

The Parent-Student Handbook

2021-2022

Burgess Elementary School
45 Burgess School Road
Sturbridge, MA 01566
508-347-7041

The Philosophy and Goals

Philosophy:

The School Improvement Council continues to endorse the philosophy of Burgess Elementary School as originally voted by the council several years ago. The Statement of Philosophy is as follows:

The primary purpose of education at Burgess is the pursuit of knowledge and preparation of young people for responsible citizenship in a society which respects individual differences and shared freedoms. Our school is committed to meeting the needs of every student by providing a supportive, mutually respectful environment which enables each student to develop to his or her full potential.

Goals:

To accomplish its mission, the Burgess Elementary School has the following goals:

1. Promote intellectual growth and lifelong learning for students and staff that will prepare them to meet the challenges of a complex and changing society.
2. Refine and sustain a school climate that supports mutual respect and self-esteem, and builds a sense of citizenship and community responsibility.
3. Provide a safe and healthy environment for the well-being of all those in school.
4. Encourage the partnership between home, school, and the community through open communication and active participation.
5. Promote health and wellness to enhance student achievement.

School Contact Information

Administration Contact Information

Superintendent Office Phone: 508-347-5977

Dr. Erin Nosek, Superintendent of Schools

Jodi Bourassa, Assistant Superintendent

Deborah Boyd, Associate Superintendent

Brenda Looney, Special Education Director

Burgess Elementary Office Phone: 508-347-7041

Kathleen E. Pelley, Principal

Mary Jaeger, Assistant Principal

Paul Guerin, Assistant Principal

Sturbridge School Committee Members 2021-2022

Katherine Roy, Chairperson Term Expires 2023

Kristen Touhey, Vice Chairperson Term Expires 2023

Karen Kowal, Secretary Term Expires 2022

Samantha Kaitbenski, Tantasqua Rep Term Expires 2024

Mary Bellezza, Union 61 Representative Term Expires 2022

Important School Information

School Hours: 8:40 am to 3:00 pm

District Calendar: <http://www.tantasqua.org/superintendent/calendar.html>

Burgess Calendar: <http://www.tantasqua.org/burgess/calendar.htm>

Office Phone Number: 508-347-7041

Office Fax Number: 508-347-8237

Nurse's Office Phone Number: 774-241-3004

Nurse's Office Fax Number: 774-241-0674

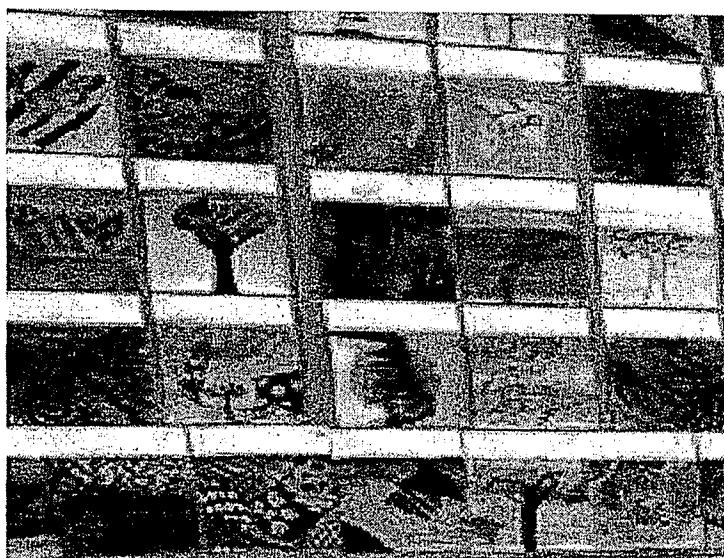
Burgess Principal Twitter Handle: @Burgess_School

Burgess Elementary School Website:

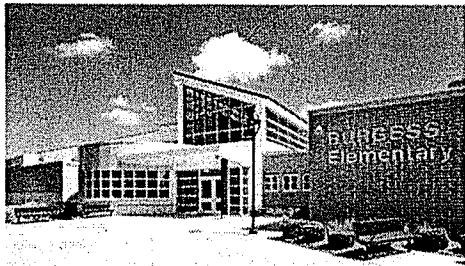
<http://www.tantasqua.org/burgess/>

Burgess PTO Website:

<http://burgesspto.org/>



Welcome to Burgess Elementary School



Dear Parents and Guardians,

Please note that some of the information presented in this 2021-2022 handbook may be inaccurate due to Covid-19 precautions, guidelines and requirements.

For additional health and wellness information, specifically related to Covid-19, please refer to Appendix I at the end of this document.

This handbook has been created with the guidance of the Burgess School Improvement Council and contains information that will help make the transition from home to school easier. It will also serve to keep everyone informed of our policies, rules, and expectations for the students and families of Burgess Elementary School. We hope that you find this a helpful resource of information.

Burgess Elementary School has been entrusted with the task of educating the children of Sturbridge from Preschool through Grade Six. We take this responsibility very seriously.

A successful educational experience can only be accomplished through the total cooperation between the students, the home, and the school. This goal is best accomplished when the lines of communication are kept open. Everyone at Burgess Elementary School is committed to maintaining a positive and open relationship with the parents of our students, as we strongly believe in the power of the home-school connection.

We look forward to a positive and productive school experience with you and your child. Please feel free to call the school if you have any questions or concerns.

Sincerely,
Kathleen E. Pelley, Principal
Mary F. Jaeger and Paul Guerin, Assistant Principals

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General Information

Civil Rights

All students—regardless of race, color, gender, gender identity, religion, national origin, sexual orientation, disability, or homelessness—have equal access to the general education program and the full range of any occupational/vocational education programs offered by the district.

School Admissions & Residency Requirements

All children of school age who reside in the town of Sturbridge will be entitled to attend the public school. The town of Sturbridge does not participate in school choice.

Advance registration for prospective kindergarten students will take place in the spring. Every student seeking admission to the school for the first time must present a birth certificate or equivalent proof of age acceptable to the principal and proof of vaccination and immunization as required by the state and Burgess School Committee.

Two forms documenting proof of residency – one from Category A and one from Category B of the School Committee Policy – are also required of the parent or guardian.

Examples of these documents are:

Category A:

1. Current Paid Residential Real Estate Tax Bill (for the home in which you are residing)
2. Purchase and Sale Agreement
3. Rental or Lease Agreement

Category B:

1. Utility Bill under parent/guardian name(s)
2. Voter Registration
3. Valid Driver's License

Proof of residency may be required at any time.

All members of the school community are expected to report violations of this policy to the building principal

General Information

Breakfast Program

Burgess Elementary School offers a breakfast program each morning for \$1.50. students. Please register your child with the school nurse if your child would like to participate.

Lunch Program

Each student in grades Kindergarten through Six is able to enjoy an hour-long lunch and recess period according to the schedule below.

| <i>GRADE</i> | <i>LUNCH PERIOD</i> | <i>RECESS PERIOD</i> |
|-----------------|--------------------------------|--------------------------------|
| K | 10:45-11:15 a.m. | 11:15-11:45 a.m. |
| 1 | 11:45-12:15 p.m. | 12:15-12:45 p.m. |
| 2 | 12:15-12:45 p.m. | 12:45-1:15 p.m. |
| 3 | 11:00-11:30 a.m. | 10:30-11:00 a.m. |
| 4 | 12:30-1:00 p.m. | 1:00-1:30 p.m. |
| 5 | 11:30-12:00 noon | 12:00-12:30 p.m. |
| <u>6</u> | <u>12:00-12:30 p.m.</u> | <u>11:30-12:00 noon</u> |

Hot lunch or salad is available each full day of school for the students in grades Kindergarten through Six. Gluten free and vegetarian items are offered. Our school meal service utilizes an electronic ID system called NutriKids. Students having lunch must pre-pay, either by check, cash, or by MySchoolBucks.com. Please make checks payable to "Burgess Elementary School Lunch Program" or send the appropriate amount of cash to school in a sealed envelope with your child. Parents are encouraged to create an online account at MySchoolBucks.com. Students input their four digit student ID number when passing through the cafeteria line, and the cost of the meal is deducted from your MySchoolBucks account.

Cost: Full priced lunch - \$3.00 (with or without milk)
 Reduced priced lunch - \$.40 (with or without milk)
 Milk only - \$.50 (whole milk is not offered)

Monthly menus are posted on line at the Burgess Website.
Applications for free or reduced cost meals will be available on the first day of school.

General Information

School Pictures

School pictures are taken twice each school year, generally in the fall and spring. A variety of packages and backgrounds are available.

Legal Custody

Burgess Elementary School complies with M.G.L. Ch 71, section 34H, which indicates that both parents have access to information about their child., if eligible as stipulated under this section of the law. All parents who are not eligible to receive information may request so in writing, as explained in M.G.L. Ch 71, section 34H.

Lost and Found

Lost and found articles are placed on a small table at the rear of the Cafeteria. Lost articles should be retrieved in a timely manner as this area is cleared periodically.

Money and Valuables

Students should not bring valuables to school and should only bring money as necessary for lunch and/or special functions.

Asbestos Management Plan

An Asbestos Management Plan has been developed for Burgess Elementary School. This plan is available and accessible to the public in the Office. Burgess is an asbestos-free school.

Burgess Extended Day Program

Students in Grades Kindergarten through Six are eligible to participate in the "Burgess Extended Day Program." This program is housed at Burgess Elementary School. This service is available from 7:00-8:30 a.m. and 3:00-6:00 p.m. Monday-Friday. For more information please contact Susan Colleton, Program Director, at 508-347-7041.

Absences & Tardiness

Students should arrive at Burgess by 8:40 a.m. Those students who arrive after 8:40 a.m. are considered tardy. All students who are tardy must be signed in at the office. To ensure that students do not miss necessary classroom instruction, it is important that they arrive to school on time each day. **Parents will be notified by letter at the end of each trimester if their child is absent seven (7) or more days in a trimester.**

When a student is absent, missed work will be provided, to the greatest extent possible, within 24 hours of the absence during the school week. Parent/Guardian will be responsible to pick up any work that cannot be delivered electronically.

When it comes to school, students who miss school... miss out. They miss out on opportunities to learn, build lasting friendships, and develop the skills and attitudes needed to become good citizens and valued employees. There is a strong connection between student attendance and student performance in school. Research shows that students who attend school every day pass state tests in reading and math at much higher rates than students who attend school less than 85% of the time. Higher attendance equals higher achievement for **all** students.

Burgess discourages families from taking vacations while school is in session. If, however, your family chooses to do so, work missed during the time period will be collected in your child's absence, with ample time provided for your child to make up this work upon return. While your child is away it is required for him/her to spend 10-20 minutes daily writing in a journal, along with time spent reading daily.

Absences & Tardiness

To that end, we carefully monitor students' attendance at Burgess Elementary School. In partnership with you, the parents/guardians of our students, we ask the following:

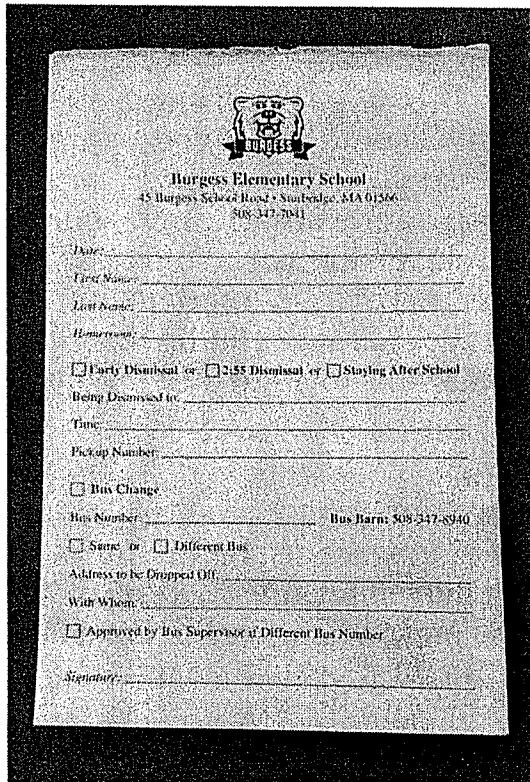
- * Students should attend school every day—and be on time—unless they are ill or an emergency arises. Students should arrive at school no later than 8:40am and remain in school until 2:50 p.m.
- *If your child is absent, you must call the school at 508-347-7041 to notify us of their absence. Feel free to leave a message. If a parent does not call the school to report his or her child's absence, we will contact the parent/guardian at home or work. This procedure has been put in place to ensure your child's safety. Your strict adherence to it—and remembering to call the school when your child is absent—will be greatly appreciated. (M.G.L. Chapter 76, Section 1A).
- *The principal will monitor attendance rates of all students. The parents of those students with excessive absences will be notified in writing and/or via telephone. Important to note is the law regarding student attendance:

Massachusetts General Laws, Chapter 76, section 2, states that it can be a **CRIMINAL OFFENSE** if you repeatedly fail to send your child to school. A parent/ guardian has the legal duty to make sure that his/her child(ren) are in school every day and are not chronically tardy or absent.

- *While it is the school's intention to work with you—our partners in education—in ensuring your child's regular attendance, we reserve the right to request doctor's notes for absences, engage the court system and/or the Department of Children and Families (DCF) for those families whose children are chronically absent or tardy. Additionally, excessive unexcused absences may result in a conference, retention being one of the topics of discussion.

Early Release

If you need to have your child/children dismissed during school hours, please send a note to school in the morning with the date, his/her name, homeroom, and time for dismissal. Please specify who will be picking up and signing them out in the office.



Dismissal Pads are available for purchase in the Office. Proceeds benefit the Burgess PTO.

Early Dismissal

If it becomes necessary to release all students from school prior to the regularly scheduled dismissal, usually due to inclement weather, the Blackboard Connect telephone notification system will be activated. You will receive a phone notification through this system by providing your daytime phone number to the Office staff. Please discuss an alternative plan for early dismissal with your child, should an early release from school ever become necessary. The option to dismiss the entire student body early from school is exercised very infrequently and only when it is in the best interest of our students.

Change of Address or Phone Number?

Information on each student is maintained on an emergency card in the nurse's office and in a database in the Office. It is **critical** that the information be accurate. Please keep the Office notified of any changes in information.

Drop Off Procedures & Pick Up Procedures

Once you enter onto the driveway of Burgess, you have entered a school zone. The speed limit is 20 MPH. Please obey the state law by driving slowly and cautiously. During morning drop-off and afternoon pick-up, you must follow the perimeter of the parking lot. **Do not cut across the parking lot** as faculty, staff and visitors are walking to and from the building.

Students are to be dropped off or picked up at curbside only. Students should not get out or in on the driver's side as vehicles pass on this side. The safest place for your child to exit the vehicle is on the curbside. Students should only exit or enter their vehicle as soon as the vehicle comes to a complete stop. Additionally, all vehicle doors should be closed when moving. **Parents/Guardians are to stay in their vehicle.** If your child needs assistance getting in or out of the vehicle, please park your vehicle in the parking lot and walk them to the curb. Parents and guardians should not need to get out of the vehicle whether picking up or dropping off. This skill can be practiced in the safety of your driveway. Utilize the designated crosswalks to go to and from the school.

Students should be dropped off **no earlier than 8:30 a.m.** For all 1st, 2nd, and 3rd Grade students, you may enter the building by the side entrance before the flagpoles. For all K, 4th, 5th, and 6th Grade students, you may enter the building by the main office. The entire length of the sidewalk from the main office area to the playground area is utilized for drop-off. Do not wait to be the first vehicle nearest the school entrance to drop off your child(ren). Doing so holds up the line and efficiency of the drop off process. There will be staff there to assist your children. Students need to be ready to get out of the vehicle which means their bag on their lap or in an easily accessible location. Masks can be put on before entering the building.

A student being picked up from school must give a note to his/her teacher upon arriving at school. If pick up is at dismissal time, the note should include your child's pick up number and pick up is in the pick-up line. If dismissal is early, please write the time on the note and dismissal will be in the Office. This note should state the date, homeroom, and name of the person who will be picking up the child from school. Children are to be picked up at the Office. No student is dismissed to a person other than his or her parent or guardian without the permission of the parent or guardian. If you need to call during the day to pick up your child at the normal dismissal time, **please make every effort to call before 1:00 p.m.**

Our goal is to expedite these processes in the safest possible manner.

School Cancellations

Burgess Elementary School is part of School Union #61, along with the towns of Brimfield, Brookfield, Holland, and Wales. Each of these towns, including Sturbridge, sends its students to Tantasqua for junior high and high school. Together we form the Tantasqua/Union 61 School District and will be listed as such when school cancellations are listed on local media stations. For school cancellations, watch or follow television stations:

WSHM Channel 3

WCVB Channel 5

WFXT Channel 25

WBZ Channel 4

WHDH Channel 7

WGGB Channel 40

WWLP Channel 22

You can also check the Tantasqua website: www.tantasqua.org

In the event of a two-hour delay, morning preschool will be canceled. The Blackboard Connect telephone notification system will be used to notify parents of school cancellations and early dismissals due to inclement weather.

Please note: When school is not canceled, but the weather is inclement, the ultimate decision to send children to school rests with the parents/guardians.

Additional Transportation Procedures

Kindergarten Bus Procedures

In order to insure safety of our very young students, we ask that an adult plan to meet their Kindergarten student at the bus when their child arrives home each day. If there is no adult at the bus stop, your child will be brought back to school and the parent will be notified.

Bicycle Riders

Permission slips are available in the Office for students in Grades Five and Six who wish to ride their bicycles to and from school.

Parking

Parents are asked to observe the parking regulations for the safety of our students. Any parent or visitor who will be staying at the school should use the main parking lot. Please use caution when crossing the road.

Bus Changes

If you need your child to take a different bus than normally assigned, you must first obtain clearance from the Transportation Supervisor. He/she can be reached at the Sturbridge Town Highway Department at 508-347-8940. He/she can let you know if there is room on the bus. Once you've obtained permission for the bus change, please send in a note with your child stating the date, your child's name, what bus number he/she will be taking, and the address. Please write that you have obtained permission.

Formal printed Bus Passes are available in "The Connection," the monthly PTO newsletter, for this purpose.

Health and Safety Procedures

Safety Drills

Several times each school year, practice fire drills, bus evacuation and Alert, Lockdown, Inform, Counter, Evacuate (ALICE) drills are conducted. These are held to familiarize students with the locations of the nearest exits and the procedure for evacuating the building and the busses should there ever be a school emergency, as well as the procedure to follow in the event of a bus emergency or lockdown emergency. The fire drill exit routes are clearly marked in each area of the building.

Healthy Celebration Protocol

In support of state initiatives and the district-wide Wellness Policy addressing overweight and obesity concerns in Massachusetts, Burgess has adopted a Healthy Celebration Protocol. Students' birthdays will continue to be recognized by teachers, but will not be celebrated with food items. Parents should not send any items in to share with classmates. Major holidays will continue to be celebrated with healthy food items as designated by the classroom teacher with the assistance of the Health Office. Classroom activities involving food items will continue if they relate to the curriculum.

Smoking and the Use of Tobacco Products

The Burgess recognizes it's responsibility to provide a healthful school environment and to protect and promote the good health, safety and well-being of all students, staff and school visitors. To this end, smoking and the use of any tobacco product within the school buildings, in school facilities, on school grounds, or on school buses, by an individual, are prohibited.

Food Allergies

Burgess has adopted a Food Allergy and Anaphylaxis Policy. It is imperative that parents do not send any food items to be shared in the classroom without contacting the teacher first for the safety of all of our students. This policy can be viewed in the Health Office.

Safety of Students and Staff

Safety of students and school personnel is a top priority at Burgess. A Crisis Management Plan and Safety Plans have been developed to respond to student and school personnel safety issues. The Crisis Intervention Team consists of administrators, teachers, guidance counselor, psychologist, local police, school nurse, custodial staff, administrative assistant, and the transportation supervisor. Periodically, the committee meets and reviews this plan. In the event of a crisis, this team is aware of their responsibilities as a team to ensure the safety of all students and school personnel.

To ensure the safety of our students and school personnel, the following measures are in place at Burgess Elementary School:

- The entire building is protected by a monitored security system that is in operation at all times. **All doors are locked throughout the school day. Entry must be made through the Office.**
- All visitors must sign in at the Office. Any visitor leaving the Office to go into any other part of the building must wear an identifying badge or sticker.
- No student is dismissed to any person other than his/her parent or guardian without special parental permission. A custody file is kept on children so identified.
- During arrival/dismissal times and recess periods, students are monitored carefully by the staff. A staff member checks out students being dismissed at the end of the school day. The students being dismissed are on a list created on a daily basis by the front office. This list contains the names of those students who will be picked up and by whom, according to the written note received from the child's parent or guardian.

Child Abuse

Burgess Personnel are mandated reporters, and as such, we are legally bound by law to report suspected cases of child abuse. A decision to notify the Department of Children and Families (DCF) is made by a team consisting of the principal, guidance counselor, school nurse and the person reporting the suspected abuse.

Property and Records

Cell Phones and Other Personal Items

Students at Burgess are permitted to bring cellular telephones to school for safety reasons (walking to and from the bus), but use of any such device during the school day is strictly prohibited.

All cellular telephones must be turned off during the school day and stored in the child's backpack. Please be advised that any cellular telephones that are visible or sounds during the school day—which includes riding on the school bus—will be confiscated and must be claimed by a parent/guardian. Taking cell phone pictures is not allowed at anytime.

Burgess Elementary School assumes no liability for lost or stolen items. Bringing cellular telephones to school is done so at your own risk. Personal items and toys with the potential to cause harm to others and/or distract from learning are not permitted on school property, including toys, electronic devices, iPods, iPads. These items include, but may not be limited to, toys, electronic devices, iPods, iPads, beepers and trading cards.

Lost Books

Due to the escalating costs of textbooks, trade books and paperbacks, we have implemented a Lost Book Procedure. Students will be charged for lost classroom books. If a textbook, trade book or paperback is lost, students will be charged the replacement cost of the book. If the book is returned, the student will receive a refund.

Confidentiality

Burgess cannot provide student confidential information including address, telephone numbers, and emails. However, the PTO offers for sale, at the beginning of each school year, a school directory for those who choose to be included.

Student Records

Confidentiality of student records is strictly maintained. Only authorized school personnel involved with the student's educational program may have access to a student's record. Parents or legal guardians always have the right to review the child's record. No information will be sent to another individual or agency without written consent of the parent or legal guardian.

Parents as Partners: Parental Involvement

Since children spend less than 20% of their time in school, what parents do with those remaining hours is critical. Burgess invites you to join our partnership by becoming involved with your child's education. Each fall a school-wide Open House is held during the first weeks of school. This evening is a wonderful opportunity for you and your child to visit the school, the classrooms and meet your child's teachers. During both the fall and spring, parent-teacher conferences are scheduled in ten minute intervals. Along with those scheduled events, you are encouraged to take advantage of other opportunities to become familiar with Burgess. These include the winter and spring music and band concerts, and the Scholastic Book Fair, to name a few. By volunteering either at home or at school, becoming involved in the PTO or helping to monitor your child's daily homework assignments, the message is the same: You care about your child, his or her education and about Burgess Elementary School and for that we thank you.

Home-School Connection

Burgess recognizes that an active partnership among the school, the family and the community is vital to the success of our educational system. Therefore, all members of the Burgess School Community – parents, guardians, teachers, volunteers and others – are invited to participate in school-related activities and events. Communication between home and school is primarily accomplished through a variety of formats, including Open House, tri-semester report cards, mid-term progress reports at the upper grade levels and two formal parent-teacher conferences. If parents/guardians have concerns regarding their child's education, they are encouraged to speak directly to their child's teacher.

Parents as Partners: Annual Activities

Open House

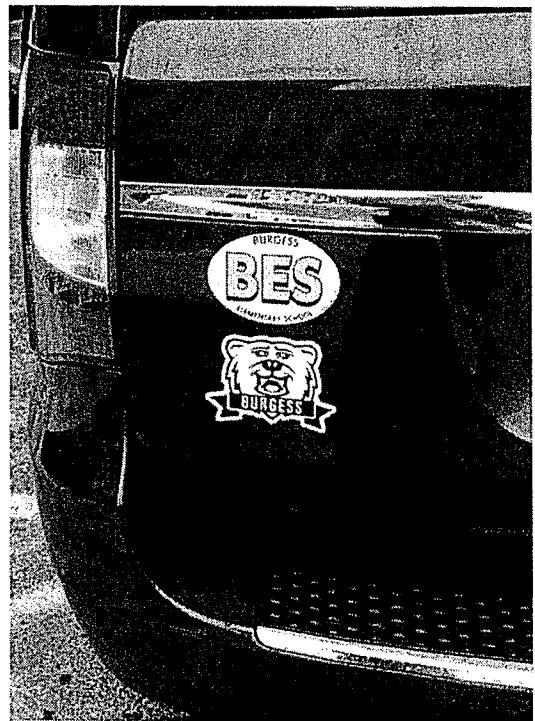
Burgess Elementary School sponsors an Open House during the first weeks of school. This gives you the opportunity to visit your child's classroom. Let your child be your guide. Please remember that Open House is often busy and exciting and therefore lacks the privacy for individual conferencing. Enjoy the evening. If a conference is necessary, contact your child's teacher by phone, note or email, to arrange a specific meeting.

Report Cards

Individual progress reports are issued three times a year. There are seven different formats for report cards: one for Kindergarten and one each for Grades 1-6. Questions regarding your child's progress report should be directed to the teacher responsible for the grading.

Conferences

Parent-teacher conferences are scheduled twice each school year – once in November and also in April. Appointment request forms for conferences will be sent home. The office staff will schedule ten-minute appointments. If necessary, please feel free to contact your child's teacher and schedule a conference at any point during the school year, especially if you have specific concerns. Please do not feel that you must wait until the scheduled conferences to meet with your child's teacher(s). Conferences provide an excellent opportunity for parents and staff to review each child's progress.



Parents as Partners: Ways to Get Involved

Burgess School Committee

The Burgess School Committee consists of five elected members who reside in Sturbridge. The role of the school committee is to set school policy and procedures. The committee meets on the first Thursday of each month in the Library at 6:30 p.m. The powers and duties of the school committee include the following: adopt policies for the administration of Burgess; pass upon the annual financial budget prepared by the Superintendent and his or her assistants; determine salaries after consultation and discussion with the superintendent; hear communications at committee meetings from citizens or organizations on matters of administrative policy; conduct collective bargaining with employees; receive and consider recommendations concerning changes in curriculum and maintain effective communication with administration, staff, parents, students, town government, and the community in order to maintain awareness of attitudes, opinions and ideas. Because of the strong support of the school committee, Burgess is an outstanding educational facility.

School Improvement Council

As required by the Massachusetts Education Reform Law of 1993, Burgess has a School Improvement Council which meets monthly to discuss ways to further improve our educational program, facility and opportunities that we provide our students.

Burgess' dedicated and enthusiastic school improvement council is made up of teachers, parents, community members and administration. Elections are held to fill the seats on this committee each year. The office has copies of the current school improvement plan on file, so please feel free to request a copy. Meetings are held on a monthly basis and are open to the public. Please see the PTO Newsletter "The Connection" for meeting dates.

Parent as Partners: Ways to Get Involved

Volunteers In Classrooms

Burgess Elementary School welcomes volunteers, recognizing and appreciating the valuable contributions they can make to the education of our students. By sharing their time, talents and experiences, volunteers provide a positive message to the children and the community that school is important and that our students are important.

Anyone interested in volunteering is encouraged at any time throughout the year to contact their child's teacher. Volunteers working in classrooms will be given a Volunteer Handbook and will be required to sign-off that you have read and will follow the requirements contained in the Handbook. Volunteers are reminded about the confidentiality of students and should refrain from discussing another child's progress with others. **CORI (Criminal Offender Record Information) will be required of all volunteers working in the building and those planning on attending field trips. CORI forms are available in the Main Office.**

Communications

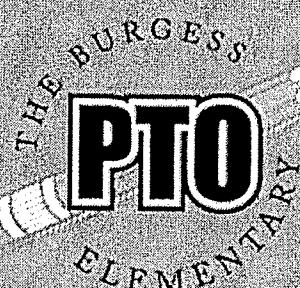
A monthly Calendar of Events, which includes the dates and times of specific activities, events, field trips and the lunch menu are sent electronically to parents through email each month. The Calendar and Lunch Menu are also available on the Burgess Website at www.tantasqua.org/burgess .

For important announcements and information, Burgess will utilize Blackboard Connect, contacting parents by telephone.

Parents as Partners: Burgess PTO

Building a Better Burgess

Burgess Elementary School | Sturbridge, MA

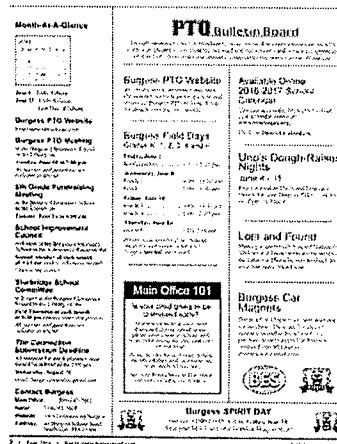


The PTO provides the students and staff of Burgess Elementary School with cultural and educational programs that benefit all students. The PTO may provide additional funding to meet specific needs, as requested by staff or parents and approved by PTO members. Meetings are held on the second Tuesday of each month, from September through June at 7:00 p.m. An agenda is emailed prior to the meeting and is posted on the PTO's website at www.burgesspto.org. Meetings cover general business and upcoming events and are also a time to socialize and meet other members. Parents/guardians, caregivers, and teachers of Burgess' students are all considered members of the PTO and are encouraged to attend.

Some of the major projects undertaken by the PTO each year include the student directory, cultural arts programs, assistance with Community Reading Day, teacher appreciation lunches, support of the sixth grade students' trip to Ferry Beach and Project Oceanology, and the financial support of the purchase of classroom supplies and materials. These programs are supported by fundraisers such as the Jog-A-Thon, Family Fun Night, direct donations and catalog sales.

Parents as Partners: Burgess PTO

Volunteer opportunities for the PTO are available throughout the year. You can sign-up to volunteer for PTO-sponsored events at the Open House or throughout the year as volunteers are requested. To learn more about what's happening through PTO, visit the PTO website at www.burgesspto.org, which is updated regularly. The PTO publishes and distributes a monthly school newsletter, *The Connection*. The newsletter features articles about current events taking place at Burgess, a letter from the PTO President and the School Nurse, breakfast and lunch menus, and an assortment of other helpful and interesting articles. *The Connection* is distributed during the first week of each month and is available on the PTO Website. If you would like to receive *The Connection* electronically, send an email to burgesspto@gmail.com.



You are encouraged to contact the PTO at any time. The staff, students and administration sincerely appreciate the generous support that the PTO provides on an ongoing basis.

The 2021-2022 PTO Executive Board :

Wendy Muchi, President

Darci Andrade, Vice President

Juliana Kruszewski, Treasurer

Brianne Miers, Secretary

Student Health Procedures

One full-time nurse and one nurse's assistant are assigned to the Burgess Elementary School health office between 8:30 am and 3:15 pm. A second full-time RN assists in the health office 1/2 day and provides services to Special Education students for 1/2 day. The nurses can be reached by phone 774-241-3004, email (listed on school website) or fax 774-241-0674.

The goal of the health office is to promote the optimal health and safety of all students. Yearly screenings provided by the health office include immunization, vision, hearing, height, weight, BMI, and scoliosis. The Smile Mobile Dentist visits Burgess twice a year to offer dental exams, cleanings, sealants and cavity filling as needed. Forms are sent home at the beginning of each year to sign up for an appointment.

School Health Requirements

Under Massachusetts State law, no child will be admitted to school without the required immunizations. Religious and medical exclusions do exist for this requirement. Per the MDPH Immunization Program Assessment Unit: All religious exemptions must be renewed annually. An annual renewal means that parents/guardians must write, sign, and date a new religious exemption. Annual renewal of exemptions should occur at the start of each school year. Reference: M.G.L.c. 76, §15.

Children entering Preschool and Kindergarten are required to have a full physical examination prior to the start of school. Fourth grade students are also required to have a physical exam.

In the case of illness or injury, emergency care and first aid will be provided until a parent or other assigned adult responsible for the child is contacted. Please make certain that we have an updated emergency card for each of your children including change of address, workplace or phone number. Other special issues, such as legal custody, should be noted on the card. Parents must provide transportation home for any sick or injured child.

Children should not bring medicine to school. The school nurse administers any medication that must be taken at school. All medication must be brought to the nurse by an adult in the original prescription container and accompanied by a medication form signed by the doctor and parent/guardian.

A physician's note is required if a student has been absent for three or more consecutive days and/or if a student is not to participate in gym class.

A Food Allergy and Anaphylaxis Policy was adopted 11/2013. We now offer an allergy-aware table in the Cafeteria. Celebrating with food items and sharing of food is strongly discouraged. The policy is located on the Burgess Website.

School Nurse Recommendations

- Please check your child carefully before sending them to school if they do not feel well in the morning.
- A child with a temperature higher than 100 degrees without fever reducing medication should remain home until the temperature is normal for 24 hours.
- A child should be free of nausea, vomiting or diarrhea for 24 hours before returning to school.
- As a guide, a child who has been diagnosed with any of the following illnesses may return to school when the following has been met:

CHICKENPOX All lesions that are the result of chickenpox have dried and scabbed, usually 5-6 days after the rash appears.

IMPETIGO As determined by the physician or school nurse, usually 24 hours after treatment has started.

HEAD LICE Once the hair is treated with the appropriate solution, all of the eggs must be removed. The school nurse must check the child before returning to the classroom.

CONJUNCTIVITIS Following treatment for 24 hours after being diagnosed or once the condition has been resolved.

STREP THROAT Once the condition has been treated for 24 hours after being diagnosed and the child is feeling better.

Accident Insurance Coverage

Burgess makes insurance coverage available. Brochures describing the plan will be distributed to each student during the first month of school.

Community Use of Facilities

The Sturbridge School Committee will allow the use of its facilities as community centers for the integration of the Sturbridge community and for individual and family participation in wholesome, character building activities conducive to good citizenship. Such use shall be scheduled so as not to interfere with the instructional and school related activities of the district.

School Use

School grounds and buildings are maintained for school purposes. School programs have precedence over all others. Facilities may be used upon approval, by student organizations, parent-teacher organizations, Sturbridge teacher organizations and other organizations directly affiliated with the school, subject to approval by the principal. The principal shall approve such use.

Non-School Use

Subject to approval by the principal, facilities may be used by individuals and associations for activities of an educational, recreational, social, civic, philanthropic and like purposes as may be deemed for the interest of the community. The affiliation of any such association with a religious organization shall not be a disqualifier.

Please be aware that dogs are not allowed on school property, with the exception of service dogs.

To request the use of the school building or grounds, please contact the school for an application for use of school property. This form can also be found on the Burgess Website under "Forms and Documents," Procedures and Guidelines Governing Use of School Facilities.

Community Use of Facilities

Playground Rules

- Children must be supervised by an adult
- No bikes/skateboards and other similar devices on painted courts
- No inappropriate or foul language/loud music
- Playgrounds/fields closed to public during school hours
 - No littering/Keep playgrounds/equipment clean
 - Use equipment properly/Slippery when wet
- Follow age restrictions when using equipment

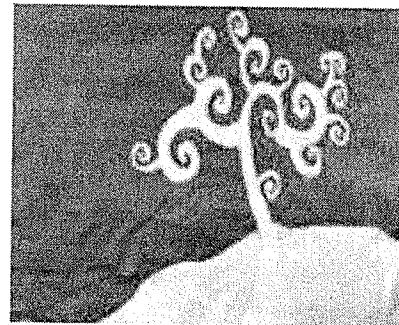


Student Conduct: Becoming Your “Best Self”

The purpose of schooling is primarily the learning of academic subjects. Any behavior that inhibits the teaching/learning process is considered inappropriate. As a member of the Burgess School community, each student is encouraged to view other children and adults in a way that promotes mutual respect and cooperation. In order that we may all move forward together in our continuing effort to provide the best possible education for our children, parents are asked to support this philosophy.

Student Regulations

1. Know and observe all bus rules, as outlined in this manual.
2. Know and observe all individual classroom rules, which will be posted and explained by the teacher.
3. Walk at all times.
4. Speak at an appropriate level.
5. Maintain a hands-off others policy at all times.
6. Take good care of all school property.
7. Keep personal possessions such as toys, games, video devices, radios, etc. at home as they interfere with learning and other school activities.
8. Conduct oneself in a quiet, courteous manner during school assemblies. The only appropriate method of showing appreciation is applause.



by

If the above regulations are not followed, your child's teacher and/or administration will contact you through use of a Conduct Referral Form, or a telephone call home.

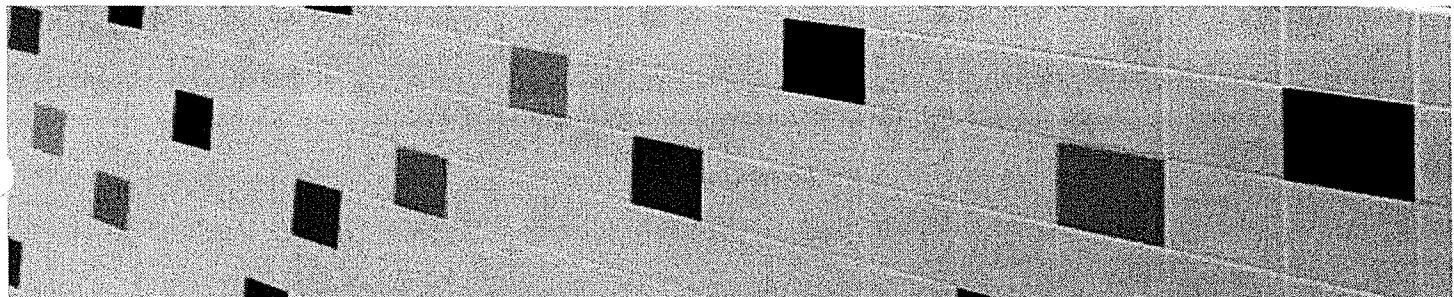
Student Conduct: Recess Rules

Grades K-3

1. Hands off others at all times.
2. Throwing rocks, sticks, snowballs, etc. is not allowed.
3. Balls must not be bounced against the school.
4. No kicking balls on the playground.
5. Football games are not allowed on the playground, although students may toss soft, foamy Nerf balls, or other similar toys.
6. No gymnastics, karate, or other similar activities
7. In the winter, students will be allowed to play in the snow only when wearing snow pants, boots, and gloves or mittens.
8. Children must not slide head first in the snow.

Grades 4-6

1. Stay in assigned areas.
2. No running/passing games on the playground when field is available.
3. Stay away from vehicles.
4. Use playground equipment appropriately/safely.
5. Only students with notes may go back to class.
6. Use restrooms before recess.
7. Grades 4 and 5 should play in separate areas.
8. Hands off others, always.
9. Report immediately when called to line-up.
10. In the winter, students will be allowed to play in the snow only when wearing snow pants, boots, and gloves or mittens.



Student Conduct: Behavior Rules

Student behavior will be governed by the provisions outlined in Massachusetts General Law, c.269, Sections 17-19.

Cafeteria Rules

1. Eat with good table manners.
2. Do not share food with other students.
3. Visit quietly with others, and do not disturb those next to you.
4. Keep your table neat and clean. Take time to clean up spilled foods neatly and carefully.
5. Watch out for other students as they walk to their placed to sit.
6. Stand quietly in the serving line.



Student Attire

All students are expected to dress and groom themselves neatly, cleanly and appropriately for the school environment. Teachers will set limits about distracting or unsafe attire in their classroom. Clothing with profanity or inappropriate pictures or slogans is prohibited. Hats of any kind are not to be worn inside the school building. State Public Health Laws require footwear be worn at all times in public buildings. **Flip-flops are strongly discouraged as they are a safety concern on stairs.**

Student Conduct: Bus Rules

Our top priority is to provide for the safety of all children while riding school buses to and from Burgess Elementary School. Students should follow the following rules:

1. Board the bus in an orderly manner and in a single line. Be seated promptly. The bus driver has the option of assigning seats when necessary.
2. Students are prohibited from exiting the bus until they reach their school or their homes.
3. Always remain seated when the bus is moving. Do not change seats.
4. The emergency door is for emergency use only!
5. Keep head, arms and hands inside the bus. Throwing things from an open window is prohibited.
6. Talk in normal tones. Improper language, yelling and loud noises are not allowed.
7. Respect for property (the bus itself) is essential. Papers and trash should be put in the waste-basket beside the driver. Persons causing damage to the bus may be asked to pay for repairs.
8. Eating and gum chewing is prohibited on the bus.
9. Smoking, drinking and possession of any weapons are forbidden.
10. Fighting, roughhousing and throwing things are forbidden.
11. Obey the bus driver and be respectful and courteous to him/her.
12. When necessary to cross the road to reach your home, cross in front of the bus only when you are told to do so by the driver. Be alert and use care, looking both ways before crossing the road.
13. Students are to ride on assigned buses unless permission is granted beforehand by the transportation supervisor. You can contact the transportation supervisor at 508-347-8940. If a student needs to ride on a bus different than his or her assigned bus, the parent must send a note to the school stating the change. On the note, you should write that it has been approved by the transportation supervisor. A note is also required to get off at a different stop on the same bus.
14. Any electronic items brought to school should be secured inside a backpack. No cellphones or iPods are to be used on the bus.

Student Conduct: Bus Rules

15. Failure to obey the above rules or consistent misbehavior will likely result in suspension of bus privileges.
16. Procedure for loss of bus privileges:
 - a. The driver will give the student one or more verbal warnings regarding his/her behavior.
 - b. If a student's misconduct persists, the bus driver and bus supervisor will issue a bus ticket. The ticket will be given to the student by an administrator to take home. The ticket must be signed by the parent/guardian and returned to the driver the following day. Up to two tickets can be received prior to a bus suspension. Depending on the severity of the behavior, a student may be suspended from riding the bus for between 1-5 days, at the discretion of the administration. In all cases of disciplinary action, the principal or assistant principal will contact the parent/guardian of the student prior to the suspension.
 - c. A student and his/her parents have a right to be heard concerning the suspension of bus privileges.

PROCEDURE FOR QUESTIONS/CONCERNS

If a parent has a question or concern regarding the transportation of their child, please contact a member of the Burgess Administration first. If the question is in regard to a student discipline issue, either the principal or an assistant principal will be in contact with the parent. When the question regards a bus route or bus driver, your call will be directed to the transportation supervisor at 508-347-8940. If the issue is not resolved in a timely manner, please feel free to contact Deborah Boyd, Associate Superintendent at 508-347-3077.

Hazing Policies and Law

Bullying Prevention

Hazing Law

Any person involved in the organizing or participating in a hazing incident (M.G.L. c. 269, sections 17 <https://malegislation.gov/Laws/GeneralLaws/PartIV>TitleI/Chapter269/Section17>

-18 <https://malegislation.gov/Laws/GeneralLaws/PartIV>TitleI/Chapter269/Section18>

603 CMR 33.00; <http://www.doe.mass.edu/lawsregs/603cmr33.html?section=all>

M.G.L. c. 71, section 37H <https://malegislation.gov/Laws/GeneralLaws/PartI>TitleXII/Chapter71/Section37H>

Bullying Prevention and Intervention

The following information is related to our plan on bullying prevention and intervention (M.G.L. c. 71, § 37O): <https://malegislation.gov/Laws/GeneralLaws/PartI>TitleXII/Chapter71/Section37O>

Bullying Prevention and Intervention Definitions:

Perpetrator: a student or a member of a school staff including, but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional.

Bullying: as defined in M.G.L. c. 71, § 37O, is the repeated use by one or more students or by a member of a school staff including, but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional of a written, verbal, or electronic expression or a physical act or gesture or any combination thereof, directed at a target that:

- causes physical or emotional harm to the target or damage to the target's property;
- places the target in reasonable fear of harm to himself or herself or of damage to his or her property;

Hazing Policies and Law

- creates a hostile environment at school for the target;
- infringes on the rights of the target at school; or
- materially and substantially disrupts the education process or the orderly operation of a school.

Cyber-bullying: as defined in M.G.L. c. 71, § 37O, is bullying through the use of technology or any electronic communication, which shall include, but shall not be limited to, any transfer of signs, signals, writing, images, sounds, data, or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photo electronic or photo optical system, including, but not limited to, electronic mail, internet communications, instant messages, or facsimile communications.

Cyber-bullying also includes:

- (i) the creation of a web page or blog in which the creator assumes the identity of another person;
- (ii) the knowing impersonation of another person as the author of posted content or messages, if the creation or impersonation creates any of the conditions listed in the definition of bullying; and
- (iii) the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons, if the distribution or posting creates any of the conditions listed in the definition of bullying.

Hostile environment: as defined in M.G.L. c. 71, § 37O, is a situation in which bullying causes the school environment to be permeated with intimidation, ridicule, or insult that is sufficiently severe or pervasive to alter the conditions of a student's education.

Retaliation: any form of intimidation, reprisal, or harassment directed against a student who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying.

Hazing Policies and Law

Staff includes, but is not limited to, educators, administrators, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to extracurricular activities, support staff, or paraprofessionals.

Target: a student against whom bullying or retaliation has been perpetrated.

Prohibition Against Bullying and Retaliation

Acts of bullying, which include cyber-bullying, are prohibited:

(i) on school grounds and property immediately adjacent to school grounds, at a school sponsored or school-related activity, function, or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased, or used by a school district or school; or through the use of technology or an Electronic device owned, leased, or used by a school district or school, and

(ii) at a location, activity, function, or program that is not school related through the use of technology or an electronic device that is not owned, leased, or used by a school district or school, if the acts create a hostile environment at school for the target or witnesses, infringe on their rights at school, or materially and substantially disrupt the education process or the orderly operation of a school.

Retaliation against a person who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying is also prohibited.

Reporting Bullying:

Anyone, including a parent or guardian, student, or school staff member, can report bullying or retaliation. Reports can be made in writing or orally to the principal or another staff member, or reports may be made anonymously. Anonymous reports will be looked into by the receiving school, but no discipline action will be taken solely based on an anonymous report. Contact your child's principal or the Superintendent's Office if you have questions or concerns.

Hazing Policies and Law

School staff members must report immediately to the principal or his/her designee if they witness or become aware of bullying or retaliation.

When the school principal or his/her designee receives a report, he or she shall promptly conduct an investigation. If the school principal or designee determines that bullying or retaliation has occurred, he or she shall:

- (i) notify the parents or guardians of the target, and to the extent consistent with state and federal law, notify them of the action taken to prevent any further acts of bullying or retaliation;
- (ii) notify the parents or guardians of the aggressor;
- (iii) take appropriate disciplinary action; and
- (iv) notify the local law enforcement agency if the school principal or designee believes that criminal charges may be pursued against the aggressor.

Bullying Prevention Curriculum Information:

Bullying Prevention Curriculum will be taught to our students. Parents will be notified of the specific curriculum being used at the start of the school year.

Additional information about the District's Bullying Prevention and Intervention Plan can be found on our District website www.tantasqua.org.

Consequences For Misconduct

In spite of a positive approach, we realize that at times consequences for inappropriate behavior will be necessary. Each infraction, however, will be judged individually. In every instance, students will be heard. Parents will be notified when inappropriate behavior is serious or continual. Inappropriate behavior will be defined as follows:

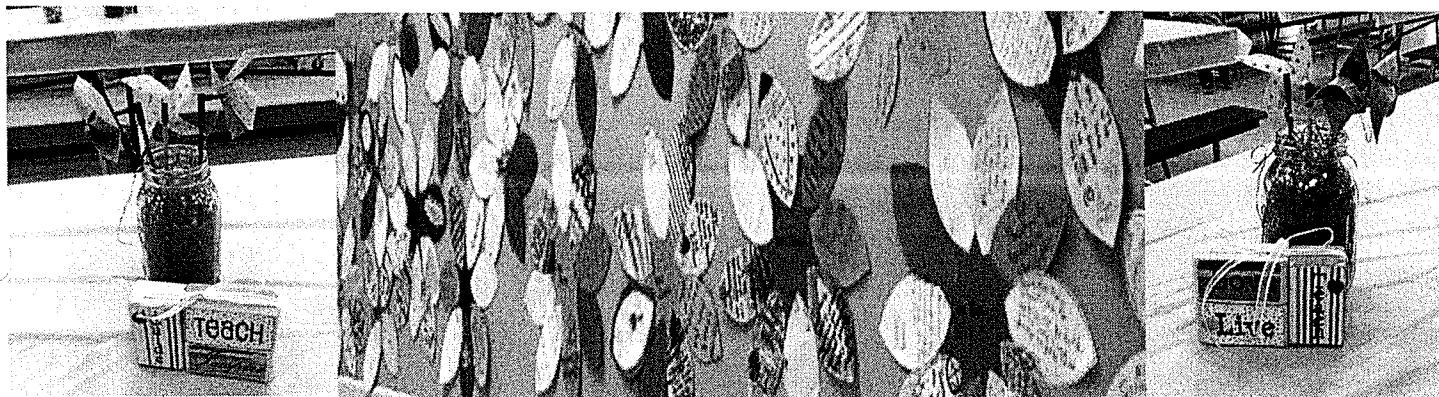
1. Minor

Misbehaviors such as gum chewing, talking out in class, etc., will be discussed between the teacher and student. Every effort will be made to help children acquire self-discipline by encouraging them to suggest their own solutions to problems.

2. Serious

- a. Disrespect to any staff member
- b. Use of profanity
- c. Cheating (with documentation)
- d. Forgery of parental signature/altering grades
- e. Harassing fellow students
- f. Bullying and cyber-bullying-level of severity determines consequence

Teachers will make every effort to resolve problems and administrative guidance is always available. Teachers will establish appropriate consequences for these misbehaviors. Teachers should make students aware of school-wide behavioral expectations. Habitual offenders will be referred to an administrator for support.



Consequences For Misconduct

3. Major

- a. Leaving school grounds without authorization
- b. Vandalism
- c. Use of force, fighting or intentionally causing injury to another person, including biting
- d. Stealing
- e. Smoking
- f. Violation of another person's civil rights
- g. Possession of any controlled substance
- h. Possession of any weapon/firearm
- i. Bullying and cyber-bullying-level of severity determines consequence

Any of these infractions will result in the student being brought to the office immediately. Parents will be contacted and the student and his/her parents will be heard. Depending on the severity of the behavior, consequences may include an out-of-school suspension. Biting will likely result in suspension. In cases of out-of-school suspension, it will be the students' responsibility to make up any work missed within one week's time. The office will keep a record of major misbehavior. No students will be suspended from school without due process.



Consequences For Misconduct

Expulsions

Any student who assaults a staff member on school grounds or at a school-sponsored event, in possession of a dangerous weapon or a controlled substance may be subject to expulsion from the school or the school district by the principal.

Students who are recommended for expulsion will:

- a. Be notified in writing of an opportunity for a hearing before the principal where they have the right to representation as well as the right to present evidence and witnesses. (After the hearing, the principal can decide to suspend rather than expel.)
- b. Have the right to appeal the decision to the superintendent. The student must notify the superintendent within ten days of the expulsion of their intent to appeal. Rights of representation, evidence and witnesses still apply.

Discipline of Students with Disabilities

A student with disabilities has all the rights that a typical student has under state law and regulations, in addition to the procedural and other rights afforded to students with disabilities.

In general, if a student with a disability—whether under a 504 Plan or an IEP—has violated the school's disciplinary code, the school may suspend or remove that student from his or her current educational placement for no more than 10 consecutive school days, or 10 cumulative school days in any school year, using the same disciplinary procedures as apply.

Any time the school wishes to remove a student with a disability from his or her current educational placement for more than 10 consecutive school days in any school year, or if a student is removed for disciplinary reasons for more than a total of 10 days in any school year when a pattern of removal is occurring, this is a “change of placement.” A change of placement invokes certain procedural protections under federal special educational law. These include the following:

- (a) For any student served on a 504 Plan or IEP, the Section 504 Team or a Special Education Team should consider the need to conduct a functional behavioral assessment that will be used as the basis for developing specific strategies to address the student's problematic behavior. If a behavioral intervention plan has been previously developed, the 504 or IEP Team will review it to make sure it is being implemented appropriately, and will modify it if necessary.
- (b) 504 or IEP Team meeting to develop a plan for conducting a functional behavioral assessment that will be used as the basis for developing specific strategies to address the student's problematic behavior. If a behavioral intervention plan has been previously developed, the 504 or IEP Team will review it to make sure it is being implemented appropriately, and will modify it if necessary.
- (c) Prior to any disciplinary removal that constitutes a change, in placement, the school District must inform the parent/guardian that the law requires that the school District consider whether or not the behavior that forms the basis for the student's disciplinary removal is related to his or her disability. This is called a “manifestation determination.” Remember that the parent/guardian always has the right to participate as a member of the group of people making the determination.

Discipline of Students with Disabilities

Consideration of Whether the Behavior is a Manifestation of the Student's Disability

The law provides that the school district, parent, along with relevant Team members, must consider all evaluation information, observational information, and the student's 504 Plan or IEP; and must determine whether the student's behavior that prompted disciplinary removal was a manifestation of his or her disability. The behavior is considered a manifestation of the student's disability, if:

- i. the conduct in question was caused by, or was a direct result of, the school district's failure to implement his or her 504 Plan or IEP;
- ii. the conduct was caused by, or had a direct relationship to, the student's disability

If the manifestation determination decision is that the behavior **was** related to the student's disability, then he/she must be immediately returned to his or her current educational placement (except in the case of a weapon, drug possession, or serious bodily injury to another, as discussed below). The student cannot be removed unless the Team and parent/guardian agree on a different placement, or Hearing Officer orders a removal from the current educational placement to another placement.

If the manifestation determination is that the behavior **was not** related to the student's disability, then the school may remove the student according to the school's code of student conduct, except for that for any period of removal exceeding 10 school days. The school district must provide the student with educational services that allow the student to continue to make educational progress.

In the case of a disagreement with the Team's determination:

If the parent/guardian disagrees with the "manifestation determination" or with the decision relating to the placement of the student in an interim alternative educational setting or any other disciplinary action, the parent/guardian has the right to appeal the manifestation determination by requesting a due process hearing from the Bureau of Special Education Appeals (BSEA).

If, after the manifestation determination, the student on a 504 Plan or an IEP is nonetheless removed from school, he/she is entitled to receive Free Appropriate Public Education (FAPE) as of Day 11 of being removed from his or her educational placement. What services are necessary to provide FAPE during the student's removal should be determined by the Team.

Discipline of Students Not Yet Determined Eligible for Special Education

If, prior to a disciplinary action, the district has knowledge that the student may be a student with a disability, then the district makes all protections available to the student until and unless the student is determined not to be eligible. According to Section 300.543 of the Federal Regulations, the following are stated to be evidence that the school district has knowledge that a student may be a student with a disability:

- (1) The parent of the child expressed concern in writing to supervisory or administrative personnel of the appropriate educational agency , or a teacher of the child, that the child is in need of special education and related services;
- (2) The parent of the child requested an evaluation of the child pursuant to Sec. 300.300 or 300.311; or
- (3) The teacher of the child, or other personnel of the LEA, expressed specific concerns about a pattern of behavior demonstrated by the child directly to the Special Education Director of the agency or to other supervisory personnel of the agency

At the same time, it is also important to acknowledge circumstances through which the school district would not be said to have knowledge that the child may be a child with a disability. These include the following, according to 34 CR 300.543

(C) Exception: A public agency would not be deemed to have knowledge under paragraph (b) of this section if:

- (1) The parent of the child:
 - (i) has not allowed an evaluation of the child
 - (ii) Has refused services under this part;
 - (2) The child has been evaluated in accordance to Sec. Sec. 300.300 through 300.311 and determined to not be a child with a disability under this part.
- (D) Conditions apply if no basis of knowledge.
- (1) If a public agency does not have knowledge that a child is a child with a disability (in accordance with paragraphs (b) and (c) of this section) prior to taking disciplinary measures against the child, the child may be subjected to the disciplinary measures applied to children without disabilities who engage in comparable behaviors consistent with paragraph (d)(2) of this section.
 - (2)
 - (i) If a request is made for an evaluation of a child during the time period in which the child is subjected to disciplinary measures under Sec. 300.530, the evaluation must be conducted in an expedited manner.
 - (ii) Until the evaluation is completed, the child remains in the educational placement determined by school authorities, which can include suspension or expulsion without educational services.
 - (iii) If the child is determined to be a child with a disability, taking into consideration information from the evaluation conducted by the agency and information provided by the parents, the agency must provide special education and related services in accordance with this part, including the requirements of Sec. Sec. 300.530 through 300.536 and section 612(a)(1)(A) of the Act.

General Academic Information

Field Trips

Students will occasionally attend field trips, which serve to enhance their regular school curriculum. Permission slips are sent home well in advance and must be signed and returned prior to any child attending a field trip. Consult with the classroom teacher regarding dates. Parent volunteers are often needed to accompany a class on their trip, and this opportunity will be indicated on the permission slip form. Chaperone procedures are at the discretion of school administration. Chaperones are expected to join the class on the bus for the trip. All chaperones must have an up-to-date CORI Check on file.

Financial scholarships are available; please contact your child's teacher. Any medications to be given, on any field trip, must be discussed with the school nurse.

Standardized and Formal Testing

Along with report cards which are distributed three times each school year, another way to measure your child's academic achievements is through the use of standardized tests, state mandated tests (MCAS) and district tests. The classroom teacher will prepare students and explain how to take the tests, therefore there is no need for students to study for these tests. Parents/guardians should make sure children are well fed and well rested on the days of the tests. Advance notice of these tests will be provided.

Common Assessments

During the school year, students are administered a variety of district-wide Common Assessments. These include the following:

Benchmark Assessment System - **Grades 1-4**

GOMath! Beginning, Middle and End of Year Tests - **Grades K-6**

STAR Reading and Math Tests (Fall, Winter & Spring) - **Grades K-6**

Early STAR Reading Tests - **Grades K-3**

General Academic Information

SIPP– Sturbridge Individual Potential Program

Burgess Elementary School is proud to offer the Sturbridge Individual Potential Program which provides both whole group and small group enrichment in Grades 1-6. Enrichment provides the necessary challenge both within a whole classroom setting as well as small pull-out groups to ensure that our students are motivated, interested and encouraged to work at a level which will challenge and stimulate them. We are interested in developing critical and creative thinking skills and in teaching our students the methodology of independent study and self-directed learning so that they may become more productive citizens. Enrichment and SIPP is one more way Burgess commits to the pursuit of excellence. The programs strive to provide students with experiences in which they may learn the value of work and commitment.

This enrichment model is made available at Burgess in the following three ways:

1. Enrichment teaching methods that utilize higher order thinking skills, problem-solving techniques and decision making will be incorporated into the regular curriculum whenever possible.
2. The enrichment specialist and classroom teachers will collaborate in order to provide enrichment units that involve hands-on activities and experiences to whole classrooms that closely reflect the State Standards.
3. SIPP small group enrichment will be provided to students of high ability who excel in the regular classroom for Grades 5 & 6.

When identifying students for small-group enrichment in grades 5 & 6, the SIPP Committee considers achievement test scores and utilizes the Renzulli Identification Packet for the assessment of potential candidates. Characteristics that are scored include: intellectual curiosity, motivation and task commitment, creativity and facility with ideas, independence, responsibility and style of work. **Students will be re-evaluated each year for possible continued participation.**

General Academic Information

Special Education and 504 Services

Under Massachusetts Law, special education services are available to children aged three to 22 who have special needs. Burgess has special education responsibility for children aged three, through Grade six. Parents may request screening for preschool aged children as part of the Child Find procedures. For Child Find Screening dates, please contact the special education office for a list of available screening dates. In addition, parents have the right to request a special education evaluation for school-aged children. For any concerns regarding special education, contact the team chair, Jamie Desjardins, for the school.

Burgess also offers services under Section 504. Section 504 of the Rehabilitation Act of 1973 (the precursor of ADA) protects the rights of individuals with disabilities in programs and activities, including schools, that receive federal funds. Section 504 provides that: "No otherwise qualified individual with a disability in the United States...shall, solely by reason of his or her disability, be excluded from the participation in, be denied the benefits of or be subjected to discrimination under any program or activity receiving federal financial assistance..." The meaning of this protection as it pertains to students with disabilities is summarized in the U.S. Department of Education's Office for Civil Rights' publication: "Free Appropriate Public Education for Students with Disabilities Requirements under Section 504 of the Rehabilitation Act of 1973."

Retention

At Burgess Elementary School, the retention of students is taken very seriously. Every effort will be made to enable students to perform and be successful at grade level. All communication concerning possible retention will come from administration to families.

Grade Placement Procedure

Many factors are taken into consideration when determining class lists. The teachers and administrators work together in an effort to plan for the grouping of students for the next school year. Parental input is encouraged. A form seeking parental support is sent home to all families during the month of May that you may fill out and return to your child's current teacher.

General Academic Information

Remedial Reading and Math

The primary goal of Title I Remedial Reading and Math Programs is to support, supplement, and encourage your child's development in reading, writing and math. It is an opportunity for your child to practice and reinforce reading, writing, and math skills that are taught daily in class. Reading and Math Support Programs and services complement and draw from the existing curriculum.

Guidance Services

The goal of the Burgess guidance counselor is to help students and their families identify and address obstacles to full participation in their educational programs. Our guidance counselor offers services to students who have academic, personal or social difficulties that relate to their school experience. Individual and group counseling is available to students. Consultation to parents/guardians and staff consultations regarding crisis intervention, motivational, as well as behavioral issues is also provided.

Special Programs

Burgess has many exciting programs to offer both during the school day and after school. They include the following:

| | |
|---------------------------------|-----------------------------------|
| Chorus | Choral Ensemble |
| Burgess Jazz Band | Community Reading Day |
| Geography Bee | Instrumental Music |
| Presidential Physical Fitness | Burgess Extended Day Program |
| Program Oceanology | Safe Program |
| Halloween Safety Program | Water Safety Program |
| Ice Safety Program | Fire Safety Program |
| School Store | Grade Six Environmental Trips |
| After School Enrichment Classes | Academic Support Tutoring Program |
| Recycle Club | |



General Academic Information

Home Education of Students

The Sturbridge School Committee respects the right of parents to educate their children at home and maintains its right to reasonable oversight of home schooling programs. Parents who wish to educate their children at home, must submit to the superintendent for review, a plan that is equivalent in thoroughness and efficiency to the instruction available at Burgess Elementary School. Upon review, the superintendent will provide a recommendation to the school committee for approval. The parents will be notified of this action in writing.

The review will consider the following:

1. The proposed curriculum and the number of hours of instruction in each of the proposed subjects.
2. The competency of the parents to teach the children.
3. The textbooks, workbooks and other instructional aids to be used by the children and the lesson plans and teaching manuals to be used by the parents.
4. Evidence of periodic standardized testing of the children to ensure educational progress and the attainment of minimum standards.

Parents who are instructing their children at home under an approved home education plan and that wish to involve their children in school sponsored activities may petition the principal for permission to participate. The principal, upon review of the request and in consultation with the superintendent, may grant approval if the principal deems it in the mutual best interest of the child and the community.

“Specials” Subject Information

Six Day Specials Rotation

Each day, students participate in a “specials” class, which includes the following: physical education, art, music, library, computer, and health. The first day of the school year is day 1, followed by day 2, 3, 4, 5, 6 and each day thereafter continues that same six-day cycle. With this six-day cycle, students never miss a special period due to school not being in session for any reason. For example, assume that Tuesday is day 2. There is no school on Wednesday, therefore Thursday will be considered day 3.

Day 1 Day 2 Day 3 Day 4 Day 5 Day 6

Library

The Burgess Library Program supports the overall mission of the school to improve student reading comprehension. In the lower grades the instructional focus is on listening, thinking and speaking skills, literature appreciation, and an introduction to locating and accessing information. From Grade three on, students learn and practice skills in how information is organized, accessed, evaluated and applied in both print and electronic formats. Where possible, library lessons coordinate with classroom projects. From time to time the library collaborates with other special subjects on research and technology projects. There are no fines for overdue books, but students must return their books before borrowing another one.

The library’s electronic catalog is accessible from home via a library link on the Burgess Elementary School webpage, www.tantasqua.org/burgess. Students and parents will be able to search the library’s book collection from home. The library’s dynamic webpage, <http://burgesslibrary.weebly.com>, offers links to student research databases, educational games, and literature suggestions for anyone looking for their next good book.

“Specials” Subject Information

Library

Fifth and Sixth Graders are able to use the library weekly during recess for homework or class work.

Lost/Damaged Book Procedure

When a library book is damaged, library borrowing privileges will be suspended until the cost of replacement is paid. When a book is lost, library borrowing privileges are suspended if a family does not respond to the lost book letter within two weeks of being mailed home.

Health

A safe and healthy school environment is a necessity for successful teaching and learning. When instruction and services work together, they can build alliances with the community that improve physical, educational and social outcomes for all students.

The Massachusetts Health Curriculum Framework provides guidance for school districts in the acquisition of knowledge, skills and practices needed by the students. The guiding principles are as follows:

1. Students will comprehend concepts related to health promotion and disease prevention.
2. Students will demonstrate the ability to access valid health information and health promoting products and services.
3. Students will analyze the influence of culture, media, technology and other health factors.

“Specials” Subject Information

Health

4. Students will demonstrate the ability to use interpersonal communication skills to enhance health.
5. Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.
6. Students will demonstrate the ability to advocate for personal, family and community health.

The comprehensive K-6 health education content areas include studies on growth and development, nutrition, physical activity and fitness, sexuality, emotional health, family life, healthy relationships, safety and injury prevention, tobacco and substance use/abuse prevention, violence prevention, consumer health and resource management, disease prevention and control, ecological health and group and community health.

Art

Students of Burgess are introduced to art by their Kindergarten teachers. Starting in Kindergarten, they have art instruction in the art room on the regular six-day rotating schedule. Here they work with a variety of art “tools” such as brushes, paint and paper.

The Art Program is developed from the Tantasqua Regional/Union 61 Fine Arts Curriculum K-12, which is based on the most recent Massachusetts Arts Frameworks. The curriculum identifies a wide range of goals and objectives for art instruction for children in our district.

Art: Objectives

- Develop the student’s self-esteem and confidence through creative expression in art.
- Provide appropriate tasks for art at each grade level.
- Develop the student’s skills and ability to handle a wide range of art media through two and three-dimensional activities.

“Specials” Subject Information

Art: Objectives

- Develop an understanding of the basic art elements: color, line, shape, value, space, texture and form.
- Develop knowledge of art principles: balance, unity, variety, rhythm and emphasis.
- Introduce and develop an appreciation for famous artists and art periods through art reproductions and creative activities.
- Develop care and respect for art materials and tools.
- Develop desirable individual and group work habits.
- Prepare and display student's artwork for school and public presentation.

Art Media

Drawing...pencils, crayons, markers, oil crayons, pen and ink

Painting...tempera, and watercolor

Printing...foam, vegetables, and found objects

Sculpture...paper Mache', pottery clay and found objects

Fiber arts...weaving

Music

Music education is an integral part of the whole educational experience. Through involvement with music activities in the schools, the lives of students will be enriched, not only during their school years, but also later in adult life.

Music: Grades K-3

In the early grades, each student will participate in activities based on the following:

- Performing, singing, and playing instruments
- Creating: experimenting with vocal and instrumental sounds as well as creative movement
- Listening: “live” music as well as recordings
- Theory: musical symbols, rhythmic differences, and staff notation

“Specials” Subject Information

Music: Grades K-3

This “hands-on” introduction will, hopefully, provide students with an enjoyable classroom experience, as well as a basis from which they may further their musical interests.

Music: Grades 4-6

Students in the upper grades will expand their musical boundaries as they continue to reinforce, refine and further develop their skills as young musicians.

Music activities will include:

- Performing:

- singing songs of varied style and historical significance;
 - working with songs in two and three part harmony;
 - with added opportunities for participation in small ensembles and chorus as well as choral work.

- Creating:

- in-class dramatization, composition and experimentation.

- Listening:

- to become more informed and discriminating musical consumers, appreciating the music of the world we live in, past and present, through “live” and recorded music.

- Theory:

- application of the musical concepts taught in the primary grades and continued investigation into the technical aspects of musical structure.

Grades in music are based on class participation, effort and conduct. It is the contributions of the students to the music class that is most important, each, of course according to his or her ability.

“Specials” Subject Information

Music: Grades 4-6

Instrumental Music Education at Burgess is also available to students in Grades Four through Six. Instruction is given on, but not limited to, the following band instruments: flute, clarinet, bass clarinet, alto saxophone, tenor saxophone, trumpet, trombone, baritone horn, orchestra bells and percussion. Students receive one 30-minute lesson each week, which is scheduled in small homogeneous groups. Music lessons are given during the school day on a 3-4 week rotating schedule. In addition to lessons, beginning band students meet once each week for a 30-minute ensemble rehearsal. Second and third year band students meet once each week for a 60 minute ensemble rehearsal.

All band students are expected to maintain a good academic standing in all subjects. Failure to do so would result in exclusion from the band program.

The beginning band performs at the conclusion of the school year at the Annual Spring Concert in June. The Fifth and Sixth Grade Concert Band and the Burgess Jazz Band perform in December and June as well as for several in-school assemblies throughout the school year. The instrumental method book used by our students is the *Standards of Excellence Method Book* and is supplemented with additional exercises, scales, solos and band selections.

The Burgess Instrumental Program enjoys a great deal of support from the administration, staff and parents and has maintained high standards for many years.

“Specials” Subject Information

Physical Education

The program for grades K-3 includes a variety of activities that develop individual motor skills, a sense of personal and general body awareness, body control, eye-hand and eye-foot coordination and rhythmic movement (e.g. activities using bean bags, hoops, balls, paddles, jump ropes, parachutes). The program also includes fitness and learning the basic skills and rules of different sports and activities (e.g. soccer, field hockey, track activities, badminton, basketball, volleyball, etc.). Sneakers must be worn during gym classes; an extra pair may be left in the classroom. Students being excused from gym class must have a note from a parent or a doctor.

Physical Education: Main Objectives

- To provide experiences which contribute to the physical, social, emotional and intellectual development of each student
- To assist students to develop a positive self-image
- To assist students to recognize the need for physical and mental fitness through healthy and fit bodies

Physical Education: K-3 Specific Objectives

- To develop individual basic motor skills which include walking, running, jumping, galloping, hopping, skipping, striking, throwing and catching
- To develop a sense of body awareness and control
- To develop coordination
- To learn to function in a partner or group situation
- To learn rules regarding safety
- To develop sensitivity toward others
- To learn listening skills and how to follow directions
- To improve physical fitness
- To instill an appreciation of rhythmic movement

“Specials” Subject Information

Physical Education: K, 1 and 2 Activities

- Movement exploration
- Square Dancing
- Parachute work
- Rhythmic activities
- Rhythmic games
- Equipment work
- Climbing equipment
- Rope jumping
- Rules and directions
- Relay races
- Group activities
- Exercises
- Ball work
- Group games
- Gymnastics
- Snowshoeing

Physical Education: Grade 3 Activities

- Soccer
- Football passing
- Plus the K-2 Activities
- Kickball
- Newcomb

Physical Education: Grade 4-6 Activities

- Soccer
- Basketball
- Field Hockey
- Track/field
- Floor hockey
- Volleyball
- Presidential Physical Fitness Test
- Wrestling
- Competitive Games
- Aerobic activities
- Badminton
- Gymnastics
- Softball

Technology: Mission:

One mission of Burgess is to provide wide equitable access for all students and staff to the technological resources that will contribute to the development of critical thinking, problem solving and communication skills. These skills will prove invaluable to students during their academic quest as lifelong learners and to become active citizens in our technologically dependent & information-based global society.

“Specials” Subject Information

Technology Labs:

Burgess has three student computer lab areas – the Computer Room , Library Lab and Media Center Lab. Each lab has 24 student computers along with a teacher workstation, LCD projector and Smart Board.

Technology in Classrooms:

Classrooms currently have up to five Internet capable computers for students, a teacher workstation, digital document camera, LCD projector and SMART Board. From their classrooms, students can access software applications, student projects, online school subscriptions and additional Internet links chosen by their teachers.

Mobile Technology:

Having wireless access points throughout the entire building expands the possibilities for technology integration at our school. Burgess currently has three iPad carts, and two mobile laptop carts. Each cart has 25 student laptops on it with a wireless color printer. All carts are available for teachers to sign-up & use with their classes. The Science Lab also has its own set of laptops (15) as well as the Library (12).

Student Computers:

All student computers are Dell OptiPlex models running Windows 7 x64 with a 3GHz dual-core processor (CPU) and 4 GB of system memory (RAM) that is upgradable to 8 GB. Each student computer also has a 250 Gigabyte hard drive and available network server storage.

Computer Specials Schedule:

Grades K-6 have Computer specials the entire year (up to 30 times).

“Specials” Subject Information

Technology Curriculum:

The general technology curriculum focuses on the 2016 Massachusetts Digital Literacy & Computer Science Framework (DLCS). Computer, Library, Health & Enrichment Specialists are working together to address these standards. For example, standards such as basic operations and software applications are taught during Computer specials (i.e. Microsoft Word, Excel & Power Point, Painting/Drawing Programs, multimedia projects, keyboarding, etc.). Online research and citing electronic sources are incorporated into students’ Library Specials. Internet Safety & Cyber Bullying are integrated during Health. Enrichment is also helping to reinforce the 2016 DLCS standards.

Grade Level and Subject Overviews

Each grade level and subject area has created a general overview of the skills and themes which will be covered. While each overview follows a slightly different pattern, they all contain vital information regarding that specific program. While every classroom at each grade level follows the same basic curriculum as outlined in the district curriculum guides, there is variation in the presentation of the specific activities and units. Our diversity, we believe, is one of our strengths. Burgess has fully adopted the Massachusetts Curriculum Standards.

English Language Arts: Grades PK-6

The English Language Arts curriculum is a comprehensive guide that promotes continuity among our seven schools. This document aligns with the Massachusetts Department of Education learning standards and frameworks. We use an interdisciplinary approach that incorporates high quality literature books that support the six major components of literacy: listening, speaking, reading, writing, viewing and presenting. It is our objective to equip students with effective communication skills that will enable them to be productive and knowledgeable members of society. The district utilizes the *Six Traits Writing Program* in Grades K-6 to enhance the English/Language Arts curriculum. This program will provide us with foundations of skills and components essential to the teaching and learning of writing at all grade levels.

Grade Level and Subject Overviews

Mathematics Curriculum: Grades PK-6

The Mathematics Curriculum for Grades Preschool through Grade Six students is based on the 2011 Massachusetts Curriculum Frameworks. The Frameworks present guidelines for the learning, teaching, and assessment in Mathematics for the Commonwealth's public schools. The program emphasizes problem solving, communication, reasoning and proof making, making connections, and using representations. The five learning strands are Number Sense and Operations; Patterns, Relations, and Algebra; Geometry; Measurement; and Data Analysis, Statistics, and Probability.

GOMath! Is a math series developed from the ground up to align with the 2011 Massachusetts Curriculum Frameworks and aligns well with the TRSD/Union 61 curriculum alignment documents. Units include materials that go beyond the curriculum frameworks allowing teachers to extend and enrich their teaching. Instructional material is laid out in a clear and concise way with plenty of resources for all levels of learners and multiple teaching strategies included for each lesson. The layout is "student friendly" with a variety of assessments and ample room for individual instruction. Online materials are abundant and easily accessible to both students and parents. Students receive a new *GOMath!* Textbook and *GOMath!* Workbook each year. The format allows for updates to be included in each new edition.

Homework Guidance

Homework: Grades Kindergarten through Grade 3

Parents should check to see if your child has daily homework. Reading is an essential component for academic progress. Read to your child daily and have your child read to you. Please be sure your child is doing his/her best and writes his/her name on all homework papers. Homework provides the opportunity for parent/child interaction as well as practice of material being taught in the classroom. Parental support and cooperation is appreciated. If you have any questions or concerns, please contact your child's teacher.

Homework: Grades 4 through 6

Homework can be typically expected Monday through Thursday. There are times when homework is issued over the weekend on an as-needed basis. Homework is assigned to reinforce skills and concepts taught in class and to develop organizational skills, study skills and habits, and responsibility. Homework is an important means of communication between home and school. As a way to enhance this home-school communication, students will be required to maintain a daily agenda book or assignment sheet. Parental support and cooperation is appreciated. If you have any questions or concerns, please contact your child's teacher.

Homework Suggestions

Ten Homework How-To's to Make the Most of Study time

Below are ten best practices that can help to improve homework and at home study time.

1. Study in a Clean and Well-Lit Place

2. Limit Distractions

3. Organize Your Time

Set aside a certain amount of time for homework every night. If you have nothing due the next day, you can work on long-term projects (see next item) or read a book.

4. Keep Track of Assignments

The best way to do this is to use a homework planner. This planner should include not only your day-to-day assignments, but also a schedule for longer-term projects. In other words, if you have a Research paper due in three weeks, you should write down when you need to have all your books and materials, when your notes should be done, when the first draft should be completed, etc. This prevents those “surprises” when you suddenly have to write a whole paper in one evening.

5. Watch Your Language.

It helps to have a dictionary and thesaurus handy. There are also helpful websites available.

Homework Suggestions

Ten Homework How-To's to Make the Most of Study time

6. Ask, Ask, Ask.

It's important for every student to ask the teacher at least one question each week. It can be as simple as "How am I doing in your class?" The student can also ask his or her teacher to review the homework. This makes a world of difference in making a student-teacher connection.

7. Check Your Work.

Everyone makes mistakes, but it's better if you catch them rather than the teacher. Take the time to go over your work. Remember, four eyes are better than two, so get a parent or older sibling to review it as well.

8. Do Not Procrastinate

Don't wait until the last minute to do your assignment. Rushed will not likely be your best work.

9. Reward Yourself.

Take pride in your efforts to do your best work every day.

10. Eat Your Wheaties.

Getting enough sleep, eating healthy food and drinking lots of water can help kids stay focused in their classes, so that their homework assignment will make more sense.

Kindergarten

In an attempt to permit children to enter Kindergarten and First Grade at the time most appropriate to them individually, the school committee established the following policy on entrance age.

1. Children who will be five years of age on or before August 31st of the school year during which they wish to enroll will be eligible to enter Kindergarten at the start of the school year in late August or early September. Appropriate staff will evaluate all children for readiness for school and discussions will be held with individual parents if it is believed that the children would benefit by postponing admission until the following year.
2. Initial admission of children to first grade (or other grades) will involve a consideration of both chronological age and the readiness of the children to do the work of those grades.

* In Kindergarten your child will continue to:

Develop a positive image by

- Building self-confidence
- Experiencing many successes
- Learning to cope with feelings

Increase information through:

- Listening, tasting, touching, seeing, smelling
- Collecting, observing, identifying, naming objects

Develop understanding by:

- Learning about him/herself and others
- Exploring and making choices
- Becoming more self-directed
- Becoming a participating group member
- Becoming responsible for own actions
- Learning from field trips or special programs

Kindergarten

In Kindergarten your child will continue to:

Broaden interests through:

- Accepting and understanding ideas from others
- Using many materials and manipulatives
- Evaluating what has been done
- Developing cooperative interactions
- Exploring in the classroom

Language Development

The Kindergarten program focuses on a positive and encouraging first year of school experience. Literacy development centers around general readiness skills, interactive rich print environments and exposure to a variety of quality literature. *Reading Streets*, the curriculum series, supports all of the major domains of a comprehensive English/Language Arts Program.

Areas of skill focus include:

- Learning about rhymes, letter names and sounds
- Discovering differences in colors, shapes, letters and sounds
- Writing, using upper and lower case letters
- Listening and following directions
- Learning new words, new ways to make sentences and to express ideas
- Looking at children's books, maps, charts, pictures
- Listening and enjoying stories and poems read aloud
- Writing with invented spelling

Kindergarten

Mathematical Development

- Identifying basic shapes, working with shapes and geometry
- Repeating and forming patterns, looking for patterns and relationships
- Using comparative terms such as longer, shorter, greater than, less than
- Working with sequences, classifications, reasoning activities
- Identifying and construction sets 0-20, numerical sequence
- Counting from 0-100 and recognizing the numerals
- Adding and subtracting by counting objects
- Learning positional terms, such as above, beside, below and using directionality concepts, such as left, right

Other Areas of Development

- Continuing growth and development of large muscles such as climbing, skipping, hopping, jumping, and of small muscles such as drawing, cutting, painting, grasping
- Expressing feelings and creative ideas by painting, sculpting, drawing and constructing
- Participating in musical activities by singing, rhythms
- Developing the beginning of a scientific attitude by becoming aware of the “why” and “how” of the world we live in
- Developing an awareness of likeness and differences in the way people live

First Grade

The goal of the First Grade Team is to meet the needs of the children through a variety of experiences, such as learning centers, peer interaction and cooperative learning through a participatory hands-on curriculum.

English Language Arts

Reading in the First Grade focuses on:

- Decoding and encoding words
- Recognizing story elements such as characters, setting and plot
- Recognizing fiction and non-fiction
- Retelling stories
- Comprehension
- Recognizing sight vocabulary
- Utilizing a variety of reading strategies

Writing

Writing in the First Grade begins with inventive spelling and progresses to standard spelling. The first grade writer:

- Begins to use basic mechanics (end marks and capitalization)
- Expresses ideas clearly – orally and written
- Can read back what is written

Mathematics

The 2011 Massachusetts Curriculum Frameworks specifies critical areas for instructional emphasis at each grade level. There are four critical areas for first grade that are listed below.

- Developing understanding of addition, subtraction, and strategies for addition and subtraction within 20
- Developing understanding of whole number relationships and place value, including grouping in tens and ones
- Developing understanding of linear measurement and measuring lengths as iterating length units

First Grade

History and Social Science

In First Grade, children listen to and read folk tales and true stories from America and from around the world. They learn about major historical events, figures and symbols related to the United States of America and its national holidays and why they are important to Americans. The Grade 1 curriculum continues to strengthen children's identity as American citizens.

Science

Scientific knowledge builds on students' curiosity and intuitions. In science, students will:

- Learn to ask meaningful questions
- Make predictions based on past experience
- Describe and communicate observations through discussions, drawings, simple graphs and writing

Parents also play a critical role in their child's schoolwork. To help ensure your child's success, practice math facts, use a calendar, practice coin recognition and most importantly, READ TO AND WITH YOUR CHILD. We look forward to working with you in making this year in first grade a positive and productive one.

Second Grade

Welcome to Grade Two at Burgess Elementary School. The purpose of our program is to have each child achieve his or her highest academic potential. The Grade Two teachers encourage each child's growth toward self-actualization.

Language Arts

Reading requires the phonetic ability to recognize and decode words. The process of decoding continues in the second grade with the study of sequentially presented sounds and the identification of word formations such as suffixes and contractions. Vocabulary is developed through the program. Children are taught strategies for reading such as the use of context clues. Comprehension is taught with the presentation of skills such as sequencing and main idea. Literature provides the opportunity to explore and critique plot, viewpoint and other elements. Listening and speaking are integral parts of the language program. Spelling skills include proofreading and sound association. Writing is taught via a process approach. Children brainstorm, organize, write, edit and produce a final draft. Various forms of writing are used and their handwriting transitions to smaller letters.

Mathematics

GOMath! is a curriculum based on the Second Grade 2011 Massachusetts Curriculum Frameworks. It is differentiated for all learners and includes many components to address all learning styles.

History and Social Science

Children are prepared for life in a democratic, multi-cultural country within the framework of a world economy. They develop an appreciation of the role of the family unit. Good citizenship is modeled in the setting of the classroom. There is an emphasis on cooperation throughout the day. Continents and major rivers and mountain ranges are topics that are emphasized. Geography and map skills are integrated throughout the program.

Second Grade

Science

Second Grade is implementing the new Massachusetts Science and Technology/Engineering curriculum framework. The first year of this process we will focus on implementing Matter and its interactions., Ecosystems: Interactions, Energy and Dynamics, and Earth's Systems.

The Grade Two Team recognizes the importance of parent-teacher interactions in accomplishing these tasks. As a team, we try to provide a warm and nurturing environment for education. This overview is not a rigid set of rules, but rather it is a guide for growth of the children and Grade two teachers are committed to life-long learning. Our program focuses on integrating thinking and problem solving skills throughout the day.

Third Grade

Third Grade is a time of transition toward more responsibility and independent work. Formulation of written response from oral discussions is an objective at this level. Open-ended questioning is implemented throughout the curriculum.

Language Arts

The Language Arts Curriculum is supported by the use of trade books. Through these reading materials, integrated units of study are presented. The third grade uses a process writing approach and incorporates the *Six Traits of Writing*. Within the curriculum, students are expected to regularly apply spelling skills, which have been taught.

Mathematics

GOMath! is a curriculum based on the Third Grade 2011 Massachusetts Curriculum Frameworks. It is differentiated for all learners and includes many components to address all learning styles.

History and Social Science

The Third Grade Program concentrates on the history and geography of Massachusetts and Sturbridge. These units of study will be taught in an interdisciplinary fashion, which will include reading, writing, speaking and listening. The curriculum is enhanced by relevant field trips when possible.

Science and Technology

In the area of science, we try to tap the natural curiosity of this age group using hands-on activities, experiments and related literature. Areas of study include earth science, life science, physical science and technology and engineering.

Fourth Grade

English/Language Arts—Reading

A literature-based program along with a reading workshop approach are used to teach a variety of genres and encourage an appreciation for literature. Through the use of teacher modeling and mini lessons, students learn strategies to apply while reading self-selected texts at their independent reading level. Students have the opportunity to utilize a variety of avenues to reflect on and respond to literature.

Mathematics

Using the *GOMath!* Series, the Fourth Grade addresses the following domains from the 2011 Massachusetts Curriculum Frameworks: Operations and Algebraic Thinking, Number and Operations in Base Ten, Fractions, Measurement and Data and Geometry. Manipulatives are used to introduce and reinforce math concepts. Problem solving strategies are included at every level of instruction.

Fourth Grade

History and Social Science

The Fourth Grade Program focuses on the geography, culture, climate and economics of the United States. In addition, students will study the monuments and historical sites in and around Washington, D.C.

Science

Topics covered in the Fourth Grade's Next Generation Science Standards include rocks and fossils, landscape changes, earth preservation, engineering design and construction, sound, light, and electrical energy. Units include investigations which encourage and actively involve the students in the study of science, technology, and engineering and the process of inquiry.

Fifth Grade

English/Language Arts: Reading

The Fifth Grade uses a literature-based program as well as nonfiction to teach reading. We use reading materials from a variety of genres. This approach promotes the development of critical thinking and questioning skills while encouraging an appreciation of reading.

English/Language Arts: Language Arts

The process approach is used across the curriculum using the children's own writing to teach grammar skills when appropriate. The students will continue to develop their skills in writing stories, poems, narratives, opinion pieces, and informative pieces.

English/Language Arts: Word Study

Vocabulary lists are generated from both the Wordly Wise series and the curriculum.

Mathematics

The Fifth Grade Math Curriculum will address the major content strands in the 2011 Massachusetts Curriculum Frameworks and Algebraic Thinking, Numbers and Operations in Base Ten, Number and Operations with Fractions, Measurement and Data and Geometry. The students will use the *GOMath!*, Program, which was designed to correlate with the 2011 Massachusetts Curriculum Frameworks. This program incorporates differentiated instruction, technology, and hands-on activities in all lessons. The children work individually and in small cooperative groups to acquire these skills and construct their understanding of math.

Fifth Grade

History and Social Science

The Fifth Grade Program focuses on the study of chronological history of the United States as outlined in the district curriculum framework. Our study shows how America is a land of diversity and continues emphasizing how our physical geography affects our history from pre-Columbian times to the War of 1812. The *History Alive* textbook and workbook are used along with hands-on activities, various media sources, and long-term projects. In addition, students visit Plimoth Plantation in the fall and Boston's Freedom Trail or Lexington and Concord in the spring to enhance our studies. Language Arts is integrated with the history curriculum through the use of historical fiction and biographies.

Science

The Fifth Grade Science Curriculum is moving towards the full implementation of the Next Generation Science Standards. The units are activity based, and students will construct science concepts and solve problems through inquiry and exploration. The curriculum focuses on the connections and relationships in systems across the realms of science, technology, and engineering. The students will participate in a variety of hands-on inquiry-based learning opportunities.

Sixth Grade

The Sixth Grade Curriculum is designed to foster personal fulfillment and excitement while building skills and knowledge, simultaneously requiring students to become critical thinkers and problem solvers. Emphasis is placed upon students being able to read, write and communicate effectively in all subject areas, allowing them to become life-long learners.

Language Arts

Literature, language, and composition are the three areas of Language Arts study. Literature exploration includes choices from a variety of genre types as a means of deepening understanding and comprehension. Composition focuses on strengthening topic development, supporting details, and use of proper mechanics and conventions.

Assessments in Language Arts may include responding to literal and inferential questions both orally and in writing, multimedia projects, independent books projects/reports, maintaining notebooks, portfolios, etc. Regular time in class includes teacher read-aloud and student sustained silent reading.

History and Social Science

The Sixth Grade Program focuses on the study of early humans and the ancient civilizations of Mesopotamia, Egypt, Greece and Rome. Teaching methods include a variety of hands-on activities, traditional methods such as reading text, note taking and maintaining notebooks/ portfolios. Various explanations of human creation, including evolution, are addressed in this subject.

Sixth Grade

Mathematics

The *GOMath!* Program has been adopted by the elementary schools of the Tantasqua/Union 61 School Districts. *GOMath!* is a comprehensive Grade K-6 mathematics program developed to support the 2011 Massachusetts Curriculum Frameworks. The program emphasizes Essential Questions and Big Ideas with depth of understanding as the goal. Interactive lessons utilize research based instructional approaches and differentiated instructional resources to ensure success for all students. Sixth Grade curriculum emphasizes the following content standards:

- Ratios and Proportional Relationships
- Number System
- Expressions and Equations
- Geometry
- Statistics/Probability

The acquisition of strong computational skills is stressed throughout the various units. Assessment may include projects, open-ended problems, math center activities, computer programs, journals, portfolios and presentations, as well as traditional methods such as chapter tests and quizzes.

Science and Technology

The major Sixth Grade concepts will be Earth & Space Science, Life Science, Physical Science & Technology, and Design.

Equal Education Opportunities

In recognition of the diversified characteristics and needs of our students and with the desire to be responsive to them, the school committee will make every effort to protect the dignity of the students as individuals. It will also offer careful consideration and sympathetic understanding of their personal feelings, particularly with reference to race, color, sex, gender identity, religion, national origin, sexual orientation, disability, or homelessness, physical and intellectual differences.

To accomplish this, the committee and its staff will make every effort to comply with the letter and the spirit of Massachusetts equally, educational opportunities law (known as Chapter 622 of the Acts of 1971), which prohibits discrimination in public school admissions and programs. The law reads as follows:

All students, regardless of race, color, sex, gender identity, religion, national origin, sexual orientation, disability, or homelessness, have equal access to the general education program and the full range of any occupational/vocational education programs offered by the district.

This will mean that every student will be given equal opportunity in school admission, admissions to courses, course content, guidance and extracurricular activities. All impending provisions issued by the Board of Education in compliance with this law will be followed.

Sturbridge School District Anti-Harassment Procedure Burgess Elementary School

Statement of Procedure:

It is the procedure of the Sturbridge School District to provide an environment free from unlawful harassment because of an individual's race, color, sex, gender identity, religion, national origin, ethnicity, marital status, sexual orientation, disability or homelessness.

Sturbridge School District is committed to courteous and considerate treatment of its employees and students at all times as an accepted standard of behavior. Consequently, Sturbridge School District is committed to an atmosphere that is free of tension caused by demeaning or harassing conduct, including animosity engendered by inappropriate religious, racial or sexual conduct or comments.

Sturbridge School District prohibits harassment by any of its employees, officers, agents or students and has set forth a process by which allegations of harassment may be filed, investigated and resolved.

Purpose:

To provide a guideline for recognizing, reporting and resolving complaints of harassment. Supervisors and managers should gain a more complete understanding of what constitutes harassment in the workplace, how to prevent it or recognize it when it happens and how it should be handled if a complaint is brought to their attention.

**Sturbridge School District Anti-Harassment Procedure
Burgess Elementary School**

Definitions:

Unlawful Harassment

Unwelcome behavior of a verbal, written or physical nature, which is either repeated or severe and which creates a hostile, humiliating, intimidating and offensive work or educational environment. Harassment is a form of discrimination. The types of harassment defined below consist of verbal, written or physical contact that:

1. Has the purpose or effect of creating an intimidating, hostile or offensive working or learning environment;
2. Has the purpose or effect of substantially or unreasonably interfering with an individual's work or academic performance; or
3. Otherwise adversely affects an individual's employment or academic opportunities.

**Sturbridge School District Anti-Harassment Procedure
Burgess Elementary School**

Sexual Harassment

A. Unwelcome sexual advances, requests for sexual favors and other verbal, written or physical conduct of a sexual nature constitutes sexual harassment when:

- 1) Submission of such conduct is made either explicitly or implicitly a term or condition of an individual's employment or educational status;
- 2) Submission to or rejection of such conduct by an individual is used as the basis for employment or educational decisions affecting such individuals; or
- 3) Such conduct has the purpose or effect of substantially interfering with an individual's work or educational performance or creating an intimidating hostile or offensive working or learning environment

B. Sexual harassment may take many forms, including, but not limited to:

- 1) Verbal harassment or abuse;
- 2) Subtle pressure or requests for sexual activity;
- 3) Assault, inappropriate touching, intentionally impeding movement, continuing comments, gestures or written communications of a suggestive nature or derogatory nature;
- 4) Continuing to express sexual interests after being informed that the interest is unwelcome;
- 5) Leering or voyeurism;
- 6) Displaying lewd or sexually explicit photographs or materials.

APPENDIX B

Sturbridge School District Anti-Harassment Procedure Burgess Elementary School

Definitions:

Racial and Color Harassment

Racial or color harassment can include unwelcome verbal, written or physical conduct, directed at the characteristics of a person's race or color, such as nicknames emphasizing stereotypes, racial slurs, comments on manner of speaking and negative references to racial customs.

Religious (Creed) Harassment

Harassment on the basis of religion or creed in unwelcome verbal, written or physical conduct, directed at the characteristics of a person's religion or creed, such as derogatory comments regarding surnames, religious tradition or religious clothing or religious slurs or graffiti.

National Origin Harassment

Harassment on the basis of national origin is unwelcome verbal, written or physical conduct, directed at the characteristics of a person's national origin, such as negative comments regarding surnames, manner of speaking, customs, language or ethnic slurs.

Marital Status Harassment

Harassment on the basis of sexual orientation is unwelcome verbal, written or physical conduct, directed at the characteristics of a person's marital status, such as comments regarding pregnancy or being an unwed mother or father.

APPENDIX B

Sturbridge School District Anti-Harassment Procedure Burgess Elementary School

Definitions:

Sexual Orientation Harassment

Harassment on the basis of sexual orientation is unwelcome verbal, written or physical conduct directed at the characteristics of a person's sexual orientation such as negative name calling and imitating mannerisms.

Disability Harassment

Disability harassment includes harassment based on a person's disabling mental or physical condition and includes any unwelcome verbal, written or physical conduct, directed at the characteristics of a person's disabling condition, such as imitating manner of speech or movement or interference with necessary equipment.

Reporting Responsibly

Harassment of any kind is specifically prohibited by Sturbridge School District's policies. It is the obligation of each person to report any conduct which violates the standards of Sturbridge School District – whether or not the person is the victim, whether the perpetrator is a supervisor, staff member, business invitee, volunteer or student and regardless of the sex of the perpetrator.

This policy applies equally to all individuals working at Sturbridge School District and enrolled in programs offered by Sturbridge School District, male or female. This policy applies to all relationships including but not limited to superior/subordinate relationships, peer relationships, relationships between non-staff members and staff members and student/teacher relationships.

Sturbridge School District Anti-Harassment Procedure Burgess Elementary School

Reporting Responsibly

All staff members, managers, supervisors and students are responsible for ensuring that their behavior is free of any form of harassment. No individual working at Sturbridge School District or enrolled in a program offered by Sturbridge School District should engage in or encourage harassing behavior.

Procedure:

The following options are available to an employee or student who has been the victim of harassment of any kind.

- A. If the employee or student can comfortably do so, the employee or student may inform the person engaging in the harassment that the conduct is offensive and that it must be stopped.
- B. If the employee or student does not wish to communicate directly with the person or if communication has not brought results, the employee or student may report the offense verbally or in writing to the principal, assistant principal, Chapter 622 coordinator or superintendent as listed at the end of this document. The supervisor to whom the incident of harassment has been reported must immediately contact the principal, superintendent or his/her designee.
- C. The principal, superintendent or his/her designee will arrange for prompt and thorough investigation of all reports and take appropriate steps if an investigation indicates that an employee, officer, agent or student has engaged in a violation of this policy. Each investigation will be properly documented. The investigation will be completed as soon as practicable, but not later than ten (10) school days from the complaint. Retaliation or threats of retaliation upon the alleged victim are unlawful and will not be tolerated.

APPENDIX B

Sturbridge School District Anti-Harassment Procedure Burgess Elementary School

Procedure:

D. Employees not satisfied with the action taken may follow the school's grievance procedure as outlined in their respective contract or contact the state or federal agencies listed at the end of this document.

Protection for the Victim:

The initiation of a complaint in good faith will not have any detrimental effect on the individual's employment, compensation, work assignment, school assignment or educational status.

Confidentiality:

Any investigation into allegations of harassment must be conducted in as confidential a manner as possible. Only those individuals with a need to know should be informed of a complaint. Witnesses identified by the employee or student should be interviewed individually in circumstances that will encourage candid comments. The employee or student should be aware that Sturbridge School District is obligated to investigate each and every report of harassment and will do its best to maintain total confidentiality as long as possible.

Retaliation:

It is a separate and distinct violation of this policy for any member of the school community including but not limited to students, school employees, contractors, volunteers and other visitors to retaliate against any person who reports harassment or against any persons who testifies, assists or participates in an investigation, proceeding or hearing relating to such harassment. It is possible that an alleged harasser may be found to have violated the anti-retaliation provision even if the underlying complaint of harassment is not found to be a violation of this policy. Retaliation includes, but is not limited to any form of intimidation, reprisal or harassment and may be addressed through application of the same reporting, investigation and enforcement procedures as for harassment. In addition, a person who knowingly makes a false report may be subject to the same action that Sturbridge School District may take against any other individual who violates the policy.

APPENDIX B

Sturbridge School District Anti-Harassment Procedure Burgess Elementary School

Disciplinary Process:

An employee or student who has been found in violation of the Anti-Harassment Policy will be subject to Sturbridge School District's disciplinary process which may range from counseling to termination of employment.

Erin Nosek, Superintendent
Tantasqua/School Union
320A Brookfield Road
Fiskdale, MA 01518

Kathleen E. Pelley, Principal
Burgess Elementary School
45 Burgess School Road
Sturbridge, MA 01566

State and Federal Remedies:

In addition to the above, if you believe you have been subjected to any kind of harassment, you may file a formal complaint with either or both of the government agencies set forth below. Using our complaint process does not prohibit you from filing a complaint with these agencies. Each of the agencies has a short time period for filing a claim (EEOC – 180 days; MCAD – 6 months).

1. The United States Equal Employment Opportunity Commission (“EEO”)

One Congress Street – 10th Floor
Boston, MA 02114
(617) 565-3200

2. Massachusetts Commission Against Discrimination (“MCAD”)

Boston Office: One Ashburton Place, Room 601
Boston, MA 02108
Springfield Office: 424 Dwight Street, Room 220
Springfield, MA 01103
(413) 739-2145

Tantasqua/Union 61 Acceptable Electronic Network Use Policy

Tantasqua/Union 61 is providing staff and students (users) access to the district's electronic network. This network includes Internet access, computer services, videoconferencing, computer equipment and related equipment for educational purposes. The purpose of this network is to assist in preparing users for success in life and work in the 21st century by providing them with electronic access to a wide range of information and the ability to communicate with people throughout the world. This document contains the rules and procedures for users' acceptable use of the Tantasqua/Union 61 electronic network.

- The Tantasqua/Union 61 electronic network has been established for a limited educational purpose. The term "educational purpose" includes classroom activities, classroom assignments or career development.
- The Tantasqua/Union 61 electronic network has not been established as a public access service or a public forum. Tantasqua/Union 61 has the right to place reasonable restrictions on material that is accessed or posted throughout the network.
- Parent/guardian permission is required for all users under the age of 18. Access is a privilege — not a right.
- The district is not responsible for the actions of users who violate the agreement beyond the clarification of its terms.
- The district reserves the right to monitor all activity on this electronic network. Users will indemnify the district for any damage that is caused by users' inappropriate use of the network.

**Tantasqua/Union 61
Acceptable Electronic Network Use Policy**

-Users are expected to follow the same rules, good manners and common sense guidelines that are used with other daily school activities as well as the law in the use of the Tantasqua/Union 61 electronic network.

General Unacceptable Behavior

While utilizing any portion of the Tantasqua/Union 61 electronic network, users will not use the district equipment, network, or credentials to send, post or receive electronic messages, or engage in behaviors that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another's reputation, or illegal.

Unacceptable behaviors include, but are not limited to, the following:

-Posting information that, if acted upon, could cause damage or danger of disruption.

-Engaging in personal attacks, including prejudicial or discriminatory attacks.

-Bullying or Cyber-bullying.

-Harassing another person. Harassment is defined as persistently acting in a manner that distresses or annoys another person. If a user is told by a person to stop sending messages, they must stop.

-Knowingly or recklessly posting false or defamatory information about a person or organization.

-Using criminal speech or speech in the course of committing a crime such as threats to the president, instructions on breaking into computer networks, child pornography, drug dealing, purchase of alcohol, gang activities, threats to an individual, etc.

**Tantasqua/Union 61
Acceptable Electronic Network Use Policy**

General Unacceptable Behavior

- Using speech that is inappropriate in an educational setting or violates district rules.
- Abusing network resources such as sending chain letters or "spamming."
- Displaying, accessing or sending offensive messages or pictures.
- Using the Tantasqua/Union 61 electronic network for commercial purposes. Users will not offer, provide, or purchase products or Services through this network.
- Using the Tantasqua/Union 61 electronic network for political lobbying. Users may use the system to communicate with elected representatives and to express their opinions on political issues.
- Attempting to access non-instructional district systems, such as student information systems or business systems.
- Using any wired or wireless network (including third party internet service providers) with equipment brought from home. Example: The use of a home computer on the network or accessing the internet from any device not owned by the district is not allowed.
- Using district equipment, network, or credentials to threaten employees, or cause a disruption to the educational program.

**Tantasqua/Union 61
Acceptable Electronic Network Use Policy**

E-Mail

- E-mail for student users in the elementary and junior high grades is not provided.
- Users will not repost a message that was sent to them privately without the permission of the person who sent them the message.
- Users will not post private information about another person.

World Wide Web

- Elementary School Level - Access to information for student users on the Web will generally be limited to prescreened sites that are closely supervised by the teacher.
- Junior and Senior High School Level - Access to information for student users on the Web will generally be provided through prescreened sites and in a manner prescribed by their school.

Telnet and FTP

- Telnet and FTP services will not be available to users.

Message Board/Usenet Groups

- The district will provide access to selected newsgroups that relate to subjects appropriate for educational use. Messages posted locally that are in violation of this policy will be removed. The district reserves the right to immediately terminate an account of a user who misuses the message boards or Usenet groups.

Real-time, Interactive Communication Areas

- Users will not use chat or instant messaging.

Tantasqua/Union 61 Acceptable Electronic Network Use Policy

Software and Files

- Software is available to users to be used as an educational resource. No user may install, upload, or download software without permission from the district technology department.
- A user's account may be limited or terminated if a student intentionally misuses software on any district-owned equipment.
- Files stored on the network are treated in the same manner as other school storage areas. Routine maintenance and monitoring of the Tantasqua/Union 61 electronic network may lead to discovery that a user has violated this policy or the law. Users should not expect that files stored on district servers are private.

Web Sites

- Elementary and Junior High Level - Group pictures without identification of individual student users are permitted. Student work may be posted with either student first name only or other school developed identifier (such as an alias or number) upon notice to parents.
- Senior High School Level - Students may be identified by their full name with parental approval. Group or individual pictures of users with student identification are permitted with parental approval. Parents may elect to have their child assigned to the elementary/junior high level of use.
- Material placed on user Web pages are expected to meet academic standards of proper spelling, grammar and accuracy of information.
- Material (graphics, text, sound, etc.) that is the ownership of someone other than the user may not be used on Web sites unless formal permission has been obtained.

**Tantasqua/Union 61
Acceptable Electronic Network Use Policy**

Personal Safety

- Users will not share personal contact information about themselves or other people. Personal contact information includes address, telephone, school address, or work address.
- Elementary and junior high student users will not disclose their full name or any other personal contact information for any purpose.
- High school student users will not disclose personal contact information, except to education institutes for educational purposes, companies or other entities for career development purposes, or without specific building administrative approval.
- Users will not agree to meet with someone they have met online.
- Users will promptly disclose to a teacher or other building administrator any message received that is inappropriate or makes the user feel uncomfortable.

System Security

- Users are responsible for their individual accounts and should take all reasonable precautions to prevent others from being able to use them. Under no conditions should users provide their password to another person.
- Users must immediately notify a teacher or the system administrator if they have identified a possible security problem. Users should not go looking for security problems, because this may be construed as an illegal attempt to gain access.

**Tantasqua/Union 61
Acceptable Electronic Network Use Policy**

System Security

- Users will not attempt to gain unauthorized access to any portion of the Tantasqua/Union 61 electronic network. This includes attempting to log in through another person's account or access another person's folders, work, or files. These actions are illegal, even if only for the purposes of "browsing."
- Users will not make deliberate attempts to disrupt the computer system or destroy data by spreading computer viruses or by any other means. These actions are illegal.
- Users will not attempt to access Web sites blocked by district policy, including the use of proxy services, software, or Web sites.
- Users will not use sniffing or remote access technology to monitor the network or other user's activity.

Technology Hardware

- Hardware and peripherals are provided as tools for educational purposes. Users are not permitted to relocate hardware (except for portable devices), install peripherals or modify settings to equipment without the consent of the District Technology Department.

Vandalism

- Any malicious attempt to harm or destroy data, the network, other network components connected to the network backbone, hardware or software will result in cancellation of network privileges. Disciplinary measures in compliance with the district's discipline code and policies will be enforced.

Tantasqua/Union 61 Acceptable Electronic Network Use Policy

Plagiarism and Copyright Infringement

-Users will not plagiarize works found on the Internet. Plagiarism is taking the ideas or writings of others and presenting them as if they were the users'.

-District policies on copyright will govern the use of material accessed and used through the district system.

-Copyrighted material will not be placed on any system without the author's permission. Permission may be specified in the document, on the system, or must be obtained directly from the author.

Videoconference

-Videoconferencing is a way that users can communicate with other users, speakers, museums, etc. from other parts of the country and the world. With videoconferencing equipment, users can see, hear, and speak with other users, speakers, museum personnel, etc. in real-time.

-Videoconference sessions may be videotaped by district personnel or by a participating school involved in the exchange in order to share the experience within ours or their building or district.

-Users' voices, physical presence, and participation in the videoconference are transmitted to participating sites during each session. Rules and procedures relative to acceptable use and behavior by users apply during all videoconference sessions.

Tantasqua/Union 61 Acceptable Electronic Network Use Policy

User Rights

-Users' right to free speech applies to communication on the Internet. The Tantasqua/Union 61 electronic network is considered a limited forum, similar to the school newspaper, and therefore the district may restrict a student's speech for valid educational reasons. The district will not restrict a student's speech on the basis of a disagreement with the opinions that are being expressed.

-An individual search will be conducted if there is reasonable suspicion that a user has violated this policy or the law. The investigation will be reasonable and related to the suspected violation.

Due Process

-The district will cooperate fully with local, state, or federal officials in any investigation related to any illegal activities conducted through the district network.

-In the event there is an allegation that a user has violated the district acceptable use regulation and policy, the user will be provided with a written notice of the alleged violation. An opportunity will be provided to present an explanation before a neutral administrator (or student will be provided with notice and an opportunity to be heard in the manner set forth in the disciplinary code).

-Disciplinary actions will be tailored to meet specific concerns related to the violation and to assist the user in gaining the self-discipline necessary to behave appropriately on an electronic network.

Violations of the acceptable use regulation and policy may result in a loss of access as well as other disciplinary or legal action.

-If the violation also involves a violation of other provisions of other school rules, it will be handled in a manner described in the school rules. Additional restrictions may be placed on a student's use of his/her network account.

**Tantasqua/Union 61
Acceptable Electronic Network Use Policy**

Limitation of Liability

- The district makes no guarantee that the functions or the services provided by or through the district network will be error-free or without defect. The district will not be responsible for any damage suffered, including but not limited to, loss of data or interruptions of service.
- The district is not responsible for the accuracy or quality of the information obtained through or stored on the network. The district will not be responsible for financial obligations arising through the unauthorized use of the network.

Violations of this Acceptable Use Policy

Violations of this policy may result in loss of access as well as other disciplinary or legal action. Users' violation of this policy shall be subject to the consequences as indicated within this policy as well as other appropriate discipline, which includes but is not limited to:

- Use of district network only under direct supervision
- Suspension of network privileges
- Revocation of network privileges
- Suspension of computer privileges
- Suspension from school
- Expulsion from school and/or
- Legal action and prosecution by the authorities

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|------------------------|
| First Reading: 12-6-07 |
| Second Reading: 1-3-08 |
| Adoption: 1-3-08 |

The particular consequences for violations of this policy shall be determined by the school administrators. The superintendent or designee shall determine when school expulsion and/or legal action or actions by the authorities are the appropriate course of action.

**Tantasqua/Union 61
Video Usage in Classrooms**

This policy should be distributed annually to all professionals and clerical staff in each school building. It should also be distributed to teaching assistants. The signature of each person to whom this policy is given should be secured acknowledging receipt of the same.

It is the policy of the Sturbridge School District to provide the following directions for video use in the education of students:

I. Video Usage

A. Instructional Use: The primary use of videos is for instructional purposes. By law, any video that does not include “public performance rights” (something the Sturbridge School District purchased exclusively for classroom use) must comply with the “fair use”* provision of copyright law, as outlined in the attachment to this policy statement. This requires that videos:

1. Be used with students in “face-to-face” instruction with the teacher.
2. Be correlated to Sturbridge School District Curriculum Guidelines.
3. Be shown in a normal instructional setting.
4. Not be shown for reward, entertainment, fund raising, or the charging of admission without the purchase of “Public Performance Rights” on file with the building principal.

B. Non-instructional Use: Only videos that include “public performance rights” may be used for reward and entertainment. The building Principal must approve videos shown solely for reward or entertainment.

**Tantasqua/Union 61
Video Usage in Classrooms**

II. VIDEO RATINGS

A. Sturbridge Elementary School may only show "G" rated videos. (PG movies may be shown to fifth and sixth grade students only with prior approval by the Principal.) Parent/Guardian notification of potential PG video viewing will be included in the Parent-Student Handbook. Any parent/guardian who does not wish his or her students to view PG rated videos should notify their child's classroom teacher.

III. VIDEO SOURCES

- A. Any video from a school district catalog media center may be shown to students. (Grade level recommendations should be observed.)
- B. All videos legally purchased by the school media centers may be shown if approved for purchase by a building administrator.
- C. Commercially rented videos may only be shown if the instructor can answer "yes" to lines 1-4 in the Video Usage A Section above and with prior approval of the Principal.
- D. Privately owned videos may not be shown unless approved by a building administrator.

IV. EFFECTIVE VIDEO UTILIZATION

- A. All videos must be previewed by the teacher before showing.
- B. Intended instructional outcomes must be written and filed on related Instructional Plans specifically identifying benchmarks from the Sturbridge School District Curriculum Guidelines to be addressed.
- C. Sound instructional principles that maximize instructional time should always be employed (e.g. show only relevant clips, inform students of the instructional purposes, stop and start video to integrate other instructional activities, use pre/post questions and discussions and assessment, etc.).

APPENDIX D

Tantasqua/Union 61 Video Usage in Classrooms

IV. EFFECTIVE VIDEO UTILIZATION

D. Use of closed-captioning where applicable and available.

SOURCE: National School Board Association

First Reading: 10-6-05

Second Reading: 12-1-05

Adoption: 12-1-05

Sturbridge School Committee 2005

Tantasqua/Union 61 Student Records Notification Statement

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

Such rights generally include the following:

1. The right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.

2. The right to request the amendment of the student's education records if the parent or eligible student believes it to be inaccurate or misleading. Such written request should be directed to the school principal, clearly identifying the part of the record they believe is inaccurate and why. If the school decides not to amend the record, the parent or eligible student has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.

**Tantasqua/Union 61
Student Records Notification Statement**

3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. FERPA allows schools to disclose student's education records, without consent, to the following parties or under the following conditions (34 CFR § 99.31): school officials with legitimate educational interest; other schools to which a student is transferring; specified officials for audit or evaluation purposes; appropriate parties in connection with financial aid to a student; organizations conducting certain studies for or on behalf of the school; accrediting organizations; to comply with a judicial order or lawfully issued subpoena; appropriate officials in cases of health and safety emergencies; and state and local authorities, within a juvenile system, pursuant to specific State law.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the Tantasqua/Union 61 Schools to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is
Family Policy Compliance Office,
U.S. Department of Education,
400 Maryland Avenue SW,
Washington, D.C. 20202-5920.

In addition, the Tantasqua/Union 61 Schools generally disclose "directory information" without parent/eligible student consent. Directory information is defined by FERPA as the information contained in an education record of a student which would not generally be considered harmful or an invasion of privacy if disclosed.

Tantasqua/Union 61 Student Records Notification Statement

The primary purpose of directory information is to allow the Tantasqua/Union 61 Schools to include this type of information from your child's education records in certain school publications.

Examples include a playbill, showing your student's role in a drama production; the annual yearbook; honor roll or other recognition lists; graduation programs; sports activity sheets, such as for football, showing height and weight of team members; and the like.

Directory information for elementary students includes the student's name, grade, dates of attendance and any honors or awards received. A student's address and/or phone number are generally not directory information.

Directory information for junior and senior high students includes student's name, grade, dates of attendance, any honors or awards received, participation in officially recognized activities and sports, and weight and height of members of athletic teams. A student's address and/or phone number are generally not directory information.

If you do not want the Tantasqua/Union 61 Schools to disclose directory information from your child's education records without your prior written consent, you must, in writing, notify the principal of your child's school by no later than September 30th of that school year.

**Tantasqua/Union 61
Tantasqua Regional & Union 61 Wellness Policy**

Federal Public Law (PL 108.265 Section 204) states that by the first day of the 2006 school year beginning after June 30, 2006 all schools must develop a local wellness policy that involves parents, students, a representative from the school food authority, school board, school administrators and the public. The local education authority (LEA) will establish a plan for measuring implementation of the local wellness policy.

Wellness Policy

The Tantasqua Regional & Union 61 School District promotes healthy schools by supporting wellness, good nutrition and regular physical activity as part of the total learning environment for students, staff and citizens. Every school shall provide a safe and healthy environment that nurtures wellness, learning, achievement, and growth of character. Students shall be taught the essential knowledge and skills they need to make safe and health-enhancing choices. Specific actions will be taken into account regarding the health needs and well-being of all children without discrimination or isolation of any child. The school and community will collaborate to fulfill the goals of this Wellness Policy. Improved health optimizes student performance potential and ensures that no child is left behind.

Vision Statement

All students of Tantasqua Regional and Union 61 school district will be encouraged to take responsibility for their own health and adopt health enhancing attitudes and behaviors.

Tantasqua/Union 61

Tantasqua Regional & Union 61 Wellness Policy

Mission Statement

Tantasqua Regional & Union 61 School District is comprised of one regional high school (grades 9-12), one regional junior high school (grades 7-8) and five elementary schools (Brimfield, Brookfield, Holland, Sturbridge and Wales). All schools in the district will practice the Massachusetts Coordinated School Health Education Program model which consists of nine interactive components that require the involvement of school, community and parents to create a healthy environment for young people. The nine components of CSHP are: Health Education, Physical Education, Health Services, Food and Nutrition Services, Counseling, Psychological and Social Services, Healthy School Environment, Health Promotion for Staff, Parent/Community Involvement and Family and Consumer Science Education. This model promotes educational opportunities and physical and psychosocial services so that students may acquire the knowledge and skills necessary to make safe and healthy choices that enable them to become responsible, successful and productive adults.

Nutrition Education

1. All students will receive positive nutritional education that is interactive and teaches the skills needed to practice healthy eating behaviors within the schools and community.
2. Students will receive consistent nutrition messages throughout school, classrooms, and cafeterias. Nutrition education will be provided through classroom instruction, handouts, newsletters, web sites, and other multi-media sources.
3. Nutrition Education is integrated across the curriculum throughout the school day.

Tantasqua/Union 61
Tantasqua Regional & Union 61 Wellness Policy

Physical Activities

1. Students and community members are encouraged to use the schools facilities outside of the school day for physical activity programs that support physical wellness.
2. The school provides a physical and social environment that encourages safe and enjoyable activity for all students, including those who are not physically able.
3. Grades K-6 will have a daily recess period.
4. State certified physical education instructors will teach all physical education classes.
5. Physical education includes the instruction of individual activities as well as competitive and noncompetitive team sports to encourage life-long physical activity.
6. Physical education will provide the environment where students learn and practice a variety of skills.
7. Physical education classes will strive to have student/teacher ratio similar to other classes.
8. Physical activity facilities on school grounds will be safe and appropriate.

**Tantasqua/Union 61
Tantasqua Regional & Union 61 Wellness Policy**

Guidelines for Food and Beverages

1. Healthy school meals will provide energy and nutrients for proper growth and learning. Schools will provide lunches and/or breakfasts that meet the standards developed by the USDA.
2. School dining areas will be periodically reviewed by the building principal to ensure that the physical structure is in good repair, seating is not overcrowded, noise is maintained at a healthy level and rules for safe behavior are consistently and appropriately supervised.
3. Schools will promote hand washing or hand sanitizing practices before meals.
4. Students are encouraged to start every day with a nutritious breakfast.
5. Classroom snacks should feature nutritious foods.
6. Schools will ensure that students have access to nutritious foods and beverages throughout the school year.
7. Vending machines: All foods/beverages should comply with the current USDA Dietary Guidelines for Americans
8. All foods/beverages included in the following venues should comply with the current USDA Dietary Guidelines for Americans:
 - A la carte items
 - Beverage contracts
 - School parties/celebrations

**Tantasqua/Union 61
Tantasqua Regional & Union 61 Wellness Policy**

Other School-Based Activities that Promote Student Wellness

1. All food and beverages available after school hours should strive to comply with the current USDA Dietary Guidelines for Americans.
 - Fundraisers
 - School stores
 - Concession stands
2. In addition to the physical education program, the school environment offers areas to further engage students in activities that promotes health. Some such ideas include walking clubs during and after school hours, intramural sports and activities to involve the community and parents in the overall pursuit of healthier students.
3. The district will promote parent and community support through multimedia including the school's website (availability of playgrounds, pool, tracks for walking beyond school hours) and school newsletters.

Methods for Evaluating Success:

1. The Tantasqua Regional & Union 61 School District Wellness Committee will design and implement a Pre & Post Assessment based on the Wellness Policy interventions.
2. The Wellness Committee will meet annually to make recommendations to develop and implement continued efforts to move toward a healthier community.
3. Assessments will be evaluated every three years to help review policy compliance, assess programs and determine areas in need of improvement.

Members of the Tantasqua/Union 61 Schools' Wellness Committee include physical education teachers, school nurses, health educators, representatives from food services and parents/community members (some of whom also served in other capacities, i.e. PE teachers, school nurses, health educators, food services representatives).

First Reading: September 7, 2006 Second Reading: October 5, 2006

Adoption: October 5, 2006

APPENDIX G

For the 2021-2022 District Calendar, please see the Tantasqua Website:

[www.tantasqua.org.](http://www.tantasqua.org)

Click on District Calendar

Thank you.

BURGESS ELEMENTARY SCHOOL

2021-2022 SCHOOL YEAR

TRIMESTERS OPEN HOUSE PARENT TEACHER CONFERENCES

| <u>Trimester</u> | <u>From</u> | <u>Mid-Term</u> | <u>To</u> | <u># of Days</u> | <u>Report Cards Issued</u> |
|------------------|-------------|-----------------|-----------|------------------|----------------------------|
| 1 | 8-31 | 10-15 | 12-01 | 60 | 12-10 |
| 2 | 12-02 | 01-24 | 03-14 | 60 | 03-25 |
| 3 | 03-15 | 05-03 | 06-15 | 60 | Last day of school |

KINDERGARTEN

Orientation - Wednesday, September 1, 2021

First day of school - Thursday, September 2, 2021

OPEN HOUSE

Wednesday, September 15, 2021 5:00 p.m. - 7:30 p.m.

5:00 p.m. - 6:30 p.m. Grades K-3

6:00 p.m. - 7:30 p.m. Grades 4-6 and Specialists

FALL PARENT-TEACHER CONFERENCES

Tuesday, November 16, 2021 1:00 p.m. - 3:00 p.m. Early Release Day

Thursday, November 18, 2021 - 6:00 p.m. - 8:30 p.m.

SPRING PARENT-TEACHER CONFERENCES

Tuesday, March 29, 2022 1:00 p.m. - 3:00 p.m. Early Release Day

Thursday, March 31, 2022 6:00 p.m. - 8:30 p.m.

STATEWIDE ASSESSMENT WINDOWS 2021-2021

Spring 2022 MCAS Tests

TBD

STUDENT DISCIPLINE

The School Committee believes that all students deserve every opportunity to achieve academic success in a safe, secure learning environment. Good citizenship in schools is based on respect and consideration for the rights of others. Students will be expected to conduct themselves in a way that the rights and privileges of others are not violated. They will be required to respect constituted authority, to conform to school rules and to those provisions of law that apply to their conduct.

Each Principal shall include prohibited actions in the student handbook or other publication to be made available to students and parents.

Principals and staff shall not use academic punishment of any form as a consequence to inappropriate behaviors/actions by students.

The Principal may, as a disciplinary measure, remove a student from privileges, such as extracurricular activities and attendance at school-sponsored events, based on the student's misconduct. Such a removal is not subject to the remainder of this policy, law, or regulation.

The Superintendent shall provide each principal with a copy of the regulations promulgated by DESE and shall have each principal sign a document acknowledging receipt thereof, which shall be placed in their personnel file.

Suspension

In every case of student misconduct for which suspension may be imposed [1], a Principal shall consider ways to re-engage the student in learning; and avoid using long-term suspension from school as a consequence until alternatives have been tried. Alternatives may include the use of evidence-based strategies and programs such as mediation, conflict resolution, restorative justice, and positive behavioral interventions and supports.

Notice of Suspension:

Except for emergency removal or an in-school suspension of less than 10 days, a Principal must provide the student and the parent oral and written notice, and provide the student an opportunity for a hearing and the parent an Opportunity to participate in such hearing before imposing suspension as a consequence for misconduct. The Principal shall provide both oral and written notice to student and parent in English and in the primary language of the home if other than English. The notice shall include the rights enumerated in law and regulation. To conduct a hearing without a parent present, the Principal must be able to document reasonable efforts to include the parent.

(1) Except for offenses referenced in the note at the end of this policy.

Emergency Removal

A Principal may remove a student from school temporarily 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 Principal shall immediately notify the superintendent in writing of the removal including a description of the danger presented by the student.

The temporary removal shall not exceed two (2) school days following the day of the emergency removal, during which time the Principal shall: Make immediate and reasonable efforts to orally notify the student and the student's parent of the emergency removal, the reason for the need for emergency removal, and the other matters required in the notice as referenced in the applicable regulation; Provide written notice to the student and parent as required above; Provide the student an opportunity for a hearing with the Principal that complies with applicable regulations, and the parent an opportunity to attend the hearing, before the expiration of the two (2) school days, unless an extension of time for hearing is otherwise agreed to by the Principal, student, and parent; Render a decision orally on the same day as the hearing, and in writing no later than the following school day, which meets the requirements of applicable law and regulation.

A Principal shall also ensure adequate provisions have been made for the student's safety and transportation prior to removal.

In School Suspension — not more than 10 days consecutively or cumulatively

The Principal may use in-school suspension as an alternative to short-term suspension for disciplinary offenses. The Principal may impose an in-school suspension for a disciplinary offense under this provision, provided that the Principal follows the process set forth in regulation and the student has the opportunity to make academic progress as required by law and regulation.

Principal's Hearing - Short Term Suspension of up to 10 days

The hearing with the Principal shall be 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 committed the disciplinary offense, and if so, the consequences for the infraction.

At a minimum, the Principal shall discuss the disciplinary offense, the basis for the charge, and any other pertinent information. The student also shall have an opportunity to present information, including mitigating facts, that the Principal should consider in determining whether other remedies and consequences may be appropriate as set forth in law and regulation.

The Principal shall provide the parent, if present, an opportunity to discuss the student's conduct and offer information, including mitigating circumstances, that the Principal should consider in determining consequences for the student.

The Principal shall, based on the available information, including mitigating circumstances, determine whether the student committed the disciplinary offense, and, if so, what remedy or consequence will be imposed.

The Principal shall notify the student and parent of the determination and the reasons for it, and, if the student is suspended, the type and duration of suspension and the opportunity to make up assignments and such other school work as needed to make academic progress during the period of removal, as required by law and regulation. The determination shall be in writing and may be in the form of an update to the original written notice.

If the student is in a public preschool program or in grades K through 3, the Principal shall send a copy of the written determination to the superintendent and explain the reasons for imposing an out-of-school Suspension, before the short-term suspension takes effect.

Sturbridge Policies

Principal's Hearing — Long Term Suspension of more than 10 days but less than 90 days (consecutive or cumulative)

The hearing with the Principal shall be 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 committed the disciplinary offense, and if so, the consequences for the infraction.

At a minimum, in addition to the rights afforded a student in a short-term suspension hearing, the student shall have the following rights: 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; The right to be represented by counsel or a lay person of the student's choice, at the student's/parent's expense; 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; The right to cross-examine witnesses presented by the school district; The right to request that the hearing be recorded by the Principal, and to receive a copy of the audio recording upon request. If the student or parent requests an audio recording, the Principal shall inform all participants before the hearing that an audio record will be made and a copy will be provided to the student and parent upon request.

The Principal shall provide the parent, if present, an opportunity to discuss the student's conduct and offer information, including mitigating circumstances, that the Principal should consider in determining consequences for the student.

The principal shall, based on the evidence, determine whether the student committed the disciplinary offense, and, if so, after considering mitigating circumstances and alternatives to suspension as required by law and regulation, what remedy or consequence will be imposed, in place of or in addition to a long-term suspension. The principal shall send the written determination to the student and parent by hand-delivery, certified mail, first-class mail, email to an address provided by the parent for school communications, or any other method of delivery agreed to by the principal and the parent.

If the principal decides to suspend the student, the written determination shall: Identify the disciplinary offense, the date on which the hearing took place, and the participants at the hearing; Set out the key facts and conclusions reached by the principal; Identify the length and effective date of the suspension, as well as a date of return to school; Include notice of the student's opportunity to receive education services to make academic progress during the period of removal from school as required by law and regulation; Inform the student of the right to appeal the principal's decision to the superintendent or designee, but only if the principal has imposed a long-term suspension. Notice of the right of appeal shall be in English and the primary language of the home if other than English, or other means of communication where appropriate, and shall include the following information: The process for appealing the decision, including that the student or parent must file a written notice of appeal with the superintendent within five (5) calendar days of the effective date of the long-term suspension; provided that within the five (5) calendar days, the student or parent may request and receive from the superintendent an extension of time for filing the written notice for up to seven (7) additional calendar days; and that 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 a public preschool program or in grades K through 3, the principal shall send a copy of the written determination to the superintendent and explain the reasons for imposing an out-of-school suspension before the Suspension takes effect.

Superintendent's Hearing

A student who is placed on long-term suspension following a hearing with the principal shall have the right to appeal the principal's decision to the superintendent.

The student or parent shall file a notice of appeal with the superintendent within the time period noted above (see Principal's hearing — Suspension of more than 10 days). If the appeal is not timely filed, the superintendent may deny the appeal, or may allow the appeal in his or her discretion, for good cause.

Sturbridge Policies

The superintendent shall hold the hearing within three (3) school days of the student's request, unless the student or parent requests an extension of up to seven (7) additional calendar days, in which case the superintendent shall grant the extension.

The superintendent shall make a good faith effort to include the parent in the hearing. The superintendent shall be presumed to have made a good faith effort if he or she has made efforts to find a day and time for the hearing that would allow the parent and superintendent to participate. The superintendent shall send written notice to the parent of the date, time, and location of the hearing.

The superintendent shall conduct a hearing to determine whether the student committed the disciplinary offense of which the student is accused, and if so, what the consequence shall be. The superintendent shall arrange for an audio recording of the hearing, a copy of which shall be provided to the student or parent upon request. The superintendent shall inform all participants before the hearing that an audio record will be made of the hearing and a copy will be provided to the student and parent upon request. The student shall have all the rights afforded the student at the principal's hearing for long-term suspension.

The superintendent shall issue a written decision within five (5) calendar days of the hearing which meets the requirements of law and regulation. If the superintendent determines that the student committed the disciplinary offense, the superintendent may impose the same or a lesser consequence than the principal, but shall not impose a suspension greater than that imposed by the principal's decision. The decision of the superintendent shall be the final decision of the school district with regard to the suspension.

Expulsion

Expulsion is defined as the removal of a student from school for more than ninety (90) school days, indefinitely, or permanently as allowed by law for possession of a dangerous weapon; possession of a controlled substance; assault on a member of the educational staff; or a felony charge or felony delinquency complaint or conviction, or adjudication or admission of guilt with respect to such felony, if a principal determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school.

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

Academic Progress

Any student who is suspended or expelled shall have the opportunity to earn credits, make up assignments, tests, papers, and other school work as needed to make academic progress during the period of his or her removal from the classroom or school. The principal shall inform the student and parent of this opportunity in writing, in English and in the primary language of the home, when such suspension or expulsion is imposed.

Any student who is expelled or suspended from school for more than ten (10) consecutive days, whether in school or out of school, shall have an opportunity to receive education services and make academic progress toward meeting state and local requirements, through the school-wide education service plan.

The principal shall develop a school-wide education service plan describing the education services that the school district will make available to students who are expelled or suspended from school for more than ten (10) consecutive days. The plan shall include the process for notifying such students and their parents of the services and arranging such services. Education services shall be based on, and be provided in a manner consistent with, the academic standards and curriculum frameworks established for all students under the law.

The principal shall notify the parent and student of the opportunity to receive education services at the time the student is expelled or placed on long-term suspension. Notice shall be provided in English and in the primary language spoken in the student's home if other than English, or other means of communication where appropriate. The notice shall include a list of the specific education services that are available to the student and contact information for a school district staff member who can provide more detailed information.

For each student expelled or suspended from school for more than ten (10) consecutive days, whether in-school or out-of-school, the school district shall document the student's enrollment in education services. For data reporting purposes, the school shall track and report attendance, academic progress, and such other data as directed by the Department of Elementary and Secondary Education.

Sturbridge Policies

Reporting

The school district shall collect and annually repost data to the DESE regarding in-school suspensions, short- and long-term suspensions, expulsions, emergency removals, access to education services, and such other information as may be required by the DESE.

The principal of each school shall periodically review discipline data by selected student populations, including but not limited to race and ethnicity, gender, socioeconomic status, English language learner status, and student with a disability status in accordance with law and regulation.

SOURCE: MASC

LEGAL REF: M.G.L. 71:37H; 71:37H 4: 71:37H3/4; 76:17; 603 CMR 53.00

First Reading: June 1, 2015

Second Reading: September 3, 2015

Adoption: September 3, 2015

Suspension Procedures and Guidelines:

Notification of incident and/or consequence, law, and appeal process to parents:

In-School Suspension under M.G.L. c. 71, § 37H3/4

- (a) The principal may use in-school suspension as an alternative to short-term suspension for disciplinary offenses.
- (b) The principal may impose an in-school suspension for a disciplinary offense under 603 CMR 53.10, provided that the principal follows the process set forth in 603 CMR 53.10(3) through (5) and the student has the opportunity to make academic progress as set forth in 603 CMR 53.13(1).
- (c) 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 days, cumulatively or consecutively, in a school year.
- (d) On the same day as the in-school suspension decision, the principal shall make reasonable efforts to notify the parent orally as soon as possible 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 attempts to do so, such attempts shall constitute reasonable efforts for purposes of orally informing the parent of the in-school suspension.
- (e) 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 in 603 CMR 53.10(4), 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 other method of delivery agreed to by the principal and the parent.

Student Discipline Process

1. Receipt of conduct referral
2. Meet and speak with stakeholders:

Students

Witnesses

Staff

Parents/guardians as supported by laws governing suspension.

3. Notification of incident and/or consequence, law, and appeal process to parents:

A. In school suspension (M.G.L. c.71, section 37H 3/4) Principal Hearing

- a. Principal, verbally by phone/in person, informs the parent and/or guardian of the disciplinary offense, reasons for concluding that the student committed the infraction and length of the in school suspension.
- b. The Principal informs the student of the disciplinary charge and provides the student the opportunity to dispute the charges and explain the circumstances (Due Process).
- c. Principal determines student committed offences- the Principal must inform the student of the length of the suspension; which may not exceed ten days cumulatively or consecutively.
- d. Principal invites parent and/or guardians to a meeting to discuss the student academic performance and behavior, strategies for student engagement, and possible responses to the behavior.
- e. The parent/guardian meeting must be scheduled the day of the suspension, or as soon as possible, and the Principal must document at least two attempts to reach the parent and/or guardian for the purpose of verbally informing them.
- f. The Principal will send written notice to the student and parent/guardian about the in-school suspension, inviting the parent /guardian to a meeting, if one has not already occurred, which must be delivered on the day of the suspension.
- g. Principal must send a copy of the written determination to the superintendent, explaining reasons for imposing an out-of-school suspension for a student in grades preschool through grades K-3, before a short term suspension takes effect.

4. Educational Outreach and Support Options/Plans:

Email teachers and families (for in-school, external suspension, exclusion, after/before school)

Collection and distribution of work at start of suspension

Students with 10+ days of suspension-tutoring and extra help via any or all of the following

i. Extra help sessions after school / before school

ii. Tutoring outside school

iii. External placement as warranted or recommended through exclusion hearing only

2. Follow-Up:

Check-in with teachers on academic completion of assignments and grades

Provide educational support opportunities through mandatory help sessions

Communicate with families, students, counselors, teachers, and other stakeholders

53.10: In-School Suspension under M.G.L. c. 71, § 37H3/4

- (1) The principal may use in-school suspension as an alternative to short-term suspension for disciplinary offenses.
- (2) The principal may impose an in-school suspension for a disciplinary offense under 603 CMR 53.10, provided that the principal follows the process set forth in 603 CMR 53.10(3) through (5) and the student has the opportunity to make academic progress as set forth in 603 CMR 53.13(1).
- (3) 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 days, cumulatively or consecutively, in a school year.
- (4) On the same day as the in-school suspension decision, the principal shall make reasonable efforts to notify the parent orally as soon as possible 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 attempts to do so, such attempts shall constitute reasonable efforts for purposes of orally informing the parent of the in-school suspension,
- (5) 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 in 603 CMR 53.10(4), 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 other method of delivery agreed to by the principal and the parent.

Appendix I

Health and Wellness – Related to COVID-19

Please see additional information attached:

2021 Health and Safety Guidelines For Parents Regarding COVID-19

Tantasqua Regional & Union 61 Health Office Absence/AAttendance Reference

COVID-19 Testing Options

2021 Health and Safety Guidelines For Parents Regarding COVID-19

- **It is required that you check your child carefully for symptoms of COVID-19 before sending them to school each morning. It is important that you notify the School Nurse of any illness during the school year.**

These include: Fever of 100 degrees or higher, Chills, Cough not associated with a chronic cough, Shortness of Breath or Difficulty Breathing, Muscle or Body Aches, New Loss of Sense of Taste or Smell. These symptoms are considered to be related to COVID if in combination with other symptoms and include: Nausea, Vomiting and Diarrhea, Congestion or a Runny Nose, Headache and Fatigue.

- You should not medicate your child for a cough, headache or elevated temperature before sending them to school for the safety of everyone. Students medicated with fever reducing medication or cough suppressant before leaving for school will not be permitted to remain in school.
- It is necessary that you provide an emergency list of people who are able to pick your child up from school as soon as possible and at least within 45 minutes if they are ill and need to be dismissed from school. If parents/guardians cannot be reached, the Health Office staff will dismiss ill students to any emergency contact on record provided by the parent.
- Students must wear a mask in the Health Office as mandated by the Center for Disease Control and Protection (CDC). Students experiencing symptoms of illness will be placed in an area separate from other students with a mask while they wait to be dismissed if further evaluation is required as determined by the School Nurse.
- If the Health Office staff dismisses your child for further assessment by their doctor, they are only allowed to return to school with a doctor note, a negative COVID test or they must quarantine for 10 days. Test results from tests performed at home are not accepted.
- If a student receives a positive COVID test result, they will be required to stay home to isolate for 10 days and may only return to school if fever free for 24 hours and symptoms have greatly improved.
- If a student is considered to be a close contact, it will be recommended that they get tested on day 5 following exposure and they will be required to stay home to quarantine for 7 days regardless of a negative test.
 - Close contacts who must quarantine or get tested are considered to be anyone who is within 3 feet of a confirmed case for more than a cumulative total of 15 minutes while indoors.
 - Testing options are available to eliminate a quarantine for your child with a signed consent. These include testing your child for mild symptoms that develop during the school day. The School Nurse can perform a BinaxNow rapid antigen test and if the result is negative, your child may remain in school if symptoms are mild as determined by the School Nurse. If your child is considered a close contact, they may be tested by the School Nurse with the BinaxNow rapid antigen test for 5 consecutive days following exposure. If their results remain negative and they are asymptomatic, they may return to school each day.
- Students will be required to utilize the soap and hand sanitizer provided at school for scheduled hand washing and hand sanitizing but are allowed to bring their own products from home if preferred. These products may not be shared with other students.
- Bubblers will be closed except for refilling of water bottles. Please send your child with their own water bottle daily.
- All individuals must wear a mask on the school bus as mandated by the CDC.

Tantasqua Regional & Union 61 Health Office Absence/Attendance Reference

Dear Parent or Guardian,

This is a reference for you regarding our School Attendance Related to Illness Policy. We ask that you please keep the school nurse informed of all illness-related absences and/or COVID-19 diagnosis or exposure. Please contact the Health Office for any questions.

Symptoms and conditions requiring absence from school:

| Infectious Disease Symptoms | Other Conditions: |
|---|--|
| <ul style="list-style-type: none"> • <u>Fever or fever-like symptoms</u> <ul style="list-style-type: none"> ○ Temperature above 100.0 F with or without muscle ache and chills. • <u>Respiratory symptoms</u> <ul style="list-style-type: none"> ○ Frequent cough, congestion, runny nose, sore throat, shortness of breath not appeared to be related to allergies or asthma. • <u>Gastrointestinal symptoms</u> <ul style="list-style-type: none"> ○ Diarrhea, vomiting, or severe nausea. ○ Loss of appetite • <u>New unexplained loss of taste or smell</u> • <u>Extreme Fatigue</u> • <u>Student reported or has been notified that they have been in close contact with a positive COVID-19 case</u> | <ul style="list-style-type: none"> • <u>Confirmed non-COVID viral infectious disease</u> <ul style="list-style-type: none"> ○ Ex: influenza or rhinovirus • <u>Contagious infections requiring antibiotic treatment</u> <ul style="list-style-type: none"> ○ Ex: Strep throat or pink eye • <u>Undiagnosed, new, and/or untreated skin rash or condition</u> • <u>Doctor's note requiring an individualized plan of care to stay home due to medical concerns.</u> |

Procedure for Return to School

| Infectious Disease Symptoms | Other Conditions: |
|---|--|
| <ul style="list-style-type: none"> • If <u>experiencing symptoms of Illness or COVID-19</u>, please contact your child's doctor immediately. It is recommended that your child return to school with either a doctor's note or a negative COVID test result, is fever free for 24 hours and symptoms are much improved • If your child is considered to be a close contact (closer than 3 feet for longer than 15 minutes to the infected individual). They must quarantine and stay home to monitor symptoms. Choices include that your child be tested 5 days following exposure and if their test results are negative and they have no symptoms, they may return to school on day 8 following exposure. If you choose not to test your child they must stay home to quarantine for 10 days. There are more options to eliminate quarantine if the exposure occurred at school. Please check the school's website. • If POSITIVE for COVID-19, your child must stay home for 10 days and may return when they have been fever-free for 24 hours without fever-reducing medication and symptoms have much improved. | <ul style="list-style-type: none"> • If confirmed that your child is diagnosed with a non-COVID viral illness, they may return only with a doctor's note including diagnosis, a treatment plan and date of accepted return to school. • After the first 24 hours of various antibiotic treatments for contagious infections (i.e. strep throat, pink eye, etc.) • Doctor's note requiring an individualized plan of care to stay home due to medical concerns as specified. |

Please call the Health Office with any questions. Sincerely, Lisa Meunier/School Nurse

Phone: 774-241-3004

Fax: 774-241-0697 Email: meunierl@tantasqua.org

COVID-19 TESTING OPTIONS

2021-22 SCHOOL YEAR

All testing options require a signed consent

SYMPTOMATIC TESTING

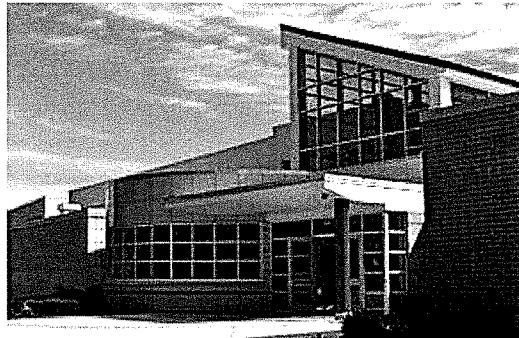
- For individuals who develop symptoms while at school, samples are collected at school in the Health Office using the BinaxNOW rapid antigen test.
- Those testing negative with isolated/mild symptoms can stay in school
- Those testing positive will be dismissed to isolate for 10 days at home. A negative test is not necessary to return to school.
- Individuals should not go to school if experiencing symptoms while at home.

“TEST AND STAY” (FOR CLOSE CONTACTS)

- Individuals who are considered to be a close contact with a COVID-19 positive individual while at school may remain in school as long as they remain asymptomatic and continue to have negative test results.
- Samples are collected in the Health Office using the BinaxNOW rapid antigen test for 5 consecutive days. If weekend days interrupt the 5 day testing period, individuals will be tested upon return to school.

ROUTINE COVID SAFETY CHECKS (POOLED TESTING)

- Routine Pooled Testing and Lab-Based Follow-Up Testing: two samples are collected from each individual. One swab will be placed in a larger tube, and the other in an individually labeled tube. All of these go to the lab. If a pool is positive, individual follow-up testing occurs at the lab, without a second sample collection and the Health Office is notified of the positive test result.



I dreamed I stood in a studio
And watched two sculptors there.
The clay they used was a young child's mind
And they fashioned it with care.
One was a teacher; the tools he used
Were books and music and art;
One was a parent with a guiding hand
And a gentle, living HEART.
And when at last their work was done
They were proud of what they had wrought.
For the things they had molded into the child
Could never be sold or bought.
And each agreed he would have failed
If he had worked alone.
For behind the parent stood the school,
And behind the teacher stood the home.

- Author Unknown

