



# Family Handbook 2020-2021

**[SES LINK TO HYBRID HANDBOOK 20-21](#)**

**This handbook is posted on the SES website. Our goal is to reduce the publication of paper copies. We hope that families will access this information online so we may practice responsible use of resources. Thank you for your cooperation with this initiative.**

**<http://www.shutesburyschool.org>**

**CONFERENCES****October 20 and 21****October 28 and 29**

**FINAL AMENDED**  
**ERVING SCHOOL UNION #28**  
**ACADEMIC CALENDAR**  
 2020-2021  
**SHUTESBURY ELEMENTARY**  
**SCHOOL**

**CONFERENCES****March 23 and 24****March 31 and April 1**

School Hours: Mon., Tues., Thurs. and Fri—8:30 a.m.—3:10 p.m.

Every Wednesday—School Hours 8:30 a.m.—1:00 p.m.  
Staff Professional Development 1:30—3:00**AUGUST 2020 (0)**

Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

28 Staff Begins  
 Aug 28—Sept 15 Staff Professional Development

**SEPTEMBER 2020 (11)**

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

Aug 28—Sept 15 Staff Professional Development  
 7 Labor Day  
 16 First Day of School

**OCTOBER 2020 (20)**

Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

9 Curriculum Day No School for Students  
 12 Columbus Day  
 20, 21, 28 and 29 Conferences (1:00 p.m. dismissal)

**NOVEMBER 2020 (17)**

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

11 Veterans Day Observed  
 25—27 Thanksgiving Recess

**DECEMBER 2020 (16)**

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

Dec. 23—Jan 1 Holiday Recess

**JANUARY 2021 (19)**

Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

1 New Years Day  
 4 Return to School  
 18 Martin Luther King, Jr. Day

**FEBRUARY 2021 (15)**

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

15—19 Winter Recess

**MARCH 2021 (23)**

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

23, 24, 31 Conference (1:00 p.m. dismissal)

**APRIL 2021 (17)**

Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

1 Conferences (1:00 p.m. dismissal)  
 19—23 Spring Recess

**MAY 2021 (19)**

Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

28 Curriculum Day No School for Students  
 31 Memorial Day

**JUNE 2021 (13)**

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

17 Last day of school—Early Release for Students  
 Inclement weather days will be scheduled pending guidance from DESE.  
 Amended per DESE 170 days

# We are Partners!



Dear SES Families,

It is the goal of Shutesbury Elementary School to provide each student a safe, engaging and successful experience at school. The staff at SES deeply believes that a successful partnership with families is one of the most important components to our work. We believe that mutual trust and respect between the home and school family ensures constant and honest communication and helps to ensure the best social and academic growth for all students. We can't wait to establish this connection with you.

We value your time and contributions to our school. This handbook is intended to be a resource for the school community to reference for questions and clarification around major topics or frequently asked questions. Please take a moment to familiarize yourself with this handbook. SES is a special community, and as such there are many unique traditions and special happenings that may arise that are not addressed in the handbook. If there is a concern or question that it does not address, or does not clearly answer, please don't hesitate to contact us.

Sincerely,

Jacqueline Mendonsa, Principal  
[mendonsaj@shutesburyschool.org](mailto:mendonsaj@shutesburyschool.org) (ext. 111)

Jessica Carlson-Belanger, School Secretary  
[Carlson-belangerj@shutesburyschool.org](mailto:Carlson-belangerj@shutesburyschool.org) (ext. 100)

*Please note that all references to parents in this handbook equally acknowledge the role and responsibilities of guardians of students who attend this school. In all cases the term parent also refers to guardians.*

# TABLE OF CONTENTS

Shutesbury Elementary Mission Statement	p. 2
School Goals and Objectives / The School Improvement Plan	p. 3
A. Routines & Procedures	p. 4-7
Initial Enrollment	p. 4-7
Arrival/Dismissal/Attendance	p. 7-8
Transportation	p. 9-12
General School Information and Procedures	p. 12-20
Resources and Student Services	p. 21-23
Report Cards and Assessments	p. 24-27
B. Communications	p. 28
Communication Between School And Home	p. 28-29
School Cancellations and Delayed Openings	p. 30
How to Communicate Logistics, Questions, Concerns & Compliments	p. 31
C. Contact Information	p. 32
Shutesbury Elementary School Staff	p. 32-33
Regional Administration	p. 33
Shutesbury Elementary School Council	p. 34
Shutesbury Town School Committee	p. 35
Parent-Teacher Organization	p. 36-38
D. Ways to Get Involved	p. 38
E. School Related Groups and Resources	
Community Network for Children (CNC)	p. 38-41
F. School Policies & Procedures	p. 41
Shutesbury School Code of Mutual Respect / Due process procedures	p. 41-49
Anti- Harassment and Bullying Policy	p. 49-55
Safety Rules For Outdoor Recess	p. 55
Behavioral Guidelines – Outdoor recess	p. 56
Recess Discipline	p. 56
Reporting Child Abuse And Neglect	p. 56
Prohibiting Discrimination & Harassment	p. 57
Anti- Discrimination Laws and Regulations	p. 57
USDA Nondiscrimination Statement	p. 57
Grievance Procedures For Resolving Complaints of Discrimination & Harassment	p. 57-59
Section 504	p. 59
Smoking On School Grounds	p. 59
Preschool / Kindergarten Screening	p. 59
Special Services	p. 59
Disciplining Students With Special Needs and 504 Plans	p. 60
Procedure for Parental Communication/Appeal...Concerning A Discipline Problem	p. 61
Double Mailings and Non-Custodial Parent Access to Student Records	p. 62
Acceptable Use Policy (Computers, Internet Use, etc.)	p. 63
Public Solicitation And Student Fund Raising	p. 63
Notice/Distribution Policy <b>AND</b> Community Offices	p. 64
Annual Public Notification <b>AND</b> Community Use of Facilities and Fee Schedule	p. 64

### **Shutesbury Elementary School Mission Statement**

Shutesbury Elementary School is a dynamic learning community. Its mission is to lay foundations in the many critical areas of our children's education. We strive to nurture each child's curiosity, growth, and development, and to foster a lifelong love of learning. In order to do this well, the Shutesbury School community adheres to the following guiding values:

#### **Guiding Values**

We value the development of thinking skills, because we want our children to be wise decision-makers and capable problem-solvers.

We value quality work and achievement, because we want our children to experience the powerful sense of accomplishment that comes when they care deeply and work hard.

We value a sense of community, because we want our children to develop into caring, respectful, and ethical citizens.

We value a safe environment, physically and emotionally, because we want our children to gain confidence as they take on new challenges and responsibilities.

We value respectful dialogue that acknowledges difference and tension, because we want our children to appreciate multiple perspectives and mediate conflict.

We value child-centered teaching practices, because we want our children engaged in work that is significant to them and at which they can succeed.

We value meaningful and varied assessments, because when our children demonstrate an understanding of their work and reflect on their progress, they become more effective learners.

We value communication between home and school, because we want our children to know that their teachers and parents are working together to help them grow.

We value curricula that connect our children to the broader community and the natural environment, because we want our children to be grounded in the place they live and to practice stewardship.

We value the integration of the arts with our core curricula, because we want our children to use their imaginations actively in aesthetic exploration to understand their place in the world around them.

We value the integration of technology with our core curricula, because we want our children to use the technical tools our society has created for organization, exploration, and communication effectively.

We value physical play and expression, because we want our children to feel confident and connected to their bodies.

We value an educational community that respects and celebrates diversity, because we want our children to treat each other with acceptance, understanding, and compassion.

The Shutesbury Elementary School works to do the best job possible to prepare all our children for future schooling and to lead successful lives of personal and social meaning. It represents our commitment to our children and through them to the future of our community, nation, and world.

February 13, 2004: *Stephen Bannasch, Nancy Beswick, Rob Hirschfeld, Heather Lobenstine, Anne Lundberg, Susan Reyes, Tari Thomas, Jane Urban*

# SHUTESBURY ELEMENTARY SCHOOL

## GOALS AND OBJECTIVES

Vision
Union #28 is a thriving learning community comprised of four unique school districts, where individual potential is nurtured and raised through social interaction, innovative academics and creativity.
Theory of Action
<p>IF we:</p> <ul style="list-style-type: none"> <li>· Engage, listen to and encourage relationships among school community members,</li> <li>· Use evidence to inform decision-making and</li> <li>· Develop targeted and aligned professional development promoting learning experiences that are universally accessible;</li> </ul> <p>THEN:</p> <ul style="list-style-type: none"> <li>· All members of the Union #28 community will be learning at the highest level,</li> <li>· Relationships with thrive,</li> <li>· All voices will be heard in selecting actions and solutions and</li> <li>· Teaching and learning will continuously improve.</li> </ul>

Strategic Objectives: Aligned with the Principles of Universal Design for Learning			
<p><b>A. Responding to Student Needs</b> Respond skillfully to the academic, social-emotional and physical needs of all students.</p>	<p><b>B. Curriculum and Instruction</b> Build educator expertise and a shared vision of effective teaching through educator evaluation, professional collaboration and professional growth.</p>	<p><b>C. Assessment and Data</b> Use assessment and data to effectively promote and monitor student growth.</p>	<p><b>D. Community Relationships</b> Develop and sustain positive and productive relationships with all school community members to promote the health, well-being and learning of all students.</p>

Shutesbury Elementary School goals based on the **School Improvement Plan**:

1. To plan, implement and assess an aligned, rigorous and engaging curriculum and to monitor the progress of our students in achieving proficiency.
2. To promote students' creative and interpersonal skills and connections to community, and to foster a school environment of respect, kindness and trust.

(Please reference the School Council's webpage on our school website for a more detailed description of our SIP)

## **A. Routines & Procedures**

1. Initial Enrollment
2. Daily Arrival/Dismissal/Attendance
3. Transportation
4. General School Information and Guidelines
5. Special Resources and Student Services
6. Report Cards and Assessments

### **1. Initial Enrollment**

#### **Admission and Transfer of Students**

All children entering the Shutesbury Elementary School must be registered in our office. This includes:

- Release of Records Form (to be faxed to the prior school)
- Enrollment Form (basic information)
- Emergency and Health Form
- Home Language Survey (U.S. Department of Education requirement)
- Proof of immunization (to be reviewed by the school nurse)
- Birth certificate (for entering kindergarten students)

Students will ordinarily be placed with other students of the same grade level but may be placed in another group by the Principal with approval of the Superintendent.

#### **Kindergarten Entrance Age**

Children must be five years of age on or before September 1 to enter Kindergarten.

The principal may from time to time make exceptions to the age requirements for admittance of an individual child to Shutesbury Elementary School (School Committee Policy: JEB, 5111L). A request for early admission must be made in writing to the principal. In the instance when a request for early admission for a child has been made, an evaluation process will be followed. The principal will consider both the complete developmental readiness of the child as well as the

available space/capacity to accommodate an additional child in the appropriate grade. Developmental readiness includes social-emotional, cognitive and language development. The final decision on whether or not to admit the child will rest with the principal and will be based on the recommendation of the evaluation team and other factors that s/he may deem relevant. Children, who might otherwise be admitted to kindergarten because they are ready developmentally, but not chronologically, may be refused admission under certain circumstances. Children may be denied *early admittance* to kindergarten or higher grades if there is expected to be an average of eighteen children in classes for that grade or if there are already one or more children with special needs in the kindergarten. Children may be denied *early admittance* to pre-school if there is expected to be an average of 14 children in preschool or if there are already one or more children with special needs in the preschool. The final decision on whether or not to admit the child will rest with the principal; the decision will be communicated to the parent/guardian in writing. Final determination of early admission will be made no sooner than August 1<sup>st</sup> for the coming school year. Once a child is admitted, effective upon the date of the admittance notification, other changes in enrollment will not affect that child's admission status.

### **Physical Exams**

**Children new to Shutesbury Elementary School, all 3 year olds, 4 year olds, kindergarteners and those children entering 4<sup>th</sup> grade require a physical examination.** This can be done as early as six months prior to entrance, but if no exam has taken place, we must have a scheduled exam date submitted in writing no more than one week after entrance into school. Please let us know if you need a School Record Physical Form for your child's physician to record her/his finding for submission to the school.

### **Immunizations**

By Massachusetts's law, we must have proof of immunizations, or proper waiver, for your child to enter school. For a medical exemption we need a physician signature, and for a religious exemption, we need a letter signed by a parent, stating that due to a religious belief a child will be excused from immunizations. If we do not have this information within one week of entrance it may be necessary to exclude your child from school. **Shot records or a signed handwritten exemption must be on file in the Nurse's Office by September 9, 2019, in order for students to attend classes.**

The following is the list of mandatory state immunizations:

- Measles, Mumps and Rubella (MMR)
- Diphtheria, Tetanus, and Acellular Pertussis (DTaP) or combination vaccine
- Polio
- Hepatitis B or combination vaccine
- Varicella (chickenpox)

### **Assignment to Classes**

In assigning students to classes, the principal, along with the staff, will normally consider a variety of issues to ensure that each child will have a successful school year. Examples of such issues include but are not limited to the following: a fair distribution based on gender, specific



health needs, required special services, inter-personal relationships, learning style, and academic and social needs. The principal will also place significant priority on teacher recommendations. Teachers play a key role in the assignment of students but will make no commitments to parents during conferences or otherwise, as it is the principal who makes the ultimate decisions. The school does not accept requests for individual teachers and final placement decisions, if necessary are mailed in August. While the school welcomes parental/guardian input about a child's individual learning needs, those comments constitute just one of the many factors that we consider in forming classes. The final decision takes into account all factors that staff and administration analyze in the best interest of all children.

Each spring, there is considerable discussion about placing students in classes for the next school year. These discussions include staff such as: classroom teachers, special educators, the school psychologist and the principal. Our highest priority is to honor the learning needs of *all* students. In placing the students in appropriate classes, teachers play a crucial role as the most knowledgeable participants in the process of creating classrooms to meet:

- The educational needs for all students including balance of all ability levels of students, small class instructional groups, and appropriate groupings according to individual learning needs and development.
- The social and emotional needs including balanced girl-boy ratios, and differing developmental needs, with the goal being to build a socially compatible community of learners.

Teachers work together to meet this challenge in making the most suitable classes possible for *all* students. We use skilled observations of the students and our experience to make these decisions, again with the goal to create the most successful school experience for each child. The process honors the decisions the teachers and principal make and may include parent input on how to meet each child's needs. All families are treated as fairly and equitably as possible.

### **Student Records/Release of Information**

All records and files of students in grades kindergarten through grade 6 are kept in the main office at Shutesbury Elementary School. Parents have the right of access to these records. Access is obtained by written request to the principal. Release of student information or transfer of records may take place only with the written consent of the parents in accordance with The Family Educational Rights and Privacy Act (FERPA).

Massachusetts State Law on Student Records Access for Non-Custodial Parents (General Laws chapter 71, Section 34H) specifies a clear process for non-custodial parents to be able to request the school records of their children (i.e. report cards, discipline notices, etc.). Please contact the principal for information regarding this process and the request form that must be submitted. Non-custodial parents must submit this request form annually.

### Confidentiality

Federal and state regulations protect the right to confidentiality. Teachers do have access to all information contained in the student file of any student they currently teach, that access however, is surrendered when the student leaves the teacher's class. Discussion, by school personnel, of a student with anyone who does not have legal access to the student's file is strictly prohibited, unless there is a written release of information provided by the student's parent(s)/guardian(s) to disclose information to another individual.

There are no exceptions to this policy. The right to confidentiality does not extend to the following situations and the appropriate individual or authorities notified if:

- A staff member learns that a student is a danger to himself/herself or someone else.
- A staff member learns that a child has been abused or suspects that they may be abused in the future.
- A staff member is required to divulge records or information by a court. This would typically involve situations concerning the need for hospitalization, child custody and visitation rights, or personal injury lawsuits.

The above situations rarely happen, but it is important to understand the right to privacy and the limits on those rights. For those individuals or families who have been referred for special education evaluations from public school systems, physicians, or agencies, it should be understood that staff members may be asked to provide written and/or verbal feedback in the evaluation process. This information becomes part of the student record. Questions regarding confidentiality should be directed to the principal.

## **2. Daily Arrival/Dismissal/Attendance**

### Arrival Procedure

- The school day begins with a morning bell at 8:30 am
- Parents who wish to bring their children to school are welcome to do so. Supervision for children is available at 8:20 A.M in the library. **Students should not be dropped off earlier than 8:20A.M.** Only the parents/guardians of pre-school students are expected to accompany their children to the classroom. Parents/guardians of pre-school students may use any open parking spot or the designated visitor parking space in order to park and bring the children to the classroom.
- The lane in front of the school is for bus pick up and drop off only. **This bus lane is considered a fire lane and therefore must remain free of vehicles and is unavailable for parking.**
- Busses usually drop off students in the bus lane between 8:28 - 8:35 AM and pick up students at 3:10 PM

## **Dismissal Procedure**

- Children are dismissed beginning at 3:10 PM on Mon., Tues., Thurs., Fri.
- Every Wednesday, students are dismissed at 1:00 PM. in order to provide staff with opportunities for professional development training and collaborative planning time.
- Because of safety, students being picked up by a parent/guardian or designee will be waiting in the library until **after the school buses leave the driveway** (around 3:15 PM). A staff person on duty there will dismiss children to the parent or designated person. Adults must be sure to sign children out in the dismissal log.

## **Bicycle and Walking Safety**

Children are expected to walk on the sidewalks at the school and cross at designated crossings. Children may ride bicycles to school with parental approval. There is a bicycle rack at school where bikes can be locked. It is important that students obey the standard rules of bicycle safety in commuting to and from school. Immediately upon arriving at the school, bicycles are to be parked for the day, and not to be ridden around the parking lots. Following the close of school, bicycle riders are dismissed at the main office as soon as the last bus has left school grounds.

**Students must wear helmets when riding their bicycles to or from school.**

## **Traffic Flow and Parking**

Please be mindful of our guidelines for traffic flow and parking at Shutesbury Elementary School. Upon entering the driveway, DRIVE SLOWLY and please stay to the right of the island in order to ensure student safety and to relieve traffic congestion.

Parking at the school is limited. You may park in any open parking spot or the designated visitor parking space when you need to enter the building. Please respect the laws regarding handicapped parking even when other spaces are full.

**Please note that state law forbids cars to idle while parked in front of schools. Please respect this law as it is both environmentally and student friendly. (School Committee Policy: EEB)**

## **Tardiness and Absenteeism**

Children are considered tardy after 8:35AM. The student *will not* be considered tardy if the bus is late in arriving to school. All late arriving students are required to check in at the main office before heading to class. **In cases of frequent tardiness, the Principal is obligated to contact the family about the situation.**

**We ask parents/guardians to please call us by 8:30AM to report a child's absence from school.**

You may leave a message with regard to an absent student on voicemail at 259-1212 x100.

If we have no information about a child's attendance, the school nurse will call the home in an attempt to contact parents/guardians of all children who are absent.

### **3. Transportation**

Free bus transportation is provided to kindergarten through grade 6 students living beyond walking distance to the school in Shutesbury. Bus stops are located within easy walking distance of their homes. Shutesbury Elementary routes are published in the Amherst Bulletin/Hampshire Gazette and the Greenfield Recorder the week before school starts each year. They can also be found online at [www.travelkuz.com](http://www.travelkuz.com).

**IMPORTANT:** When pre-school and/or kindergarten children are being returned home by bus in the afternoon, **a parent or another adult must be present at the bus stop. If an adult is not present, the driver cannot allow these students to get off the bus.** Instead, the driver will proceed on the route, notify the bus company and the school, and **take the child back to Shutesbury Elementary School** where the parent will be asked to pick up the child.

#### **School Bus**

The Shutesbury Bus Transportation Policy states, "The purpose of school transportation is to provide safe, comfortable and economical transportation for those pupils living beyond walking distance to the school." There is a list of rules for proper bus behavior; the most important point, though, is that we are all concerned for the safety of our children on the roads. It is often difficult for an exuberant group of young children to remember that their actions may be distracting to the driver. By helping your child to respect the need for safe transportation, you have helped all of us maintain the safety of everyone on the bus. (School Committee Policy: EEA, 3545 SH; EEAE; and JICC) Assigned seats and seat belts may be given to students who need assistance in remaining safe and respectful on the bus.

We ask that you please:

1. Impress upon your child your concern for his/her safety and the safety of others on the bus.
2. Go over the rules of bus conduct in such a way that you are certain your child knows how to behave.

3. Check with your child when he/she comes home about his/her behavior on the bus (check often in the first few weeks of school, occasionally after that).
4. Please contact the principal if there is a problem you know about regarding school bus behavior.

### **Bus Rules**

1. The bus driver or principal may assign seats or seat belts.
2. Please be respectful and courteous.
3. Use appropriate language.
4. Please do not eat or drink on the bus.
5. Be in control of your body and keep your hands to yourself.
6. Remain in your seat.
7. Keep your hands and head inside the bus.
8. Treat the property with respect.
9. For everyone's safety, do not distract the driver.

### **Bus Protocols**

**Rules governing behavior are the same as if the students were in school.**

1. Waiting for the bus
  - a. Be on time for the bus.
  - b. Observe all safety precautions while waiting for the bus.
2. Students are asked to wait or play in safe areas off roadways.
3. Avoid crossing the streets, except when absolutely necessary.
4. If one must cross a street, do so only if you are sure that no moving vehicles are approaching from either direction.
5. Avoid active play (for example: chase games), in order to remain safe while waiting along the road.
6. Wait at the designated stop only.

As the bus approaches, line up at least six feet off the road and do not approach the bus until it has stopped and the driver has opened the door.

1. Load onto the bus
2. Get on the bus quickly and be seated at once.
3. Listen carefully and obey all directions issued by the bus driver.

Unloading from the bus

1. Stay in the seat until the bus has stopped and the door has opened.
2. Obey any directions from the bus driver.
3. Leave the bus quickly, wait respectfully for others to clear the aisle.

If you must cross a street as you leave the bus, be sure to walk in front of the bus (never in back of the bus!) at a distance of at least 12 feet from the bus. If you get too close to the front of the bus, the driver will not be able to see you, and a serious accident could occur.

The transportation vendor (Kuzmeskus Bus Company, 413-863-2595) and its staff shall provide a safe, healthy, and well-managed environment that is conducive to appropriate student conduct.

In the unlikely event of an accident involving a school bus or van, there are a series of procedures and protocols that the bus company must follow. First, they will notify the police who, upon arrival, are in charge of all activity at the scene of the accident. The school is then informed and we will contact parents of the children on the bus or van providing accurate and timely information. Parents are asked to stay home and await the continuation of the bus run, or to follow specific instructions. Parents/guardians or friends are specifically asked NOT to come to the scene to pick up their child(ren), as safety officials will not allow these pick ups to occur.

### **Loss of Riding Privileges**

School rules are in effect for children while they wait for the bus and while on the bus. Children whose behaviors are disruptive, inappropriate and/or endanger the health, safety, and welfare of other riders and/or the driver will face disciplinary action including the loss of publicly-funded transportation in accordance with regulations established by the superintendent or principal and approved by the School Committee. (School Committee Policy: EEA, 3545 SH; EEAEC; and JICC). Children may face other disciplinary action at the discretion of the principal in addition to the loss of publicly funded transportation in accordance with those regulations. Serious misbehavior on the bus may also result in suspension or expulsion from school.

### **Questions or Concerns about Bus Transportation**

Parents should call the principal with any questions or concerns that you may have regarding the bus or van transportation. It is best to discuss concerns when they are first occurring in order to avoid the frustration of a long-standing issue.

### **Students Going Home on the Bus with a Friend**

A note must be sent in informing the school of a change in dismissal plans. That note must be presented at the office as soon as possible. ***Transportation can be provided only if there is space available on the bus.*** These arrangements must be made before the students arrive at school. Children will not be permitted to use the school phone to make last minute arrangements. If you are calling to change bus arrangements in an emergency, please do so by 1:00 pm or by 10:00 am on a Wednesday.

**PLEASE NOTE:** Birthday parties or student social gatherings after-school that involve large amounts of students should NOT be utilizing SES buses for transportation.

### **Administrative Guidelines for Van Transportation**

Van transportation is also available to kindergarten and special transportation needs students at Shutesbury Elementary School. The school historically likes to maintain a door to door pick up

for kindergarteners who live on public roadways and will utilize van transportation to do so in outlying areas and some dirt roadways that are inaccessible by regular school buses. It also may be determined by the principal, director of special education, and/or a student's individualized education program, that a child be picked up daily by a van. In any case, the school has collaboratively developed guidelines with the bus company and the Shutesbury Police in order to bring safety and equity to providing transportation to students on a van versus a school bus.

Assignment to a van for transportation will be made in order of the following priorities:

1. Students with special transportation needs and/or kindergarten students in outlying areas or on dirt roadways that are inaccessible by a regular school bus
2. Students who live where there are roadway safety concerns as determined by public safety officials, the transportation company, and school officials
3. Students who are the sibling of a kindergartener or student with special transportation needs. (This placement is subject to availability and is determined by the principal.)

Any appeals with regard to these guidelines must be done in writing to the attention of the school principal. A transportation team will convene at its earliest convenience to review the concern, and determine next steps.

### **Pre-School Busing**

In order to assist resident families with children in the Shutesbury Elementary Pre-School program, the School Committee allows for limited school-sponsored transportation of pre-school children. Unless a written request is made and written approval granted, it should be presumed that transportation for Pre-School students is not provided by the school. Please note that School Committee Policy (EEAB) now allows for limited access for pre-school students to utilize school-sponsored transportation. This is determined on a case-by-case basis to accommodate children who “could not attend school otherwise”. Please see the Early Childhood Family Handbook for further information and contact the principal directly for policy guidelines.

All Pre-School children being transported on school-owned or contracted vehicles to attend Shutesbury Elementary:

- Are allowed to ride on a space available basis **and** be at least four years of age **and** have an older sibling riding the bus.
- Are allowed to ride on a traditional bus (the “yellow bus”) as well as a van
- Must have signed written consent of the principal and the parent/guardian

Receiving transportation services is contingent upon appropriate behavior of the student and family circumstances, among other factors.

Shutesbury Elementary is not responsible for mid-day pickups of Pre-School students or other program-related transportation of Pre-School that would incur costs to the district beyond those

required for transporting students in grades K-6. Pick up and drop off locations need to correspond with existing bus routes. An adult must be present for pick up and drop off.

(School Committee Policy EEAB)

## **4. General Information and Guidelines**

### **Early Release Days and Parent Conference Days**

Every Wednesday throughout the school year students are released early to allow for staff professional development activities. These activities include curriculum development, staff training, and program coordination. We also have parent conference days in October/November and March/April. These dates are listed on our school calendar in this handbook and our website.

### **Student Release Procedure**

In emergency situations where it is necessary for a child to leave school during the day, the classroom teacher will excuse the student from the room. A parent or an authorized adult must call for the child at the main office. If a child is to be picked up by someone other than the parent/guardian, please send a signed “school note” (the yellow pad) provided to all families/guardians at the beginning of the school year or call the main office (259-1212 X100) for last minute emergencies. We cannot release any child without clear, written direction from the parent/guardian. The school expects all after-school arrangements to be made before the school day and any change of dismissal to be made in writing.

### **The After School Program-The Moose Lodge**

Shutesbury Elementary School runs a daily program after school called THE MOOSE LODGE. The tuition is \$15.00 per day for any Monday, Tuesday, Thursday, and Friday from 3:10PM to 5:30PM. On Wednesdays the fee is \$20.00 when school dismissal is at 1:00PM. Mr. Carra will be creating units of various activities throughout the school year. If you experience financial hardship you can apply for a reduced rate by submitting a request to Mr. Carra. Registration and informational forms are available in the racks in the school’s foyer or you may email the director, Steven Carra, at [carras@shutesburyschool.org](mailto:carras@shutesburyschool.org).

### **Students Remaining After School**

No child may remain after school unless we have explicit written parental consent. Parents must arrange for transportation home if keeping the child after school is agreed upon. There is no playground supervision after school and the school is not responsible for anyone playing on school property when school is not in session.

### **Written Notes**

Children should bring a “school note” (the yellow pad) or written permission by parents for:

- an early dismissal- to be released only to identified authorized persons at the main office.
- going home other than the usual manner.
- going to extra curricular activities (school sponsored or otherwise).



- excusing a child for absence from school for any reason.
- tardiness.
- going with someone other than the parent/guardian who will be temporarily responsible for the child.
- for a change of residence necessitating leaving the school (time is needed to prepare transfer records and parents must sign a release of information forms before records can be forwarded to a new school).
- for exceptions in riding the school bus (see bus regulations).
- for going on field trips during class time (see field trips).

### **Medical Notes Limiting Student Activity**

Students may only stay indoors at recess for medical situations in which a physician has made the specific, written request. The same is true for students to be excused from physical education classes (School Committee Policy: IHAE). We will accept faxes (413-259-1531) from the pediatrician's office for these particular situations.

### **Weather Procedures**

Generally, if conditions are deemed safe for our students and staff to get to school, we hold school. Once students have arrived at school, it is extremely rare that we would send them home early. If there were circumstances in which we anticipated extreme weather conditions at dismissal time, we would hold students at school until the danger has passed.

We use a temperature of 12°F (ambient or wind chill) as one determining factor as to whether we conduct recess outdoors. **Children should come to school each day prepared to go outside for recess – this means hats, mittens, snow pants, and boots in the wintertime.**

### **Dress Code**

We ask that children come to school dressed appropriately for both the weather and in keeping with sensible standards for an educational building. It is very helpful if all clothing the children wear to school is marked on the inside tag or label with the child's name.

Students are encouraged to wear sneakers to recess for maximum play opportunities. The wearing of sandals and other footwear that leave toes exposed are not recommended on the playground during recess for safety reasons.

A child's dress is essentially the responsibility of the parent and child but messages and/or images on clothing, which are offensive to another child or adult at school, are considered inappropriate. Students will be asked to cover or turn inside out the particular garment that is considered offensive.

SES has some extra shoes and shirts for students forgetting or needing a change of clothing. **Students and community members in the school and on school grounds and property must wear shirts and shoes at all times.** If your family needs assistance with shoes or clothing please contact Nurse Katie at [harringtonk@shutesburyschool.org](mailto:harringtonk@shutesburyschool.org).

### **Physical Education**

On Monday, Thursday and Wednesday, students have physical education classes. Parents are asked to make sure that children **wear or bring sneakers** as well as comfortable, loose fitting clothing that allows for unrestricted movement on these days. Students are expected to participate in the physical education program unless there is a documented physical injury or ailment that precludes safe participation in the class. A note from the pediatrician or attending physician is required for a child to be excused from participating in this important part of their education. It is recommended that the note be specific rather than a general “No Physical Education” so that children may be included in an activity to the extent that is possible. For example, if the child has a swollen ankle s/he could still be included in some aspect of the class that will not aggravate the injury. If the note is a broad stroke mandate of “No Physical Education.” or “No Gym”, the child must not participate in any way.

### **Safety**

Every year the school meets with representatives from the Shutesbury fire and police departments to review, refine, and update our emergency plans. This includes security, and parking procedures that may have an impact on the safety of the students. The School Safety Committee (consisting of the Fire Chief, Police Chief, Superintendent, Principal, Nurse, Head of Maintenance and volunteers) meets on a regular basis to review and, if necessary, improve our emergency procedures, and safety routines.

### **Emergency Drills and Procedures**

Fire, shelter-in-place, lockdown (gathering in each child’s classroom) and school evacuation drills are held throughout the year. We practice 4 fire and 3 lockdown drills. These drills can and will be announced or unannounced. The school’s Safety Committee as well as the town and/or state safety officials make the decision for unannounced drills.

Emergency bus evacuation drills conducted by bus company employees, are held during the fall. The school makes every effort to assure students that these are practice situations. Parents should also speak with their children about the occurrence of these drills and let the school know if your child needs special preparation from school personnel because of their sensitivity to such situations.

### **Lost and Found**

The Lost and Found area is located in the hallway by the gym door at the east end of the building, by the kitchen. In the cubbies along the wall, we display the items that have been collected and the children are encouraged to claim their clothing and assorted items. Please label all items that your child may bring to school with their name (coats, hats, gloves, boots, lunch boxes, etc.) for easy identification.

## **FOOD SERVICE**

Breakfast and Lunch menus go home weekly with the edition of the Roadtown News. Parents are welcome to call the school by 9:30 AM. to request a lunch and eat with their child in the cafeteria. The cost for adult lunch is \$3.75.

- Students are served **breakfast at 8:30 AM** in the cafeteria
- The school serves **nutritious hot lunches as well as an alternative lunch** every day. Students may also purchase milk or juice for snack, and milk at lunch. Children with lactose intolerance may receive juice or a lactose-free beverage (i.e., Lact-aid) at lunch as long as the school receives a doctor's note indicating the need to avoid milk products. Chocolate milk will be available as a drink choice for lunch only on Wednesdays and Fridays. If you have major concerns around your child having chocolate milk please contact Chef Gail at [beauregardg@shutesburyschool.org](mailto:beauregardg@shutesburyschool.org) and we will not serve them the chocolate milk.

## **Collection of Breakfast and Lunch Money**

**Payment for lunch or milk is made on Monday for the upcoming week. Payments can also be made online at our school website through the UNIBANK link on the right of your screen.** If your child is absent on Monday, please send in payment as soon as possible. If your child arrives late to school, please remind him/her to tell the people in the office if s/he would like to order a lunch or milk. Please note: **Our menu is subject to change without notice** on the rare occasion when there are issues with food deliveries and/or product availability.

Breakfast	\$1.75 per day
Lunch:	\$2.75 per day including milk
Alternative:	\$2.75 per day including milk
Reduced Lunch:	\$ 0.40 per day including milk
Reduced Breakfast:	\$ 0.25 per day
Snack Drinks:	Choice of whole, 1% regular milk, or orange juice \$0.50

**IMPORTANT: Families are expected to pay their breakfast and lunch bills in a timely manner. We will allow a grace period of one week (or a total of \$15.00). Lack of prompt payment may lead to follow-up letters, telephone reminders and/or meetings with the principal. (School Committee Policy: EFCA)**

**NOTE:** Children from families whose income meets prescribed federal guidelines are eligible for either reduced price or free meals. The Federal Government sets eligibility guidelines yearly. Copies of the guidelines are sent home at the beginning of every school year. **Families may complete a form at any time during the school year should their financial situation change.** Eligibility may be for an entire school year or a shorter period of time. All information is kept confidential and is only seen by office personnel. Please do not hesitate to request lunch at reduced or at no cost if you should find yourself in a difficult financial situation temporarily or for an extended period. Any questions about the forms or requests for assistance in filling out the applications should be directed to the principal.

## Snacks

Learning sound nutritional habits is part of our school's curriculum. Please help us to put student understanding about healthy foods and nutrition into practice.

Parents/guardians are asked to provide their children with healthy, nutritious snacks such as fruit, carrot or celery sticks or cheese and crackers. Please resist the impulse to send sugary foods that lack nutrition to school as a snack. Please use non-glass containers to pack drinks and snacks.

**Sharing of snacks or lunches among children is not permitted** due to the safety concern for children with known and unknown food allergies who could suffer serious, negative reactions to some foods.

## Visiting Shutesbury Elementary School

SES recognizes the importance of parent/guardian involvement in every child's education and encourage parents/guardians to assist us in fostering positive home, school and community relationships. Parents/guardians are encouraged to visit our school frequently and actively participate in the education of their child. We also place the highest value on a safe and secure learning environment for all learners. To support these goals, we have instituted these procedures so that there is one clear set of safety standards for all visitors. These steps are meant to provide consistent and respectful procedures in order to make our school safer for the children and adults who use our building.

- All visitors shall ring the buzzer at the main entrance to be admitted into the building. This policy is in place to ensure safety for everyone at SES.
- All visitors shall report to the main office to sign in/out (see Visitor's Log) **and wear a VISITOR badge**, so that all staff will be aware that they have checked in at the office. Please return the badge upon exiting.
- All visitors that will have direct contact with students must have a cleared CORI on file with the school.
- If parents/guardians need to deliver lunch, homework, or some other item a student needs, please drop it by the office. The office will make arrangements to get the item(s) to the student.
- If a parent/guardian wishes to visit his/her child's classroom to volunteer, arrangements should be made through the teacher who will indicate the best time for such activities and any required training. Contact with staff can be made via our email or voice message system.
- Parents/guardians are welcome to visit their child's classroom to view a lesson. Please make arrangements with the teacher and principal at least 4 days prior to the visit.
- In the event of an emergency that requires parents/guardians having immediate contact with their child, parents/guardians may either call or go to the office to explain the circumstance of the emergency and request that their child be called to the office to meet with them and/or talk with them on the phone.

### **Visitors/Student Visitors**

From time to time, we receive requests to allow other visitors who may be pre-school age children, cousins, or friends from out of town to spend a day or even a week with us. Because this creates a tremendous responsibility and liability for the elementary staff members and the administration, we typically do not grant such requests.

### **Pets and Animals at School**

The use of pets and animals at school can be a valuable educational experience. Allergy or health concerns however, are also a high priority as they may impact on the learning environment. For this reason, **permission must be secured from the classroom teacher, principal, and all parent/guardians of students in the class before a pet is brought to school.** A parent must accompany students who bring pets and animals to school. Pets must be on a leash or confined during the visit. Pets are not allowed on buses. The principal may decide that the pet can only be shared outside. A permission slip may be used to obtain parent permission for a child to visit with a pet.

This does not preclude however, the use of service animals in school as defined under School Committee policy IMG.

### **Assembly**

We hold assembly for all students in pre-school through grade 6 on alternating Friday afternoons at 2:30 PM. Families are always welcome to attend. The first assembly is on the first day of school. At assembly, we sing together as well as provide time for classes to perform plays, or present their latest projects and investigations to the school community. These presentations are a glimpse into our curriculum and instruction, and give students an opportunity to present in front of large groups. We also have hosted visiting artists and honored staff and students. The school will publish assembly dates in the weekly Roadtown News. Students who wish to perform at assembly must have performance and music cleared by the Principal at least 1 week in advance.

### **Valuables Brought to School (Money, Electronic Devices, etc.)**

When children bring money to school we ask that parents place the money in an envelope, include a note inside stating the reason for the money being sent, and include both the child's name and teacher's name on the envelope. We ask that children not bring large amounts of money or other valuable objects to school.

We do not allow electronic equipment without specific permission (please refer to School Committee policy JICJ for details of restrictions of electronic signaling devices such as cell phones, smart phones or pagers). We cannot assume responsibility for any damage or loss that may occur. Electronic equipment and other objects identified by the principal as inappropriate for school grounds will be confiscated and brought to the principal's office where parents may pick them up.

Students are asked to not bring in valuable toys, playing cards or jewelry to school. The school is not responsible for the loss of any of these items.

### **Fund Raising**

Community and parent groups, as well as school personnel wishing to raise funds for school programs are asked to consult with the principal. School personnel are allowed to run small-scale-in-school fund-raising projects to support class activities, although the long-term vision is for there to be larger all-school fund raising activities that provides opportunities for all classes to take part in additional programs.

See our policy section for guidelines for fund raising at Shutesbury Elementary School starting on page 61 of this handbook.

### **Birthdays and Holidays**

Over the years the school has developed a policy for out-of-school birthday or other parties. The policy was designed to prevent embarrassment to any child left out of a party, and to minimize disruption to the school day. Invitations to a party may be distributed at school if the entire class is invited; otherwise they must be delivered outside of school. **Transportation to an after school event or party should occur after school hours.**

Any in-school celebrations that occur during the year are also governed by school policy. Celebrations are always secular, and multi-cultural, and they always require parent participation. Please contact the classroom teacher beforehand and be alert to the dietary needs and/or requirements (i.e., peanut-free, dairy-free) of the students. If you have special concerns, please contact the school.

### **School Materials and Property**

The School Committee, through its professional staff, has identified appropriate materials to achieve its educational objectives at each grade level. Shutesbury Elementary School provides these materials. Since the books and supplies are provided at public expense, it is expected that the children will be responsible for replacement of any materials that are lost or damaged beyond the reasonable ability to use the book or material during another school year. Reimbursement is also expected in the event of damage to buildings, furniture, or equipment caused by misconduct or an act, which a child would reasonably be expected to avoid.

### **School Pictures**

Individual student photos will be taken in the fall. Parents have a variety of options of the size of the packages they may wish to purchase. A complimentary class photo is provided to each student. Information will go home to families when appropriate.

### **Field Trips**

The Shutesbury Elementary School encourages field trips that are considered to be of significant educational value, and also permits field trips, which are of recreational value and are judged to be worthwhile by the staff. The school may ask families to pay or contribute towards a field trip. Funds for field trips also come from outside sources (grants) and are allocated at the discretion of the principal. The principal also has access to funds for those students who do not have the financial resources to pay for the field trip. *No child will be restricted from attending a field trip*

*because of an inability to pay any expected fee.* The principal approves field trips proposed by the teacher, after reviewing the budget and the documentation provided by the teacher regarding the purpose and intent of the trip.

Each child participating in a field trip must have parental permission prior to leaving the school grounds. **No child will be allowed to leave on a field trip without written permission from a parent/guardian.** Bus transportation is always provided and is the only approved mode of transportation for field trips; all SES students must follow the rules established for proper school bus behavior. Field trips offer a wonderful opportunity for students to broaden the range of their learning experiences, and a chance to directly observe or experience the world outside of the classroom.

### **Family Trips While School is in Session**

School is designed to benefit children by building a school and classroom community that is constant and consistent. Where possible, family travel should take place during school vacation periods, so students do not miss lessons or experiences that create the foundation for future learning. Our school recognizes the educational and personal value of family travel. Here are school-wide expectations that teachers share about family travel and schoolwork.

- Students may request the loan of textbooks/workbooks or other school materials.
  - Special assignments for the child to do while away are voluntary on the part of the child and the child's family.
  - Teachers are not expected to assume any obligation to grade any assignments completed by the child during his/her absence
  - Upon return, the children may be expected to make up missed work.
  - The school will not impose any penalty upon child or parent as a consequence of the absence
  - School days spent traveling with families are not considered as excused absences.
- (School Committee Policy: JH)

### **Telephone Use**

We discourage children from using the school phones for personal reasons. Arrangements for children to visit another child's house should be made in advance of the school day as explained on page 19 of this handbook.

Phone calls from students to parents or from parents directly to students are reserved for emergencies only and must be approved by the classroom teacher, school secretary and/or Principal.

## **Homework**

In 2017 the SES School Council developed a guideline for homework after consulting with the school Community. The work was informed through surveys of staff, parents, and students, discussions with classroom teachers at various grade levels, and research on best practices in the assignment of homework.

### **SES Homework Philosophy**

Shutesbury Elementary School's Homework Philosophy supports the overarching school goals of nurturing each student's curiosity, growth, and development, and fostering a lifelong love of learning. The community believes that homework should not add stress to family life nor deter a student from extra curricula activities.

#### **Goals for Homework:**

- To reinforce classroom instruction.
- To develop good work habits, responsibility, self-direction, and organizational skills.
- To extend and enrich curricula.
- To assess and develop independent work.
- To provide parents with an opportunity to become informed about and involved in their child's learning.

#### **Major Considerations:**

- When designing homework, teachers will recognize that some Shutesbury households do not have Internet access.
- Homework should not prevent students from participating in after school activities, such as sports, music lessons or clubs of any kind.
- There is no school-based consequence for not doing homework.
- Families are invited to work collaboratively with teachers to adjust homework demands as necessary.

#### **Grade Level Expectations:**

The time allotted for homework will increase gradually from grade to grade, beginning at grade 3. The time limits are guidelines that should remain flexible. Individual differences among children will be taken into consideration by parents and teachers.

#### **PK-2nd Grade:**

Homework will not be assigned in kindergarten through second grade.

#### **3rd - 4th Grade:**

Students in the 3rd and 4th grades may have homework. Homework will be used as an opportunity to focus on specific skill development. Homework will be based on student needs and be age/developmentally appropriate.

#### **5th - 6th Grade:**

Students in 5th and 6th grades will have some homework most school days. The purpose of the homework is not only skill development, but:

- To encourage students to develop the confidence and self-discipline to work on their own.
- To consolidate and reinforce organizational skills, comprehension and understanding.
- To extend school learning, for example through additional reading.
- To enable students to devote time to particular demands such as project work.
- To prepare students for the demands of middle school.



## 4. Special Resources and Student Services

### Our Library, better known as: The Learning Commons

The Shutesbury Elementary School Learning Commons features a collection of 13,000 books and other print resources, a full computer lab with eighteen machines (Macintosh), a range of technology including an interactive whiteboard, and flexible space for individuals to read, as well as small group study and larger meetings.

In keeping with the mission of our school, the goal of the Shutesbury Elementary School Learning Commons is to nurture each child's curiosity, growth, and to foster a lifelong love of learning while empowering the 21<sup>st</sup> Century learner. With a fully integrated curriculum, our focus is on information literacy, which is team-taught by the Library and Technology Teachers.

We believe that one of the best ways to accomplish our goals is to get books into the hands of our readers. Therefore we have a “no limits” loan policy for students in grades 1-6. The loan period is three-weeks and there is one allowable renewal period. Kindergarten students are encouraged to choose 1-2 books each week and return them the following week. In an effort to teach responsible borrowing behavior, students who have difficulty managing their books or returning them on time may be limited to fewer checkouts.

Overdue notices are distributed each month as a reminder for students to return their books. It is the responsibility of families to pay for any library materials that are damaged or lost. Replacement cost will be determined by the publisher's suggested retail price.

### Instrumental Music

The school provides weekly lessons in string (violin, cello and bass) and band (clarinet, trumpet, flute, and drums) instruments. We will charge a fee (for this school year: \$40) for students to participate in the Instrumental Music program. This charge is made in order to meet the financial constraints that the school faces as state and local funds for education become increasingly constrained. Families may choose to make two payments, the first by December 1st and the second by May 1st. These funds should be delivered to the school office and not paid directly to the Instrumental Music teachers. **No student will be prohibited from being part of the program due to a lack of financial resources.** All that a family has to do is contact the principal to gain partial or full support for their child's fee. All requests are kept in strict confidence. The principal does maintain the option of waiving the fee under extraordinary circumstances. Treat the property with respect.

### Special Education Services

While not every child with a disability will require special education services, every child whose disability affects their school progress is entitled to receive a free and appropriate public

education (FAPE), which meets their unique needs. In this era of school reform, it is expected that high standards will guide the teaching of all students.

A parent, teacher, or other professional may refer a student for special education evaluation at any time by contacting the school's principal or administrator of special education.

If you are concerned that your child may have a disability that is affecting his or her ability to make progress in school, you should first speak with the classroom teacher. As you speak with the teacher, explain your concerns and ask the teacher to share his or her concerns. As part of your discussion, it may be decided that classroom accommodations will be used to address concerns for a short period of time. Teachers also discuss their concerns with other staff as part of the school's Student Support Team. This team is organized to provide advice and recommendations to the classroom teacher in an effort to support the student through classroom accommodations and to gather additional information to better inform any future interventions. If your child continues to have difficulty with schoolwork, you may make a referral for a special education evaluation.

The Director of Student Supports for Erving Union 28 and can be reached at 413-423-3331. Evaluation, re-evaluation, and annual review meetings of students with an Individual Education Plan are scheduled on Thursdays to accommodate the schedules of the many specialists and therapists that work with the students.

### **Health Services**

School Health Services promote the health of students through prevention, case-finding, early intervention and evaluation of specific problems. In addition, there is the provision of direct services for students with specific needs, and provision of health counseling to promote an optimal level of wellness for students and staff.

- **Consultations with parents/students**

The nurse is available for consultation about your child's health. If you have a concern about your child's health, please call the nurse, Katherine Harrington, at 259-1212 (x112). Keep us informed of any special health requirements, illnesses, or injuries, so that we can best meet the needs of your child. You will be contacted if your child is significantly injured or ill. If your child comes to school very congested, frequently coughing, he/she will be sent home. Please help us in this regard by **completing, signing, and returning your emergency cards by the end of the first week of school.**

- **Vision and Hearing**

All children are screened for vision and hearing during the year. Vision and hearing however, can change rapidly, and if you have any concerns during the year, please call the school and the nurse will check your child. Weight and height are also monitored and recorded for all students. Postural screening of fifth and sixth graders is done in the spring to check for any abnormal curvature of the spine. Parents will be notified prior to the actual screening.

Please note that these are just screenings and not in-depth evaluations. If you have concerns about your child's vision, hearing, posture or general health, you should make an appointment with your family physician or pediatrician.

**NOTE:**

If your child has a communicable disease or a condition which can be spread to others (i.e. strep throat, head lice, scabies, impetigo, etc.) please keep your child home and notify the nurse in order that we may prevent, as much as possible, the spread of the illness. *Children should remain home if they have had diarrhea, vomiting, or a fever in the past 24 hours.*

**Children may return to school after they have been fever free, without the use of fever reducing medications, for 24 hours. Children sent home with lice may return after being given a head treatment and if live bugs are no longer present.**

**Medications at School**

Policies have been put in place to comply with existing Massachusetts Department of Public Health regulations to ensure the health and safety of children needing medicines during the day.

Our school district requires (School Committee Policy: 5140.1 SH; JLCD) that the following forms must be on file in your child's health record before we begin to give any medicine at school:

1. Signed consent by parent or guardian to give medicine.
2. Signed medication order. The written Medication Order forms should be taken to your child's licensed health practitioner for completion and returned to the school nurse. This order must be renewed with any medication changes and at the beginning of each school year.
3. Note: For a prescription medicine (i.e. antibiotic) of less than 10 days in duration, only a parent/guardian consent form is required.
4. Non-prescription medications require a doctor's order to be given in school. These can include Tylenol, Motrin, Benadryl, Dramamine, or any homeopathic remedies. The nurse is able to administer these with the order.
5. No child should bring in his/her own medications. Medicines should be delivered to the school in a pharmacy or manufacturer-labeled container by the parent or guardian or a responsible designated adult. **Pharmacies will provide separate containers for the school and home.**

All of the necessary parent and physician consent forms are available at the school. When your child needs a medicine to be given during the school day, please act quickly to follow these policies so we may begin to comply with the doctor's order immediately.

### **School Insurance**

The Erving Union #28 Public Schools will offer as a service to parents, a Student Accident Insurance Program with benefits that are described in literature that is sent home during the first week of school. This is provided by C.N.A. through Bob McCloskey Insurance.

Every effort is made in the interest of safety for our students; however, accidents do happen. The intent of this program is to keep parents free from out-of-pocket expenses incurred for medical treatment due to accidents. This program does not duplicate benefits provided by any other hospital/medical insurance plans that parents may have. Typically most insurance plans pay only a portion of medical costs. This Student Insurance Plan fully covers expenses that are not covered by such plans up to a certain maximum. By avoiding duplication of coverage, this plan is offered at the lowest possible premium. Past experience has demonstrated that many families have had to pay medical bills in excess of the cost of the basic plan. Participation is encouraged because we believe that inexpensive yet comprehensive medical protection is in your best interest. Parents are urged to carefully read the brochure so that it will be fully understood.

The plans go into effect on the date of premium receipt but not before the start of the school year. All applications with payment (check or money order, no cash please) must be returned to school no later than September 18, 2015.

## **6. Report Cards and Assessments**

### **Report Cards**

Report cards are sent home two times per year- February and June. Good communication between parents and teachers by means of conferences and reports is essential in understanding the children's needs and their progress in school. The goal of the report card is to provide an exchange of information with a focus on maximizing student growth.

The report cards reflect the Massachusetts state standards. The standards are set at the developmental levels of the students and are grade specific. The structure of the report card (where the different content areas are located) is the same from pre-school through grade six. Each content area will differ from grade to grade in order to reflect the standards. Teachers may write comments after the content area and/or a narrative at the end of the report.

There are two assessments for each content area. The first reflects the overall progress of the student. The assessment is reported as:

- N = not meeting grade level expectations
- M = meeting grade level expectations
- E = exceeding grade level expectation

In addition, the students receive feedback on a scale from one to five in regards to each standard that is listed. That scale is:

1 = Consistently meeting standard

2 = Frequently meeting standard

3 = Inconsistently meeting standard

4 = Rarely meeting standard

5 = Not yet meeting standard (only for grades pre-k through two)

N/A = Not applicable

\* = With modifications

/ = In between (e.g., 1/2 means between a ranking of 1 {consistently} and 2 {frequently})

### **Promotion and Retention of Elementary Students**

Determination of a student's retention should be made following careful evaluations and conferences involving the principal, teacher(s), and parents. Ordinarily, a child shall be promoted if he/she shows sufficient physical, social, emotional and intellectual maturity so that he/she can be expected to have a successful experience at the next grade level. The long-range welfare of the child shall be prime consideration when considering retention. The possibility of retention must be made known to parents no later than the spring parent/teacher conference.

The principal shall be responsible for making the final decision on retention. This decision is based on consultations with school personnel and a careful weighing of teacher and parental recommendations. The principal shall determine if a referral for an evaluation is appropriate whenever a child is in substantial risk of non-promotion.

### **Assessment Program**

A group-testing program administered in the Shutesbury Elementary School is designed to provide information concerning the proficiency of children on standardized tests of academic achievement and aptitude. The results of these tests provide a continuing record of each child's academic progress in comparison with national norms. Perhaps more importantly, they are also an aid in diagnosing individual strengths and weaknesses and in directing instructional strategies. The Massachusetts Comprehensive Assessment System is a state mandated assessment for all Massachusetts public school students.

Shutesbury students have their progress monitored in ELA through the use various formative and summative assessments, such as the of the Fountas and Pinnell BAS (Benchmark Assessment System) and DIBELS. Students are also monitored on grade level sight words and word study work (Words Their Way). In writing, students are given writing assessments in the fall, winter and spring to monitor growth and provide formative steps of instruction. Students will also take pre and post assessments within our literacy curriculum ( Teachers College Reading and Writing Program/Calkins).

Students in Shutesbury Elementary School will also have their progress in mathematics monitored by benchmark assessments within their math program, Investigations as well as assessments through our online program of First in Math. Some students in math interventions will use Kathy Richardson and Marilyn Burns assessments.

### **MCAS (Massachusetts Comprehensive Assessment System)**

SES students in grades 3-6 will take the MCAS in ELA and Math in 2020. Fifth grade students will also take a state science assessment. All students will take the assessment on the computer.

For more information visit <http://www.doe.mass.edu/news/news.aspx?id=24383>

Schedule of Assessment

### **Spring 2020 MCAS Tests for Elementary and Middle Schools**

<b>Grades 3–8 ELA and Mathematics, and grades 5 and 8 STE (computer-based tests)</b>	
ELA test sessions	<b>CBT:</b> March 30 – May 1 <b>PBT:</b> March 30 – April 15
Mathematics test sessions	<b>CBT:</b> April 27 – May 22 <b>PBT:</b> April 27 – May 13
STE test sessions	<b>CBT:</b> April 28 – May 22 <b>PBT:</b> April 28 – May 13

### **DIBELS (Dynamic Indicators of Basic Early Literacy Skills)**

The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) assessment measures students using materials in which they have actually been instructed. They compare students to others who have experienced similar curriculum and instruction rather than a nation-wide sample. They also measure students' actual production of the skill of interests rather than a multiple-choice type response.

We want to be able to measure the students' growth and development in reading at Shutesbury Elementary School. These tests are designed to be concise and accurate and are designed to produce reliable and valid information in a short period of time.

Pre-Schoolers entering kindergarten, kindergarteners, first, and second graders are given an informal DIBELS three times a year (fall, winter, spring). Third, Fourth, Fifth, and Sixth graders are given Reading Probes to determine the level of each student's oral reading fluency.

The DIBELS is a curriculum based measure or CBM. A CBM is a specific set of testing strategies with a series of important key features.

It is **Dynamic** in that they are sensitive to change over time and differences among individuals with basic skills.

**Indicators** in that they are “representatives” of a skill, but do not measure all aspects or applications of a particular skill domain.

**Basic Skills** in that measures correspond to the domains of reading: **Phonological Awareness, Alphabetic Principle, Fluency with Connected Text, Vocabulary, and Comprehension**

The DIBELS tests highlight fluency as a primary target of assessment and the test is designed to be sensitive to small increments of growth.

Teachers can use these results to help them plan their reading instruction. This information provides the data to individualize instruction for students who are above or below average in their reading development as well as assist in the design of an intervention and the monitoring of its success. Teachers can also use the information from DIBELS to bring quick, graphic information about a child’s progress to the Child Study Team or it may even be shared with parents at conference time.

These screening tools are used to inform teachers of students’ instructional needs as well as determine which students might need additional reading support.

Teachers also employ a variety of informal assessments throughout the school year to assess achievement levels and determine the instructional needs of students.

### **Benchmark Assessment System**

The Benchmark Assessment system (BAS), developed by Irene Fountas and Gay Su Pinnell, is a formative reading assessment comprised of fifty-eight high-quality, original titles, or “little books” divided evenly between fiction and nonfiction. The assessment measures decoding, fluency, vocabulary, and comprehension skills for students in kindergarten through 8th grade. The set of books, recording forms, and other materials serve as an assessment tool for teachers, literacy specialists, and clinicians to use in determining students’ developmental reading levels for the purpose of informing instruction and documenting reading progress.

The Benchmark Assessment System is aligned with the A-Z book levels of the, Fountas & Pinnell designed, Text Level Gradient.

Benchmark System One represents levels A-N on the Text Gradient and encompasses grades kindergarten through grade 2. Benchmark System Two represents levels L-Z and encompasses grades 3 through 8.

The BAS is administered at least twice during the school year. It is an assessment that takes a block of time for the teacher to implement but provides a depth of information that is important to our understanding of each student’s progress. Because the BAS is used kindergarten through

grade six, the staff uses a common language and is able to easily pass along information about a student's skill level as they progress from grade to grade.

Similar to other assessments, teachers can use the information from the BAS to bring detailed information about a child's progress to the Child Study Team, and/or may share the information with parents at conference time or on the report card.

## **B. Keeping You Informed-School/Home Communication**

## **C. Important Contact Information for School Groups**

## **D. How You Can Get Involved in Your School**

### **1. School/ Home Communication**

Communication with parents/guardians and the community is an essential element of a successful school. Parents/guardians are essential partners in our efforts to help all children succeed at school.

#### **Web Site/E-Mail Addresses**

The Shutesbury Elementary School has a website that may be accessed by going to **[www.shutesburyschool.org](http://www.shutesburyschool.org)**. There is much useful information at this site including a calendar of activities, a current lunch menu, and our weekly Roadtown News (please note: Attachments to the Roadtown will be included in the electronic version).

All staff have e-mail addresses (last name first initial {john doe = doe.j@shutesburyschool.org}) and email is an effective method to support home/school communication.

Staff members have classroom websites that are located on the school's website.

#### **Parent-School Communication**

We encourage parents/guardians to visit and become active in the school. You should, however, make prior arrangements with the classroom teachers to set up conferences or classroom visitations. Teachers may be contacted during the regular workday by voice mail (8:15-3:15) and will return your call at their earliest convenience. Please contact your child's teacher if you have concerns about any kind of learning or social experience at school. It is also helpful to share any changes at home that may affect your child's performance.



If a problem should arise concerning your child, please contact the classroom teacher. Usually all difficulties can be solved at this level. The principal is available for help if issues cannot be resolved.

### **Open House**

Open House at Shutesbury Elementary School will be held on the evening September 25, 2019 . This is an opportunity for parents and students to visit teachers and classrooms on an informal basis and learn about programs, curriculum, and instruction.

### **Parent Conferences**

Parent – Teacher conferences are held twice a year in the fall and the spring. Please see the school calendar for dates.

The purpose of a parent/guardians-teacher conference is to exchange information about a child in all areas that affect his/her school performance. Both parents/guardians and teachers should feel part of a team examining the strengths as well as the challenges that impact the child's performance. This sharing should lead to insights that support the child's growth and development. It is also the time when parents/guardians learn about their children's school lives, and teachers learn about their students' lives out of school.

Students are dismissed on conference days at 1:00PM. During the spring conference, students are encouraged to participate by sharing their work and portfolios with their teacher and parents/guardians and then time is set-aside at the end of the conference for just the teacher and parent/guardian to talk.

**If there is a pressing issue, parents/guardians and teachers do not have to wait until a conference is scheduled and may schedule a meeting at any time during the school year.**

### **Roadtown News**

The Roadtown News (RTN) is published weekly and distributed on Fridays. This newsletter highlights upcoming events, recognizes outstanding performances, includes the lunch slip and pays tribute to those who have helped contribute to our youngsters' education. If you would like to make an announcement or submit an article for the Roadtown that relates to students and their families, please e-mail Jessica at [carlson-belangerj@shutesburyschool.org](mailto:carlson-belangerj@shutesburyschool.org). The deadline for weekly submissions is Wednesday at 5:00 pm. The Roadtown News is also available on our website at: [www.shutesburyschool.org](http://www.shutesburyschool.org). Classroom information and updates can be found on the teacher's individual blogs that are part of the school's website.

Lunch menus and other news items are easily accessible on the website.

The School Committee allows outside individuals or groups to disseminate literature in the school newsletter as indicated in the School Committee Policy KHC (Notice Distribution Policy). This policy maintains that **any literature disseminated by an outside group should**

explicitly state that the information being distributed is not sponsored nor endorsed by the school.

**IMPORTANT:** We STRONGLY suggest that families request the electronic version of our handbook and Roadtown publications. This saves paper, time and trees!

## **School Cancellation and Delayed Openings**

The Superintendent of Schools shall determine the necessity for an emergency closing or delayed opening of school due to weather conditions or other emergencies. Announcements concerning such closings are made over local TV and radio outlets.

Shutesbury Elementary School will NOT be specifically mentioned in the media, please listen closely for the **ERVING UNION 28** announcement. This will apply to Shutesbury.

Local radio stations that will announce closings are:

**WHAI** 98.3 FM (1240 AM) Greenfield

**WPVQ** 95.3 FM (The Bear) S. Deerfield

**WCAT** 99.9 FM (700 AM) Orange

**WHMP** 99.3 FM (1400 AM) Northampton

**WRSI** 93.9 FM (The River) Northampton

**WRNX** 100.9 FM

**WJDF** 97.3 FM Orange

**WPNI** 1430 AM Amherst

Television stations that broadcast closings are: **WGGB-TV** Channel 40 **WWLP-TV** Channel 22

### Important:

Please be advised that Shutesbury Elementary School will **NOT** be listed under Amherst. There may be times when Shutesbury Elementary School and the Amherst Regional Middle School and High School cancellations or delays are not the same. Parents with children in both systems should *listen carefully* to the list of closings and plan accordingly. Shutesbury is listed under **Erving School Union 28**.

An announcement of any Union 28 cancellation or delay is placed on the school web site ([www.shutesburyschool.org](http://www.shutesburyschool.org).)

We utilize the town's emergency information system to call each home with the information about school delays and cancellations. The phone call usually takes place at 6:00 AM.

**Upon your child's enrollment, you will be asked if you wish to be part of the system. Whether you choose to be in the system or not, you may opt in or out of the system at anytime during the school year by contacting the principal directly.**

Please note: the media outlets may have school closing information BEFORE we are able to put the information on our website or phone system.

## 2. IMPORTANT CONTACT INFORMATION

- Shutesbury Elementary School Staff
- Union & Regional Administration
- Shutesbury Elementary School Council
- School Committees: Shutesbury Town, Union #28 and Regional
- Shutesbury PTO (Parent/Teacher Organization)

Effective communication is important for everyone involved in Shutesbury Elementary School. For many things, communication should start with your child's classroom teacher or the specialist involved with your child. Please let your child's teacher know your preferred manner of communication.

**Urgent or time-sensitive information:** Some matters are either urgent or time-sensitive. If you have this kind of information to share with a teacher, please make sure that this is clear. You may want to communicate directly to ensure the teacher gets the message in a timely manner. This may involve leaving a phone message, sending an email, or both.

**Concerns or other matters:** If you have concerns or if there are other matters you want to discuss with the teacher, please try to convey this clearly and make a time to discuss this fully with the teacher.

### SES Staff 2019-2020

Bailey, Christine	Para-Educator - 6th	<a href="mailto:baileyc@shutesburyschool.org">baileyc@shutesburyschool.org</a>
Beauregard, Gail	Chef	<a href="mailto:beauregardg@shutesburyschool.org">beauregardg@shutesburyschool.org</a>
Belanger, Judie	Para-Educator - Pre-K	<a href="mailto:belangerj@shutesburyschool.org">belangerj@shutesburyschool.org</a>
Bender, Brian	Instrumental Music/Winds (Fri.)	<a href="mailto:brian@brianbender.com">brian@brianbender.com</a>
Bienvenue, Dominique	After School Director	<a href="mailto:bienvenued@shutesburyschool.org">bienvenued@shutesburyschool.org</a>
Brush, Jody	Para-Educator - Pre-K	<a href="mailto:brushj@shutesburyschool.org">brushj@shutesburyschool.org</a>
Cadran, Sarah	Para-Educator - 3rd	<a href="mailto:cadrans@shutesburyschool.org">cadrans@shutesburyschool.org</a>
Cannon, April	3rd Grade Teacher	<a href="mailto:cannona@shutesburyschool.org">cannona@shutesburyschool.org</a>
Carlson-Belanger, Jessica	Office Administrator	<a href="mailto:carlson-belangerj@shutesburyschool.org">carlson-belangerj@shutesburyschool.org</a>
Carra, Steven	Physical Education Teacher	<a href="mailto:carras@shutesburyschool.org">carras@shutesburyschool.org</a>

Culbreth, Jen	Reading Specialist	<a href="mailto:culbrethj@shutesburyschool.org">culbrethj@shutesburyschool.org</a>
Darby, Andrea	Student Support - 3rd/4th	<a href="mailto:darbya@shutesburyschool.org">darbya@shutesburyschool.org</a>
Dooley-Carvalho, Martina	Office Assistant	<a href="mailto:dooley-carvalhom@shutesburyschool.org">dooley-carvalhom@shutesburyschool.org</a>
Enzer-Mahler, Aethena	Behavior Consultant (Tu)	<a href="mailto:aenzermahler@jameslevineassoc.com">aenzermahler@jameslevineassoc.com</a>
Foster, Matt	Custodian	<a href="mailto:fosterm@shutesburyschool.org">fosterm@shutesburyschool.org</a>
Fukushima, Barb	Kindergarten Teacher	<a href="mailto:fukushimab@shutesburyschool.org">fukushimab@shutesburyschool.org</a>
Ginsberg-Peltz	5th Grade Teacher	<a href="mailto:ginsberg-peltzl@shutesburyschool.org">ginsberg-peltzl@shutesburyschool.org</a>
Griecci, Grace	Pre-K Teacher	<a href="mailto:grieccig@shutesburyschool.org">grieccig@shutesburyschool.org</a>
Harrington, Katie	Nurse	<a href="mailto:harringtonk@shutesburyschool.org">harringtonk@shutesburyschool.org</a>
Hertel, Katie	2nd Grade Teacher	<a href="mailto:hertelk@shutesburyschool.org">hertelk@shutesburyschool.org</a>
Ingram, Kim	Para-Educator - 4th	<a href="mailto:ingramk@shutesburyschool.org">ingramk@shutesburyschool.org</a>
Lee, Debbie	Technology Teacher	<a href="mailto:leed@shutesburyschool.org">leed@shutesburyschool.org</a>
Lobenstein, Heather	Librarian	<a href="mailto:lobenstineh@shutesburyschool.org">lobenstineh@shutesburyschool.org</a>
Mannino, Jen	Para-Educator - 2nd	<a href="mailto:manninoj@shutesburyschool.org">manninoj@shutesburyschool.org</a>
McDonald, Amy	6th Grade Teacher	<a href="mailto:mcdonalda@shutesburyschool.org">mcdonalda@shutesburyschool.org</a>
Mendonsa, Jackie	Principal	<a href="mailto:mendonsaj@shutesburyschool.org">mendonsaj@shutesburyschool.org</a>
Misiuk, Lynn	Physical Therapist	<a href="mailto:lmisiuk@capsd.net">lmisiuk@capsd.net</a>
Osborne, Samantha	Performing Arts	<a href="mailto:osbornes@shutesburyschool.org">osbornes@shutesburyschool.org</a>
Parsons, James	Para-Educator - 4th	<a href="mailto:parsonsj@shutesburyschool.org">parsonsj@shutesburyschool.org</a>
Peelle, Tyson	Instrumental Music/Strings (Mon.)	<a href="mailto:tapeelle@yahoo.com">tapeelle@yahoo.com</a>
Quinn, Mike	School Counselor	<a href="mailto:quinnm@shutesburyschool.org">quinnm@shutesburyschool.org</a>
Rice, Rob	Cafeteria Assistant	<a href="mailto:remmettrice@gmail.com">remmettrice@gmail.com</a>
Rich, Adriana	Para-Educator - K	<a href="mailto:richa@shutesburyschool.org">richa@shutesburyschool.org</a>
Richard, Renee	Student Support - 5th/6th	<a href="mailto:richardr@shutesburyschool.org">richardr@shutesburyschool.org</a>
Rierner, Beth	Art Teacher (Tu & Th)	<a href="mailto:riernerb@shutesburyschool.org">riernerb@shutesburyschool.org</a>
Schattin, Lauren	Speech Therapist (M-Th)	<a href="mailto:schattinl@shutesburyschool.org">schattinl@shutesburyschool.org</a>
Scott, Siri	4th Grade Teacher	<a href="mailto:scotts@shutesburyschool.org">scotts@shutesburyschool.org</a>
Shea, Cindy	Physical Therapist	<a href="mailto:cshea@capsd.net">cshea@capsd.net</a>
Simmons, Margaret	Occupational Therapist	<a href="mailto:simmonsm@shutesburyschool.org">simmonsm@shutesburyschool.org</a>
Skipton, Andy	Custodian	<a href="mailto:skiptona@shutesburyschool.org">skiptona@shutesburyschool.org</a>
Tyner, Jan	Student Support - PreK-2nd	<a href="mailto:tynerj@shutesburyschool.org">tynerj@shutesburyschool.org</a>
Valentine, Rory	Para-Educator - K	<a href="mailto:valentiner@shutesburyschool.org">valentiner@shutesburyschool.org</a>
Wagner, Polly	Math Coach	<a href="mailto:wagnerp@shutesburyschool.org">wagnerp@shutesburyschool.org</a>
Willis, Sarah	1st Grade Teacher	<a href="mailto:williss@shutesburyschool.org">williss@shutesburyschool.org</a>
Wisniewski, Valerie	Para-Educator - 1st	<a href="mailto:wisniewskiv@shutesburyschool.org">wisniewskiv@shutesburyschool.org</a>

## **School Union Administration**

Erving School Union #28  
18 Pleasant Street, Erving, MA 01344  
Voice: 413-423-3337; Fax: 413-423-3236  
[www.union28.org](http://www.union28.org)

**Jennifer Haggerty**, Superintendent of Schools; [haggerty@erving.com](mailto:haggerty@erving.com)

The superintendent is the primary administrator for the entire district, Erving Union #28, which includes Shutesbury, Leveret, Erving and Wendell/New Salem. In this capacity, the superintendent is the supervisor for the principal. The Superintendent reports to the School Committee. A fifteen member Union #28 Committee, including three representatives from the Shutesbury School Committee, directly supervise the Superintendent.

**Bruce Turner**, Director of Finance and Operations; [turner@erving.com](mailto:turner@erving.com)

**Pamela Rogers**, Executive Secretary; [rogers@erving.com](mailto:rogers@erving.com)

**Prudence Marsh**, Director of Student Support; [marsh@erving.com](mailto:marsh@erving.com)

**Gillian Budine**, Early Childhood Coordinator; [budine@erving.com](mailto:budine@erving.com)

## **Amherst-Pelham Regional Administration**

Central Administration, 170 Chestnut Street, Amherst, MA 01002 (413) 362-1810  
[www.arps.org](http://www.arps.org)

**Michael Morris**, Interim Superintendent of Schools; [morrism@arps.org](mailto:morrism@arps.org)

**Debbie Westmoreland**, Assistant-to-Superintendent; [westmorelandd@arps.org](mailto:westmorelandd@arps.org)

## **E. Shutesbury Elementary School Council**

The Education Reform Act of 1993 called for the establishment of a school council in each and every school to help shape educational policies and programs. Parents, teachers, and community member's work together to assist the principal in adopting educational goals for the school, identifying educational needs of the students, reviewing the annual budget, and formulating a school improvement plan.

Meetings are open to the public. Please note that the annual schedule of meetings is determined in October. For the FY 20 school year, there will be 5 meetings for the School Council.

Elections for School Council (\* a Co-chair is needed) are held in the fall at the Open House, and are conducted by the PTO in accordance with policies approved by the School Committee (Policy File: BDFA).

**New 2019-2020 School Council Members will be updated after the September 25th Open House**

2017-2018 School Council Members	Phone	Email
<b>Jackie Mendonsa</b> Principal/ Co-Chair	259-1212	<a href="mailto:mendonsaj@shutesburyschool.org">mendonsaj@shutesburyschool.org</a>
<b>Debbie Lee</b> SES Faculty	259-1212	<a href="mailto:leed@shutesburyschool.org">leed@shutesburyschool.org</a>
<b>Renee Richard</b> SES Faculty	259-1212	<a href="mailto:richardr@shutesburyschool.org">richardr@shutesburyschool.org</a>
<b>Paul Jacobs</b> Parent Member		<a href="mailto:jacobsswender@gmail.com">jacobsswender@gmail.com</a>
<b>Jennifer Taylor</b> Parent Member		
<b>MaryAnne Antonellis</b> Community Member	259- 1213	<a href="mailto:cbandmaa@msn.com">cbandmaa@msn.com</a>

## 5. Shutesbury Town School Committee

Shutesbury Elementary School is its own school district, and is part of the Erving Union #28. Each district has its own elected school committee. There are five members of the Shutesbury School Committee who are elected at the annual Town Meeting for terms of up to three years. The Massachusetts Association of School Committees handbook states: “as the representative of the community, the school committee is accountable for the quality of education in the school district. It is the responsibility of the school committee to inform, as well as to listen to, constituents. In order for the public to clearly understand the role of the school committee--its goals and objectives--there must be an effective communications program that will clearly identify the committee's expectations for the school district.” The handbook also says that school “committees must be responsive to the needs of students and staff, and reflect the attitudes of the community”.

The three major areas relating to managing educational needs that the School Committee is responsible for are: (1) policy, (2) budget, and (3) the Superintendent of Schools. The School Committee is also responsible for the children in town who are involved in our three public schools – Shutesbury Elementary, Amherst Regional Middle School, and Amherst-Pelham Regional High School – as well as those who are Home-Schooled.

Our School Committee works with two different School Districts: the Erving School Union #28, which governs the four elementary schools in five towns – Erving, Leverett, Shutesbury, New Salem & Wendell; and the Amherst-Pelham Regional system for middle and high school, which combines a different group of four towns – Amherst, Leverett, Pelham, and Shutesbury. Shutesbury has three delegates to the Union #28 Joint School Committee and one representative to the Amherst-Pelham Region School Committee.

Current members:

**Katie Fiander,**

48 West Pelham Road, Shutesbury, MA 01072, 253-5684, [fianderk@shutesburyschool.org](mailto:fianderk@shutesburyschool.org)

**Dan Hayes,**

194 Wendell Road, Shutesbury, MA 01072, 259-2102, [hayesd@shutesburyschool.org](mailto:hayesd@shutesburyschool.org)

**Jennifer Malcom-Brown**

72 Wendell Road, Shutesbury, MA 01072 [malcom-brownj@shutesburyschool.org](mailto:malcom-brownj@shutesburyschool.org)

**Steve Sullivan,**

444 Wendell Road, Shutesbury, MA 01072, 259-1626, [sullivan@shutesburyschool.org](mailto:sullivan@shutesburyschool.org)

**Lauren Thomas-Paquin, Chair**

307 Wendell Road, Shutesbury, MA 01072, 256-1806, [thomaspaquinl@shutesburyschool.org](mailto:thomaspaquinl@shutesburyschool.org)

**“What Does the School Committee Do?”**

- Promotes open communication between the community and the school by scheduling regular public meetings, by noting community attitudes and areas of satisfaction and concern, by being available and responsive to contacts from all citizens.
- Supports the development of the vision, missions, goals and strategies of the school system.
- Establishes and reviews educational goals and policies. Establishes criteria to determine if they are being met.
- Reviews and approves the school budget working with the Superintendent.
- Provides representatives to the Erving Union #28 School Committee that appoints the Superintendent and sets compensation for the Superintendent.
- Provides representatives to the Erving Union #28 School Committee that evaluates and offers guidance to the Superintendent.
- Provides representatives to the Erving Union #28 School Committee that may terminate the employment of the Superintendent in accordance with State law and the terms of the contract of employment.
- Takes part in collective bargaining as employer of school employees for contract negotiations.
- Reviews a professional development plan for all principals, teachers and professional staff employed by the school.
- Communicates local concerns and issues to state and national officials by working with other school committees through state and national school committee associations.
- Reviews major adoption or revision of curriculum and textbooks upon recommendation of the Superintendent.

### **“When do meetings happen? What is on the agenda?”**

The local committee normally meets at **7:00 PM on the THIRD THURSDAY** of every month at the elementary school; changes may occur to accommodate holidays, or to meet specific town, school, or union deadlines. Dates are posted at Town Hall & on the Town Website and are also announced in the SES Roadtown News. School Committee meetings and minutes will also be placed on the SES website. School Committee communications can be viewed at:

<http://groups.google.com/group/shutesbury-schoolcomm>

These working meetings are public meetings and open to all! We welcome your input, ideas, and support. If you have an item/topic to be addressed -- please call a SC member to discuss having it put on the agenda. The Chair works with the Superintendent, Principal and committee members to create each agenda in advance of the meetings. We try to set our agendas at least two weeks prior to meetings. Every meeting has a **Public Hearing** time at the beginning of the meeting, specifically for people to bring up items directly to the School Committee. It is a time for us to listen to you. **Issues raised in Public Hearing will usually not be responded to at the meeting**; rather the SC and/or administration will decide who's responsible for doing further work & will create an action plan and they will report back at a later time. It is the prerogative of the Chair of the School Committee to determine if any additional time will be allotted for discussion to an issue not on that night's agenda. The agenda for each meeting usually covers reports from the (1) Principal, (2) Superintendent, (3) our Amherst-Pelham and (4) Union #28 Representatives, as well as new and unfinished business for the committee.

### **“What If I Have a School-Related Concern?”**

Members of the School Committee are your representatives. Two-way communication is essential to their job of representing the interests and concerns of the community. Parents and students have a fundamental right to contact School Committee members directly. You can expect SC members to listen sensitively and respect confidentiality in all communications. SC members can better serve the community because of the information you share. Please note, that under the 1993 Massachusetts Educational Reform changes, School Committees intervene only indirectly in the daily operations of a school. The Superintendent and Principal have the responsibility and discretion to implement policies, conduct hiring, and carry out goals according to their best professional judgment. In the end, the School Committee carries out professional oversight of the Superintendent and helps set policies and goals that help inform her or his work.

As a rule, it is most effective to be direct and clear about your concern with the person who can most immediately meet your request. If it is an issue with a teacher, it is best to discuss it directly with the teacher first. If you need additional resolution, go next to the School Principal. Similarly, the best course of action is usually to allow the Principal an opportunity to resolve your concern, before going on to the Superintendent. It is always important for School Committee members to hear about school concerns, in order to set or revise policies, but their responsibility is broader, and less direct. ***In general, you will find direct communication with***



***the person closest to the situation is the best way to begin to resolve nearly every school related concern.***

*Source: Massachusetts Association of School Committees, School Committee*

*In 1993, state legislative reform changed the roles and responsibilities of School Committees. The Massachusetts Association of School Committees (MASC) is a great resource to all citizens interested in the roles and responsibilities of School Committees. MASC can be reached at [www.masc.org](http://www.masc.org) or (800) 392-6023 in Boston.*

### **Union & Regional School Committee Meetings**

- Erving Union #28 Joint School Committee usually meets three times a year: September, January and May. The locations rotate among the four elementary schools & are announced in our SC minutes. There is a Union #28 Budget and personnel Subcommittee comprised of one representative from each of the five local School Committees. This subcommittee meets four to five times per year.
- The Amherst-Pelham Regional School Committee meets once or twice a month, usually on a Tuesday at 7:00 PM. Locations are listed in the local papers & available from the Central Administration office. A representative of the Shutesbury Committee sits on this Committee.

### **Shutesbury PTO- Parent /Teacher Organization**

All parents are welcome *and encouraged* to attend the meetings of this very important group. The expressed goals of the PTO are:

- To be a clearinghouse of information about school curriculum, programs and policies
- To initiate parent participation in classroom programs
- To provide extra-curricular activities for both parents and their children
- To support school fund raising efforts

As a parent/guardian, you are invited to participate in any area listed above and/or to suggest any form of academic help, personal talent, or interest, which you might offer to our school through this organization. The Shutesbury PTO meets once a month at 7:00 PM in the conference room or at a convenient location in town.

For information please email the Shutesbury PTO at: [shutesburypto@gmail.com](mailto:shutesburypto@gmail.com)

### 3. How You Can Get Involved in Your School Community

In addition to the Shutesbury School Council and the Shutesbury Parent Teacher Organization (PTO) there are other ways to become involved with the school and the educational program.

#### **The Volunteer Program**

The Volunteer Program at the Shutesbury Elementary School is dedicated to supporting the school and strengthening community ties. Parents of students, community members, school staff, and the principal have all had input in developing the program. This program welcomes the participation of all those interested in the welfare of our children, our school, and our town. The program focuses on two ways you can share your experience, skills, and knowledge with the children and the school: by registering in the directory of Specialized Skills, and as a Learning Partner.

- **Offering Specialized Skills**

Occasionally, the school needs someone with specific skills or knowledge in areas such as carpentry, photography, world languages, computers, music, baking, and environmental studies, to name a few. We also seek volunteers to help with the numerous special projects that occur throughout the year. Letting school staff and faculty know about your area of expertise will enable us to compile a list of community members who can provide the school with invaluable assistance.

- **Reading Partners**

The Reading Partners was started in 2011 as a grant funded program to support struggling readers. This program had eighteen volunteers who visited school on a weekly basis to befriend and encourage young readers. We are hoping to build off of the success of the program and support all of our readers as they learn the joy and fascination of becoming lifelong readers. Contact Heather Lobenstine in the Learning Commons for more information. 259-1212 X133. *If these activities do not fit into your schedule or interest, there are many other ways you can volunteer such as through the PTO, in the classroom or helping with recess or lunch duty.*

#### **A Note about Background Checks:**

Shutesbury Elementary School is required by state law to obtain criminal offender record information (CORI) from the criminal history systems board prior to accepting any person as a volunteer, this includes field trip chaperones and any other volunteer who has contact with children. M.G.L. Chapter 71, Section 38R; School Committee Policy – File: ADDA

### **Parent Resource Center**

The Shutesbury Elementary School has a Parent Resource Center in the Library. Materials are available on a variety of issues including parenting, siblings, health topics, discipline, special needs, and much more. All materials are available to be borrowed. We update our offerings each year. Please stop by to browse through our material. In honor of the volunteer efforts of former PTO president Ellen Kalt, the PTO has committed to an annual donation to purchase up-to-date books and materials to maintain this important community resource.

### **Title I Annual Parent Meeting and the Title I PAC**

The Shutesbury Elementary School holds an annual meeting for parents who have children receiving Title I supplementary services every fall. Parents and Title I staff are encouraged to attend. The Title I PAC meets on a regular basis to enhance parental involvement and follow through with the responsibility of the home/school compact in support of student learning.

### **Shutesbury Special Education Parent Advisory Council (SpEd PAC)**

Our local Parent Advisory Council is comprised of parents who have or have had a child in need of special education or Title I services. Meetings are held regularly and parents are encouraged to attend. Please contact Special Education Director at the Special Education Office in Erving (413-423-3331) for meeting dates.

### **The Community Network for Children (CNC)**

*Supporting Families and Providers in the communities of Erving, Leverett, Shutesbury, New Salem and Wendell.*  
<http://sites.google.com/site/communitynetworkforchildren/> <http://www.facebook.com/communitynetworkforchildren>

The Community Network for Children is funded by CFCE grant funds through the Department of Early Education and Care. Our ***Community Network for Children*** program was established in the spring of 2009 by joining the Massachusetts Family Network (MFN) and the Community Partnerships for Children (CPC) funding to maximize the current limited resources to support families and early care and education providers in our communities. It is our intent to continue to offer the best of both programs and to continue to be a support to families and early care and education professionals in our communities. We support initiatives to create programs that address the needs of families and early education and care professionals with young children living in Erving, Wendell, New Salem, Shutesbury and Leverett. We strive to collaborate with existing human service agencies to further fulfill these needs.

If you live in one of the 5 towns and have a young child (ren), then your family can benefit from the School Union # 28 Community Network for Children.

### **Program Objectives**

- Act as a community based, information and resource hub for all families in order to increase knowledge of and accessibility to high-quality early education and care programs and services for families with children birth through age 8.
- Promote family education, engagement and literacy through activities that:
  - recognize parents as their child's first teacher;

- build on family strengths;
- bolster parental leadership;
- create parental opportunities for mutual support and social connections; and
- build early and family literacy skills.
- Through a variety of methods, including, governance council meetings, email distribution, community resource guides and web postings, provide access to information and resources that support early education and care and out of school time educators/providers and programs across the public and private sectors in delivering high quality services:

**Parent-child Playgroups are held at:**

- Erving Elementary School
- Shutesbury Elementary School
- Wendell Free Library

**Story Hours and special events and programs are held at the public libraries of all 5 towns in the network. Call CNC for current schedule and programs (978) 544-5157**

**Things We Do Together:**

- Opportunities for parents to become involved in their community and see themselves as their child's first teacher.
- Collaboration with other service providers: REACH, Early Childhood School based-programs, Private community childcare programs, Community Action!,
- Newborn visiting program
- Parenting workshops and educational services
- Newsletters to families and early care and education providers, programs and partners
- Collaboration with local community libraries to offer children's activity kits and joint family literacy activities
- Informal support groups
- Family and community events
- Sharing ideas, talents and interests for future events

**For a current listing of EEC Licensed Early Education and Care Providers (Public and Private) use this link**

**<http://www.eec.state.ma.us/ChildCareSearch/EarlyEduMap.aspx>**

**or call (978) 544-5157 and we can help you access the list. You can search for all area programs in public schools, family childcare homes, center based and school age programs. We also support families in accessing information about how to get assistance paying for childcare, preschool or after school programs.**

**Resources for Early Education and Care Providers**

- Provide information and referral to assist early education and care providers in accessing professional development opportunities.
- Support to eligible families in your program in accessing the MA State Wait List for Child Care Vouchers.

- Networking with other providers in your communities

**CNC Council Meetings** - The Union #28 Community Network for Children Council is a mechanism for developing and enhancing collaborative relationships and partnerships that improve the quality of family supports, resources and early education and care in the community. Parents, early education and care providers, service agencies, community programs, and businesses work together to form a cohesive system of programming and support for young children in our communities.

The Union #28 Community Network for Children Council allows families, early educators and community members participation in the assessment of and response to the needs of young children while sharing their voice in the decision making process for programs that benefit both families and communities as a whole. Meetings are held throughout the year. The council is open to all interested and always willing to have new members involved:

Local Council Memberships Consist Of A Variety Of Community Members:

- Parents Of Young Children
- Family Child Care Providers
- REACH (local Early Intervention program)
- Head Start and Early Head Start
- Public And Private Preschool Teachers/Directors
- School Principal(s)
- CNC Program Coordinator
- Resource And Referral Agency (Child Care Outlook)
- And Others

To find out more about the services we offer or how to get involved, please contact Gillian Budine, the Community Network for Children Coordinator at (978) 544-5157 or e-mail [Budine@erving.com](mailto:Budine@erving.com) . If you are expecting a baby or have a newborn and live in one of the 5 towns, please contact us to be put on our mailing list and receive a new baby gift bag!

The Community Network for Children Office Location is at the  
Swift River School  
201 Wendell Road, New Salem, MA 01355  
Voice: 978-544-5157 | Fax: 978-544-2253

## **F. SCHOOL POLICIES and PROCEDURES**

1	Shutesbury School Code of Mutual Respect / Due Process Procedures
2	Anti-Harassment and Bullying Policy
3	Safety Rules For Outdoor Recess
3a	Behavioral Guidelines – Outdoor Recess
3b	Discipline

4	Reporting Child Abuse And Neglect
5	Prohibiting Discrimination & Harassment
6	Anti- Discrimination Laws and Regulations
7	USDA Nondiscrimination Statement
8	Grievance Procedures for Resolving Complaints of Discrimination & Harassment
9	Section 504
10	Smoking On School Grounds
11	Preschool / Kindergarten Screening
12	Special Services
13	Disciplining Students With Special Needs
14	Procedure for Parent Communication/Appeal Concerning a Discipline Problem
15	Double Mailings
16	Internet Use
17	Public Solicitation And Student Fund Raising
18	Notice/Distribution Policy
19	Annual Public Notification
20	Community Offices
21	Community Use of Facilities

## **1. Shutesbury School Code of Mutual Respect**

*The school has made efforts to train teachers in the **Responsive Classroom** strategies of social and emotional growth. This approach utilizes democratic processes for rules establishment in the classroom and the explicit teaching of socially responsible behavior. This includes the implementation of logical consequences for rules infraction or misbehavior. In addition, we have embraced the use of **Second Step** and **Steps to Respect** in response to the state initiative to combat bullying behavior. The initiative to adopt **Responsive Classroom, Second Step** and **Steps to Respect** strategies will have a large impact on the school and its occupants as we gain a greater understanding of the methodology and practices, and as we continue to create the kind and compassionate institution we all imagine.*

The philosophy of the Shutesbury Elementary School expresses a strong commitment to social as well as academic development. Four key principles reflect those values we wish to encourage.

1. Think for yourself.
2. Consider the rights and needs of others.
3. Work to achieve your best.
4. Leave your environment a little better than you found it.

As educators, we will direct our efforts toward helping our students understand and become more aware of these desirable behaviors. Consistent with our code, the school has identified expectations for student behavior, which support a safe and productive school environment. The four school rules are:

1. Treat everyone respectfully
2. Respect school property and the belongings of others
3. Follow adult directions politely
4. Walk quietly and calmly in the building

In the event that students are unable to follow these rules, the following steps will be taken:

1. The student will be reminded of the proper behavior and will be expected to modify their behavior voluntarily.
2. The staff person in charge will hold a private conference with the student.
3. The student may be separated from the group for a brief period (time out) in order to reflect on his/her behavior and regain self-control.
4. The student will be referred to the principal, who will decide on further disciplinary action.

**It is important to remember that our goal is always to help students develop the self-control and high personal standards to become capable, socially responsible citizens.**

Through discussion and dialogue within the school and wider community, we will seek to uphold those standards and develop greater understanding of our commonly held values. One example of this work is our conflict resolution process. We use a four step problem-solving process to guide students thinking during times of frustration and anger.

- 1. Calm down**
- 2. Listen**
- 3. Brainstorm**
- 4. Choose**

In so doing, we will provide guidance for Shutesbury's children as they seek to realize their individual potential and become contributing members of the community.

In the event of chronic misbehavior, conduct that is physically or verbally abusive or disruptive to the normal functioning of the school, a student will be referred to the principal for disciplinary action. After conferring with the student, the principal will inform the child's parents and determine appropriate consequences. Such consequences may involve loss of privileges for a specified period, restitution, school or community-related service, or temporary exclusion from school. Any student suspended from school will have an opportunity for a hearing prior to such suspension.

Chapter 71, Section 37 H - MGL

“Notwithstanding any general or special law to the contrary, all student handbooks shall

contain the following provisions:

(a) Any student who is found on school premises or at school-sponsored or school-related events, including athletic games, in possession of a dangerous weapon, including but not limited to, a gun or knife; or controlled substance as defined in chapter ninety-four C, including but not limited to marijuana, cocaine, and heroine, may be subject to expulsion from the school or school district by the principal.

(b) Any student who assaults a principal, assistant principal, teacher, teacher's aide or other educational staff on school premises or at school-sponsored or school-related events, including athletic games, may be subject to expulsion from the school or school district by the principal.

(c) Any student who is charged with a violation of either paragraph (a) or (b) shall be notified in writing of an opportunity for a hearing; provided, however, that the student may have representation, along with the opportunity to present evidence and witnesses at said hearing before the principal.

After said hearing, a principal may, in his discretion, decide to suspend rather than expel a student who has been determined by the principal to have violated either paragraph (a) or (b).

(d) Any student who has been expelled from a school district pursuant to these provisions shall have the right to appeal to the superintendent. The expelled student shall have ten days from the date of the expulsion in which to notify the superintendent of his appeal. The student has the right to counsel at a hearing before the superintendent. The subject matter of the appeal shall not be limited solely to a factual determination of whether the student has violated any provisions of this section.

(e) When a student is expelled under the provisions of this section, no school or school district within the commonwealth shall be required to admit such student or to provide educational services to said student. If the student does apply for admission to another school or school district, the superintendent of school district to which the application is made may request and shall receive from the superintendent of the school expelling said student a written statement of the reasons for said expulsion."

Chapter 76, Section 5 ---M.G.L.

"Every person shall have the right to attend the public schools of the town where he actually resides.... No person shall be excluded from or discriminated against in admission to a public school of any town, or in obtaining the advantages, privileges and courses of study of such public school on account of race, color, sex, religion, national origin, or sexual orientation."



## **DUE PROCESS FOR SUSPENSIONS**

### **NOTICE OF PROPOSED SUSPENSION**

Except in the case of an emergency removal or disciplinary offense defined under M.G.L. c. 71, §§37H or 37H½ or an in-school suspension as defined by 603 CMR 53.02(6), the school shall provide the student and parent/guardian with written and oral notice of the proposed out-of-school suspension, an opportunity to be heard at hearing, and the opportunity to participate at the hearing. Notice shall set forth in plain language:

- a) the disciplinary offense;
- b) the basis for the charge;
- c) the potential consequences, including the potential length of the student's suspension;
- d) the opportunity for the student to have a hearing with the principal concerning the proposed suspension, including the opportunity to dispute the charges and to present the student's explanation of the alleged incident, and for the parent/guardian to attend the hearing;
- e) the date, time, and location of the hearing;
- f) the right of the student and student's parent/guardian to interpreter services at the hearing if needed to participate;

The principal shall make reasonable efforts to notify the parent/guardian orally of the opportunity to attend the hearing. In order to conduct a hearing without the parent/guardian present, the principal must be able to document reasonable efforts to include the parent/guardian. Reasonable effort is presumed if the principal sent written notice and documented at least two attempts to contact the parent/guardian in the manner specified by the parent/guardian for emergency situations.

All written communications regarding notice of proposed suspension shall be either by hand delivery or delivered by first-class mail, certified mail, or email to address provided by the parent/guardian for school communications (or other method agreed to by the principal and parent/guardian) in English, and in the primary language in the home if other than English, or other means of communication where appropriate.

### **SHORT-TERM SUSPENSIONS: HEARING AND PRINCIPAL DETERMINATION**

A short-term suspension is the removal of the student from the school premises and regular classroom activities for ten (10) consecutive days or less. Out-of-school short-term suspensions which do not cumulatively over the course of the school year exceed ten (10) days of suspension shall be conducted in accordance with this section.

Principal Hearing. The purpose of the hearing with the principal is to hear and consider information regarding the alleged incident for which the student may be suspended, provide the student an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident, determine if the student has committed the disciplinary offense, the basis for the charge, and any other pertinent information. The student shall have an opportunity to present information, including mitigating facts. A parent/guardian present at the hearing shall have the opportunity to discuss the student's conduct and offer information, including mitigating circumstances.

Based on the available information, including mitigating circumstances, the principal will make a determination whether the student committed the disciplinary offense, and if so, the consequence. The principal will provide notification in writing of his/her determination in the form of an update to the student and parent/guardian, and provide reasons for the determination. If the student is suspended, the principal shall inform the parent/guardian of the type and duration of the suspension, and shall provide an opportunity for the student to make up assignments and other school work as needed to make academic progress during the period of removal.

If the student is in grades pre-k through 3, the principal shall send his/her determination to the superintendent and explain the reasons prior to imposing an out-of-school suspension, before the short-term suspension takes effect.

All written communications regarding the hearing and principal determination shall be either hand delivery or delivered by first-class mail, certified mail, or email to the address provided by the parent/guardian for school communications (or other method agreed to by the principal and parent/guardian) in English, and in the primary language in the home if other than English, or other means of communication where appropriate.

## **LONG-TERM SUSPENSIONS: HEARING AND PRINCIPAL DETERMINATION**

A long-term suspension is the removal of a student from the school premises and regular classroom activities for more than ten (10) consecutive school days, or for more than ten (10) school days cumulatively for multiple disciplinary offenses in any school year. The purpose of the hearing with the principal is to hear and consider information regarding the alleged incident for which the student may be suspended, provide the student an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident, determine if the student has committed the disciplinary offense, the basis for the charge, and any other pertinent information. The student shall have an opportunity to present information, including mitigating facts, that the principal will consider in determining whether alternatives to suspension such as loss of privileges, detention, an apology, a student contract, restitution, and/or probation are appropriate.

Additionally, the student shall have the following additional rights:

- i. In advance of the hearing, the opportunity to review the student's record and the documents upon which the principal may rely in making a determination to suspend the student or not;
- ii. the right to be represented by counsel or a lay person of the student's choice, at the student's and or parent's/guardian's expense;
- iii. the right to produce witnesses on his or her behalf and to present the student's explanation of the alleged incident, but the student may not be compelled to do so; and
- iv. the right to cross-examine witnesses presented by the school district;
- v. the right to request that the hearing be recorded by the principal. All participants shall be informed that the hearing is being recorded by audio. A copy of the audio recording will be provided to the student or parent/guardian upon request.

Based on the evidence submitted at the hearing the principal shall make a determination as to whether the student committed the disciplinary offense, and, if so, after considering mitigating circumstances and alternatives to suspension (the use of evidence-based strategies and programs, such as mediation, conflict resolution, restorative justice, and positive interventions and supports) what remedy or consequence will be imposed. If the principal decides to impose a long-term suspension, the written determination shall:

- i. Identify the disciplinary offense, the date on which the hearing took place, and the participants at the hearing;
- ii. Set out key facts and conclusions reached by the principal;
- iii. Identify the length and effective date of the suspension, as well as a date of return to school;
- iv. Include notice of the student's opportunity to receive a specific list of education services to make academic progress during removal, and the contact information of a school member who can provide more detailed information.
- v. Inform the student of the right to appeal the principal's decision to the superintendent or his/her designee (only if a long-term suspension has been imposed) within five (5) calendar days, which may be extended by parent/guardian request in writing an additional seven (7) calendar days.

The long-term suspension will remain in effect unless and until the superintendent decides to reverse the principal's determination on appeal.

If the student is in grades pre-k through grade 3, the principal shall send his/her determination to the superintendent and explain the reasons prior to imposing an out-of-school suspension, whether short-term or long-term, before the suspension takes effect.

All written communications regarding the hearing and principal determination shall be either hand delivery or delivered by first-class mail, certified mail, or email to the provided by the parent/guardian for school communications (or other method agreed to by the principal and parent/guardian) in English, and in the primary language in the home if other than English, or by other means of communication where appropriate.

## **APPEAL OF LONG-TERM SUSPENSION**

A student who is placed on a long-term suspension shall have the right to appeal the principal's decision to the superintendent if properly and timely filed. A good faith effort shall be made to include the parent/guardian at the hearing. The appeal shall be held within three (3) school days of the appeal, unless the student or parent/guardian requests an extension of up to seven (7) additional calendar days, which the superintendent shall grant.

The student and parent/guardian shall have the same rights afforded at the long-term suspension principal hearing. Within five (5) calendar days of the hearing the superintendent shall issue his/her written decision which meets the criteria required of the principal's determination. If the superintendent determines the student committed the disciplinary offense, the superintendent may impose the same or a lesser consequence than that of the principal. The superintendent's decision shall be final.

## **EMERGENCY REMOVAL**

A student may be temporarily removed prior to notice and hearing when a student is charged with a disciplinary offense and the continued presence of the student poses a danger to persons or property, or materially and substantially disrupts the order of the school and, in the principal's judgment, there is no alternative available to alleviate the danger or disruption. The temporary removal shall not exceed two (2) school days, following the day of the emergency removal.

During the emergency, removal the principal shall make immediate and reasonable efforts to orally notify the student and student's parent/guardian of the emergency removal and the reason for the emergency removal. The principal shall also provide the due process requirements of written notice for suspensions and provide for a hearing which meets the due process requirements of a long-term suspension or short-term suspension, as applicable, within the two (2) school day time period, unless an extension of time for the hearing is otherwise agreed to by the principal, student, and parent/guardian.

A decision shall be rendered orally on the same day as the hearing, and in writing no later than the following school day. The decision shall meet all of the due process requirements of a principal's determination in a long-term suspension or short-term suspension, as applicable.

## **IN-SCHOOL SUSPENSION UNDER 603 CMR 53:02(6) & 603 CMR 53.10**

In-school suspension is defined as the removal of a student from regular classroom activities, but not the school premises, for not more than ten (10) consecutive school days, or no more than ten (10) school days cumulatively for multiple infractions over the course of the school year.

A Principal may impose an in-school suspension as defined above according to the following procedures:

The principal shall inform the student of the disciplinary offense charged and the basis for the charge, and provide the student an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident. If the principal determines that the student committed the disciplinary offense, the principal shall inform the student of the length of the student's in-school suspension, which shall not exceed ten (10) days, cumulatively or consecutively, in a school year.

On the same day as the in-school suspension decision, the principal shall make reasonable efforts to notify the parent orally of the disciplinary offense, the reasons for concluding that the student committed the infraction, and the length of the in-school suspension. The principal shall also invite the parent to a meeting to discuss the student's academic performance and behavior, strategies for student engagement, and possible responses to the behavior. Such meeting shall be scheduled on the day of the suspension if possible, and if not, as soon thereafter as possible. If the principal is unable to reach the parent after making and documenting at least two (2) attempts to do so, such attempts shall constitute reasonable efforts for purposes of orally informing the parent of the in-school suspension.

The principal shall send written notice to the student and parent about the in-school suspension, including the reason and the length of the in-school suspension, and inviting the parent to a meeting with the principal for the purpose set forth above, if such meeting has not already occurred. The principal shall deliver such notice on the day of the suspension by hand-delivery, certified mail, first-class mail, email to an address provided by the parent for school communications, or by other method of delivery agreed to by the principal and the parent.

#### **SUSPENSION OR EXPULSION FOR DISCIPLINARY OFFENSES UNDER M.G.L. 71 §§37H and 37H½**

The due process notification and hearing requirements in the preceding sections do not apply to the following disciplinary offenses:

##### **Possession of a dangerous weapon, possession of a controlled substance, or assault of staff**

A student may be subject to expulsion if found in possession of a dangerous weapon, possession of a controlled substance, or the student assaults a member of educational staff, and the principal determines the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school.

The Principal shall notify the student and parent(s)/guardian(s) in writing of the opportunity for a hearing, and the right to have representation at the hearing, along with the opportunity to present evidence and witnesses. After said hearing, a principal may, in his/her discretion, decide to levy a suspension rather than expulsion. A student expelled for such an infraction shall have the right to appeal the decision to the Superintendent. The expelled student shall have ten (10) days from the

date of the expulsion in which to notify the Superintendent of his/her appeal. The student has the right to counsel at the hearing before the Superintendent. The subject matter of the appeal shall not be limited solely to a factual determination of whether the student was guilty of the alleged offense.

### **Felony complaint or issuance of felony delinquency complaint**

Upon the issuance of a criminal complaint charging a student with a felony, or the issuance of a felony delinquency complaint against a student, the Principal may suspend a student for a period of time determined appropriate by the Principal if the Principal determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school.

The Principal shall notify the student in writing of the charges, the reasons for the suspension (prior to such suspension taking effect), and the right to appeal. The Principal will also provide the student and parent(s)/guardian(s) the process for appealing the suspension to the Superintendent. The request for appeal must be made in writing within five (5) calendar days. The hearing shall be held within three (3) days of the request. The suspension shall remain in effect prior to any appeal hearing before the Superintendent. At the hearing, the student shall have the right to present oral and written testimony, and the right to counsel. The Superintendent has the authority to overturn or alter the decision of the Principal. The Superintendent shall render a decision on the appeal within five (5) calendar days of the hearing.

### **Felony conviction or adjudication/admission in court of guilt for a felony or felony delinquency**

The Principal may expel a student convicted of a felony, or has an adjudication or admission of guilt regarding a felony, if the Principal determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school.

The student shall receive written notification of the charges and reasons for the proposed expulsion. The student shall also receive written notification of his right to appeal the decision to the Superintendent, as well as the appeal process. The expulsion shall remain in effect prior to any appeal hearing conducted by the Superintendent.

The student shall notify the Superintendent in writing of his/her request for an appeal the decision no later than five (5) calendar days following the date of the expulsion. The Superintendent hearing shall be held with the student and parent(s)/guardian(s) within three (3) calendar days of the expulsion. At the hearing, the student shall have the right to present oral and written testimony, and shall have the right to counsel. The Superintendent has the authority to overturn or alter the decision of the Principal. The Superintendent shall render a decision on the appeal within five (5) calendar days of the hearing.

Any student expelled from school for such an offense shall be afforded an opportunity to receive educational services and make academic progress.

## **2. Anti-Harassment and Bullying Policy**

### **PROHIBITION ON HARASSMENT, SEXUAL HARASSMENT, HAZING & BULLYING (School Committee Policy ACAB)**

It is the policy of the Shutesbury School District to provide a learning and working atmosphere for students, employees and visitors free from intimidation generally and harassment, sexual harassment, bullying, and hazing, in particular. These terms are referenced herein as “acts of intimidation.” Such actions may occur on the basis of race, color, religion, national origin, ethnicity, age, gender, sexual orientation or disability, political beliefs, or for any other reason.

The plan recognizes that certain students may be more vulnerable to bullying or harassment based on actual or perceived characteristics, including race, color, religion, ancestry, national origin, sex, socioeconomic status, homelessness, academic status, gender identity or expression, physical appearance, pregnant or parenting status, sexual orientation, mental, physical, developmental or sensory disability or by association with a person who has or is perceived to have one or more of these characteristics.

It is the responsibility of every employee or representative of the school district, student, parent/guardian, or volunteer to be alert to acts of intimidation and to take every action necessary to ensure that the applicable policies and procedures of the Shutesbury School District are implemented. It is critical that all actions be immediately taken to stop the alleged behavior. Anyone who observes or is aware of acts of intimidation is expected to report incidents to the appropriate district personnel. It is a violation of the Shutesbury School District policy for any administrator, teacher, district employee, district representative, student, parent/guardian, or volunteer to engage in or condone intimidation in school or to fail to report or otherwise take reasonable appropriate measures when they become aware of an incident of intimidation.

Any employee, district representative, volunteer, or student who believes that he or she has been subjected to any intimidating act has the right to file a complaint and to receive prompt and appropriate handling of the complaint. Further, all reasonable efforts shall be made to maintain confidentiality and protect the privacy of all parties, but proper enforcement of this policy may require disclosure of any or all information received. Maintaining safety for individuals will be a priority in handling cases of intimidation. Specific procedures for harassment, sexual harassment, hazing and bullying may be outlined in district guidelines that are approved by the School Committee.

#### **Definitions**

**Harassment** means conduct of a verbal or physical nature that is designed to embarrass, distress, agitate, disturb or trouble someone. Harassment has the effect of creating an intimidating, hostile, or offensive work or learning environment that takes place under any of the following circumstances:

- a. When submission to such conduct is made, explicitly or implicitly, a term or condition of employment, instruction, or participation in school activities or programs;
- b. When submission to or rejection of such conduct by an individual is used by the offender as the basis for making personal or academic decisions affecting the individual subjected to sexual advances;
- c. When such conduct has the effect of unreasonably interfering with the individual's work, attendance at school or participation in academic or curricular activities, or
- d. When such conduct has the effect of creating an intimidating, hostile, or offensive work or learning environment.

**“Sexual Harassment”** means unwelcome sexual advances, requests for sexual favors, and other inappropriate verbal, written, electronically transmitted, or physical conduct of a sexual nature, including but not limited to unwelcome comments, touching, written notes, pictures/cartoons or other inappropriate conduct, such as leering, whistling, brushing up against the body, commenting on sexual activity or body parts or other activity referred to by the Model MCAD policy prohibiting such behavior.

**Bullying** may take a variety of forms. Bullying and cyber bullying means unwelcome written, electronic, verbal or physical acts or gestures where a student or employee feels coerced, intimidated, harassed or threatened and under the circumstances (1) may cause a reasonable person to suffer physical or emotional harm to a student or employee, (2) may cause damage to another student’s or employee’s property, or (3) may cause a disruptive or hostile school environment. The behavior must interfere with an employee’s ability to perform his or her duties or with a student’s academic performance or ability to learn, or interfere with a student’s ability to participate in or benefit from services, activities, or privileges:

- a. That are being offered through the school district; or
- b. During any education program or activity; or
- c. While in school, on school equipment or property, in school vehicles, on school buses, at designated school bus stops, at school-sponsored activities, at school-sanctioned events.

**Cyber bullying**, in particular, means bullying through the use of data, telephone or computer software that is accessed through a computer, computer system, or computer network or any public education institute. As used in this policy, “electronic communication” means any communication through an electronic device including a telephone, cellular/smart phone, computer, pager or similar electronics communications device.

**Hazing** means any conduct or method of initiation, even if consented to, into any organization or group, whether on public or private property, which willfully or recklessly endangers the physical or mental health of any student, employee or other person. Such conduct shall include, but is not limited to, whipping, beating, branding, forced calisthenics, exposure to the weather, forced consumption of any food, liquor, beverage, drug or other substance or any other brutal treatment or forced physical activity which is likely to adversely affect the physical health or safety of any such student or person, or which subjects such student or other person to extreme



mental stress, including extended deprivation of sleep or rest or extended isolation.

**Perpetrator** means the person who engages in harassment, sexual harassment, hazing, bullying or retaliation.

**School grounds** means property on which a school building or facility is located; or property that is owned, leased or used by a school district, commonwealth charter school or non-public school for any school-sponsored activities, functions, programs, instruction or training.

**Victim** means the student who has been the subject of harassment, sexual harassment, hazing, bullying or retaliated against.

Adult: school employee, school representative, volunteer, parent/guardian, or visitor to the school who is of legal age (18 years of age).

Child: person who is a minor

#### Investigation of Acts of Intimidation (Bullying, Cyber bullying, Harassing, Hazing)

In school systems, acts of intimidation may take many forms and cross many lines. The situation may be an instance of staff member to staff member, staff member to student, student to staff member, or student to student or involve volunteers, parents/guardians or district representatives.

Law defines acts of intimidation defined by the victim's perception in combination with objective standards or expectations. Note that what one person may consider to be acceptable behavior may be viewed as intimidation by another person. Therefore, in order to protect the rights of both parties, it is important that the victim make it clear to the intimidating party that the behavior is objectionable.

Guidelines for dealing with any charge of acts of intimidation are as follows:

The Principal or his/her designee shall be responsible for assisting employees or representatives of the school district, parents/guardians, or volunteers and students seeking guidance or support in addressing matters relating to any form of harassment, sexual harassment, bullying, or hazing. Additional information about these guidelines or additional help with any form of intimidation is available from the Shutesbury School District's designated Title IX Harassment Coordinator – the Superintendent for the District.

#### Reporting Incidents (Bullying, Cyber bullying, Harassing, Hazing)

Whoever knows that another person is the victim of intimidation, and is at the scene of such activity, shall, to the extent that such person can do so without danger or peril to her/himself or others, report such activity to an appropriate official as soon as reasonably practicable. Whoever fails to report such behavior shall be subject to discipline.

Any employee or representative of the school district, student, parent/guardian or volunteer that has reliable information that would lead a reasonable person to suspect that a person is a target of harassment, sexual harassment, bullying, or hazing shall immediately report it to the appropriate party. Students should report to a teacher or school employee. All school employees or representatives, volunteers, parents/guardians shall immediately report it to the administration. Each school shall document any prohibited incident that is reported and confirmed, and report all incidents of intimidation, including, harassment, sexual harassment, bullying (or cyber bullying), hazing and the resulting consequences, including discipline and referrals, to the Superintendent's office as they occur.

In all charges of intimidation, the victim should provide an oral, or if possible a written, description of the specifics of the intimidation to ensure that the subsequent investigation is focused on the relevant facts. Oral and anonymous complaints will be reviewed but are inherently difficult to investigate and may not be procedurally fair; as a result no disciplinary action shall be taken on anonymous complaints unless verified by clear and convincing evidence. All other complaints will be reviewed based on a preponderance of evidence standard.

- If an instance of child-to-child intimidation is reported to a school employee or school representative other than an administrator, that person must inform the principal.
- If a situation involving a charge of an adult to child intimidation is brought to the attention of another school employee or school representative, that person should notify the principal immediately.
- In a situation involving a charge of child to adult intimidation, the victim should notify the principal.
- In a situation involving a charge of an adult to an adult intimidation, the victim should notify the principal.

A good faith report from a staff member renders an employee immune from discipline for making a report and is considered to have been made in the course of the staff member's employment for purposes of M.G.L. c. 258. As a result, the school district shall indemnify staff members from any cause of action arising out of a good faith report of harassment or the district's subsequent actions or inaction in connection thereto.

#### Investigation (Bullying, Cyber bullying, Harassing, Hazing)

Once a charge of harassment has been made, including charges of mental, emotional or physical intimidation, as well as threats to a person's safety or position in the school or work environment, the following course of action should be taken:

The principal should investigate the charge through discussions with the individuals involved. In situations involving allegations against a staff member, he/she should be informed of his/her rights to have a third party present at the time of the discussion. In situations involving students,

the principal should engage the appropriate classroom or special subject area teacher. Parents will be informed of the situation and invited to participate in resolution discussions. It is important that the situation be resolved as confidentially and as quickly as the circumstances permit.

Reports of cyber bullying by electronic or other means, occurring in or out of school will be reviewed and, when a nexus to work or school exists, this will result in disciplinary action.

If the alleged perpetrator is responsible for conducting an investigation, the Superintendent or the School Committee shall designate an alternative Harassment Coordinator.

The rights and safety of the victim are paramount in any efforts of resolutions.

### **Efforts at Resolution** (Bullying, Cyber bullying, Harassing, Hazing)

Child-to-Child: A face-to-face resolution meeting will never be required. The victim will decide if he/she wants to meet with the perpetrator, but such a meeting is not recommended. Instead, the principal will meet with the perpetrator (and his/her parents/guardians) and provide him/her with the known facts about the situation. A plan of repentance, resolution and reconciliation will be discussed and created.

Child-Adult: If the perpetrator is a child and the victim an adult, a resolution meeting may be helpful. However, if the victim is not comfortable with such a meeting, it will not be required. Instead, the principal will meet with the perpetrator (and his/her parents/guardians), to describe the offending behavior. A plan for repentance, resolution and reconciliation will be developed with the perpetrator. If the adult victim is willing to meet, he/she may want an advocate or union representative to be present.

Adult-Child: If the perpetrator is an adult and the victim a child, the perpetrator should have Massachusetts Teacher's Association/Union representation at the meeting. The child victim is never required to attend such a meeting. If the child's parents or guardians want to meet with the Principal, a separate meeting shall be scheduled. At the meeting, the principal will describe the offending behavior. A plan for repentance, resolution and reconciliation will be developed. The Department of Children and Families (or a relevant state agency) should be notified of the situation.

Adult-Adult: A face-to-face resolution meeting will never be required. The victim can choose not to meet with his/her perpetrator. Instead, the principal will meet with the perpetrator and identify the offending behavior. A plan for repentance, resolution and reconciliation will be developed. An MTA or Union representative will be present for the meeting if the perpetrator is an employee of the school district.

Parents of students alleged to have engaged in cyber harassment will be asked to attend a due process hearing at which time the activity, words or images subject to the complaint will be

reviewed.

**Disciplinary Action** (Bullying, Cyber bullying, Harassing, Hazing)

If after a resolution meeting with the involved parties, the principal determines that further disciplinary action must be taken, the following could occur:

- a. In instances involving child to child or child to adult, the student may be subject to discipline including but not limited to counseling, suspension, and in appropriate cases expulsion.
- b. In instances involving adult to child, and adult-to-adult intimidation, findings will be reported to the superintendent of schools for further action. Personnel action may also be initiated at this point, consistent with the applicable law and collective bargaining agreement.
- c. In all cases, the principal will consider a referral to law enforcement or Superintendent based on the circumstances. School officials will coordinate with the Police Department to identify a police liaison for intimidation cases.
- d. There may be cases in which school employees, as mandated reporters, are required to inform the Department of Children and Families or responsible state agency of the incident(s).

A student disciplined for cyber bullying will not be re-admitted to the regular school program until his or her parent(s) attend such meeting, meet with the principal and develop an action plan for restitution.

**Retaliation:** (Bullying, Cyber bullying, Harassing, Hazing)

Retaliation in any form against any person who has made or filed a complaint relating to harassment is forbidden. If it occurs, it could be considered grounds for dismissal of staff personnel and/or removal from the educational setting for a student. A referral to law enforcement may be made.

**Confidentiality:** (Bullying, Cyber bullying, Harassing, Hazing)

Reports of harassment should be kept completely confidential, consistent with necessary investigation procedures, with the goal of protecting the victim and stopping the behavior.

The goal of confidentiality is to protect the victim and all persons at Shutesbury Elementary School. It is not to provide protection for the perpetrator.

**LEGAL REFERENCES**

- 1. Title VII of the 1964 Civil Rights Act, Section 703
- 2. Title IX of the 1972 U.S. Civil Rights Act.
- 3. Chapter 151C, Massachusetts General Laws

4. M.G.L. Chapter 76 § 5
5. M.G.L. Chapter 269 § 17, 18, 19
6. M.G.L. Chapter 71, §§82, 84

### **3. Safety Rules For Outdoors Recess:**

**The Goals of Recess are to have fun and be safe.**

The SES staff meets with the students during the first two weeks of school to teach recess. This means that staff works with children on the playground to practice playing safely, reconciling disagreements and playing in a way that includes all members of the school in a meaningful and respectful manner.

- Children are expected to be outdoors at recess time and should be dressed appropriately (hats, boots, mittens, and snow pants during the winter). During rainy or extremely cold weather, recess will be held indoors. The principal or designee will make that decision.
- Staff (both teachers and paraprofessionals) on recess duty must be visible to all children on the playground. There may be as many as one staff person for each classroom of recess students.
- Students who need to leave the playground to go inside must first have permission from the adult on duty and must check back in with that adult when returning to play.
- When the signal for line-up is given at the end of recess, children are to stop playing immediately, pick up the game equipment, and line up quietly at the side of building.
- All classrooms shall use the front door. This assists teachers and staff to account for each student's whereabouts.
- **Toy weapons and sharp instruments are forbidden at school.**
- Electronic games intended for after school play shall be kept in the child's backpack during school hours. The School cannot accept liability for broken or lost items such as these.
- There shall be no playing in the parking lot during school hours.
- Bicycles shall not be ridden in the parking lot during school hours. The bicycle is to be stored in the designated bike racks. Helmets must be used at all times that a child rides their bike to or from school.
- Skateboards are prohibited during school hours.
- Contact sports are prohibited.

#### **3a. Behavioral Guidelines:**

- Walk quietly into and out of the building.
- Respect all plant and tree life.
- Sticks, stones, and snowballs are to remain on the ground.
- Children must stay away from dangerous areas such as trash receptacles, drains, and streams.
- Sharing is the way for everyone to have fun. Be kind and play safe!
- Stay clear of moving swings and the end of the slide.

- Students are expected to cooperate promptly with the direction of the adults on duty.
- Every child has the right to play in any game or activity at recess. Exclusion is not allowed at the **Error! Bookmark not defined.** school.
- Students are asked to stay off snow banks unless supervised by an adult. Sledding is allowed only in the designated area.

### **3b. Discipline**

Deliberate or repeated non-compliance with these guidelines and rules may result in loss of recess privileges or initiation of community service activities. All violations of these guidelines and rules shall be submitted to the School Principal and the student's classroom teacher by the recess duty teacher who was in direct contact with the students.

## **4. Reporting Child Abuse And Neglect**

In accordance with The Child Abuse Prevention and Treatment Act of 1974, and Massachusetts General Laws, chapter 119, Section 51A and School Committee Policy (5140.2; File: JLF) the Shutesbury Elementary School reports all cases of suspected child maltreatment to the Department of Children and Families.

## **5.School/District Policies Prohibiting Discrimination & Harassment**

In accordance with Title IX of the Education Acts of 1972, Title VI of the Civil Rights Act of 1964, and Chapter 151B of the General Laws of the Commonwealth of Massachusetts, the Shutesbury Elementary School affirm that no person shall, on the basis of race, color, sex, age, creed, national origin, disability, homelessness, or sexual orientation, be excluded from participation in, denied the benefits of, or subjected to discrimination in any educational program or activity it operates, including employment therein, and admission thereto.

The Shutesbury Elementary School will not tolerate verbal or physical harassment of any student or school personnel under any circumstances.

Any complaints or inquiries concerning this policy should be directed as follows:

Jacqueline Mendonsa, Principal	Jennifer Haggerty, Superintendent of Schools
Shutesbury Elementary School	Erving School Union #28
23 West Pelham Rd.	18 Pleasant Street
Shutesbury, MA 01072	Erving, MA 01344

## **6. Anti-Discrimination Laws and Regulations**

Chapter 622 and Title IX prohibit discrimination in public schools on account of race, color, gender, creed, ethnic background, national origin economic status, homelessness, sexual orientation, physical or mental disability, or religion. Shutesbury Elementary School supports the intent and the substance of these laws. We do not discriminate in any aspect of our school program. The school does not tolerate harassment of children or adults because of race, color,

gender, creed, ethnic background, national origin economic status, homelessness, sexual orientation, physical or mental disability, or religion.

Section 504 and the Americans with Disability Act prohibit discrimination against anyone solely on the basis of his or her disability. We do not discriminate against anyone solely on the basis disability nor do we tolerate harassment on that account. One specific injunction for schools is to attempt to locate any disabled person between the ages of 3 and 21 who is eligible for, but not receiving public education, and to ensure that he or she receives a “free and appropriate public education”. We would like to be notified if there is any eligible person not in school.

The state and federal laws governing education of the disabled – known as Chapter 766 and P.L. 94-142, also indicate requirements about the education of children with disabilities. The Shutesbury Elementary School has a comprehensive special education program. We invite any parent with children 2.5 years of age or older who believes his or her child has a special educational need to refer the youngster to the school principal for consideration of that need. Please refer to the Special Education section of this handbook.

## **7. USDA Nondiscrimination Statement**

In accordance with Federal law and U.S. Department of Agriculture policy, this institution is prohibited from discriminating on the basis of race, color, national origin, sex, age or disability. To file a complaint of discrimination, write USDA, Director of Civil Rights, 1400 Independence Avenue, S.W., Washington, D.C. 20250-9410, or call (800) 795-3272 (voice) or (202) 720-6382 (TDD). USDA is an equal opportunity provider employer, and lender.

## **8. GRIEVANCE PROCEDURES FOR RESOLVING COMPLAINTS OF DISCRIMINATION OR HARASSMENT**

The Shutesbury Elementary School has established an internal procedure in order to provide for prompt and equitable resolutions of complaints.

### **Definitions**

A “Grievance” is a complaint made pursuant to, and arising out of, the Shutesbury Elementary School's obligation to comply with state regulations regarding civil rights, discrimination and harassment.

An “Aggrieved Party” is a person or persons making the complaint.

### **Purpose**

The purpose of this grievance procedure is to secure prompt and equitable solutions to grievances.

## **General**

No aggrieved party will be subject to coercion, intimidation, interference, or discrimination for registering a complaint or for assisting in the investigation of any alleged complaints within the context of this grievance procedure.

All documents, communications and records dealing with the filing of a grievance will be kept confidential to the full extent provided by law.

## **Procedure**

1. The complaint should be filed with the principal in writing as soon as an aggrieved party becomes aware of the incident.
2. Within ten (10) school days after receiving the grievance, the principal or his/her designee shall meet with the aggrieved party in an effort to resolve the grievance. This investigation into the complaint is contemplated to be thorough, but informal, in nature. All interested persons and their representatives, if any, shall be afforded an opportunity to be heard and to submit evidence relevant to the complaint. If the grievance is not resolved, it will be forwarded to the superintendent.
3. Within fifteen (15) days of receipt of an unresolved grievance, the superintendent will conduct a confidential hearing to determine what, if any, action shall be taken in response to the grievance. The hearing shall be held at a time and place mutually convenient to all parties. The hearing procedure will follow appropriate due process procedures including:
  - a. the opportunity for the aggrieved party to present the grievance in any suitable manner;
  - b. the right of the aggrieved party to an impartial hearing officer;
  - c. the right of the aggrieved party to be represented by counsel or an advocate at the aggrieved party's expense;
  - d. the right of the aggrieved party to a prompt decision.

Parents/legal guardians should provide advance notice to the superintendent if counsel or an advocate at the grievance hearing will represent them and supply that representative's name and contact information.

4. A written determination of the validity of the complaint and a description of the resolution, if any, shall be issued by the Superintendent and forwarded to the aggrieved party no later than fifteen (15) working days after the hearing. The determination of the validity of the complaint and the description of the resolution will be provided in an alternate format, upon request, if needed for effective communication.
5. The aggrieved party can request a reconsideration of the case in instances where he or she is dissatisfied with the resolution. The request for reconsideration shall be made to the Superintendent of Union #28 within fifteen (15) working days following receipt of the written determination.
6. These rules shall be construed to protect the substantive rights of the interested persons to due process.
7. Copies of all resolutions and findings made under this procedure shall be filed with the Superintendent's Office of Erving School Union #28.



## **9. Section 504**

In compliance with Section 504 of the Rehabilitation Act of 1973, the Shutesbury Elementary School affirms that no qualified handicapped person shall, on the basis of handicap, be excluded from participation in, denied the benefits of, or otherwise subjected to discrimination under any program or activity sponsored by the Shutesbury Elementary School.

The current 504 Plan Coordinator is Amadee Meyer, School Psychologist, [meysera@shutesburyschool.org](mailto:meysera@shutesburyschool.org) or 413-259-1212.

## **10. Smoking on School Grounds**

The use of any tobacco products within the school facilities, on school grounds or on school buses is strictly forbidden by any individual at all times as indicated by state law (Chapter 71, Section 2A; Chapter 71 Section 37H) and School Committee Policy (ADC).

## **11. Preschool / Kindergarten Screening**

Prior to or within the first month of school, all kindergarten students will be screened for speech, hearing, vision, and general readiness. Screening is a non-intensive scan of developmental abilities in order to determine those children who may be referred for further evaluation. The purpose of screening is to identify potential problems, which could prevent the child from having a successful experience in school.

All three and four year old children are also invited periodically for development screenings sessions. Again, the purpose of these screenings is to determine if a child has any difficulties with speech, hearing, and vision, cognitive or emotional development for which early support services may be beneficial. Under state and federal law the school is required to provide services or further evaluation for children whom screening indicates it is necessary.

Notification of screenings and orientations is given through announcements, local newspapers, selectman's newsletters and the school newsletter. If you or any of your neighbors are new to town and have preschool children, please call the school so we can update our mailing lists and keep everyone informed about our events and services.

## **12. Special Services**

Recognizing that individual differences exist among children, the Shutesbury Elementary School offers a number of special services to its students designed to help them gain full access to the general curriculum. All of these services come under the guidelines of Chapter 766 of the Acts of 1972 of the Commonwealth of Massachusetts. Included among these services are screening, evaluation, special education instruction, and services related to the child's identified need. Related services include speech and language therapy, occupational therapy, physical therapy, and counseling. Individual educational Plans (IEPs) are provided for children with special needs. Deborah Gerry is the Special Education Director for Erving Union #28. If you have any question

about special education services in general or concerns that are specifically related to your child's IEP, the Special Education Director can be reached at 413-423-3331.

### **13. Disciplining Students With Special Needs or 504 Plans**

In general, if a child has violated the school's disciplinary code, the school may suspend or remove the child from his or her current educational placement for a period not to exceed ten (10) consecutive school days in any school year. If a child possesses, uses, sells or solicits illegal drugs on school grounds or at a school-sponsored event or carries a weapon to school or a school function, the school district may place the child in an interim alternative education setting as a result of a disciplinary action; the child may remain in the interim setting for a period not to exceed 45 days. Thereafter, the child will return to the previously agreed upon educational placement unless either a hearing officer orders another placement, or the family and the school agree to another placement.

In compliance with Chapter 71, section 37H of the Massachusetts General Laws, the following procedures have been established regarding the discipline procedures involving **students who have special needs**:

1. A meeting will be held with parents/guardians when the special education student accumulates ten days of suspensions or expulsions to discuss the appropriateness of the IEP and possible revision.
2. When a special education student has accumulated ten days of suspension/expulsion, and the parent/guardian cannot be reached, the student will be instructed to come to school the next day with his/her parents/guardians for a Special Education TEAM meeting. The student will be given a letter for his or her parents/ guardians stating the need for their attendance in school the next day.
3. If a student comes to school the next day without parents/guardians, the student will be sent home and the Principal or his/her designee will notify the Department of Elementary and Secondary Education.
4. In all cases which result in suspension/expulsion of more than ten days in a school year, immediate notification of the suspension and request for approval of an alternative educational plan will be made to the Department of Elementary and Secondary by the Administrator of Special Education.

Consideration of whether the behavior is a manifestation of the student's disability:

The law provides that the TEAM must consider evaluation information, observational information, the student's IEP and placement, and must determine whether the behavior prompting disciplinary removal was a manifestation of the student's disability. The TEAM considers if the student's disability impaired the student's ability to control his or her behavior.

If the TEAM determines that the behavior was related to the child's disability, then the child may not be removed from the current educational placement (except in the case of weapon or drug

possession or use) until the IEP TEAM develops a new IEP and decides upon a new placement and the family consents to that new plan and placement.

If the TEAM determines the behavior was not related to the child's disability, then the school may suspend or otherwise discipline the child according to the school's code of conduct, expect that for any period of removal exceeding ten days, the school district must provide the child with a Free Appropriate Public Education (FAPE). The school district must determine the educational services necessary for FAPE and the number and location for providing those services.

## **14. Procedure For Parental Communication/Appeal Concerning A Discipline Problem**

A parent who is concerned about disciplinary action taken against his/her child should follow this procedure:

1. Contact the school and **speak with the staff member directly involved** in making the decision for corrective action. Parents may contact staff members during the regular workday. If a staff member is unable to take a telephone call, the call will be returned within 24 hours (i.e., by the next day).
2. If a parent contacts the principal about a disciplinary problem, the administrator will check that the parent has first discussed the issue with the staff member involved. If the staff member has not been contacted, the administrator will inform the staff member about the call and ask the staff member to make contact with the parent.
3. If this approach does not lead to resolution of the problem, an administrator may be asked to mediate.

The proper channeling of concerns from parents is as follows:

- a. Teacher or other staff member
- b. Principal
- c. Superintendent

## **15. Non-Custodial Parent Access to Student Records**

In August 2006, the Board of Education adopted final technical amendments to the Student Records Regulations to make them consistent with G.L. c. 71, §34H, as most recently amended by Chapter 62 of the Acts of 2006. The state statute and regulations expand the categories of non-custodial parents who are eligible to obtain access to their children's student records and are consistent with the federal Family Educational Rights and Privacy Act.

As set forth in the amended regulation, 603 CMR 23.07(5), non-custodial parents are eligible to obtain access to their children's student records unless the school or district has been given documentation that:

1. The parent has been denied legal custody or has been ordered to supervised visitation, based on a threat to the safety of the student and the threat is specifically noted in the order pertaining to custody or supervised visitation, or
2. The parent has been denied visitation, or
3. The parent's access to the student has been restricted by a temporary or permanent protective order, unless the protective order (or any subsequent order modifying the protective order) specifically allows access to the information contained in the student record, or
4. There is an order of a probate and family court judge which prohibits the distribution of student records to the parent.

This is intended to encourage parents to be involved in and informed about the education of their children, while protecting the rights and safety of everyone.

The state Student Records Regulations (603 CMR 23.00), as amended, are available on the Department of Education's web site at <http://www.doe.mass.edu/lawsregs/603cmr23.html>.

Last Updated: September 18, 2006

## **16. Acceptable Use Policy For Computers, Computer Network, Electronic Devices And The Internet**

SES has an updated Acceptable Use and Social Networking Policy. These can be found on the website, or by clicking the link below.

[Acceptable Use Policy and Social Networking Policy](#)

## **17. Public Solicitation And Student Fund Raising**

The School Committee has approved a policy regarding fundraising. Please click the link below to view this policy.

[Advertisement and Fund Raising Policy](#)

## **18. Notice / Distribution Policy** (School Committee Policy-- File: KHC)

The purpose of this policy is to encourage distribution of announcements that are likely to be of direct interest to parents and children. Therefore, the school will distribute announcements, which have the intention of informing parents about the availability of opportunities or activities

for children or adults so long as the materials or information to be distributed is not detrimental to the children or the community.

Announcements will be distributed only if their sponsor is clearly identified and if there is not school responsibility for preparation or duplication of this material. Materials distributed must be clearly mark, when appropriate, “Not a School Sponsored Activity”. An individual or organization may appeal a decision to not distribute an announcement or notice to the Superintendent and, failing to gain satisfaction, to the School Committee.

## **19. Community Offices**

The Shutesbury Town Hall is open every Tuesday evening from 7:00 PM--9:00 PM. During these hours the numerous part-time committees and councils typically meet or hold office hours. The Town Hall telephone number is 259-1214 connecting directly to Town Administrator Becky Torres, who can provide more information and a complete schedule of the various departments.

## **20. Annual Public Notification**

This notification is required by AHERA, 40CFR Part 763 of Title II of the Toxic Substances Control Act.

Asbestos Management Plans have been developed for the: **Shutesbury Elementary School**

These plans are available and accessible to the public at this facility as well as from the LEA at:  
18 Pleasant Street

Erving, MA 01344

The LEA Designated Person is:

Matthew Foster- Head Custodian

23 West Pelham Road

Shutesbury MA 01072

413-259- 1212

ATC Associates conducted a re-inspection in February 1997. This facility is determined to be asbestos-free. Inspections are no longer required. Annual postings and trainings are required.

### **Accreditation:**

Asbestos Hazardous Awareness Training – July 2014

AHERA Designated Person – 2014

**THIS FACILITY IS ASBESTOS-FREE**

## **21. Community Use of School Facilities**

### **Building Use Fee Schedule**

* Based on staffing needs and impact of event on building as well as the discretion of the principal.	<b>Staff Required</b>	<b>No Staff Required</b>
<b>Non-commercial or educational groups</b>	Hourly rate	Hourly rate
Have their primary operations in Shutesbury or the other towns of Union #28.	\$25	\$ 0 -10*
Represent the Town of Shutesbury or are acting on the Town's behalf	\$25	\$ 0 -10*
Are sponsored by an official school entity including the School Committee, School Council	\$25	\$ 0 -10*
Are not-for-profit organizations with Internal Revenue Code of either 501(c)(3) or 509(a) and are registered within the Commonwealth of Massachusetts.	\$25	\$ 0 -10*
<b>Commercial groups</b>	\$50	n/a
<b>Individuals</b>		
Residents of Union 28 affiliated towns	\$20-\$ 50*	\$ 0 -10*
Affiliated with Shutesbury School or Erving Union #28	\$20-\$ 50*	\$ 0 -10*