

# DEERFIELD ELEMENTARY SCHOOL

Student/Parent Handbook  
2017-2018

21 Pleasant Street  
South Deerfield, MA 01373  
(413) 665-1131

[www.frsu38.org/des](http://www.frsu38.org/des)

## The ABC's of D.E.S.



**\*DEERFIELD ELEMENTARY SCHOOL ADMINISTRATION\***

Main Office Phone	(413) 665-1131
Fax	(413) 665-2747
Website	<a href="http://www.frsu38.org/des">www.frsu38.org/des</a>
Interim Principal	Tina Gemme
Assistant Principal	Kim McCarthy
504 Coordinator	Kristen Robinson
School Secretaries	Cathy Eckert/Jennifer Shumway
Health Office	(413) 665-3740 Katy Smith, RN Laurie Challenger, LPN/Assistant
Special Education Secretary	Karen Laramie
Union #38 Out-of-School Time Program Director	665-1155, xl08 Janet Seredejko
Deerfield Out-of-School Time Program	665-1408

**\*SCHOOL DISTRICT ADMINISTRATION\***

Frontier Regional and Union #38 School District

Deerfield Elementary is a part of the Frontier Regional and Union #38 School District.

District personnel may be reached by telephone at (413) 665-1155.

Office hours are from 8:30 am to 4:00 pm. Monday-Friday.

The Superintendent's office is located at 113 North Main Street, Office C101 in South Deerfield.

Superintendent of Schools	Lynn Carey
Director of Business Services	Patricia Cavanaugh
Director of Secondary Education/Health Education Coordinator	Sarah Mitchell
Director of Elementary Education	Louise Law
Director of Special Education	Karen Ferrandino
Director of Technology	Scott Paul
Early Childhood Education Coordinator	Kim McCarthy
Coordinated Family and Community Engagement Coordinator	Karen Green

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## Message from the Interim Principal

Dear students and families,

I look forward to an exciting and successful school year. The Deerfield faculty and staff are busy planning to create learning environments that are safe and supportive for all students to grow academically and emotionally. The students of Deerfield Elementary are fortunate to have dedicated and talented educators, related service providers and support staff who are eager for the new year to begin.

I have an open door policy and invite families to share accomplishments, questions or concerns, or just to say hello.

It is a pleasure to be part of a community that supports all of our children.

A handwritten signature in black ink that reads "Tina Gemme". The signature is fluid and cursive, with the first name "Tina" and last name "Gemme" clearly distinguishable.

Tina Gemme

## Highlights of Our School

### School Website

The Deerfield Elementary School Website [www.frsu38.org/des](http://www.frsu38.org/des) is a school and community resource. It serves as a communication link to parents and learning resource for students. The web site contains information about our school, curriculum, school cancellations, events, our Out-Of-School Time and Special Education programs. Deerfield's newsletter and required forms are downloadable from the site. We also post a sampling of our technology integrated school projects. Students can further their learning by using some of the recommended web sites that are under the curriculum link.

### School Newsletter

The Black Bears News is available monthly. It can be found on the school's website. You can obtain a printed copy, if needed, by contacting the main office. Included in the newsletter are upcoming school events, dates to remember, news within our school and our school district, and seasonal related health issues. Reading the newsletter will keep you up-to-date.

### Field Trips

Field trips are extensions of the instructional program. Their purpose is to provide educational opportunities (which cannot be offered within the building) for acquiring skills, understanding, and appreciation. The cost for most field trips is paid by the parent/guardian. Efforts are made to seek grant funding, PTA support, or alternative funding for these trips. Scholarships are always available and at no time will any Deerfield Elementary School student be excluded from participation due to a parent/guardian's inability to pay.

### Instrument Rental Night

Instrument Rental Night is held every September to provide parents with an opportunity to rent the instruments needed for our Strings/Band program.

### Nature's Classroom

Each fall our fifth grade students attend Nature's Classroom. This is a one-week residential (overnight) educational experience. Students stay in cabins with their peers and are chaperoned by school personnel. Professional staff counselors direct the camp. Students and teachers use this experiences to improve their understanding of the natural environment, their school subjects, and the way people live. The program includes activities such as animal live-trapping, examining life in lakes and swamps, investigating weather, colonial and Native American skills, and confidence building group challenges. A variety of field walks, classes in all subjects, and evening activities insure an exciting, stimulating experience.

### Curriculum Night

Curriculum Night is held in the fall to introduce parents to their child's teacher and the curriculum being taught in the classroom. Teachers spend about 45 minutes explaining grade level expectations, how he or she teaches to those expectations, and how parents can help in their child's learning. The purpose of this evening is to give parents a general overview of the classroom activities. It is not a time for discussion about individual students. We ask that children not attend this evening activity. Refreshments are available in the cafeteria and parents are encouraged to come and socialize before and after the classroom presentations.

### **School Picture Day**

School pictures are usually taken in the middle of October and are sponsored by the PTA. Arrangements are made with the photo company to have the finished product delivered in time for holiday gift-giving.

### **Family Night**

In March of each year, the PTA and the school sponsor Family Night. During this evening, students show their parents and siblings around the school and share their projects and accomplishments. Children's artwork is displayed in the corridors and classrooms. The evening offers parents the opportunity to see and hear more about their children's daily routines, as well as, long-term projects. This is a night when students become the guides because no teachers are present. The evening culminates in an arts program in the cafeteria.

### **Writing Fair**

In April of each year, the Deerfield Arts Partnership hosts the Writing Fair. Student work is collected in February and mounted in a book format for presentation in April. Parents/students are encouraged to set aside work throughout the year to include in the writing fair. Some students choose to write something specifically for the fair. The writing fair is a chance for a young writer to be applauded for their good work.

### **Talent Show**

The D.E.S. Talent Show is an annual fundraiser for our sixth grade class and the Performing Arts Fund. The show is organized by parent volunteers. Each year students, faculty and staff have a great time performing for a packed auditorium! This annual event is a great night of family entertainment!

### **P.T.A. Fun Fair**

The P.T.A. Fundraiser is an annual event hosted in June. Complete with pony rides, cotton candy, face painting, and a Chinese auction. This event is loved by students and parents!

### **Union #38 Junior Olympics**

Each year in June, students in grades 3-6 participate in a district wide Field Day featuring track and field events. This activity, modeled after the Olympic Games, brings students and schools together from Conway, Deerfield, Sunderland, and Whately for the purpose of experiencing athletic competition. Participants are matched randomly in a combination of individual and team events. Such events may include: the 60 yard hurdles, the 50 yard or 100 yard dash, the 440 or 880 yard run, the long jump, the softball or shot put throws. The culminating activity each day is the team relay races, which are always an exciting event. Parents are invited to attend the daylong event. In addition, parents can shape the success of the day by being a volunteer; tasks include organizing student groups for events, and recording times and distances for events.

### **Arts Festival Day**

Arts Festival Day is a daylong celebration of the arts. It was the wish of the art and music faculty many years ago to offer a day of arts enrichment to our students. The Arts Partnership helped to launch this ambitious dream. Today, the Arts Festival Day is entrenched in the many rich traditions that our school has to offer. This celebration embraces all the domains of the arts: music, dance, visual arts, poetry, as well as multi-cultural traditions. The theme of Arts Festival Day changes each year but keeps the essence of the arts as its core purpose.

### **Sixth Grade Recognition Day**

Usually held two days before the last day of school, Sixth Grade Recognition Day consists of a morning assembly for staff, faculty and the entire student body, followed by a luncheon and afternoon program for families of the graduating sixth graders.

## **SCHOOL ORGANIZATIONS**

### **The Arts Partnership**

The Arts Partnership (DAP) is a committee made up of faculty, parents, staff and community members who volunteer to provide arts education and enrichment to the students of Deerfield Elementary School. Each year the Arts Partnership sponsors school assemblies, field trips, artist residencies and a culminating day long Arts Festival Day. The theme of Arts Festival Day changes each year but keeps the essence of the arts as its core purpose. The DAP welcomes all those committed to arts education to join. The DAP meets once per month; the commitment is small, but the benefits to students are immeasurable.

### **Deerfield Elementary School Committee**

The Deerfield School Committee meets on a monthly basis to review, assess, and adopt school policies related to the operation of the school. Meetings are scheduled on the first Wednesday of each month. Meetings are held in the School Library, at 7:00 p.m. All meetings are open to the public. The School Committee is comprised of five members, who serve in rotating terms. For an updated listing of the Deerfield Elementary School Committee board, please refer to our website at [www.frsu38.org/des](http://www.frsu38.org/des).

### **Deerfield Elementary School Council**

The Deerfield Elementary School council was established in 1993 as part of the Massachusetts Education Reform Act of 1993. The School council provides a forum for parents, teachers, and the Deerfield community to participate in the creation of a positive learning environment for children attending Deerfield Elementary School. The mission is to assist the Principal in identifying educational needs of students, review the school's annual budget and develop a School Improvement Plan.

The Deerfield LEC is comprised of parent representatives, teacher representatives, community members, and the Principal. The Principal serves as a Co-Chair of the Council along with a parent representative. The School Council members select the Co-Chair and the Recording Secretary each year. The length of the term is determined by the principal. The teachers and staff at the school select the teacher representatives; the parent representatives are selected through elections, which are managed through the Deerfield PTA.

### **Parent/Teacher Association (PTA)**

The objective of the PTA is to promote a strong working relationship among parents, teachers and administrators so that all may contribute effectively to the educational development of all students. The PTA supports educational, enrichment, and cultural programs within the school. Through fund-raising activities and special promotions, the PTA is able to finance these programs and educational materials. Parents of students attending Deerfield Elementary are automatic members of the PTA and are encouraged to attend monthly meetings, as well as, support PTA activities and events. Meetings are held one evening a month, at 6:45 in the school library. For an updated listing of the Deerfield Elementary School PTA Board, please refer to our website at [www.frsu38.org/des](http://www.frsu38.org/des).

### **Volunteers in Public Schools (V.I.P.S.)**

Volunteers are a vital and integral part of our school. All parents are encouraged to volunteer their time and talents in order to enhance our children's education. Many opportunities exist in the areas of classroom assistance, in the library and computer programs, and in the planning and staffing of the many PTA sponsored events. Volunteer opportunities are also available in the office, helping with the snack cart and assisting with lunch/recess. Teachers may ask parents to participate as classroom volunteers, go on field trips with the class, speak to the class about topics of interest to them, or collect materials for class projects. Two parents are asked to serve as "Room Parents" for each class. Room Parents help organize special class activities, and may call on all parents of class members to assist them.



Parents are asked to contact their child's teacher to offer their assistance. Parents can obtain additional information regarding the variety of opportunities for volunteering within the school system by contacting the Volunteer Coordinator, their child's teacher, or the PTA President. A volunteer sign-up form is sent home during the first week of school every year. All volunteers are asked to complete a CORI form and submit it to the main office.

### **Union #38 Community Partnership for Children**

The Union #38 Community Partnership for Children (CPC) is grant funded by the Massachusetts Department of Education to enhance the quality of early childhood programs and provide subsidies for working parents with young children ages 2 years 9 months ~ 5 years of age. Its mission is to secure accessible and affordable development opportunities for early care staff. CPC sponsors a home literacy program and playgroup for young children and provides a variety of services to both public and private preschool programs. For more information or if you would like to become a member of the council, contact the CPC Coordinator at 665-8928.

## **Schedules and Procedures**

### **Daily Schedule**

- 8:30 a.m.** School starts. Students arrive and go directly to their homerooms. Morning work begins.
- 8:45 a.m.** Students who arrive after this time are tardy. Students should check in at the school office to receive a tardy pass before proceeding to their homerooms.
- 2:55 p.m.** End of day announcements
- 3:00 p.m.** Dismissal of students

*Students are dismissed at 11:50 on early dismissal days unless otherwise indicated on the school calendar.*

*Students are dismissed at 1:30 on early release Fridays.*

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**Please note that students should not be dropped off prior to 8:30, as this is when staff are available to supervise students arriving to school.**

**Should a child be standing outside prior to 8:30, unsupervised s/he will be escorted to the Out of School Time Program. Parents will be called and billed for this time. Families will be charged for an hour, at a minimum.**

**If a student stays after school for an activity, s/he is NOT permitted to walk home without an adult. A parent or someone from the emergency contact card must pick up the child at school.**

## Absences

If your child is going to be absent or tardy, please call the school before 8:30 a.m. on that day. Provide the child's name, parent's name, teacher's name, and the reason for the absence. **If your child is absent due to an illness, parents are asked to call the Health Office directly at 665-3740.**

Parents are requested to keep a child home if he/she is not well, and to cooperate in picking up a child who becomes ill while at school. A good rule to follow is when your child has a fever at night or in the morning prior to school, then the child should stay home to recuperate. This will assist in their recovery while simultaneously curbing the spread of illnesses in the school. Please see "Illness" section of Health Services and Policies.

When your child returns to school after an absence, parents should write a note stating the *specific* reason (e.g., cold, flu, intestinal disorder, fever, injury) for the absence and send it to school with the child on the day that he/she returns to school. Included in the note the dates of absence and the parent/guardian signature. *It is very important that parents or guardians notify the office or the School Nurse of all communicable diseases, especially strep throat, chicken pox, or scarlet fever.* This information is necessary to complete periodic health reports. It is important that the School Nurse and teaching staff are aware of instructions for follow-up care that may need to be provided.

## Early Dismissals

Occasionally parents need to have their child dismissed before the end of the school day. When this occurs, parents are asked to send a note to the child's teacher describing the time the child needs to be dismissed and identifying who will pick up the child. This note is then sent on to the Principal's office for the child's record. Parents are asked to come in to the main office to meet their child and "sign their child out". Please do not go directly to your child's classroom to pick up him/her. Children dismissed without returning prior to 12:50 are recorded for a half day absence.

## Tardiness

Although school starts at 8:30 a.m., children are not marked late until 8:45 a.m. When they arrive at school they should stop at the office for a tardy slip. Children who arrive at school after 11:55 a.m. are marked absent for the day. A child must be in school at least one-half day to be marked as attending.

## Parent Notes and Communication with the School

Parents are asked to send notes to the school with their children for the following reasons:

Requests to hold an additional conference.

Clarification of assignments or homework.

Students who ride the bus and who have permission to go home with another student who rides the same bus.

(Both families should send notes to the teachers.)

Student absences.

Students who are bus riders but have permission to be walkers.

Students who are to be dismissed early.

Students who are to stay inside for recess following an illness or for another clearly stated reason.

*Email is not an acceptable form of communication regarding changes in arrival and dismissal procedures for students. A note to school or phone call before 2:00 pm is preferred.*

## School Closings

There are times when school must be canceled due to weather conditions or other emergencies and, at times, there may be a two-hour delay prior to the start of school. School closing decisions are made by the Superintendent of Union #38 School District and are announced over the following radio and television stations. Please note closings or delays are publicized as **Frontier Regional/Union#38 School Districts**. Morning only programs (half-day preschool) are not in session when delays occur. School closings may also be posted on our website at [www.frsu38.org/des](http://www.frsu38.org/des). We will utilize the **Blackboard Connect** calling system to inform you of closings/delays.

When weather conditions turn stormy, parents are encouraged to listen to the television and radio stations identified below.

Television Stations:	WWLP Ch. 22	WGGB Ch. 40
Radio Stations:	WHAI 98.3 FM	WHMP 99.3 FM
	WHYN 93.1 FM	WMAS 94.7 FM
	WRSI 95.3 FM	WYRY 104.9 FM
	WTTT 1040 AM	WPVQ 93.9 FM
	WRNX 100.9 FM	WAQY 102.1 FM

### Emergency School Closings

Children belong to parents first. The school respects a parent's decision to keep their child home or pick them up early on days of inclement weather. On rare occasions, school may be canceled after the school day has begun. Such emergencies might include a mid-day snowstorm, loss of heat, power failure, etc. When this happens, the Principal will initiate the **Blackboard Connect** calling system (which calls up to 5 phone numbers per family) to inform parents of changes in dismissal times. Every effort will be made to reach parents.

## Transportation

### Buses

Students who live more than 1.5 miles from the school or those who live in a hazardous condition are eligible to ride the bus. The bus schedule for each year is based on the number of children on each route and is determined in August. Bus schedules are available in the school office and are published in the *Greenfield Recorder* in August of each year.

When buses arrive at school, students should go directly to their respective classrooms. At 8:30am, students should line up in front of the school according to grade.

Information regarding items left on the bus may be obtained by calling the Bus Company at 665-2838. Bus students may ride on a bus other than the one they've been assigned to by submitting a written request to the school's main office by 9:30 a.m. on the day of the change. Students are expected to demonstrate appropriate behavior while riding the bus to ensure everyone's safety. A letter is sent home to all bus riders explaining the school's expectations.

For a precise listing of all guidelines, refer to the Transportation Rules and Regulations information sheet given to each student within the first week of school. School choice students are not permitted to ride the bus on a regular basis, however, they are permitted to ride on occasion for "playdates", etc. if a note from the parent/guardian is provided.

**Any concerns about inappropriate student behavior or questions regarding the bus or bus driver should be directed to the Principal or Assistant Principal.**

### Walkers

Any child who is not eligible to ride the bus is considered a "walker". A crossing guard is available to assist children who walk to and from school. **Crossing guards are located at the corner of North Main Street and Pleasant Street, at the corner of North Main and Sugarloaf, and in front of the school.** Walkers and bicycle riders need to pay close attention to the crossing guards and should only enter the roadway when they are signaled to do so. Walkers should walk only on the sidewalks and cross only at crosswalks.

### Bicyclists

Students in grades 1-6 must have a parent's permission to ride their bicycle to school. Parents are asked to write a note to the Principal stating that their child has permission to ride his/her bicycle to or from school.

Massachusetts Motor Vehicle Laws, Chapter 85, Section 11B, require that "any person twelve years of age or younger operating a bicycle or being carried as a passenger.....shall wear a helmet". In response to this, the Deerfield School Committee has adopted a policy, which states that students who bicycle to and from school are required to wear a helmet. Those who choose not to comply will lose the privilege.

- Students should park and lock their bikes in the bicycle racks in the front of the school.
- Students are not permitted to ride their bikes in the area near the school entrance.
- Students should wear helmets at all times while riding their bikes.

## Motorists

Parents/Visitors are NOT allowed to park in the bus circle or in the marked fire lanes. Motorists are reminded to use EXTREME caution while near the building and grounds because many children will be entering and leaving the area.

Notice the two paved 'turn outs' on Pleasant Street. These areas are NOT additional parking spaces - they are designed for dropping off and picking up students. When utilizing these areas, please stay in your vehicle, let your passengers exit safely to the sidewalk, and use caution when pulling away.

IF YOU CHOOSE TO WALK INTO THE BUILDING WITH YOUR CHILD, YOU MUST USE THE PARKING LOT ACROSS THE STREET. Auxiliary parking is available on the basketball court. Please refrain from parking in the spaces behind the gym during arrival/dismissal time.

A crossing guard will assist you at the crosswalk to ensure everyone's safety - PLEASE, be a role model by always crossing in the crosswalk (a bit of extra walking but safer and healthier!).

## Loop

- Parking on the basketball courts will no longer be permitted during the hours of 8:00 AM - 4:00PM. Please use the parking lot across the street if you are escorting your child to the front of the school.
- Cars may enter the drop off loop by turning in to the basketball courts. The loop will be one-way.
- The new loop will be a quick drop off and pick up. Parents are asked to remain in their vehicles.
- Children should exit and enter the vehicle on the side facing the school.
- At dismissal, students will wait by the drop off/pick up locations until they see their adult's vehicle. Staff will assist students in getting to the proper vehicle. Parents should remain in their vehicles.
- **Please alert your child's teacher as to whether you will pick up at the front of the building or in the loop.**
- If you plan to wait at the front of the building for your child, please park in the lot across the street.
- There will be 2 drop off/pick up locations, as indicated below. A staff member will be stationed at each.
- Please do not pass vehicles in the loop, unless you are directed to by police or a staff member.
- Please follow all painted lines when using the loop. Cars may turn left or right onto Pleasant St. when exiting the loop.

## Parking

Parking is **PROHIBITED** in the following areas:

- The West end of the building - near the basketball courts. (*This is a fire lane.*)
- On either side of Pleasant Street. (PK parents are permitted to park by the baseball field)
- In the main bus/van drop off area.
- Along the pine trees near the entrance of the main parking lot immediately following the crosswalk.

## OVERVIEW OF THE SCHOOL

### Lost and Found

Parents should label their child's personal articles whenever possible and all students are reminded to take responsibility for their personal property. The school is not responsible for lost or damaged student devices such as iPads, cell phones, and other electronics. Lost items may be claimed in the lost and found box located by the stage in the cafeteria. Please sign in with the main office prior to visiting the lost and found during school hours. Clothes and other articles that are not claimed after a reasonable amount of time are donated to area shelters.

### Snack

Children may bring a healthy snack for the mid-morning recess. **Students are not permitted to have candy, gum or soda or any glass containers in school.** Parents are asked to select a nutritious snack to encourage healthy eating habits. Our "Snack Cart" is open from 8:30-9:00am and provides a variety of healthy snacks and drinks including; fruit, cheese, bagels, hard-boiled eggs, granola bars, baked chips, etc. Prices range from \$.25 to \$.50. If snack time is provided in your child's classroom, as is the case with kindergarten classes, each parent will be asked to provide snack on a rotating basis. The classroom teachers will provide this schedule. Your child's teacher will inform you if snack is to be provided during class time. ***Food for birthday celebrations are not permitted in order to keep our children with allergies safe.***

### School Lunch Program

School lunches are available to all students who wish to purchase them. Students may select from several options; the main meal, salad, cereal, or a "sun" butter (nut friendly alternative) and jelly sandwich. Each lunch is served with a choice of plain or skim milk. The cost of the school lunch is \$2.85 per day. For those students who bring their lunches from home, milk and 100% fruit juice may be purchased for .50 cents each.

Menus are printed on a monthly basis, and distributed to students to bring home. In addition, the menus are located outside the kitchen area, in the classrooms and on the school website.

Each student is personally responsible for his/her lunch money. **Parents may pre-pay for their child's lunch either weekly or monthly.** Parents may pay with cash or by check; checks should be made payable to "Town of Deerfield". Money is generally collected in the classroom on Monday mornings or on the first school day of the week.

The Deerfield Elementary School participates in the Federal Free and Reduced Lunch Program. Applications for this program are available on the school's website. Participation in this program is based upon income guidelines established by the federal government. New students who transfer into the school after the start of school will receive an application when they register with the school's secretary.

Lunch Monitors are present in the cafeteria. They serve to help the children and watch that Cafeteria Rules are observed.

### Cafeteria Expectations

- Parents are asked to provide nutritious food when sending a bag lunch.
- Students of Deerfield Elementary School are not permitted to have candy, gum or soda in school. Water bottles (with student's name) are permitted.
- When entering the cafeteria, the students are asked to line up and wait for the cafeteria supervisor's instructions.
- Students are not to save seats or change seats once they have been seated. Coats are to be hung on the back of the chairs when the student sits down. There should be a maximum of 6 students per side at the lunch table.
- In order to keep all students, especially those with allergies safe, food is never to be shared.
- Students are given a minimum of 20 minutes for lunch. Additional time is given when necessary.

- Conversation should be soft and be respectful to all that sit at or near their table. Lunchroom tables and the floor are to be cleared prior to recess/dismissal.
- Students are expected to use appropriate table manners.
- Students are expected to remain seated until they have finished eating. They are expected to bring their tray, compost and trash to the disposal line. Students should then return to their seats and wait to be dismissed.
- Food should not be removed from the cafeteria unless it is returned home in lunch boxes.

## **Conduct, Discipline, Self-Discipline and Non-Violence Philosophy**

There are many different goals of education. One of the most important of these is learning to live effectively and peacefully with other people. It is our hope that the children who attend the Deerfield Elementary School will learn how to do this. The school staff takes a personal approach with the children. We hope the children will find the school to be an extension of the family environment, which can encourage growth through love, understanding and respect for each other.

All children are entitled to learn in a non-violent and peaceful school environment. Each child's day should be free from threats, teasing and bullying, acts of violence, and exposure to violent games, literature, or objects that are considered to be violent in nature. Furthermore, we feel the school should take a proactive position by teaching, modeling, and integrating peaceful conflict resolution into our curriculum.

In our school community, everyone has a right to a safe and positive learning environment. We also acknowledge that students will have conflicts from time to time and that unexpected behaviors are part of social development. Our discipline policy focuses on teaching students how these behaviors impact others and how to make good choices in challenging situations. The goal is to help students develop an understanding of what positive behavior looks and sounds like and help students value these behaviors.

The word "discipline" means "to teach". The words "self-discipline" means "to teach one's self". Discipline is the process by which the students learn self-control and the proper balance between self and group interests. In keeping with the philosophy that discipline is a means of teaching, the staff at Deerfield Elementary expect students to learn from their mistakes, reflect upon their behavior, take responsibility for making positive changes and become positive contributors to their school both in and out of the classroom. Accordingly, our disciplinary efforts will be as positive as possible and may include: individual discussions, mediation, logical consequences, student involvement in defining acceptable standards, and parent involvement when a student repeatedly exhibits a lack of responsibility or self-discipline.

**In keeping with this philosophy, a set of guidelines has been established to encourage  
appropriate student behavior.**

**At DES, we are Caring, Respectful, Responsible, & Safe**

### **School Rules and Behavior Code**

1. Walk quietly and in an orderly fashion.
2. Go directly to and from your classroom.
3. Show courtesy to everyone you meet.
4. All areas and materials of the school should be treated with respect.
5. No gum is to be chewed in school.
6. Hats should be off in the school building.

7. Use expected and polite language.
8. Follow recess guidelines while on the playground.
9. Follow cafeteria expectations while at lunch.

### **Behaviors That May Result in In-School or Out-of-School Suspension:**

Examples include but are not limited to:

- Fighting
- Bullying/Harassment
- Threatening to harm or using the word kill, Internet threats, bomb threats
- Swearing at or assaulting a teacher or staff member
- Sexually inappropriate language
- Possession and/or use of drugs/alcohol
- Possession of weapons on school grounds or in the building (guns, knives or any objects used as a weapon) or using an object as a weapon
- Setting off a fire alarm
- Destroying school property/stealing
- Using phones/email/personal devices which interrupts the teaching/learning process

The administration may issue a consequence to any behavior (not listed above) that impacts the emotional or physical safety of others or negatively impacts the teaching during class time or disrupts the normal flow of the school's mission.

Just as an example, a minimum consequence for a 1<sup>st</sup> offense or a minor offense (e.g., a minor verbal assault, or a push with no serious harm done or a first time offense for swearing) students will meet with the Principal/Assistant Principal for a conversation and short-term removal from their peers. During this time the situation will be processed, emphasis will be placed on the student's understanding that his/her actions were inappropriate, plans for apologies or restitution will be made, and a plan to avoid future incidents will also be discussed. More serious or subsequent offenses will result in in-school or external suspension for one or more days and efforts will continue towards eliminating the inappropriate behavior in the future.

### **Recess and Playground**

There are three playground areas at the Deerfield Elementary School. These are the fenced preschool area, the east-end play structure, and the west-end field/basketball court. Recess monitors are present when children are at recess.

Parents are asked to make sure that their child dresses appropriately for the weather. Remember to have shoes sent to school when boots are worn for bad weather. Students who do not bring boots will be asked to remain on the blacktop in wet and snow conditions.

In order to make recess an enjoyable and safe experience for all, students should follow the rules for behavior and using the playground structures. Please review them with your child at home to help reinforce these expectations. Teachers and recess monitors will also make children aware of these guidelines. While the recess monitors do their best to ensure the safety of all children during recess, it is important for students to take responsibility for the safe use of the equipment and respect for other students during recess.

### **Playground Expectations**

General Expectations:

- Running on green areas (grass) only.
- Railings are for assistance in walking on the structure. They are not for climbing or sliding.
- When an adult speaks to a child about not following expectations, students will be asked to take a break and sit out.
- Students will line up at the basketball court and walk over to the wing with an IA.

<p>Lily Pads</p> <ul style="list-style-type: none"> <li>• Explain purpose of the ramp - for handicapped students to access the structure.</li> <li>• Step from one lily pad to the next. No skipping over lily pads.</li> <li>• You can start at any point.</li> </ul>
<p>Triangle Bars</p> <ul style="list-style-type: none"> <li>• Only may be used if you can reach them safely.</li> <li>• No hanging upside down.</li> <li>• Moving across only, not climbing up.</li> <li>• No sitting on top.</li> </ul>
<p>Music Area (bells, drums, chimes)</p> <ul style="list-style-type: none"> <li>• Strike drums with flat part of your hand, not fists or other objects.</li> <li>• Strike bells and chimes gently.</li> </ul>
<p>Rock Block</p> <ul style="list-style-type: none"> <li>• 3 children at a time</li> <li>• No sitting on the top</li> </ul>
<p>Rock Wall</p> <ul style="list-style-type: none"> <li>• 1 student at a time</li> <li>• Climb up only</li> <li>• Must have sneakers or closed toe shoes</li> </ul>
<p>Fire Pole</p> <ul style="list-style-type: none"> <li>• Down only</li> <li>• 1 student at a time</li> <li>• Bottom must be clear before sliding down</li> </ul>
<p>Cozy Cocoon</p> <ul style="list-style-type: none"> <li>• 1 student inside at a time</li> <li>• A friend may slowly rotate the cocoon</li> <li>• 2 minute max per person</li> </ul>
<p>Cabana</p> <ul style="list-style-type: none"> <li>• Shade structure</li> <li>• No climbing</li> </ul>
<p>Double Slide, Single Slide, Tube Slide, Curvy Slide</p> <ul style="list-style-type: none"> <li>• Down only</li> <li>• 1 at a time, except on the double slide (2 side by side)</li> <li>• Wait until bottom is clear before sliding down</li> </ul>
<p>Climber Tube</p> <ul style="list-style-type: none"> <li>• May go up or down</li> <li>• If someone wishes to climb through those sitting inside need to exit and allow them to pass.</li> </ul>
<p>Bean Stalk</p> <ul style="list-style-type: none"> <li>• May go up or down.</li> <li>• 1 student at a time</li> </ul>



<p>Monkey Bars (green and brown set)</p> <ul style="list-style-type: none"> <li>• 2 points of contact at all times</li> </ul>
<p>Cosmic Warp</p> <ul style="list-style-type: none"> <li>• 3 students at a time</li> <li>• No sitting on top</li> <li>• No jumping off</li> </ul>
<p>Accessible Swings</p> <ul style="list-style-type: none"> <li>• For handicapped students only</li> <li>• 1 friend may push another seated in the swing</li> </ul>
<p>Swings</p> <ul style="list-style-type: none"> <li>• Only swing front to back (not side to side)</li> <li>• No twisting swings</li> <li>• No jumping off</li> <li>• Sit on your bottom</li> </ul>
<p>Tire Swing</p> <ul style="list-style-type: none"> <li>• 2-3 students at a time</li> <li>• No jumping off</li> <li>• Sitting on your bottom only</li> </ul>
<p>Zip line</p> <ul style="list-style-type: none"> <li>• Get grip in the middle and bring to platform</li> <li>• Slide out and back</li> <li>• You may get off at any point</li> <li>• Wait until the sliding area is clear before the next person starts</li> <li>• No flinging of the handgrip. You must be on it.</li> <li>• No picking up students to get on the grip.</li> <li>• If you can't get on it safely by yourself, you are not ready to use it</li> </ul>
<p>Spinami</p> <ul style="list-style-type: none"> <li>• Enter the spinami by going under the bar, not over.</li> <li>• Riders may stand if they have 4 points of contact - both hands holding ropes, feet firmly on ropes or structure.</li> <li>• Riders may sit with both hands holding ropes.</li> <li>• 6 riders at a time.</li> <li>• 2 spinners at a time</li> <li>• Spin while standing in place. Spinners may not run or hang on the outside while it's spinning</li> <li>• When a rider asks to stop and get off, spinners must stop.</li> </ul>

## GAGA Ball Rules Sheet

### Deerfield Elementary School

1. GAGA Ball is a game of honor; students are responsible for officiating themselves and playing with honesty, integrity, and respect.
2. One player tosses the ball up in the air. Players yell "ga" on the first bounce and "ga" again on the second bounce, and then ball is then in play.
3. Players hit the ball with their hands only, and may not carry or throw the ball; it must be struck with an open hand or with a fist.
4. Any player who is touched by the ball either directly or by a rebound off the wall is "out" and must exit the octagon.
5. If the ball contacts a player or a player's clothing below the knees, that player is eliminated. If the ball contacts the player above the knees, the player is still in.
6. If the ball goes out of the gaga court, the last player to touch the ball is eliminated.
7. Players are not allowed to catch the ball. If a player catches the ball, he or she is out.
8. Players who are eliminated from competition must exit the GAGA Ball court through the gate and NOT over the sides. Players are not allowed to sit on the sides of the court after they are eliminated.
9. Chanting one player's name over another is not allowed. Students may only chant "gaga" throughout live game play.

### Recess Rules for Team Sports

Offense	Penalty
Physical contact Any physical contact that is not needed to play the game or is in excess	10 minutes
Arguing with referee	5 minutes
Arguing with Peer	1 <sup>st</sup> offense 3 minutes 2 <sup>nd</sup> offense 5 minutes 3 <sup>rd</sup> lost team sport privilege for this recess period
Unsportsmanlike conduct Yelling at peers Critizing Entering other's "bubble space"	1 <sup>st</sup> offense -warning 2 <sup>nd</sup> 5 minutes
Teacher has the final say- s/he decides what infraction was broken and the penalty for that will be followed. Arguing with the teacher will add another 5 minutes to the penalty	

*\*penalties may be changed, but can not be changed on the day of the infraction- the team will need to meet to discuss.*

*\*offense descriptions can be added- if not already on the sheet, add it after the offense*

## **The 5 point scale**

This is a way to explain your behavior. A 5-point scale takes an idea or behavior and breaks it into five parts to make it easier to understand different degrees of behavior. It assists students in understanding social interactions and controlling their emotional responses.

Once you learn about the levels of the scale, you can begin to rate your own behaviors. It can also help you recognize situations that are hard for you and give you some good ideas about how to relax your body and mind when you face those situations.

You can make a scale for different behaviors. A few examples are voice volume, behavior, and stress/anxiety. The Voice Volume 5-Point Scale is a school wide tool. When using the scale we are not addressing the behavior directly but replace "the behavior" with numbers and concepts.

5 = Scream; Emergency

4 = Loud/Outside voice (recess)

3 = Conversation

2 = Whisper/soft voice

1 = No Voice

## **Deerfield Elementary Student Dress Code**

### Head

- Hats should be removed during the school day.

### Shirts and Blouses

- Shirts and blouses should be continuous from neckline to waist. A student's mid-section should not show.
- Camisoles and spaghetti straps are not permitted.
- See-through clothing is not permitted.
- Undergarments should not be visible.

### Skirts, Dresses, and Shorts

- Skirts, dresses, and shorts should be no shorter than fingertip level when arms are at sides.

### Pants

- Pants should be secured at waist: no sagging below waist to expose undergarments.

### Shoes

- Flip flops are not permitted.

Should a student come to school wearing any of the above named articles of clothing, the child will be sent to the school nurse and provided with something more appropriate, if available, otherwise parents will be called to provide an alternative. During the winter, students should be prepared to go outside for recess with boots and snow pants.

## **Fidget Devices**

While some professionals claim these devices are intended to be a therapeutic tool for kids with autism, anxiety or attention disorders they are becoming a distraction to the educational environment as some students are using them as toys. In some cases, these fidget devices are being thrown around in class and during transitions. Due to their small size, mishandling them in this manner could potentially cause injury.

We do recognize that some students with autism, attention deficit disorder, anxiety or other diagnoses can benefit from this type of device for therapeutic reasons. In those cases, we ask that parents communicate with the child's teacher or special education liaison to determine expectations for its use. If a student is unable to follow the expectations or is not benefiting from using the device the student will be asked to leave the device at home.

In an effort to keep students safe and maintain a productive learning environment the spinner fidget toys will no longer be allowed in school. If, after an assessment by the classroom teacher, OT and/or special education liaison, it is determined that your child benefits from using a fidget device, other options will be explored.

## **Homework**

Current research and thinking about homework supports the conclusion that the appropriate and effective use of homework can have a significant role in fostering student achievement. The research suggests the following purposes for homework:

- To increase student responsibility, personal development, time management, and self-confidence;
- To provide additional practice leading to increased speed, skill maintenance, and mastery;
- To promote additional participation by students in the learning process;
- To promote parent-child communication;
- To promote higher and more positive parent-school relationships;
- To clearly communicate high expectations for students.

## **Guidelines for Homework Assignments**

In order to meet these purposes, the staff of the Deerfield Elementary School will use the following guidelines in designing assignments:

- The purpose of homework must be clearly communicated to students and parents;
- Homework will not be used as punishment nor will a waiver of homework be used as a reward;
- Homework should be used primarily to promote student achievement and learning.
- Feedback on homework should be regularly given but assignment of grades to homework should be kept at a minimum;
- Students should have the necessary skills and knowledge to complete assignments;
- A parent's major role should be to provide an environment suitable for the completion of homework assignments;
- Extension and enrichment assignments should be given to meet individual students' needs;
- Consistent accountability systems should be developed and used.

## **Parent Input into Class Placement**

Developing classes and assigning teachers is a lengthy and complex process. Being proactive in the process offers every child an opportunity for a successful year. We look at many factors and consider many things. A child's program needs is a major factor in the placement process, as well as the items outlined below:

- Classroom teachers provide general information, social, and academic information.
- Adjustment counselor, student support team, special area teachers, interventionists and administration offer additional information.
- All support services that a child has received are also considered; this includes all special education services, reading or math interventions, English as a second language, etc.
- Parents' concerns are reviewed and considered.
- Students are divided into groups and class composition is considered.
- We structure classes to be heterogeneous with clusters of students who need similar services in order to minimize scheduling conflicts.

The question we hear the most from parents relates to your role in placement, specifically, the most productive way for parents to provide input. Please know that the professional staff puts a lot of time and care into placement and it is something we take very seriously. The teachers and administration spend many hours building classes that will work cooperatively and develop into outstanding learning environments for all children. If, however, you wish to write a letter sharing specific details about your child, please feel free to do so. It

will be read and the information will be considered. In the spring, the principal will remind parents of this process and share the due date for input. Input must be provided in writing to be considered.

Here are a few guidelines to help you prepare a letter:

- Please share only specific information that is related to your child (academic, social, emotional, health).
- Please only share your own personal experiences (student histories) your children have had at DES.
- Identify a few friends your child may like to have in class or any students from whom your child should be separated.
- Please do not request a specific teacher. These will not be accepted. You may describe the teaching environment that would be best for your child.

### **The Accountability Hour**

The 5<sup>th</sup> and 6<sup>th</sup> grades have an additional aid to completing homework: the "Accountability Hour". Fifth and sixth grade students who have not completed 3 or more homework assignments will be asked to remain after school for one hour to give them time to complete their homework. This is not considered a punishment but a time management helper. Please speak to your child's teacher if you have questions.

### **Parent Workshops and Forums**

Periodically the school, the district or the PTA will sponsor parent workshops during the evenings. Topics for these programs have included: mediation, self-esteem, sibling rivalry, mathematics, early literacy, human sexuality, MCAS testing and the science curriculum. Parents receive advance notices of scheduled workshops and forums through the school newsletter and fliers that are sent home with their child.

### **Posting Flyers and Notices in the School**

The posting of notices at the Deerfield Elementary School is permitted when the organizations are local and non-commercial. Posters of other activities of value to pupils may be placed in the building with the approval of the Superintendent. Flyers and notices are not permitted to be sent home with children unless they are school or district approved. Flyers must be submitted to the Superintendent for approval.

### **Teacher In-Service Days**

Deerfield Elementary School participates in Union #38 School District teacher professional development days. These days are organized around enhancing professional skills and strategies in curricula, instructional development, and research. These are full working days for all faculty and students do not attend school on these days. Curriculum days are listed on the school calendar for the academic year.

### **Parent/Guardian Information Sharing**

The Deerfield Elementary faculty is sensitive to the needs of separated and divorced parents and works to keep them informed about their child's school progress when a separation, divorce, or custody agreement allows for this. All information remains confidential. The school's focus is in meeting the needs of students whose families are in transition. The school makes every effort to send written communication to both parents and to invite both parents to school meetings. If for some reason a parent has not received the needed information he/she is asked to contact the school office.

### **Student Records**

Regulations of the State Board of Education apply to all information that is kept by the school on each student. The student record is divided into two sections: (1) the transcript, which includes the minimum information necessary to identify the student and reflect the student's educational progress. This includes: name, birth date, address, parent information, course titles, and grades; and (2) the temporary record, which consists of standardized test results, class rank, extracurricular activities, comments by teachers, etc. The

temporary record is destroyed within five (5) years after the student leaves the school system. The following parent/student rights apply to all records:

- A parent or student over the age of 14 may inspect all portions of the student record upon request. The request may be made verbally or in writing. The record must be available no later than two days after the request.
- Only parents, student, and school personnel working directly with the student are allowed access to information in the student's record without the written consent of the parent/guardian.
- A parent or student may add relevant comments, additional information or other written materials to the record.
- A parent or student may request that information in the record be amended or deleted. A conference with the Principal is required for this action to be completed.

#### **USE OF CELL PHONES/ELECTRONIC DEVICES**

The use of cellphones and personal electronic devices during the school day is a privilege and not a right. As such, the following regulations will apply:

1. To minimize disruption during class time, students with electronic devices such as, but not limited to cell phones, smart phones, MP3 players, and tablet devices **MUST** have them turned off during class time and kept in their backpack, including classroom break times. Students may be permitted to use the above mentioned devices **ONLY** during the following times:

- Before school hours outside the building
- After school hours outside the building
- For instructional purposes with explicit consent of the supervising teacher

2. In the event of a parent/guardian needs to contact their child, they should call the school office directly and not their child on their cell phone.

3. No use and/or taking of cell phone photographs are permitted during the school day. No cell phone photographs are permitted in the restrooms at **ANYTIME**.

4. Cellphones or electronic devices are not permitted on field trips.

5. Cellphones, smartphones, tablet devices etc., shall not be used for exchanging information, personal e-mail, playing games, or chatting unless sanctioned by a classroom teacher as part of an instructional exercise.

6. Violators of this policy will have these items confiscated. Repeat violations may result in the device being held in the school office for an extended period, or return of the device to a parent/guardian.

7. Blatant refusal to comply with the requests of teachers and/or administrators is insubordination and subject to more severe disciplinary action. Disciplinary action is as follows: 1st Violation: a verbal warning for the device to be turned off and put away 2nd Violation: device will be confiscated by the teacher/staff for the remainder of class Refusal to comply: student will report to the Asst. Principal who will confiscate the device for the remainder of the school day. The student may retrieve the device at dismissal time. Note: The school will not assume responsibility for lost or stolen items under any circumstances.

#### **Non-Violence Policy**

All children are entitled to learn in a non-violent and peaceful school environment. Each child's day should be free from threats, teasing, acts of violence, and exposure to violent games, literature, or objects that are considered to be violent in nature. Furthermore, we feel the school should take a pro-active position by teaching, modeling, and integrating peaceful conflict resolution into our curriculum.

#### **Non Discrimination & Non Harassment Policy**

The Frontier Regional and Union #38 District is committed to proactively working to build an inclusive, positive school climate - one that fosters student and staff health and development to each individual's fullest potential. To that end, the district is committed to the development of respectful human relationships at all levels and among all ages.

Furthermore the District is committed to equal employment and educational opportunity for all

employees and applicants, students, and members of the school community without regard to race, color, religion, sex, national origin, age, sexual orientation, gender identity, ancestry, disability or handicap in all aspects of employment and education. The members of the school community include the School Committee, administration, staff, students, and volunteers working in the schools, while they work and study subject to school authorities.

The Frontier Regional and Union #38 School District is also committed to maintaining a school and work environment free of harassment based on race, color, religion, national origin, age, ancestry, sex, sexual orientation, disability or handicap. The District expects all employees, volunteers and students to conduct themselves in an appropriate and professional manner with concern for all employees, volunteers and students have the responsibility to maintain the schools free of harassment, sexual or otherwise.

Harassment is any form of behavior that intentionally interferes with another person's sense of safety or productivity in the employment or educational environment.

Harassment on the basis of race, color, religion, national origin, ancestry, age, sex, sexual orientation, disability and handicap in any form will not be tolerated. Such harassment includes unsolicited remarks, gestures of physical contact, display or circulation of written materials or pictures derogatory to either gender or to racial, ethnic, religious, age, sexual orientation, gender identity, ancestry or disabled or handicapped individuals or groups. Harassment is prohibited whether or not such harassment involves relationships of adult to adult, adult to student, student to adult or student to student.

Any employee or volunteer who receives a report of or has knowledge of conduct prohibited by this policy is required to report the conduct or incident immediately. Any violation of this policy should be brought to the attention of the Principal or the Superintendent of Schools, or his or her designee, as soon as possible, who will conduct an investigation and take whatever action is deemed appropriate.

Any employee or member of the school community found to have engaged in harassment, including, but not limited to, sexual harassment shall be subject to sanctions, including, but not limited to, warning, suspension, or termination from employment or expulsion from school subject to applicable procedural requirements.

It is a violation of this policy for any person to retaliate, coerce, intimidate, harass or interfere with a member of the school community, or any other individual, who has filed a report regarding harassment or assisted with an investigation. Any employee or member of the school community found to have engaged in this conduct shall be subject to sanctions, including, but not limited to, warning, suspension or termination from employment or expulsion from school subject to applicable procedural requirements.

Reporting conduct which may be construed as harassment is encouraged. It is a violation of this policy to intentionally file a false report regarding harassment. The intentional filing of a false report shall result in sanctions, including, but not limited to, warning, suspension or termination from employment or expulsion from school subject to applicable procedural requirements.

Filing of a report, other than intentionally false report, will not reflect upon the status, grades, assignments or other terms and conditions of education or employment of the reporting party.

Under certain circumstances, sexual harassment, or other harassment, may constitute child abuse under Massachusetts law, G.L. c. 119, 51A. The Frontier Regional and Union #38 Districts shall comply with Massachusetts laws in reporting suspected or actual cases of child abuse.

#### EXAMPLES OF CONDUCT WHICH CAN CONSTITUTE HARASSMENT

This list is illustrative and not intended to be limited to the examples given.

- Words, signs, jokes or pranks;
- Physical or verbal intimidation or threats;
- Physical contact; and
- Verbal or physical violence.

Copies of this policy are kept on file in the school's main office, and are available upon request.

## **Sexual Harassment Policy**

It is the goal of Frontier Regional and Union #38 District to promote a workplace/learning environment that is free of sexual harassment. Sexual Harassment of employees/students occurring in the workplace/learning environment or in other settings in which employees/students may find themselves in connection with their employment/studies is unlawful and will not be tolerated by this organization. Further, any retaliation against an individual who has complained about sexual harassment or retaliation against individuals for cooperating with an investigation of a sexual harassment complaint is similarly unlawful and will not be tolerated.

To achieve our goal of providing a workplace/learning environment free from sexual harassment, the conduct that is described in this policy will not be tolerated and we have provided a procedure by which inappropriate conduct will be dealt with, if encountered by employees/students.

Because Frontier Regional and Union #38 School Districts take allegations of sexual harassment seriously, complaints of sexual harassment will be responded to promptly and where it is determined that such inappropriate conduct has occurred, prompt action will be taken to eliminate the conduct and impose such corrective action as is necessary, including disciplinary action including workplace termination/student expulsion where appropriate.

This policy sets forth goals of promoting a workplace and learning environment that is free of sexual harassment. The policy does not limit the school district's authority to discipline or take remedial action for workplace/learning environment conduct, which is deemed unacceptable, regardless of whether that conduct satisfies the definition of sexual harassment.

**Copies of this policy are kept on file in the school's main office,  
and are available upon request.**

## **Asbestos Management Plan**

Please be advised that Frontier Regional and the Union 38 School Districts have developed and maintain an Asbestos Management Plan in accordance with the Asbestos Hazard Emergency Response Act (AHERA). Individual plans are available for review at each respective and at the District Office Building located at 219 Christian Lane, Whately, MA.

## **HEALTH SERVICES**

### **Health Office**

The D.E.S. Health Office is open from 8:15 a.m. to 3:15 p.m. each school day. The direct phone number to the nurse's office is 665-3740. **Parents are asked to call the Health Office or Main Office directly to report a child's absence from school due to illness. Please do not email the teacher.** If the school does not receive a phone call, the school will call home to follow-up.

### **School Physician**

Dr. Diana Johanson serves as the Deerfield Elementary School's physician. Dr. Johanson is available to consult with the School Nurse on individual student health issues, and general school-wide issues.

### **Illness**

It is expected that a child will remain at home when he/she is ill. When in doubt, a parent/guardian should keep the child out of school. **Parents/guardians should immediately report any contagious illness or**



**condition to the School Nurse.** When the child returns to school following a contagious illness, the child needs to check in with the School Nurse. A 24-hour waiting period is required before a child can return to school after the onset of antibiotic treatment.

On a note explaining your child's absence, please indicate the specific illness your child experienced. This information is necessary for the School Nurse to complete periodic health reports. Please also inform the School Nurse and teaching staff of instructions for follow-up care that may need to be provided.

## **Health**

The goal of the School Health Program is to maintain and enhance the optimum level of physical and emotional health of every student. Parents have the prime responsibility for the health and welfare of their children. The school has the responsibility of assisting parents in building and maintaining the highest possible level of health for each student. Services required by the Massachusetts Department of Public Health include: immunization and physical exam monitoring, vision screening, hearing screening, height and weight measurements, scoliosis screening, and maintenance of health records.

## **Dental Examinations**

It is requested that all kindergarten students have a dental examination by a licensed dentist before entering school.

## **Emergency Forms**

Emergency data forms are to be completed by parents/guardians at the start of each school year. The information includes: home address, telephone number, parents' work numbers, and who to contact in an emergency. This information must be updated by the parent/guardian during the school year if there is any change of information.

## **Fluoride Rinse Program**

The Deerfield Elementary School offers a fluoride rinse program to all students in grades 1-6. The Division of Dental Health, within the Massachusetts Department of Health funds this entire program. The fluoride rinse adds further protection against cavities, and the state recommends this as part of a child's dental health plan. Participation is voluntary. Permission forms are sent to parents, requiring permission for their child to participate in the program.

## **Postural Screening**

Postural screening (or scoliosis screening) is performed annually by the School Nurse on students in grades 5 through 9 in the Union #38 District. The best prevention of spinal curvature is early detection. Exemption from this screening is allowed if written notice from the parent/guardian is provided.

## **Immunizations**

Massachusetts State Law requires proper immunization in order for children to enter school. Parents are expected to see that their children have the required immunizations. Written validation from a medical doctor must be provided at registration verifying the immunization record. The required immunizations include a series of vaccines for the following: Diphtheria, Pertussis, Tetanus (DPT), Measles, Mumps, and Rubella (MMR), Polio, Varicella (chicken pox), Hepatitis B.

It is also required that all preschool children be screened for lead poisoning. Documented evidence of lead screening must be submitted prior to entrance to preschool or kindergarten. **Children will not be admitted to kindergarten without verification of immunization status and lead screening.** Other children enrolling in the Frontier Regional/Union #38 Districts in grades 1 through 12 must submit verification of immunization at the time of registration.

### **School Insurance Plan**

Each year, families are given an opportunity to enroll their child in an accident insurance plan, which is offered through a private vendor. This is done on a voluntary basis. Forms describing the plans are sent home with students in September. Forms to enroll in the insurance plan are available on the district website.

### **Physical Examinations**

The state of Massachusetts Department of Public Health recommends that students get a complete physical at least every 3 to 4 years after his/her initial entry into school for the first time. Within the FRSD we have requested that physicals be done during kindergarten, 2nd, 5th, 7th and 10th grade years. It is also necessary for PK students to submit a physical exam form stating that they have had a complete physical within a year of entering school. Medical forms to be completed by parent and physician are available at the school's main office. If students do not have health insurance and/or a health care provider, please call the School Nurse for assistance.

### **Pediculosis Checks (Head Lice Screening)**

The School Nurses periodically schedule pediculosis checks. Head lice spreads quickly and easily in the school setting. We encourage parents to call the School Nurse to inform her of exposure to head lice so we can prevent transmission to other students.

### **Vision and Hearing Screenings**

The School Nurse will perform vision and hearing screening annually on all students. These are strictly screenings, not diagnostic exams. If the child has difficulty meeting state standards on these screenings, the parent will be notified by letter. A letter will accompany this notice to the doctor of the parent's choice. The child's physician should then complete a special portion of this letter, and return it to the school.

### **Medication Policy**

If a child requires medication during school hours, it will be supervised by the School Nurse under the following guidelines required by State Law: ***No medication will be administered without a doctor's order.***

- All medications (prescription and non-prescription) must be supplied in the original pharmacy container and must be accompanied by written instructions by a physician.
- Parents must sign the appropriate administration permission forms.
- Medications prescribed three times a day should be given at home, if possible, i.e., antibiotics.
- In the event of a field trip, the School Nurse will delegate and train an appropriate person to administer the medication.
- Medication must be brought to school by a responsible adult, not hand-delivered by students. The school is not responsible for passing medications between family members.
- Medications must be picked up by an adult on the last day of school, or they are thrown away 30 days after the last day.

## **CURRICULUM AND EDUCATIONAL PROGRAMS**

In an effort to provide the best education to our students, the curriculum in the Deerfield Elementary School, based on Common Core Curriculum as outlined by the Massachusetts Department of Education, is continually examined and revised by teachers and staff. Current research and strategies about best practices in teaching and learning are considered. The Deerfield Elementary School currently has teacher-authored curriculum guides in the areas of Language Arts, Spelling, Science, and Mathematics. These guides outline overall instructional goals, as well as, specific grade level skills for students. The curriculum guides are available in the school main office and in the school library for parents to review. On an annual basis teachers are

expected to review all educational materials for simplistic and demeaning generalizations, lacking intellectual merit, on the basis of race, color, sex, gender identity, religion, national origin, sexual orientation, and that appropriate activities, discussions and/or supplementary materials are used to provide balance and context for any such stereotypes depicted in such material. The Director of Elementary Education can be reached at the Central Office at 665-1155.

### **Language Arts**

Our *Language Arts Curriculum* strives to ensure that all students develop into confident readers, writers, and communicators with critical and creative thinking abilities. The teaching of Language Arts is integrated across content areas as a means to acquire and demonstrate knowledge. For example, students may keep written journals or logs in math and science, read and write reports in social studies, or read an interesting story or poem about a science topic. The Deerfield *Spelling Curriculum* encourages the study of word structures and word meanings. Research has indicated that spelling is a conceptual process that is gradually mastered over a period of time. Spelling is not merely the memorization of words; it involves using a variety of strategies. Our goals are to equip students with a variety of strategies that will enable them to attempt words they wish to spell, and to support the transition from invented to conventional spelling.

### **Mathematics**

Our Mathematics Curriculum aims to empower all students to develop into mathematical thinkers and problem solvers. Students are encouraged to use estimation, mental math, paper-and-pencil, calculators or manipulatives to problem-solve. They learn to approach basic skills with computational fluency, that is, to understand why they are using a specific strategy or algorithm and why it "works" to solve that particular problem. New materials and strategies are consistently introduced and reinforced to help prepare the children for the realities of the future.

Multiple strategies and solutions are encouraged, thereby broadening the understanding of problem-solving as well as promoting an acceptance for a broader range of personal learning styles. Students explore mathematical problems in depth, work together, use a variety of concrete materials and appropriate technology, and express their mathematical thinking through talking, drawing, and writing.

### **Science**

The Science Curriculum reflects the Common Core Curriculum. The Frontier Regional & Union #38 Curriculum map is available on our website.

### **Social Sciences**

The Social Sciences Curriculum reflects the Common Core Curriculum. The Frontier Regional & Union #38 Curriculum map is available on our website.

### **Physical Education**

The physical education program at the Deerfield Elementary School has as its objective the physical, social, emotional, and intellectual development of children. This development is achieved through a balanced program of fundamental movement, ball handling, rhythmic activities, games of low organization, gymnastics and tumbling, relays, team sport skills, and physical fitness activities and testing. A major emphasis is made to foster a positive attitude toward physical activity and the joys of participation. Although some activities are competitive, the physical education program stresses cooperation and sportsmanship. Students in grades 1-6 are scheduled for physical education two times per week. Kindergarten students have physical education once per week.

## **Art**

The visual arts are important in developing and enriching the whole child. Art provides a vehicle for both creative expression and problem solving. The lesson establishes a set of parameters and a goal that is worked out through the use and manipulation of art materials. Frequently, the curriculum introduces art history and can coordinate specific studies at a grade level. The years' program can include: drawing, painting, sculpture, weaving, stitchery and crafts. The success of the project is not solely determined by the finished piece but the internal growth. The students make decisions and choices that are personally theirs; thus their judgment comes from within. Art is one area where students can take a risk and build self-esteem. By sharing their efforts, we become benefactors of their experience. Students have art once a week. Many of the lessons continue for several weeks and are often developed around a particular theme. The success of these projects often adorn our hallways.

## **Music**

Our music program is a comprehensive program for students in grades K through 6. While the students are exposed to a variety of genres, the program is also very participatory. Students learn about the various styles of music from classical to jazz and the important musicians from each of our periods of history, and how music has helped shape our cultures. Through movement and song, students are encouraged to express themselves and explore the many opportunities available through music. In preparation for the instrumental program, all 4<sup>th</sup> graders are taught the recorder along with basic elements of music. They usually perform twice each year.

### **Instrumental Music Program**

Students are eligible to participate in group lessons on string instruments in grades 3-6 and band instruments in grades 5-6. The thirty minute lessons are free of charge and scheduled during the school day in consultation with the classroom teachers. In September, the music teachers demonstrate the instruments and distribute information on how and where to rent an instrument. Concerts are scheduled through the year, culminating in a combined performance by the four Union 38 schools in the spring (held at Frontier Regional).

In addition to the joy of making beautiful music, playing an instrument reinforces cooperative, reading, mathematic, and science skills, as well as enhancing self-confidence and self-esteem.

## **Library**

The Deerfield Elementary School's Library Program is housed in a beautiful, spacious library located at the entrance of the school. We are fortunate to have such a facility and for it to be such a focal point of the school. Each class visits the library for one period a week for readings, author talks, book talks, library skills, and a general use and appreciation of the resources. The School Librarian is involved with obtaining materials for teachers and students, and for promoting an atmosphere conducive to an appreciation for children's literature, books, and reading for fun. The School has an excellent group of dedicated volunteers who assist in all facets of the library program. With this help, the Deerfield Elementary School is able to offer a library program that helps build a life-long love of reading and prepares our students for the outside world.

Children in grade 1 may sign out *one* book for a two-week period and children in grades 2-6 may sign out *two* books for a two-week period. They also are permitted to renew them for an additional two-week period. Kindergartners may check out one book each week. Books for special projects can also be signed out. Teachers, staff, and parents are welcome to use the library collection. All materials must be returned in an appropriate condition, and any materials damaged or lost must be paid for at book value plus a processing fee. Final report cards are not issued until all library resources are returned at the end of the year.

*A parent resource shelf* has been established by the School Council and supported by the P.T.A. to provide informational material for parents about the grade school curriculum, how children learn, child development, and other areas of interest for parents. The Resource Shelf is located in the library's balcony section against the wall on the left. Parents are encouraged to check out the Parent Resource Shelf and take advantage of the resource material. Suggestions for additional materials are encouraged and should be directed to the Deerfield School Council.

The library has an active *book donation program* for families and friends of Deerfield Elementary School. Donations may be made as cash donations or a donor may purchase books for the library. Such gifts to the library have a special bookplate inserted on the inside cover of the book.

## **Technology**

Technology is integrated throughout the curriculum to supplement students' educational experience. Teachers use technology in their instructional practices. Students are able to use technology to enhance their learning, as well as to demonstrate their learning. From kindergarten to 6th grade students have the opportunity to access the Internet as a resource for educational purposes. One to three student computers are available in each classroom. A computer lab is available for all classes to attend once per week and more if requested. In addition, DES has Chromebooks that may be signed out for classroom use. SMART Boards and LCD projectors are in classrooms in grades K-6. Digital cameras, document cameras and camcorders are accessible for students and faculty. We also have numerous adaptive education applications for special education.

Technology curriculum includes keyboarding, word processing, spreadsheet, publishing, and multimedia applications. In addition to Microsoft Office programs, DES offers Google Apps for Education service for students in grades 2<sup>nd</sup> through 6<sup>th</sup>. Google Apps for Education service is entirely online and available 24/7 from any Internet-connected device. The suite of applications allows students to create, edit, collaborate in real-time, peer review, store and share files only between students and teachers within the school district. These applications and associated hardware give teachers more resources to effectively integrate 21<sup>st</sup> century technology in their curriculum.

Deerfield Elementary is committed to providing its faculty with equipment and training so we may become a leader through technology integration.

Students must turn in the Acceptable Use Form in order to use the technology in the building. Misuse of technology may result in a loss of privilege. Teachers will review all expectations for using the available technology at the start of, and throughout the school year.

## **INTERNET: ACCEPTABLE USE REGULATIONS**

The use of Internet, as part of this computer network, can be a great motivator for students, and its use encourages independence and autonomy. Because the Internet is blind to class, race, gender, age, ability, and disability, it is a valuable means for addressing the needs of all students.

While the benefits of Internet access are many, parents need to be aware that the Internet is an open system which contains information that parents might find objectionable and inappropriate for children. We will make every effort to prevent your son/daughter's access to inappropriate materials on the Internet, but we cannot guarantee that he/she will not inadvertently encounter text, pictures, or references that are objectionable. We ask your assistance in developing responsible attitudes and reinforcing appropriate behaviors.

Parents/guardians are asked to review the Frontier Regional/Union #38 Computer Acceptable Use Policy which is posted on our website. Copies are also available in the school office. A sign-off sheet, stating that you and your child have reviewed the policy together, is required to be signed by all parents and students at the

start of each school year.

### **Internet Security**

At Deerfield Elementary School the following steps are taken to ensure that our students will not come across any inappropriate material when using the Internet:

- E-mail is not given unless a teacher sets up their own or a class e-mail account that is managed by the teacher.
- Boarder/Manager software has been installed on our server to filter out inappropriate sites. In addition, for double protection, we encourage the use of our *Kids Search Engine* page available on our Home Page for students to use when gathering research materials. Using these two filters, we have eliminated inappropriate material to our school via the Internet.

### **Use of Computer Lab and Chromebooks**

The Master Schedule contains the day and time your class is assigned to the computer lab. Teachers and Instructional Assistants are expected to attend the computer lab session with their classes. Teachers may sign up for additional time in the Computer Lab based on availability. Computer Lab personnel can assist you with signing up for additional Computer Lab time. DES has 25 Chromebooks available for use in classrooms. Teachers may sign up to use the Chromebooks via Google Calendar. Each student in the class must review and abide by the *DES Student Guidelines for Chromebook/Mobile Device Use*.

## **SCHOOL PROGRAMS**

### **Preschool Program**

The purpose of the Early Childhood Program is to provide a preschool experience for three and four year olds, which will help to prepare them for their elementary school experience. The Early Childhood Program provides stimulation and enhancement of individual skills and concepts in the areas of communication, problem solving, gross and fine motor skills, social/emotional development, early literacy development, and self-expression through the arts. Providing comprehensive programming to meet individual needs at an early age allows for greater academic success in the primary grades. Children have repeated opportunities to interact, explore, and discover. The aim of the program is to foster a sense of community within the classroom, which is based on trust, respect and cooperation, where children learn to value themselves and others, and to appreciate and accept individual differences

The Early Childhood Program is a mandated program in accordance with Public Law 94-142 and Chapter 766, under the Office of Special Education. A full day, full-year preschool program is available and is partially funded by a Massachusetts Department of Education Community Partnerships Grant. The program accepts three and four year old children from all four towns in the Union 38 School District. The program is designed to meet the needs of working families by providing an affordable, high quality preschool program between the hours of 8:15 a.m. to 5:30 p.m.

In addition, Union 38 School District Early Childhood Education Program offers half-day preschool programs for three and four year old children. The early childhood classroom is an integrated program for both special needs children and their typically developing peer partners. The programs offer educational programming; therapies such as speech/language, occupational, and physical therapy; screening and assessment; and parent support services such as home visits. The classrooms are housed in the Conway Grammar School, Deerfield Elementary, Sunderland Elementary, and Whately Elementary Schools. Both preschool programs meet the accreditation standards set by the National Association for the Education of Young Children.

Preschool screening is the process of assessing a child's overall general development. Preschool screening is conducted continually throughout the school year for three and four year olds. Parents may request a screening at any time. A parent, doctor, social worker or teacher may refer a child who is thought to have a

special need. If indicated by the screening results, the school may then recommend a more comprehensive evaluation in order to confirm any indication of a potential special need. Parents with concerns about their child's development may make an appointment by calling the Early Childhood Coordinator at 665-8928.

### **Out-of-School-Time Program**

The Deerfield Out-of-School-Time Program is committed to providing a safe, fun, and educational atmosphere for children attending the Deerfield Elementary School in grades K-6. The adult to child ratio is kept as low as possible, between 1:10 or 1:11, in order to facilitate quality interactions between staff and students. Children self-select activities throughout the program hours. By offering choices and allowing for input into the design of the program, children are given the opportunity to develop the other 3 R's - resourcefulness, responsibility, and reliability.

The program meets in the morning prior to the start of the school day from 7:00 a.m. to 8:30 a.m. and at the completion of the academic day from 3:00 p.m. to 5:30 p.m. Families may choose a one to five day per week schedule. Students may be involved in the program in a variety of ways. They may choose to attend the before or after school program which follows the Union #38 School Year calendar. Opportunities for exploration are provided through a number of enrichment programs, which are offered throughout the year. In the past, programs were offered in karate, science, music, art, drama, foreign languages, nature studies, floor hockey, horseback riding and field hockey. Children may also attend the program on half and full curriculum days when teachers are in session but students are out of school. In addition, the Out-of-School-Time Program operates a vacation camp during February and April vacation, as well as a summer camp, which is located at the Deerfield Elementary School.

Application to the program can be made through the site coordinator. For additional information, please call the Out-of-School-Time Program at 665-1408 or 413-665-1155 X 108.

### **Guidance Services**

The Elementary School Guidance Program recognizes that growth and learning are developmental. The Deerfield Elementary School addresses the developmental needs of students, utilizes preventive guidance approaches, and helps to remediate situations that may interfere with a child's ability to learn. The Frontier Regional and Union #38 School District provide the Deerfield Elementary School with the services of a **School Adjustment Counselor** and a **School Psychologist**. The School Psychologist conducts child assessments for team evaluations and may provide individual counseling to students.

School counseling services generally include:

- counseling for children, individually or in small groups
- consultation for parents, teachers, and other staff members
- coordination of services with other agencies and private service providers
- providing curricula for classroom guidance activities
- providing home assessments for special education evaluations and developing guidance goals for Individualized Educational Plans if needed.

## **STUDENT ASSESSMENTS/EVALUATIONS**

### **Standardized Testing Program**

MCAS (Massachusetts Comprehensive Assessment System) is administered each spring to grades 3-6. At the elementary level MCAS scores are used to help the school evaluate best practices in teaching. The following tests are administered in the following grades:

<b>Grade 3</b>	Math and Language Arts
<b>Grade 4</b>	Math and Language Arts
<b>Grade 5</b>	Math, Language Arts, Science and Technology/Engineering
<b>Grade 6</b>	Math and Language Arts

### **Parent/Teacher Conferences**

Parent/Teacher conferences are scheduled in November and in April of each school year. Parents are asked to sign up for individual conferences to discuss their child's progress, and discuss any questions or concerns they have about their child's school experience. Parents can sign up for their fall conference during Curriculum Night. Notices will be sent to parents in the spring to schedule the April Parent/Teacher conferences. Parents may request additional conferences at any time during the school year. Appointments can be made with the child's teacher by calling the school or by writing a note or sending an email to the teacher. Sometimes concerns or confusion arise about student assignments or programs. In order to resolve these concerns or confusion, parents are encouraged to initiate dialogue with their child's teacher.

### **Progress Reports**

Written progress reports are given to students twice each year. Teachers will review the child's progress during Parent/Teacher Conferences that are scheduled in November and April of each school year to discuss the progress to date. Parents may request a progress update meeting any time by contacting their child's teacher. Parents are welcome to visit the classroom for observation; however, parents are asked to make arrangements with the teacher at least two days in advance of the visit.

### **Kindergarten Screening**

All kindergarten children are assessed to determine if each child is progressing within normal ranges of development. This screening takes place in the spring prior to the start of the child's kindergarten year. The children are screened by a team of specialists, including: a speech/language pathologist, occupational therapist, the school nurse, and the kindergarten teacher. Therapists and teachers document observations of each child. Information is compiled in the following areas: vision, hearing, gross motor skills, fine motor skills, concepts, communications, and developmental history.

The information is combined in order to provide an accurate picture of a child's strengths and weaknesses. This screening is done in accordance with Massachusetts State Law, Chapter 766, which states that all school systems are required to screen and identify any children who may be in need of special services. Students who miss the spring screening will be screening in the fall. All kindergarten children must be screened by the end of October.

Decisions are made as to whether any children should be referred for more intensive evaluation in any of the seven areas above. Letters are sent to parents regarding the results of the screening, and may include recommendations for further screening or evaluations. If a child is determined to need support services, those services will be provided through school support services and may include Section 504 services and Chapter 766 services.

### **Reading Recovery**

Reading Recovery is an early intervention designed to operate within the school system to assure success for the lowest achieving children. It is a short-term, research based program for children who have been in school for one year and are identified through teacher recommendation and a literacy achievement screening as children who may be at risk of failing to learn to read and write in the first grade. Children participating in the program receive daily individual instruction with the goal to develop effective reading and writing strategies in an accelerated manner.



Within the framework of the individualized lesson the program enables most Reading Recovery children to catch up and work with an average group of children in the classroom after twenty weeks of program participation. With this added effort in reading instruction, early literacy success is more likely and gives these children the additional help needed to make a successful start in reading and writing.

### **Student Support Team (SST)**

The Student Support Team is part of the regular education process, and is designed to assist classroom teachers who seek advice for academic, behavioral or social concerns for a student or a group of students in their classes. The process promotes collegial work to improve learning outcomes for students. The Student Support Team can assist the classroom teacher by recommending specific strategies and interventions and may recommend additional screenings and evaluations for the student. Parents are included in this process and are a part of the team. Questions about this process should be directed to your child's teacher.

### **Section 504 Student Services**

Section 504 of the Federal Rehabilitation Act of 1973 is an Act that prohibits discrimination against persons with a handicap. The school district has specific responsibilities under the Act which include: identifying, evaluating, and providing access to appropriate educational services to any child who is determined to be eligible under Section 504. The Act defines a person with a handicap as anyone who:

- has a mental or physical impairment which substantially limits one or more major life activities (major life activities include: caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working);
- has a record of such an impairment; or
- is regarded as having such impairment.
- 

Parents can obtain information about Section 504 at:

<http://www2.ed.gov/policy/rights/guid/ocr/disability.html>

The Parent Guide to Section 504 can be viewed at:

<http://files.eric.ed.gov/fulltext/ED358597.pdf>

### **Special Education Services - Chapter 766/Individual Education Plan (IEP)-**

Chapter 766 refers to a State Law that guarantees public education for school age children regardless of any handicap they may have. These needs may be specific learning disabilities, physical handicaps, or behavioral disorders. State guidelines for eligibility for special education services are quite specific. If a parent thinks a child may have a special need, they should first consult with the child's teacher. The teacher may in turn consult with the Student Support Team. Evaluations and assessments of the child's specific needs may then be recommended. If a child is determined to need special educational services, an Individual Educational Plan (IEP) is developed by members of the Special Education Department, the teacher, the principal, the school psychologist, and any pertinent specialists. This team is responsible for preparing an Individual Educational Plan for the child, and for meeting at least once a year to review the child's progress, evaluate the Plan, and make suggested changes in the Plan. Parents can obtain additional information through the school main office.

*The Frontier Regional and Union #38 School Districts do not discriminate on the basis of race, color, national origin, sex, gender identity, disability, religion or sexual orientation. The Title IX Coordinator for the Frontier Regional and Union #38 School Districts is Karen Ferrandino, 219 Christian Lane, Whately, MA 01373, Phone: (413) 665-1106. The Section 504 of the Rehabilitation Act of 1973 Coordinator for Deerfield Elementary School is Clay Connor, 21 Pleasant Street, South Deerfield, MA, 01373, Phone (413)-665-1131 ext. 107.*

## **~ Policy Appendix ~**

### **JIA-A STUDENT DUE PROCESS RIGHTS**

Due process shall be observed in all disciplinary cases in the following manner:

1. Student shall be given notice of charges, either orally or written
2. Evidence that was obtained shall be explained to the student
3. Students will be given the opportunity to present his/her side of the story
4. All efforts will be made to make sure that discipline is fundamentally fair and consistent

The greater the charges, the greater the due process rights will be afforded to the student

It is hoped that this can be accomplished in an atmosphere of relative calm but it is to be expected in some cases, because of emotional considerations, this will not be possible. In those cases, the Principal/Superintendent shall make a reasoned judgment of what is the best course of action to be taken that preserves sound educational objectives.

#### **Infractions and Ramifications:**

The above general guidelines give an overview of the common sense expectations for behavior. Because rules can be broken, it is important that students, parents, teachers, and the administration agree upon the ways that these infractions will be handled and the consequences that may result.

#### **Notification and Hearing Procedure:**

The principal will notify parents by telephone of a student suspension. All suspensions are confirmed by letter as soon as possible. Suspensions of five to ten days may be appealed to the principal. Suspensions of more than ten days may be appealed to the principal, then to the superintendent. (Note: This section is inapplicable to suspensions or expulsions imposed pursuant to the Educational Reform Act, MA. General Laws, c. 71, S37H1/2. Any appeal rights for such disciplinary action will be provided in the statute.) Matters concerning classroom standards or requirements may be appealed to the principal.

Adopted:

Conway Grammar: 06/17/2010

Deerfield Elementary: 06/09/2010

Sunderland Elementary: 06/15/2010

Whately Elementary: 06/07/2010

### **JK-3 DISCIPLINE OF STUDENTS ON 504 PLANS**

Students are expected to meet the expectations for behavior identified in the school handbook. A student on a Section 504 plan may be disciplined like any other non-disabled student. However, if the student is going to be suspended for ten (10) or more consecutive days, expelled or suspended for more than fifteen (15) cumulative days (and there is a change in placement as a result), then a manifestation determination review shall be conducted. The student's 504 team shall convene, and answer two questions, after reviewing relevant documents and the misconduct of the student:

Is the misconduct the result of failure to implement the student's 504 Plan?

Is the misconduct caused by, or does it have a direct and substantial relationship to the student's disability?

A summary of the manifestation determination review will be written and a copy provided to the Parent(s)/guardian(s) as soon as possible after the review, but no later than five (5) school days after the review.

Adopted:

Frontier Regional 06/08/2010

Conway Grammar 06/17/2010

Deerfield Elementary 06/09/2010

Sunderland Elementary 06/15/2010

Whately Elementary 06/07/2010

## **AC-1 ANTI-DISCRIMINATION AND HARASSMENT POLICY**

The Frontier Regional and Union #38 Districts are committed to proactively working to build an inclusive, positive school climate – one that fosters student and staff health and development to each individual's fullest potential. To that end, the districts are committed to the development of respectful human relationships at all levels and among all ages. Deerfield Elementary School does not discriminate on the basis of **race, color, national origin, sex, gender identity, disability, religion or sexual orientation**.

Furthermore the Districts are committed to equal employment and educational opportunity for all employees and applicants, students, and members of the school community without regard to race, color, religion, sex, national origin, age, sexual orientation, ancestry, disability or handicap in all aspects of employment and education. The members of the school community include the School Committee, administration, staff, students, and volunteers working in the schools, while they work and study subject to school authorities.

The Frontier Regional and Union #38 School Districts are also committed to maintaining a school and work environment free of harassment based on race, color, religion, national origin, age, ancestry, sex, sexual orientation, disability or handicap. The District expects all employees, volunteers and students to conduct themselves in an appropriate and professional manner with concern for all employees, volunteers and the students. All school employees, volunteers and students have the responsibility to maintain the schools free of harassment, sexual or otherwise.

Harassment is any form of behavior that intentionally interferes with another person's sense of safety or productivity in the employment or education environment.

Harassment on the basis of race, color, religion, national origin, ancestry, age, sex, sexual orientation, gender identity, disability and handicap in any form will not be tolerated. Such harassment includes unsolicited remarks, gestures of physical contact, display or circulation of written materials or pictures derogatory to either gender or to racial, ethnic, religious, age, sexual orientation, ancestry or disabled or handicapped individuals or groups.

Harassment is prohibited whether or not such harassment involves relationships of adult-to-adult, adult-to-student, student-to-adult or student-to-student.

Any employee or volunteer who receives a report of or has knowledge of conduct prohibited by this policy is required to report the conduct or incident immediately. Any violation of this policy should be brought to the attention of the Principal or the Superintendent of Schools, or his or her designee, as soon as possible. The Superintendent will conduct an investigation and take whatever action is deemed appropriate.

Any employee or member of the school community found to have engaged in harassment, including but not limited to sexual harassment, shall be subject to sanctions, including, but not limited to, warning, suspension, or termination from employment or expulsion from school subject to applicable procedural requirements.

It is a violation of this policy for any person to retaliate, coerce, intimidate, harass or interfere with a member of the school community, or any other individual, who has filed a report regarding harassment or has assisted with an investigation. Any employee or member of the school community found to have engaged in this conduct shall be subject to sanctions, including, but not limited to, warning, suspension or termination from employment or expulsion from school subject to applicable procedural requirements.

Reporting conduct, which may be construed as harassment is encouraged. It is a violation of this policy to intentionally file a false report regarding harassment. The intentional filing of a false report shall result in sanctions, including but not limited to, warning, suspension or termination from employment or expulsion from school subject to applicable procedural requirements.

Filing of a report, other than an intentionally false report, will not reflect upon the status, grades, assignments or other terms and conditions of education or employment of the reporting party.

Under certain circumstances, sexual harassment, or other harassment, may constitute child abuse under Massachusetts law, G.L. c. 119, and 51A. The Frontier Regional and Union 38 Districts shall comply with Massachusetts laws in reporting suspected or actual cases of child abuse.

### **EXAMPLES OF CONDUCT, WHICH CAN CONSTITUTE HARASSMENT:**

This list is illustrative and is not intended to be limited to the examples given.

- words, signs, jokes or pranks;

- physical or verbal intimidation or threats;
- physical contact; and/or
- verbal or physical violence.

## INVESTIGATION AND RESOLUTION OF GRIEVANCES

All employees, as a condition of their employment and volunteers are expected to act responsibly and conscientiously in carrying out the provisions of this Policy. They are also expected to work purposefully to establish and to maintain a school and work environment, which is free of harassment or discrimination.

Since all employees and volunteers have a duty and responsibility to maintain the schools free of the harassment of students, anyone who receives a report of, or would have pertinent knowledge of any conduct or behavior which is prohibited by this policy in reference to students, is hereby required to report such conduct, behavior, or incident as soon as possible but no later than 30 days after the alleged violation to the building administrator, (unless the building administrator is the alleged harasser,) and the Superintendent of Schools or his/her designee.

The person who first receives the harassment complaint should make no commitments of specific action or promises of a particular resolution. He or she should assure the complainant that the matter will be brought to the attention of the building administrator and then to the Superintendent of Schools, and that the Superintendent of Schools will make a determination as to whether or not further investigation is warranted.

The Superintendent of Schools, or his or her designee, shall have the right to investigate any pertinent information, which is deemed to merit further investigation regardless of whether or not an informal or formal grievance is filed. Where the investigation substantiates that unlawful harassment has occurred, the Superintendent of Schools, or his or her designee, may take appropriate action. (See "Sanctions")

Any member of the school community who believes that he or she has been harassed may, and is encouraged to, initiate the procedures set forth below.

### Formal Grievance Procedure

The following grievance procedure should be used by an individual filing a complaint alleging harassment of or by an employee, a volunteer or a student in any aspect of education opportunities or in employment practices and policies or the provision of work related programs, services and benefits by the Districts:

Any alleged act of harassment of or by an employee, a volunteer, a student or other member of the school community should be reported to the Superintendent of Schools and to the building administrator. If the building administrator is the alleged offender, the report may be made directly to the Superintendent of Schools. Prompt reporting makes investigation and resolution of a problem easier.

The grievance should contain as much information as possible about the alleged incident including: the name(s) of anyone involved; the dates, times and places of any alleged misconduct; an objective description of any alleged misconduct; the name of the person filing the complaint and his or her address and telephone number; and an account of any mitigating circumstances which might be relevant to the particular situation. The grievance should also contain the specific remedy, if any, sought by the individual filing the grievance.

If a student under the age of 18 is involved, his or her parent(s) shall be notified.

If the individual making the grievance is unwilling, or unable, to present it in written form, then the Superintendent of Schools, or his or her designee, who receives it, will reduce the grievance to writing. The grievance must be signed by the individual who reduced it to written form. The individual making the grievance shall be asked to sign the written statement acknowledging the written statement's accuracy. If the individual is unwilling, or unable, to so acknowledge, the Superintendent of Schools, or his or her designee, shall sign the grievance indicating that the information is accurate as related by the individual, that the information was read to and reviewed with the individual and that the individual is unwilling, or unable, to sign the statement. The fact that an individual is unwilling or unable to sign or acknowledge the statement shall not preclude the Superintendent of Schools, or his or her designee, from conducting an investigation or taking any action, which he or she deems appropriate.

The Superintendent of Schools, or his or her designee, shall conduct an investigation of the allegations made in the grievance. The building administrator, i.e., the Principal, will normally be so designated. The investigation will include, but is not limited to, interviews with the individual(s) filing the grievance, the individual(s) subjected to the alleged harassment, the individual(s) allegedly engaging in the harassing conduct, any other individual(s) who may have information bearing on the conduct in question and, if any individual(s) involved is (are) under the age of 18, the parent(s) of such individual(s).

The Superintendent of Schools or his or her designee will determine whether or not a violation of the Anti-Discrimination and Harassment Policy has occurred. The Superintendent of Schools, or his or her designee, will decide what action, if any, is deemed appropriate. The Superintendent of Schools, or his or her designee, shall prepare a report of the investigation. If the individual preparing the report is other than the Superintendent of Schools, the report shall be submitted to the Superintendent of Schools.

The report shall be prepared within five (5) working days of the completion of the investigation.

The Superintendent of Schools will respond in writing to the individual filing the grievance, his or her parent(s) and/or his or her representative, within fifteen (15) working days of the completion of the investigation. A meeting may be arranged.

The Superintendent of Schools' decision is final.

## **Grievance Procedure for Complaint Against Superintendent**

The following grievance procedure should be used by an individual who wishes to file a complaint alleging harassment in education or employment practices and policies or the provision of education or work-related programs, services and benefits by the Frontier Regional and Union 38 School Districts when the Superintendent of Schools is the alleged offender.

Any alleged act of harassment should be reported to the Chairperson of the School Committee. Thereafter, the procedure described above will be followed except that the process will involve the Chairperson of the School Committee or his/her designee instead of the Superintendent.

The Chairperson of the School Committee or his or her designee will determine whether or not a violation of the Anti-Discrimination and Harassment Policy has occurred. The Chairperson of the School Committee, or his or her designee, will decide what action, if any, is deemed appropriate. The Chairperson of the School Committee, or his or her designee, shall prepare a report of the investigation. If the individual preparing the report is other than the Chairperson of the School Committee, the report shall be submitted to the Chairperson of the School Committee. The report shall be prepared within five (5) working days of the completion of the investigation.

The Chairperson of the School Committee will respond in writing to the individual filing the grievance, his or her parent(s) and/or his or her representative, within fifteen (15) working days of the completion of the investigation. A meeting may be arranged.

If the response does not satisfactorily resolve the issue, the individual making the complaint, or in the case of a student under the age of 18, his or her parent(s), and/or his or her representative may request a hearing before the School Committee to be held within twenty-one (21) working days of receipt of the response. The request for hearing should be addressed to: The Chairman of the School Committee.

The person on whose act(s) the grievance was based will be notified by the School Committee, for the purpose of advising him or her, that he or she may attend the hearing, with or without legal counsel or a representative. Notice shall be provided at least 48 hours. The individual shall have the right to present evidence at the hearing. A hearing may be held in executive session but the individual on whose act(s) the grievance is based may choose to have the hearing in open session.

The School Committee shall issue a decision within thirty (30) working days of the hearing. The School Committee's decision shall be final.

## **Conduct of Hearing**

The hearing shall be conducted pursuant to Massachusetts General Laws, Chapter 39, Section 23B.

## **Sanctions**

The District reserves the right to impose any of the following sanctions or other sanctions in any order depending on the severity and/or frequency of the conduct:

- (1) A verbal warning issued by the Superintendent of Schools, or his or her designee, to the employee or volunteer with a written annotation being placed in the personnel file of this person.

- (2) A written warning issued by the Superintendent of Schools or his or her designee, filed in the personnel file of the employee or volunteer.
- (3) A suspension, with or without pay.
- (4) A termination or dismissal as would be effected in accordance with applicable collective bargaining agreements and laws.

In the particular instance of harassment by a student upon another student, the District reserves the right to impose any of the following sanctions or any other sanctions in any order, depending on the severity and/or frequency of the conduct:

- (1) A verbal warning may be issued to the student with a written annotation being placed in the student's file.
- (2) A written warning may be issued and filed in the student's file.

A suspension of the student may be affected for a particular number of days not to exceed the limits as prescribed in applicable laws.

Expulsion proceedings against the student may commence in consonance with applicable laws.

Any aggrieved individual may also contact the following agencies:

US Equal Opportunity Commission (EEOC)  
2 Congress Street 10th floor  
Boston, Massachusetts 02114  
(617) 727-3990

Massachusetts Commission Against Discrimination  
Boston Office:  
1 Ashburton Place, Room 601  
Boston, Massachusetts 02108  
(617) 727-3990

Springfield Office:  
436 Dwight Street Room 220  
Springfield, Massachusetts 01103  
(413) 739-2145

<u>Adopted by:</u>		<u>Amended:</u>	
CONWAY	Date <u>5/16/02</u>	CONWAY	Date <u>01/19/06</u>
DEERFIELD	Date <u>6/12/02</u>	DEERFIELD	Date <u>01/04/06</u>
SUNDERLAND	Date <u>5/21/02</u>	SUNDERLAND	Date <u>01/17/06</u>
WHATELY	Date <u>6/03/02</u>	WHATELY	Date <u>01/09/06</u>
FRONTIER	Date <u>5/14/02</u>	FRONTIER	Date <u>01/10/06</u>

## JE-2 STUDENT ATTENDANCE POLICY

### GRADES 1-6

#### I. ATTENDANCE (Mass. law)

School is compulsory for students under the age of sixteen. A student may be considered truant and court proceedings initiated when the student accumulates more than seven unexcused absences in a six-month period. (See MGL CH. 76, S. 2 and S. 5)

The Superintendent, or Principal in so far as authorized by the Superintendent or by the school committee, may excuse cases of necessary absence not exceeding seven day sessions or fourteen half day sessions in any period of six months. The school committee is charged with the duty to provide for and enforce the school attendance of all children legally registered to attend our school.

The parents or guardians of each pupil shall, annually at the commencement of each school year, be sent a notice instructing them to call a designated telephone number at a designated time to inform the school of the absence of a pupil and the reason for such absence. The notice shall also require the parent or guardian to furnish the school with a home, work or other emergency telephone number where they can be contacted during the school day.

Every school committee shall appoint one or more supervisors of attendance.

CH. 76, Section 5. Every person shall have a right to attend the public schools of the town where he actually resides, subject to the following section. No person shall be excluded from or discriminated against in admission to a public school on account of race, color, sex, religion, national origin or sexual orientation. (M.G.L. 22.37)

Adopted:

Conway Grammar School: \_\_\_\_\_  
Deerfield Elementary School: \_\_\_\_\_  
Sunderland Elementary School: \_\_\_\_\_  
Whately Elementary School: \_\_\_\_\_

## **JE-2R STUDENT ATTENDANCE PROCEDURES GRADES 1-6**

### **PROCEDURES FOR ABSENCES:**

On the day of the absence, the student's parent/guardian must call the school office and/or the Nurse. The parent/guardian should state the reason for the absence. On the day of his return, the student must bring a note signed by the parent or guardian, stating the student's name, the dates of absence from school and give the reason for the absence, especially in the case of a communicable disease.

If the school's office or the Nurse does not receive a call from a parent/guardian on the day of the absence, phone calls will be made to the student's home and/or parent/guardian's place of work.

Absences are deemed excused if the absence is reported by the parent/guardian and a note is sent in explaining the reason for the absence. Absences are not excused when a parent/guardian does not contact the school in any way to report the absence.

### **TRUANCY**

Students who are absent from school without parent/guardian contact or note will be considered truant and receive a full day internal suspension.

### **TARDIES**

All students are to report to the office to sign in and receive a tardy slip if they are not in class by 8:50 AM.

**EARLY DISMISSAL**

A student who is dismissed early must report to the school office to have their parent/guardian sign them out. Every effort should be made to arrange doctor, dentist and other appointments after school hours.

**LEAVING SCHOOL GROUNDS**

Leaving school grounds without permission is a serious infraction of school policy. The school is responsible for student safety. Students who leave school without permission will have their parents contacted and will receive an out-of-school suspension for one day.

## Notes

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