferences; day before Thanksgiving): All K-2 students are dismissed at 12:10 p.m. No lunch is served. All students will follow their regular dismissal plan for that day unless the school is notified of a change.
- f. Half-Day Kindergarten – pick up in front office at 12:15 p.m.
- g. Preschool – pick up at Canty Wing entrance.
- h. School administrators will make families aware of unscheduled early.

Dress

Students are expected to dress appropriately for the work of learning. Just as grown-ups must dress appropriately for their places of business, so must youngsters dress appropriately for school.

Students' attire, including their footwear, should allow for their participation in the numerous physical and academic activities that comprise a school day. Their clothing should neither contain messages or images that disrupt the educational process, nor be inappropriately revealing.

The Principal and her/his designee are responsible for determining whether a student's attire meets these expectations. They will work with, and contact the families of students whose dress does not meet these expectations.

Dropping off materials to your child

When dropping off materials for your child do not go directly to the classroom. Please leave the items at the main office and have the item(s) clearly marked with your child's name and teacher. The school office staff will see that the material is delivered to your child as soon as possible.

English Language Learners

The goal of the English as a Second Language (ESL) Program in Duxbury is to teach English Language Learners (ELLs) to use English to achieve academically in all content areas. The philosophy of this program is anchored in a set of principles governing language education and is supported by educational research and experience. The program is designed to meet the educational needs of ELL students and to develop each of the four language skills: listening, speaking, reading, and writing through grade-appropriate, content-based instruction. Studies show that the best approach to language development ties the language to the content, rather than teaching grammar, vocabulary, and spoken English in isolation. Content instruction is currently based on the MA Curriculum Frameworks and Common Core Standards. As the district revises and further develops their curriculum, new and revised curriculums will be aligned to the WIDA standards.

Eligible students will receive appropriated ESL instruction until exit criterion is reached, as indicated by the annual ACCESS test scores. A certified ESL teacher will instruct the program. The ESL student's schedule is developed after initial assessment at the beginning of each school year or upon entering a school in the District. Eligible students will be grouped according to their English Language Proficiency Level based on their performance on the entrance assessment and/or by age appropriate grade level. In addition to ESL services, ELL students are entitled to other services as appropriate. Language proficiency cannot be criteria for exclusion.

The ESL teacher will create and maintain an instructional climate that is conducive to learning. The ESL teacher will evaluate student performances in the ESL class and provide classroom teachers with input regarding progress. A progress report completed by the ESL teacher will be sent home twice a year. The ESL teacher will also be responsible for attending professional development for increasing knowledge of ESL strategies and methodology. The ESL teacher and general classroom teacher will collaborate on instruction regularly. The ESL teacher will work closely with the content teachers to enhance the lessons for reinforcement of the content being taught in the general classroom. The ESL teacher will provide supplemental lessons as needed to ensure understanding of difficult concepts.

The general classroom teacher will adapt appropriate curriculum materials for the ESL student implementing the guidelines of WIDA. ELL students are entitled to modifications in content and grading to the extent that they can be successful. Certain test accommodations may be provided, as needed, such as extended time, adapted materials (tests, quizzes, notes), bilingual dictionary, and translator, if possible. The ESL teacher is available for consultation regarding the accommodations, if needed. The general classroom teacher should grade the student based on achievement of adapted instructional materials that have been individualized for the student. There may be a period of time when an ESL student does not possess sufficient English proficiency to receive a grade. A general narrative report will be written in this case. At the secondary level, general classroom teachers may utilize Pass/Fail grading as an option. If failing grades are given, documentation should be provided to determine that the language proficiency is not the cause.

Extended Day Programs/Child Care in Duxbury

Duxbury has several tuition based Extended Day Programs that operate Monday through Friday and follow the school calendar. These include Breakfast Club before school and Jr. Club after school. For more information or tuition rates, call 781-934-7680 ext. 4

Field Trips

Field trips may be scheduled by teachers to enhance the curriculum. Requests for field trips are approved by the Principal. The cost of transportation, lunch, and admission fees must be provided by parents. Any family needing assistance in this regard is encouraged to contact the teacher or principal. Permission slips must be signed before students will be allowed to participate in the field trip. If you have questions or concerns about this, please contact your child's teacher.

Fire Drills

Fire Drills are scheduled periodically and are conducted under the supervision of Fire Department officials.

504 Plans

Section 504 of the Rehabilitation Acts of 1973 requires all school districts to implement reasonable accommodations for students with disabilities if the disability results in a substantial impairment to a major life function such as learning. Simply stated, if a student's disability has a substantial negative impact on learning, the student may qualify for a 504 Accommodation Plan. A 504 Plan includes accommodations within the regular education setting. 504 Plans do not include specialized instruction or specialized curriculum. For further information, please call the Principal.

Gum Chewing

Gum chewing is not allowed, unless therapeutically necessary.

Harassment / Sexual Harassment (Refer to School Committee Policy)

No child is to purposefully annoy or irritate another student. This includes verbal as well as non-verbal harassment.

In an on-going and comprehensive effort to ensure equal opportunity to its students and to prepare students for life beyond the schools, the Duxbury Public Schools has developed a plan for the prevention of sexual harassment. Sexual harassment is a destructive behavior that interferes with the educational process and will not be tolerated.

Sexual harassment is verbal or physical conduct of a sexual nature, imposed on the basis of sex by an employee or student that is unwelcome, hostile, or intimidating.

Sexual harassment can cover a range of behaviors including sexual insults, name calling, off-color jokes, intimidation by words or actions, offensive touching and pressure for sexual activity.

Because sexual harassment is a serious matter, it will not be allowed in this school in any form. The Duxbury Public School System has formal means for addressing negative interaction including: the discipline code, conflict resolution, peer mediation, and guidance counseling.

Library

Each K-2 class visits the library once a week and all children have the opportunity to borrow books on a regular basis. Library skills are also integrated into the Classroom Literacy Program. In addition, the school library is a resource for teachers for specific curriculum topics. Books can be donated to the library through the Chandler PTA book gift program available throughout the school year.

Lost and Found

The lost and found center is located in the cafeteria. Parents and children are encouraged to check these areas for lost articles. Valuable items (jewelry, watches, money, eyeglasses) that have been lost are usually returned to the school office. Contact the school secretary for specific information.

Lunch/Recess

All students have a 25-minute lunch and a 25-minute recess period daily supervised by adults. Students in Full Day Kindergarten, Grade 1 and Grade 2 are assigned one of the following lunch periods: First lunch: 11:40 – 12:10 Second lunch: 12:15 – 12:45 or Third lunch: 12:50 – 1:20. They may pack a bag lunch or buy school lunch, milk or snack. Monthly menus can be seen on the school webpage. Lunch may be pre-paid in advance on the Duxbury Food Services webpage, in the Chandler School Cafeteria from 9:30 -10:30 a.m. or by mail.

Duxbury Public Food Service
71 Alden Street
Duxbury, MA 02332

Call (781) 934-7669 for more information.

Non-Discrimination Policy

The Duxbury Public Schools does not tolerate discrimination based on any non-merit factor, including race, color, national origin, sex, disability, age, sexual orientation, gender identity, or religion.

Parent/Teacher Conferences

Parent conferences are scheduled in the fall and in the spring. You may call your child's teacher at any time throughout the school year to request a conference.

If you wish to schedule a conference with a member of the staff, please send a note to the teacher or call the office. To communicate concerns please see the Public Complaint/Public Concern Policy.

Parking

When visiting Chandler School for a short period of time, there are a limited number of parking spaces marked "Visitor". The driveway closest to the school is closed during arrival and departure of buses, **8:50 - 9:10 a.m. and 3:05 – 3:35 p.m.**

Additional unmarked parking spaces are located at the far end of the North Wing playground from the gate to the first light pole, in the front lot, in the Canty Wing and in the open space behind the cafeteria.

Enter the front parking lot according to the posted signs.

Professional Development Days

Professional Development Days for staff are scheduled throughout the school year. Please refer to the current school calendar for the respective Professional Development Days. These days provide an opportunity for staff to learn new techniques, strategies, and programs to support teaching and student learning.

Programs on Site

Integrated Preschool for 3 and 4 year olds
Tuition-based Programs
Full Day Kindergarten
Breakfast and Junior Clubs

P.T.A.

Chandler School has an active Parent Teacher Association (P.T.A.) that is an important home/school link whose activities include fundraising events, sponsoring Creative Arts Programs for all grades, assisting in the coordination of Open House nights, and New Families receptions, as well as other events. The P.T.A. is consulted on a variety of issues, and helps to recruit classroom volunteers. Information about the P.T.A. is available on the P.T.A.'s webpage: <http://www.chandlerpta.org> and in the P.T.A. calendar that also contains valuable phone numbers. For membership information, please refer to the P.T.A. packet you received with your child's placement letter. The P.T.A. is an excellent way to become more involved with Chandler School and parents are encouraged to become involved in this organization.

Religious Holidays

We will not record the absence on the school record or report card if a student will be absent from school for the observance of an important religious holiday and the parent or guardian notifies the school in writing of this pending absence. For legal reasons the absence will be recorded on a separate school record that is designated for this purpose.

Whenever possible, we will not schedule field trips, special presentations, or speakers, tests, due dates for major assignments on holy days (Chapter 375 of Massachusetts General Laws). Students may make-up all missed work. Parents will notify the school Principal in advance if the student is to be absent from school for an important religious holiday.

Safety Plan Drills

Indoor Safety Plan Drills are scheduled periodically and are conducted under the supervision of Police Department officials.

School Cancellation/"Snow Days"/Emergency at Pilgrim Station

Please do not call the school, police, fire, or highway departments. If there is a school cancellation, announcements will be made on the following: TV Channels **Boston CBS (4), Boston ABC (5), & Boston NBC (7)** and Radio stations **WBZ (1030 AM), WHDH (850 AM), WATD (95.9 FM), and WPLM (1390 AM –Note: it will NOT be announced on 99.1FM)**. The radio stations will be notified as soon as the decision to close school or have a delayed opening is made. Families will also receive a telephone call using *Connect-ED®* for snow cancellations or emergency situations.

Periodically parents will receive a letter describing the schools' sheltering and evacuation plans related to a radiological emergency at Pilgrim Station in Plymouth. Information about these plans is available from the Principal or the Assistant Superintendent at 934-7600.

Bus drivers may deem it necessary at a given moment to reroute buses on very snowy days based on their judgment of the road conditions. Parents should talk with their bus driver ahead of time about where the rerouted stop would be in such a case.

School Events

No student below grade 7 should attend any school event unaccompanied by a parent or responsible adult and all such students should be with the parent or adult and directly supervised at all times. Please assist us in teaching our students respectful and responsible behavior by modeling appropriate behavior as an audience such as not talking, booing, jeering, or roaming around.

School Family Events

September	Welcome Back Day (K families), Open House (parent/guardians only)
October	Parent/Teacher Conferences
March	Parent/Teacher Conferences
Nov-April	Grade Level Family Learning Nights (all families) (see calendar)

School Pictures

Individual and class pictures are taken by professional photographers each year. Information regarding photographs will be sent home through the P.T.A.

Snacks

Children are encouraged to bring a healthy snack to be eaten in the classroom. Teachers will include snack in their daily routine when appropriate. We suggest that you pack snack and lunch in separate containers, as it is easier for children.

Staff

A complete list of staff members can be accessed via our webpage. www.duxbury.k12.ma.us

Tardiness

Students who arrive at Chandler School after **9:10 a.m.** must first come to the Main Office for a late slip before proceeding to the classroom. It is important for all students to be in school at the start of the school day as late arrivals may miss valuable instructional time. A letter will be sent home to families of students who have accrued an excessive amount of tardy arrivals.

Telephone Use

During the day telephone calls by students and parents are permitted only with the permission of the teachers and the school secretaries. Such calls should be for emergencies only.

Toys and Items from Home

Teachers may request students to bring items from home for particular activities.

No more than two (2) small toys should be brought in for use during recess or free time at the teacher's discretion.

We ask your cooperation with keeping the following items at home:

- Bats or hard balls. The physical education teacher has this equipment and will distribute and use under his/her supervision
- Electronics
- Jackknives or dangerous objects
- Toys that resemble weapons
- Any other objects that might be a safety concern in a large group situation

- Any items for sale or exchange
- Any items that are too large to fit in your child's backpack

Visitors (Please refer to the School Committee policy)

Guests and visitors, including members of the media and repair persons, are required to enter through the main doors and sign in and out in the School's Main Offices and wear a badge at all times.

Volunteers (Please refer to the School Committee policy)

Each school's P.T.A. maintains active volunteer programs that are valuable to students. These include work in the library, classrooms, and computer lab. **Every year new volunteers are required to participate in an orientation, and sign a confidentiality statement before helping in the schools.** Returning volunteers are required to sign a new confidentiality sheet each year. As of July 1, 1994, the Duxbury Public Schools will be conducting C.O.R.I. (Criminal Offender Record Information) checks on all new volunteers and every three years thereafter. For more information please contact the P.T.A. Presidents. Volunteers are to provide their own transportation and are not to ride the school buses. Volunteers need to make child care arrangements for their other children while they are volunteering at Chandler.

II. INSTRUCTIONAL INFORMATION

Chandler School offers students an interdisciplinary and challenging programs based on the Massachusetts Curriculum Frameworks. All students receive instruction in the following areas: Literacy (Reading, Writing, Speaking and Listening), Mathematics, Science, Social Studies and Health. The Library is open to all students for a weekly book loan and for special curriculum related projects. Students in Full Day Kindergarten, and grades 1 & 2 receive weekly instruction, with specialists, in Art, Music, Physical Education and Spanish. In half-day kindergarten, Art, Music and Physical Education are integrated into the classroom, and students will receive 40 minutes of library instruction weekly. Computers are used in all classrooms to support instruction and integrate curriculum. Chandler School has a computer lab where students have opportunities to apply their skills. Please refer to the Empowered Use Policy accessible on the Chandler School's webpage. Additional programs include:

Classroom Support Services

Duxbury also offers a variety of services to students who need additional time to address specific needs. Occupational Therapists, Physical Therapists, Reading Specialists, Math tutors, School Psychologists, School Adjustment Counselor, Speech/Language Therapists, and Special Education Teachers all work as a team with classroom teachers to provide a well-rounded curriculum. The Curriculum Supervisor is available to provide support and resources to classroom teachers to maximize learning opportunities for all children.

Creative Arts Programs

For students in Preschool- Grade 2, programs are sponsored by the P.T.A. to provide school-wide enrichment programs to enhance the curriculum. Past programs have covered topics in science, music and social studies.

Curriculum

Teachers follow the MA Curriculum Frameworks and the Duxbury Curriculum Maps for each subject area to ensure all students within the same grade level are exposed to the same curriculum content. The Building Administrative Team – Principal, Assistant Principal, and Curriculum Supervisor works with the teaching faculty to ensure the articulation of curriculum from Preschool through grade 2 at Chandler School. A Curriculum Guide will be discussed at Open House in the fall. This document may also be viewed on the district's webpage.

Grouping

All classes at Chandler School are heterogeneously grouped. Students are assigned by their teachers to work in learning groups in the various subject areas regularly throughout the school day/week/year. *The groups within each class are flexible to meet the needs and learning styles of all students.*

Homework (Please refer to the School Committee policy IKB-R)

Homework may be used to enhance daily school work. It is intended to be a valuable method of reinforcing concepts previously taught in the classroom. Parents are encouraged to communicate with their child's teacher about the ease or difficulty their child experiences with the topics covered in the homework as well as the amount of time needed to complete the assignment.

Inclusion

Chandler is a school where all children are included. Inclusive education uses a cooperative teaching model in which a team approach helps children learn. Every classroom has a model of co-teaching. The specialists (Reading, Math, and Special Education staff) work in the classrooms with the regular education teachers to provide an optimal learning environment for all students. Specialists have role flexibility when providing instruction.

Report Cards

Electronic report cards are issued two times during the year and are accessed via the parent portal. Parent/Teacher conferences are scheduled in the fall and in the spring to review the student's academic progress and social/emotional development.

Science Fair (K-5)

The Spring Science Fair is sponsored by the P.T.A. and the Duxbury Public Schools. This is an optional program, completed at home, and students may submit a project in any of three areas: experimental, illustrative or technology/engineering.

Assessment

Massachusetts State Curriculum Frameworks are state guidelines for what topics should be addressed in a public school curriculum and are available online through the Department of Education webpage. While the Frameworks are not mandated, the MCAS exams are based on the Frameworks and are mandatory. Four curriculum areas are tested: Math, Science and Technology, English/Language Arts, and History/Social Studies. The Massachusetts Comprehensive Assessment System, or MCAS, is administered every spring to students in Grades 3-8 and grade 10. Individual student results are sent to families.

Additional assessments are administered by teachers. The assessments give teachers a more complete understanding of student progress and allow teachers to better meet the needs of all students. These include:

- Standardized Early Literacy and Reading Assessments
- Standardized Reading Comprehension Assessment
- Standardized Math Skills Assessment
- Teacher created assessment/informal observations

III. KINDERGARTEN

Entrance Age

Children residing in the Town of Duxbury and enrolling in kindergarten must be five (5) years old on or before September first (1st) of that year.

A written request to the Principal for a waiver may be made by a parent or guardian of a child affected by the age requirements in order to delay kindergarten. *(See School Committee policy JEB.)*

Orientation

An evening orientation for parents is held in the spring to provide information about the kindergarten curriculum. After a brief presentation, parents are invited to visit the kindergarten classrooms.

Registration/Screening

Kindergarten registration and screening are held in the spring for incoming kindergarten children. Please check the Chandler School website for information and details.

Annual screening for kindergarten children is provided by the Duxbury Public Schools in the spring. The screening is to identify a child who may have special needs; it is not a readiness screening.

At the time of registration and screening, the children will be screened in the area of vision, fine and gross motor, speech and language, cognition, visual motor and visual memory. Parents receive written notice when the process is completed. Children with problematic development would be referred, with parental permission, for further testing and possible specialized intervention. For information, call Chandler School's Main Office: 781-934-7680.

Transition to Kindergarten Visiting Day

In May a visiting day is held for incoming kindergartners. This is an opportunity for the children to visit Chandler school with their preschool, visit a kindergarten classroom, and ride a school bus. Information regarding date, time, or special arrangements will be available in the spring.

IV. HEALTH SERVICES

Health Issues

At the beginning of each school year, or as necessary, it is the parent's responsibility to make the nurse aware of any health problems (chronic or temporary) which may interfere with the child's performance in school. The school nurse is available to help in any way possible and parents should feel free to consult her at any time during the school day.

Health Records

Health records and emergency information are kept on file by the school nurse for all students. Emergency information is extremely important in the event of illness or accident in school. Parents should be sure that information is current: telephone numbers of parents/guardians (home/work), the number of a nearby relative or friend who would be available if the parent is not and the name and number of the child's physician.

Illnesses

In any absence due to illness/injury for more than three days, the school nurse should be contacted. In any absence, even for one day, a note from a parent is required and should be given to the classroom teacher. It is not necessary to call the school each time your child is absent. A child must be free of a fever without medication for twenty-four hours before returning to school.

A child may be excused from Physical Education by the school nurse on two occasions on the basis of a note from the parents. If the child is to be excused more than twice, a physician's note is necessary. Please keep the nurse aware of any extended illnesses/injuries.

Immunizations

Massachusetts General Laws Chapter 76, Section 15, requires certification that all children attending school must be fully immunized unless exempt for medical or religious reasons. Immunizations include, Diphtheria, Tetanus, Pertussis, Polio, Measles, Mumps, Rubella, Hepatitis B. Chicken Pox vaccine is also required unless proof of the disease can be provided by your child's doctor. A booster MMR (Measles, Mumps, and Rubella) is required in kindergarten and sixth grade.

Insurance/Accident

Under the auspices of the School Department, an accident insurance plan is available to all pupils at a premium set each year. This amount is payable each September when enrollment material is given to each student. Later enrollment is not possible.

Briefly, this insurance covers accidents or injuries traveling directly to or from school for regular school sessions; attending school; and participating in school-sponsored and supervised activities or while attending such activities as a spectator. Information is available from the School Secretary or the School Business Office at 934-7600.

Medication

All medications should ideally be given at home. If it is necessary for medications to be given during the school day, the following guidelines must be followed:

Written orders on the prescription bottle from the physician should name the drug, dose, and time of administration.

Parents must sign a consent form.

Orders and the medications should be delivered to the health office by the parent. Medications should never be sent with a student on the bus.

Physical Examination

Physical examinations are required for:

1. All kindergarten students.
2. All new students if no physical examination is recorded within a year of entry.
3. Sixth grade students.
4. Any child who has had frequent unexplained illnesses/absences.

School Nurse

A full-time registered nurse is available for health counseling, emergency health services when a student becomes ill or is injured and for intervention regarding any student's health concerns

Screenings

1. Vision and hearing screening is done each year for all grade levels. Parents are notified if testing results indicate that physician referrals are needed. The tests used are generally accurate in identifying children who may need further testing by a physician.
2. All students will be weighed and measured annually. Parents are notified if the Body Mass Index (BMI) is greater than 85% or equal to or less than 5%.
3. If funded by the Duxbury Board of Health, dental screening for second graders will be conducted by a registered dental hygienist.

Parents may elect not to have their child participate in these screenings by notifying the school nurse in writing and providing the data by the child's health care provider.

V. STUDENT SUPPORT SERVICES

The Duxbury Public Schools offer a wide array of special services for children with medical or learning difficulties. As a result of screening programs, examinations of standardized test results, and parent input, special services are provided to children as part of the regular school services or as a part of an educational program written from a Team Evaluation. The Administrator of Special Education has system-wide responsibility for special education services. Chandler School administration and special education staff are responsible for diagnosis, prescription, and direct support services for students.

Children with Special Needs

The Massachusetts State Laws and Federal Public Law IDEIA 2004 require local school systems to:

1. Find and evaluate children with special educational needs.
2. Develop individual programs for children with special needs.
3. Provide the required services within the local school system in the least restrictive environment

A child with special needs is defined as anyone who is between the ages of 3 and 22, does not have a high school diploma and has a temporary or permanent intellectual, emotional, sensory, physical, or other specific learning impairment.

Evaluations

If a child at Chandler School is suspected of being in need of special education services, an evaluation may be requested. The evaluation is begun with a screening evaluation to ensure that all regular educational resources have been exhausted as specified in the special education regulations. If it is determined that there is a need for a TEAM evaluation, a liaison from the special education staff will be assigned to begin the process. Many areas are examined, including but not limited to; family background, medical history, past educational experiences and a variety of test results to determine the need for an educational plan for the student. Parents are notified in accordance with regulations.

Home Tutoring

If a child is ill for an extended period of time and a physician's verification is provided, home tutoring can be arranged through the school nurse or school Principal.

Restraint Procedures

Restraint is not a form of treatment or punishment and will only be used as an emergency procedure. Preventative techniques will typically be utilized to avoid the need for restraint. De-escalation techniques including redirection, removal from the situation or offering emotional support from an appropriate adult should be attempted prior to physical contact. Restraint is to be used only as a last resort when a student's behavior poses a threat of assault, or imminent, serious, physical harm to self or others.

All staff receive an annual review of the school's restraint policy and procedures. Training will include a focus on prevention and behavior support as well as individual crisis planning. A number of staff will receive extended training providing them credentials in both avoiding restraint and its proper implementation should it be unavoidable.

The district complies with all state required reporting. Any restraints lasting longer than 20 minutes will receive approval by the building principal before continuing. Through the principal or designee, reasonable efforts will be made to orally notify a parent within 24 hours of the use of restraint.

Complaints will be received and investigated by the building principal or designee. Parents will be engaged in prevention of restraint through ongoing intervention plans created for individual students that only include restraint in emergency situations.

The following restraints are prohibited: medication restraint, mechanical restraint, prone restraint unless permitted by 603 CMR 46.03(1)(b), seclusion and the use of physical restraint in a manner inconsistent with 603 CMR 46.00.

These procedures comply with Duxbury School Committee Policy JKAA and M.G.L. 603 CMR 46.00.

School Psychologist / School Adjustment Counselor

The school counseling staff provide therapeutic intervention by coordinating school, family, and community resources for students. Interventions may include individual, group, or family support services for students and/or families. Generally, services are short term in nature and all cases are terminated at the end of the school year. Services may be accessed through parent, teacher, or administrative referrals. Diagnostic testing and evaluations are available if indicated by student learning challenges at the recommendation of the Student Support Team.

Special Needs

If evaluations determine that a child requires special education services, he or she will be scheduled for supportive help with the appropriate specialist in these areas. This specialized instruction takes place in a classroom or a resource center as determined by the Team, which includes parents and school staff.

Student Support Team

The Student Support Team, composed of administrators(s), classroom teacher(s), and special area staff, meets weekly or on an as needed basis to provide support and ideas to colleagues who have questions or concerns regarding a particular child. The Student Support Team may recommend classroom modifications, consideration for support services, screenings or more formal assessments. Parents are notified as appropriate.

Preschool Screening

Annual Preschool (3 and 4 year olds) Screening to identify students with possible special needs is provided by the Duxbury Public Schools. The children are screened in the areas of vision/hearing, fine motor/gross motor, speech and language, cognition, and visual motor. Parents will receive written screening results. Some children are referred, with parental permission, for further testing and possible specialized intervention. For information, call the Early Childhood Coordinator at 934-7680.

Special Education Parent Advisory Council (SEPAC)

A Parent Advisory Council meets throughout the year with the Administrator of Special Education. Members provide guidance and assistance to families, staff, community, and students with special needs.

Speech and Language Therapy

The Speech and Language Therapy Program provides support to children in four major areas: articulation, language, rhythm, and voice. After diagnosis and criteria are met, therapy may be scheduled in an individual, small group setting, or in the regular educational classroom.

Teachers of Children with Special Needs

Direct service is provided individually and/or in small groups and/or within the regular education classroom to children with academic and learning difficulties by: (1) tutoring in a particular academic skill; e.g., reading, language arts, mathematics, perceptual skill; (2) helping him or her develop

self-management skills; (3) helping to develop social skills; (4) providing a release through the expressive use of language arts, music, art, and play; (5) providing intensive support and encouragement. The teacher of children with special needs also consults with, supplements, and supports the work of the classroom teacher.

VI. STUDENT RECORDS

The vast majority of the materials found in office student folders are duplicate copies of materials given to the child and his/her parents or guardians: report cards, progress reports, conference forms, standardized test information, etc. Parents of Duxbury students and the students themselves when they reach ninth grade or fourteen years of age are welcome to review their records as maintained by our schools.

Amendment of Record

The parent and student have the right to add relevant comments, information, or other written materials to the student record. In addition, the parent and student have the right to request that information in the record be amended or deleted. The parent and student have a right to a conference with the School Principal to make their objections known. Within a week after the conference, the Principal must render a decision in writing. If the parent and student are not satisfied with the decision, the regulations contain provisions through which the decision may be appealed to higher authorities in the school system.

Confidentiality of Record

With a few exceptions, no individuals or organizations but the parent, student and school personnel working directly with the student are allowed to have access to information in the student record without the specific, informed, written consent of the parent or the student. If the parents are separated or divorced, court documents are necessary to determine access.

Destruction of Records

The regulations require that certain parts of the student record, such as the temporary record, be destroyed in a certain period of time after the student leaves the school system. School authorities are also allowed to destroy misleading, outdated, or irrelevant information in the record from time to time while the student is enrolled in the school system. Before any such information may be destroyed, the parent and student must be notified, and have an opportunity to receive a copy of any of the information before its destruction.

Release of Information About Students

Regulations pertaining to release of information about students shall be in conformity with Sections 34A, 34B, and 34E of Chapter 71 of the General Laws, Chapter 71B of the General Laws and Section 13 and Chapter 76 of the students' rights of confidentiality, inspection, amendment and destruction of students' records. A parent or student, who has entered the ninth grade or is at least 14 years old, has the right to inspect all portions of the student record upon request. The record must be made available to the parent or student no later than two school days after the request, unless the parent or student consents to a delay. The parent and student have the right to receive copies of any part of the record, although a reasonable fee may be charged for the cost of duplicating the materials. Finally, the parent and student may request to have parts of the record interpreted by a qualified professional of the school, or may invite anyone else of their choosing to inspect or interpret the record with them.

VI. COVID-19 PANDEMIC (as of 20-21 school year)

The District will follow state and federal guidelines to address COVID-19 related school issues. Due to the unpredictable nature of the pandemic, the guidelines may change during the school year. The District will provide timely information to parents/students/guardians about any needed changes to District programs and services.

Remote Learning Time and Use of Remote Learning Platforms

As a result of the COVID-19 pandemic, during the 2020-2021 school year the District may be required to provide some or all educational programming via remote learning and various remote learning platforms, e.g. Zoom, Google Classroom etc.

The Code of Conduct and District Policies, including but not limited to those that govern student discipline, bullying, harassment, and discrimination, are applicable during remote learning times and when using remote learning platforms.

Parents and students are prohibited from recording and/or disseminating remote learning lessons or instruction. Violations of the no-recording policy may result in school-based discipline or referral, in appropriate cases, to law enforcement.

Safety Requirements and Educational Program Continuum

As a result of the on-going Covid-19 pandemic, on June 25, 2020, the Massachusetts Department of Elementary and Secondary Education issued “Initial Fall School Reopening Guidance” (the “Guidance”). In accordance with this guidance, the following safety requirements and educational programming models will be in place for the 2020-2021 academic school year as required by the Commonwealth. The District reserves the right to amend these requirements and the manner in which educational services are provided to its students as determined appropriate and as order/advised by the various agencies of the federal and state governments.

Safety Requirements

Masks/face coverings

- Students in preschool through grade 12 are required to wear a mask/face covering that covers their nose and mouth.
- Masks/face coverings must provided by the student/family; however, extra disposable face masks will be made available by the school for students who need them.
- Adults, including educators and staff, are required to wear masks/face coverings.
- Exceptions to mask/face covering requirements must be made for those for whom it is not possible due to medical conditions, disability impact, or other health or safety factors.
- Mask breaks will occur throughout the day in a manner that complies with health and safety standards.
- Masks/face coverings are required to be worn by everyone on the bus during school bus transportation.

Physical Distancing/Student Groupings

- The District will aim to maintain a physical distance of three to six feet between individuals

- Classrooms will be configured in a manner that provides for the above-referenced physical distance between individuals.
- Students will be kept in cohorts to the extent feasible.
- Additional safety precautions will be taken by the school nurses and/or any staff supporting students with disabilities in close proximity, when distance is not possible.

Hand Hygiene:

- Students and staff are required to exercise hand hygiene (handwashing or sanitizing) upon arrival to school, before eating, and as needed throughout the day.
- When handwashing, individuals should use soap and water to wash all surfaces of their hands for at least 20 seconds, wait for visible lather, rinse thoroughly, and dry with an individual disposable towel.
- If handwashing is not feasible, hand sanitizer with at least 60 percent ethanol or at least 70 percent isopropanol content can be used. Hand sanitizer should be applied to all surfaces of the hands and in sufficient quantity that it takes 20 seconds of rubbing hands together for the sanitizer to dry.

Educational Program Continuum

Per the Guidance, educational services will be provided in one of the three (3) below described models depending upon the needs of the student and/or health and safety requirements.

Model 1 – In-Person Learning

It is the District's goal to provide in-person learning to as many students as possible without compromising safety. In this model, all students return in person to school settings that are appropriately modified to accommodate the health and safety requirements outlined above. Examples of modifications could include altered classroom configurations, setting up additional learning spaces, and schedule changes.

Model 2 – Hybrid Learning

In the event that the District is unable to bring all students back to school under the health and safety requirements despite best efforts, or in case of COVID-19 related circumstances, a hybrid learning model will be implemented. In this model, students will alternate between in-person and remote learning. For instance, students could switch between in-person and remote learning on alternating weeks or days of the week.

Model 3 – Remote Learning

In the event that individual students cannot not return to in-person learning, or in the event of future classroom or school closures impacting all students, remote learning will be implemented. As stated throughout the Handbook, the Code of Conduct and District Bullying and Harassment/Discrimination policies apply to students during remote learning times and when using remote learning platforms.

Plan for Special Populations

Additional plan(s) will be developed as appropriate for the provision services and accommodations to special student populations, including students with disabilities and English learners.

For students with disabilities who receive services and/or accommodations pursuant to an IEP or Section 504 Plan, please note that in the event of a school closure or provision of a hybrid learning model as described above, these exceptional circumstances may affect how a particular service is provided and FAPE may look different than it did during in-person learning. Federal disability law allows for

flexibility in determining how to meet the individual needs of students with disabilities. In these instances, the District will work to provide specialized instructional opportunities and related services through remote learning or a hybrid model of remote and in-person learning to the extent feasible while maintaining the safety of both students and staff and complying with applicable federal, state and local government directives.