

Buckland-Shelburne Elementary 2022-2023 HANDBOOK



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STUDENT HANDBOOKS – COMMON POLICIES AND PROCEDURES

BUCKLAND-SHELBURNE ELEMENTARY STAFF LIST

Classroom Teachers

PK: Kate Derry, Martha Parker
K: Kaitlynn Jenkins, AJ Tomlinson
1st: Erica Galipault, Corrie Wroblewski
2nd: Amy Kelley, Andrea Unaitis, Brittany York
3rd: Terry Page, Katrin Griswold
4th: Lisa Kuerzel, Jacqueline Fuller
5th: Lauren Paquin, Boris Samarov
6th: Christine Reidy, David Conlon

Related Arts Teachers

Music: Shelley Roberts
Art: Rebecca Aiken
Physical Education: Julia Keane
Library Manager: Lillian Whitsett

Main Office

Principal: Hayley Gilmore
Vice Principal: Joseph Moynihan
Administrative Assist.: Pam LaPierre, Jill Jablonski

Facility Personnel

Cafeteria Manager: Jennifer Shaw
Cafeteria Asst.: Jess Torrey
Head Custodian: Bob Wilson
Custodian Asst.: Jennifer Dupont, Phillip Lewis

Student Support Paraprofessionals

| | | | |
|------------------|--------------------|-------------------|----------------------|
| Ashley Fisher | Nancy Purington | Lillian Rush | Patricia Archambault |
| Karen Shippee | RoseAleta Beckwith | Ann Hallenbeck | Samantha Thompson |
| Becca Moro | Michele Howe | Ryan Eastman | Krystal Finn |
| Pam Noyes | Kristen Weigand | Heidi Moriarty | Rose Cole |
| Darline Upton | Becky Jefferson | Julie Sawyer | Matt Emmer |
| McKenzie Gancarz | Jeremy Stevens | Terry Peters-Gray | Kate Phillips |
| Julie Kingsbury | Emily Crawford | | |

Student Service Professionals

After School Director: Raelene Lemoine
Interventionist/ Special Educators: Jonathan Byerly, Jesse Shapiro, Lindsay Funk, Alicia Richter, Tom Dean, Leea Snape, Heather Looman
Physical Therapist: Rebecca Bucala
Occupational Therapist: Leanne Kieras
Sped. Liaison: Carolyn Goodnow
Behaviorists: Stefanie Cellilli, Matthew Simpson
Psychologist: Cathy Halberg
Counselor: Jana Standish
Speech Pathologists: Danielle Godden and Sal O'Shea
Early Childhood Coordinator: Amy Socquet
Nurse: Danielle Long

WELCOME TO THE 2022-2023 SCHOOL YEAR

Dear Buckland-Shelburne Elementary Community:

On behalf of the entire BSE Staff, it is my pleasure to welcome you to the 2022-2023 school year. The staff and I look forward to another successful year of partnering with each BSE family to assure your child(ren) grows and learns in a supportive, enriching and safe environment.

This handbook is intended to provide important information about our school and district practices and policies. While the handbook is comprehensive, it may not answer all questions you may have as we move through the school year. Therefore, do not hesitate to contact me directly at any time.

Thank you in advance for reading and discussing the contents with your child(ren) and returning the Acknowledgement Page sent home on opening day.

Respectfully,

Hayley Gilmore
Principal
Hgilmore@mtrsd.org

Our Vision Statement

- Buckland-Shelburne Elementary School is a community of happy and flourishing students who embrace diversity, have a passion for lifelong learning, and become responsible, engaged citizens.

Our Mission Statement

- Buckland-Shelburne Elementary School will cultivate a student-centered learning environment where inspiring educators create engaging educational experiences while encouraging collaboration and creative problem solving.

We are Trailblazers

- Because everyone is unique, our educational paths are filled with exploration, curiosity, individualized learning, community involvement and deep connections.

Core Values

- Respect
- Responsibility
- Kindness
- Curiosity
- Work Ethic

COMMUNICATION

Students and caregivers are encouraged to contact teachers and other school staff directly when they have questions or concerns, either by email or telephone. Please refer to the directory of school staff on the website for email addresses for Faculty and Staff.

The intent of the grid below is to direct caregivers to the faculty or staff member best able to address their particular concern.

| Concern | Contact Person |
|---|--|
| Health related concerns | Health Office |
| Student's performance/behavior/attendance in a particular course | Teacher |
| Social Emotional concerns with student | School Psychologist or Counselor |
| Disciplinary/ School safety concerns | Principal Hayley Gilmore |
| If you have contacted a teacher or Psychologist and you feel your concern has not been adequately resolved. | Principal Hayley Gilmore |
| If you feel that your concern still has not been resolved adequately at the building level. | Superintendent of Schools Sheryl Stanton |
| School Records | Administrative Assistants in Buckland-Shelburne Elementary School Office |

Central Office: (413)-625-0192

Superintendent of Schools.....Sheryl Stanton (ext. 1010)
 Superintendent's Administrative Asst.....Karen Totman (ext.1010)
 Business Administrator.....William Lataille (ext. 1012)
 Director of Curriculum and Assessment..... Sarah Jetzon (ext. 1016)
 Director of Pupil Services.....Leann Loomis (ext. 1025)
 Director of Transportation and Facilities.....Robin Pease (ext. 1021)

SCHOOL CLOSINGS

In the event of school closing due to unsafe weather conditions, school announcements will be broadcast, starting at 5:30 a.m. on WHAI, WHMP, WRSI, WHYN, WTTC, WAQY radio stations. School cancellations are also broadcast on TV40, TV3, and TV22, posted at <http://mohawktrailschools.org/>, our Facebook page and are announced via the district's automated phone system, School Reach.

Two-hour delays or early dismissals are possible in inclement weather; access the stations above for current information. When there is a two-hour delay the school day is scheduled to start at 10:45.

DAILY SCHEDULE

The school day **begins at 8:30 AM and ends at 3:15 PM.**

- 7:00** Before School Program opens to students K-6
- 7:30** Before School Program opens to PK students
- 8:15** Breakfast program begins
- 8:30** Preschool begins, K-6 Students not eating breakfast enter the building
- 8:45** Classroom instruction begins
- 8:46** Students marked tardy
- 11:30** 1st Group of Half Day PK program dismisses
- 12:30** 2nd Group of Half Day PK program dismisses
- 2:30** Full day PK programs dismiss
- 3:10** K-6 dismissal begins
- 5:30** After School Program Ends

Students are welcome to enter the cafeteria at 8:15 if they are participating in the breakfast program. Breakfast service begins at 8:15 and ends at 8:45. Doors open to all students at 8:30. **Please note that there is no morning supervision prior to 8:30 unless they participate in our before school program.** Students who arrive prior to 8:30 are expected to assemble on the school's porch calmly and respectfully. Student attendance is taken shortly after the 8:45 bell. Students who arrive after the 8:45 bell, must report their arrival to the office to avoid being marked absent.

ARRIVAL AND DISMISSAL POLICIES

Students come to school on foot, on bike, on scooter, in cars and in busses.

If you ride a bike or scooter, you must wear a helmet. Please secure your bike at the bike rack. BSE is not responsible for any lost, damaged or stolen bikes, scooters, or helmets.

If you drive your child(ren) to school, please do not pull into the circle until after the busses unload and pull out of the circle. The busses pull out of the circle at approximately 8:30 am. After the busses have unloaded students and left the circle, caregivers are welcome to drive into the circle and allow your child to hop out of the passenger side of the car. The drop off lane is single file, please do not pass the car in front of you. If your child cannot unbuckle themselves and hop out, or if you need to walk them to the door or come inside, the drop off circle is not the right place for your car. Please do not park in the circle. Please park on the street or in the parking lot and assist your child out of the car.

Bus Transportation

The Mohawk District contracts bus services through Travel Kuz Bus Co.(413-489-3194 ext. 10). Riding the bus is a privilege and all students must observe the safety expectations and proper riding rules. The school will send home a beginning of year form from the company that outlined their

expectations for safe riding. Please help us by reviewing the content of the form with your child at the onset of the school year. Inappropriate or unsafe behavior will result in the issuance of bus tickets.

1st Ticket: Warning

2nd: Ticket: Riding privilege suspended for (3) days

3rd: Ticket: Riding privileges suspended for (5) days

4th: Ticket: Riding privileges suspended indefinitely.

School Bus Regulations

1) Bus operators are in charge of the bus and the passengers. They are responsible for the safety of the pupils and for their conduct on the bus. Riding the bus is a privilege that can be denied temporarily or permanently, if a pupil's behavior warrants it. The operator reports to the bus company all violations of rules, and a pupil may become ineligible for transportation if his/her behavior creates a problem on the school bus. It is necessary for Students to observe the following rules:

- a. Be at the stopping places on time and ready to get into the bus with the least possible delay, in order to keep the bus on schedule.
- b. Do not stand or play in the roadway while waiting for the bus.
- c. Remain at least five feet from the bus when it stops to pick up, and move toward the bus only when the door opens.
- d. Students having to cross the road when boarding or leaving are to cross in front of the bus, NOT IN THE REAR, upon the driver's signal. All Students are to use extreme caution by looking at traffic both ways before crossing the road.
- e. After boarding the bus, take a seat as quickly as possible. The driver may assign you a special seat.
- f. Students will not be allowed to board or leave the bus at any other place other than their regular stop without written consent from their Parent(s).
- g. Students must provide the driver with written authorization in order to ride anywhere other than that to which regularly assigned.
- h. Obey the bus driver at all times while under his/her supervision.
- i. Do not bring animals, firearms, weapons, explosives, any objects prohibited from school grounds or any dangerous objects on the bus.
- j. Maintain an acceptable manner of conduct at all times. Smoking, vulgarity, and loud, boisterous or other improper conduct will not be permitted.
- k. Remain seated while the bus is in motion.
- l. Do not extend arms or head out of the bus windows at any time.
- m. Keep aisles clear of lunch boxes, musical instruments, books, etc.
- n. Assist the bus driver in keeping the bus clean by not eating or drinking while on the bus.
- o. Remain absolutely quiet when approaching a railroad crossing.
- p. Do not play a radio on the bus.
- q. Do not tamper with operating mechanisms on the emergency door.
- r. Do not operate the service (front) door; this is the responsibility of the driver.
- s. Do not damage or deface any part of the bus. Parents can be held responsible for repairs.

School Bus Safety Rules and Procedures

1. Use crosswalks if they are available.
2. When walking on the road, walk on the left side of the road (so that you will face the oncoming traffic).
3. Remain seated if the bus is delayed on the road.
4. Use emergency door only if there is an emergency.
5. Be helpful and of assistance to children who are smaller than you.
6. When you leave the bus, do not stop in the roadway, and NEVER try to pick up anything that is under the bus.
7. Go home promptly after you leave the bus.

Bus Warning Ticket System (Note: This system is in addition to any other disciplinary consequences contained in the student handbook.)

1. 1st Ticket – Warning.
2. 2nd Ticket – Riding privilege suspended for three school days.
3. 3rd Ticket – Riding privilege suspended for five school days.
4. 4th Ticket – Riding privilege suspended indefinitely.
5. If it is deemed necessary by the Superintendent of Schools, riding privileges may be suspended without using the above system.
6. If a ticket is issued, the Student must do the following in order to ride on the bus:
 - a. Have the ticket signed by the Parent(s)
 - b. Give the signed ticket to the bus driver.
 - 1) If a warning, the next morning the student rides the bus
 - 2) If a suspension, on the morning riding privileges are reinstated (note date on the ticket)
 - c. If the ticket has not been signed, the Student's first attempt to ride the bus will be allowed, however, the student will be brought to the Principal's office for Parent notification. If the Student does not return the signed ticket the following school day, the Student will not be allowed to ride the bus.

- d. If a Student refuses a ticket(s) she/he must report to the Principal or the bus company for a new one before she/he will be allowed to ride the bus again.
- e. If a Student rips up, loses, or in any way destroys a ticket issued to him/her, she/he must report to the Principal or the bus company for a new one before she/he will be allowed to ride the bus again.
- f. A Parent or Student may appeal to the school Administration for a hearing if they have any questions.

Dismissal begins at 3:10. BSE begins dismissal by excusing students who are going to the After School Program first. Following After School Students, we dismiss students who ride busses, then students who are registered as walkers. Lastly, we hold students who are being picked up on the school porch. Caregivers are welcome to drive into the circle once busses have been dismissed for easier pick up of students.

REGISTERING NEW STUDENTS

Caregivers are encouraged to visit the main office to register new students. Copies of immunization records and birth certificates are required before a child can begin attending school. A signature will be required to release school records from the sending school. This form enables the sending school to forward official student file, IEPs, 504s, medical records and other pertinent information that is kept on the student.

Students must be 3 years old by August 31st to attend district preschool.

Students must be 5 years old by August 31st to attend district kindergarten.

WAYS TO GET INVOLVED

SCHOOL COMMITTEE

The Mohawk Trail Regional School Committee meets the second Wednesday of each month, beginning at 6:30 PM. All meetings are open to the public. Agendas are posted before each meeting with the meeting link.

LOCAL EDUCATION COUNCIL (LEC)

The Local Education Council is an advisory board to the building administrator and plays a vital role in shaping the educational direction of the school. This council is responsible for establishing and monitoring the yearly School Improvement Plan.

PARENT TEACHER ORGANIZATION (PTO)

The parent teacher organization (PTO) is active in providing both educational and enrichment opportunities for all Buckland-Shelburne Elementary students. The PTO will be holding meetings typically on the second Tuesday of each month at 7:30. Our PTO is all inclusive. That means all families, all community members, and all staff are included, and you can be part of any of it that works for you without pressure to attend every single event. This past year we split into smaller committees to run specific events, that way a person could help with one thing when it fit their schedule, but not feel pressure to do all events. Last year the PTO hosted: a watermelon social in the week before school starts, a talent show, teacher appreciation, and Spaghetti Supper for the Bridge of Flowers Road Race. We also did some fundraising with Original Works and clothing sales.

VOLUNTEERING

All volunteers must have an up to date CORI/SORI and sign our [volunteering paperwork](#). Whether you are volunteering in a classroom, in the cafeteria, on the playground, attending PTO or LEC or helping out in the front office or the library we gladly accept your help. Please be sure to read the volunteer guidelines and expectations document that you receive when you sign up in the office.

CAREGIVER VISITS

Please call your child's teacher to arrange a classroom visit. All visitors are required to register and sign in at the office when they enter the building and wear a Visitor's I.D. in order to comply with fire laws and ensure school safety for all occupants.

CAREGIVER/TEACHER CONFERENCES

The staff of the Buckland-Shelburne Elementary School has always placed a great deal of emphasis on Caregiver/Teacher Conferences. These conferences are scheduled twice during the school year, one in the fall, the other in the spring. Dates of the conferences are printed on the school year calendar. The office will be scheduling times in the afternoon and evening and every effort will be made to reserve a convenient time for you to meet with your child's teacher. Caregivers can sign up for conferences during Open House in September.

EVENTS

- 8/12/22 PTO and Bridge of Flowers Road Race Spaghetti Supper
- 8/26/22 PTO Watermelon Social
- 8/29/22 First Day of School- K-6 Students 12:30 Release
- 8/30/22 Second Day of School- 12:30 Release
- 8/31/22 Third Day of School- 12:30 Release
- 9/1/22 Preschool Family Visit Day- Caregivers and Preschoolers visit from 8:30-10:30

SCHOOL-WIDE RULES

TELEPHONE USE

In order to keep the BSE telephone lines as free as possible, we ask caregivers cooperation in helping students make after school plans at home prior to the start of the school day. We will always deliver phone messages from caregivers to their child, but will not interrupt a classroom for personal calls. We will not deliver messages to students if the caller is unknown to us. If a student has a cell phone they **must** keep it off in their backpack at all times. If this is not followed the teacher will hold it in their desk or it will go to the front office until the end of the day. The first time the student can pick it up but after that a family member will need to pick up the device.

ELECTRONIC DEVICES

While families stay connected through cell phones, BSE practice does not allow this use during the school day. If brought to school, electronics of any kind, including cell phones should remain in backpacks or left with classroom teachers for safe keeping. If exposed, they will be safeguarded by the office or classroom teacher and caregivers will be notified.

ATTENDANCE

Our doors open at 8:15 for breakfast, at 8:30 for students to come in, put their backpack away, and get settled. **The school day begins promptly at 8:45.** Students should make sure they have eaten, have all the materials they need for the day and have gone to the bathroom. All students are expected to be in school for the entire day, except for illness, appointment, or religious exemption.

ABSENCES

Caregivers must notify the school whenever a student is absent. Please note that the school will ask for documentation for any excused absences.

UNEXCUSED Absences from school include:

- Truancy
- Vacations taken while school is in session

EXCUSED absences from school include:

- Religious observance
- Illness; serious, long-term with a doctor's note
- Death of a family member
- Child's Medical appointment with doctor – physician's note
- Court appointment

Whether excused or unexcused, a note from the caregiver must accompany the student on their return to school. A telephone call from the caregiver to the school is acceptable to document the absence if made by 9:00 AM the day(s) of the absence.

After three consecutive days of absence, school personnel will contact the family to determine the student's status. Students who have been out for three or more consecutive days may be required to provide the school with a doctor's note at the school's discretion. MGL Chapter 76, Section 2 allows consequences for students when absences amount to more than seven full or fourteen half days in a six month period. The MTRSD School District has established the following guidelines for excessive student absences:

- After seven absences, excused and/or unexcused, a letter of notification will be sent home to the caregivers.
- After ten absences, excused and/or unexcused, a 2nd letter will be sent requiring the caregivers to meet with the Principal, with a copy of the letter sent to the office of the Superintendent, Mohawk Trail Regional School District. Another copy of the letter may be sent to the designated Mohawk Trail Regional School District Truant Officer.
- After fifteen absences, a 3rd letter will be sent home and a referral of the situation may be sent to the designated Mohawk Trail Regional School District Truant Officer and copy to the office of the Superintendent, Mohawk Trail Regional School District.
- After twenty absences, a 4th letter will be sent home and a referral may be sent to the Massachusetts Department of Children and Families for investigation, with a copy sent to the office of the Superintendent, Mohawk Trail Regional School District.

A student who is absent from a class may not participate in extracurricular activities, such as athletics, on the day of the absence, unless participation is approved in advance by the principal. School-sanctioned field trips, assemblies, school visits with school permission,

athletic competitions and other school-sanctioned activities will not be considered an absence.

CONSEQUENCES FOR EXCESSIVE TARDINESS TO SCHOOL:

The Mohawk Trail Regional School District has established the following guidelines for elementary school students who have excessive tardies:

- After seven tardies, a letter of notification will be sent home to the caregivers.
- After ten tardies, a 2nd letter will be sent requiring the caregivers to meet with the Principal, with a copy of the letter sent to the office of the Superintendent, Mohawk Trail Regional School District. Another copy of the letter may be sent to the designated Mohawk Trail Regional School District Truant Officer.
- After fifteen tardies, a 3rd letter will be sent home and a referral of the situation may be sent to the designated Mohawk Trail Regional School District Truant Officer and copy to the office of the Superintendent, Mohawk Trail Regional School District.
- After twenty tardies, a 4th letter will be sent home. A referral to the Massachusetts Department of Children and Families for investigation may occur at this point, with notification of the referral sent to the office of the Superintendent, Mohawk Trail Regional School District.

Recommended by Policy Subcommittee 5/26/11

First Read: June 15, 2011

Second Read and Adoption: July 20, 2011

Mohawk Trail Regional School District School Committee

CLOTHING EXPECTATIONS

Staff and students have a right and responsibility to monitor their dress attire. We recognize that dress and attire are forms of personal expression that bring a rich and creative component to our school culture. However, we expect that staff and student dress will reflect the seriousness to which we and our entire school community takes education. We ask that students and staff think about the context of school when choosing what to wear and strive for their dress to bring a positive impact on student learning, student behavior, and the overall educational environment.

Clothing, hats or jewelry advertising or promoting tobacco, alcohol, violence (including images of weapons) or controlled substances are prohibited. Clothing with messages demeaning to or oppressive toward groups or individuals is not allowed. In the event that students fail to comply with these expectations, they will be asked to change attire. Caregivers/guardians may be contacted and asked to provide acceptable clothing to the school. In the event that a student refuses to comply with

the request of staff or administration, their caregivers/guardians will be contacted and the student may face disciplinary action.

- Clothing Helpful Tips:
 - All students should wear shoes appropriate for multiple activities throughout the school day. Take into consideration that recess is a part of the daily schedule.
 - Remember: students are outside as much as possible, light rain or shine.
 - Our building can change temperatures throughout the day. Your student may be cool when they arrive, but warm up as the day progresses. We suggest light layers for maximum comfort.
 - Perfume and cologne is not allowed at school.
 - Baseball caps can be worn however if it is a distraction in the classroom it is up to the discretion of the teacher and should not be worn in the cafeteria.
 - Sunglasses are not to be worn indoors unless there is a medical need.
 - Winter wear: All students are expected to participate in outside activities, therefore, students should come prepared with a hat, gloves, coat, snow pants and boots on a daily basis. In addition, students must have a second pair of shoes for inside wear other than outside boots.

In the event that students fail to comply with these expectations, they will be asked to change attire. caregivers may be contacted and asked to provide acceptable clothing to the school. In the event that a student refuses to comply with the request of staff or administration, their caregivers will be contacted.

TECHNOLOGY

Buckland-Shelburne Elementary has one to one chromebooks for students in grades K to 6th. It is our expectation that students use the technology with respect and follow the directions from the teachers. If the technology is being misused then the student will lose the privilege to use the technology for a period of time. Other forms of technology that do not belong to the school must stay in their backpack. If the devices do not stay in their bag then it will be sent to the office. The first time the student can pick it up but after that a family member will need to pick up the device.

RECORDING DEVICES

Recording devices (both audio and video) are not permitted in classrooms without prior consent of the teacher and the administration. Unauthorized use of digital images, both still and video, will be considered a violation of the code of conduct.

SALE OF GOODS IN SCHOOL

Students are not permitted to purchase or sell items from other students in school, including, but not limited to, electronic items, food or drink.

LIBRARY BOOKS AND SCHOOL MATERIALS

Students will visit the library at least one time per week. Students are encouraged to check out a book for their own enjoyment. We ask families to help students care for and return library books and school materials.

DISCIPLINE GUIDELINES:

The Buckland-Shelburne Elementary staff believes that children need to be taught and practice social skills. Among others, the social skills of cooperation, assertion, responsibility, empathy, and self-control are vital to the social, emotional, and academic growth of children. Students participate in a rules creation process that allows the entire community to develop, understand, and practice following rules. These rules come alive through interactive modeling and practice. This practice is supported and reinforcing, reminding, and redirecting teacher language.

BSE staff agrees that the most powerful way to respond to misbehavior is to put school-wide effort into cultivating positive behavior at the start, and responding to misbehavior in a positive manner. We currently implement three tiers of PBIS (*Positive Behavioral Intervention Supports*) when responding to behaviors, positive and negative. In addition, we implement many of the Responsive Classroom philosophical social practices.

PBIS is a proactive, team-based framework for creating and sustaining safe and effective schools. Emphasis is placed on the prevention of problem behaviors through the development of prosocial skills and the use of data-based problem solving for addressing concerns.

Tier I includes all students. At this tier, we explicitly teach expected behavior both in the classroom and across school settings and acknowledge through a positive response reward system to individuals and/or whole group for adhering to school rules.

Tier II identifies individual students, through office referrals, who struggle to maintain expected behavior throughout the day. A Check In/Check Out individualized for the student, to offer increased support may be warranted. Caregivers are notified if a student reaches this tier.

Tier III offers the most support, behaviorally and is designed to meet the students identified needs.

Children are taught that they will have respectful, relevant, and realistic logical consequences when a rule is broken. Behavior that grossly violates acceptable standards of behavior may require suspension or expulsion. More information about suspension and expulsion can be found in the Common Chapters beginning on page 12 of this handbook.

The Code of Conduct includes a tiered levels of response system. While more than one level may be marked, it is at the discretion of the staff and administration as to which response(s) will be utilized. Should there be chronic behavior exhibited, the levels of response may need to be increased.

Inappropriate and Disruptive Behaviors and Levels of Response

Key: Use Lowest Level Indicated First

| Level 1: Classroom Interventions/Consequences | Level 2: Used when Level 1 interventions have been ineffective | Level 3: When level 1 and 2 have been used | Level 4: Detention or In School Suspension* | Level 5: Out of School Suspension or Expulsion* |
|---|--|--|--|--|
| <p><i>Teachers use these interventions to help students change behavior in the classroom. Typically used when no or limited prior incidents have occurred. No office referral indicated.</i></p> | <p><i>Supports in the classroom have been in place to address but the behavior is continuing and interfering with the students or classmates learning. Use the following interventions and do a Minor referral form.</i></p> | <p><i>Used when previous interventions have been ineffective and behavior is escalating and disrupting the learning environment. Major referral form and office notified</i></p> | <p><i>Used when previous interventions have been ineffective and behavior is escalating and disrupting the learning environment. The student has received multiple major referrals.</i></p> | <p><i>Used when the student's behavior has seriously disrupted the learning environment and created a safety risk in the school.</i></p> |
| <p>Responses or Interventions may include:</p> <ul style="list-style-type: none"> ● Teacher gives visual reminder ● Teacher moves next to student ● Student uses the menu of strategies for student to get back on track ● Teacher tells student to take a walking break ● Student takes a break away from classmates | <p>Responses or Interventions may include:</p> <ul style="list-style-type: none"> ● Student uses the recap page for conversation model to reflect on how actions affect themselves and others ● Logical Consequence where applicable (cleaning up mess, repairing damage, loss of privilege) ● Teacher conference with student ● Email or phone call from teacher to guardian | <p>Responses or Interventions may include:</p> <ul style="list-style-type: none"> ● Student uses a recap page to reflect on actions affect themselves and others ● <i>Consult with psychologist or principal</i> ● <i>Recess or lunch detention</i> ● <i>Mediation</i> ● <i>Teacher/staff conference</i> ● <i>Daily check in</i> ● <i>Email or phone from principal or teacher to guardian</i> | <p>Responses or Interventions may include:</p> <ul style="list-style-type: none"> ● Referral to the office ● Phone call or in person meeting between principal and guardian | <p>Responses or Interventions may include:</p> <ul style="list-style-type: none"> ● Phone call or in person meeting between principal and guardian |

CATEGORY 1

| Inappropriate or Disruptive Behavior | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
|---|---------|---------|---------|---------|---------|
| Student uses inappropriate language. Use of replacement words in an aggressive way. | X | X | | | |
| Student engages in non-serious, but inappropriate physical contact such as not keeping hands to self, playing roughly on playground, picking up others, etc | X | X | | | |
| Student engages in brief or low-intensity failure to respond to adult requests, including work completion. Example: when asked to do something, student says, "No, I don't want to." | X | X | | | |
| Student engages in brief to low-intensity verbal or non-verbal displays of rudeness or discourtesy, including personal and physical spaces. Examples: arguing, tone of voice, eye rolling, cutting in line, etc | X | X | | | |
| Student engages in low-intensity, but inappropriate disruptions such as noises, misuse of fidget tools, side conversations, tapping pencils, blurting out, etc | X | X | | | |
| Disregard to school-wide expectations. Examples: running in halls, inappropriate voice, taking turns, etc | X | X | | | |
| Student engages in low-intensity misuse of property such as writing on books, using playground equipment improperly. | X | X | | | |
| Taking items without permission. Examples: taking pencils from another student, borrowing without asking, taking items from the teacher's supplies without permission | X | X | | | |
| Technology misuse - Failure to follow district's responsible use policy | X | X | | | |
| Student leaves the classroom or assigned area without permission | X | X | | | |

CATEGORY 2

| Inappropriate or Disruptive Behavior | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 | Police Must be Informed |
|---|---------|---------|----------------------------------|---------|---------|-------------------------|
| Student delivers verbal messages that include swearing, name calling, or use of words in an inappropriate way that is directed at someone. | X | X | | | | |
| Student engages in actions involving serious physical contact where injury may occur. Examples: hitting, punching, throwing objects, etc. | | X | X | | | |
| Student engages in continuous refusal to follow directions, talks back, and/or delivers socially rude interactions, repeatedly and/or intentionally disruptive. | | X | X | | | |
| Student engages in continuous verbal or non-verbal displays of rudeness or discourtesy such as inappropriate gestures, arguing, yelling, etc | X | X | X | X | X | |
| Student repeatedly delivers disrespectful messages (verbal or gestural) to another person that includes threats and intimidation, obscene gestures, pictures or written notes | X | X | X | X | X | |
| Repeated disregard for school-wide expectations. | | | X | X | | |
| Misuse of bathrooms, aggression with furniture/supplies, damaging or intentionally defacing property | X | X | X loss of computer privileges | X | X | X |
| Taking items without permission. Example: repeated taking or borrowing items without asking, or theft of valuable items. | X | X | X | X | X | X |
| Failure to follow district's responsible use policy | X | X | X | | | |
| Student delivers message that is untrue and/or deliberately violates the rules | X | X | X | | | |
| Student leaves the building without permission or supervision and/or repeated minor elopement | | | | | | |
| Behavior that is materially disruptive to the educational process | | X | X | X | X | |
| Disruption of a school assembly | | X | X | X | X | |

CATEGORY 3

| Bullying, Harassment, Vandalism, etc. | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 | Police Must be Informed |
|--|---------|---------|---------|---------|---------|-------------------------|
| Bullying, cyber-bullying, retaliation or acts of intimidation. (see Anti- Bullying Policy) | | X | X | X | X | X |
| Vandalism; misuse of school property | | X | X | X | X | X |
| Larceny, theft, possession of stolen property | | X | X | X | X | X |
| Fighting, Assault and/ or battery on a student; (including threats.) | | X | X | X | X | X |
| Harassment <ul style="list-style-type: none"> ● Harassment: Non-Sexual—The delivery of disrespectful messages in any format related to gender, gender identity, ethnicity, race, religion, disability, physical features or other protected class (Multiple instances will prompt bullying investigation) ● Harassment: Sexual—Unwelcome sexual advances, requests for sexual favors, other physical or verbal conduct or communication of a sexual nature, including gender-based harassment that creates an intimidating, hostile, or offensive educational or work environment. | | X | X | X | X | X |
| Hazing | | X | X | X | X | X |
| Use/Possession of dangerous substances (matches, lighters, firecrackers, gasoline, lighter fluid) | | | X | X | X | X |
| Possession, use, distribution of drugs, alcohol, tobacco products, vaping materials or drug paraphernalia on school grounds (see Drug policy for definitions) | | | | X | | |

BULLYING

For more information about our District Bullying Policy, please use this hyperlink: [Bullying](#)

CAFETERIA

BREAKFAST PROGRAM

Buckland-Shelburne Elementary offers breakfast to all students for free. The cafeteria is open each morning from 8:15 until 8:45. Students may select from the a la carte selections, which may include juice, fruit, cereal, bagels, muffins, waffles, etc.

LUNCH PROGRAM

Buckland-Shelburne Elementary offers lunch to all students for free. Regardless, all families are encouraged to fill out the application for Free and Reduced meals. This form is sent home at the onset of the school year. Applications are accepted throughout the year. The number of qualifying families directly impacts our Title 1 Federal Funding.

2022-2023 school prices:

| | |
|------------------|--------|
| Adult Breakfast: | \$2.00 |
| Adult lunch: | \$4.00 |

HEALTH OFFICE

Please feel free to contact the health office with any health related questions. If your child has a doctors appointment it is an excused absence with a doctor's note. Please make sure you turn those into the school nurse. The nurse provides health screenings, and puberty education in addition to all other health care needs.

ALL SCHOOL MEETINGS

All grades join together for an All School Meeting in an effort to build/maintain a positive social community. Students greet each other, share projects and events, and sing.

ASSESSMENT

Students participate in assessments in the fall, winter, and spring that help teachers determine students skill acquisition and mastery. Appropriate interventions are implemented to target specific needs. In addition, students in grades 3-6 take the MCAS (Massachusetts Comprehensive Assessment System) in the spring.

PUPIL SERVICES

Buckland-Shelburne Elementary offers the following special support services to students who have needs which cannot be met exclusively in the regular classroom.

- 1. Title I:** Title I is a federally funded regular education program. A School wide Program is one in which districts have elected to use Title I funds in combination with other federal, State, and

local funds to upgrade a school's entire educational program. The eligibility criteria are based on the percentage of children living in the area from low-income families or the percentage of students enrolled in the school from low-income families.

2. Special Education Services: Outlined in Common Chapters portion of this handbook.

3. Child Study Team: Buckland-Shelburne Elementary has established a child study team that meets weekly or as needed. This team is made up of teachers, special education service providers, school psychologist and principal. The purpose of this team is to support educators, by making recommendations for interventions to assist with individual students who are showing signs of difficulty at school. If the recommendations are unsuccessful, caregivers are contacted. A second child study meeting includes caregivers to assist in resolving school concerns. Caregivers are welcome to access this team if they find their child is showing signs of difficulty with any aspect of his/her school experience.

SCHOOL IMPROVEMENT PLAN GOALS

The four strategies addressed in the District and School Improvement Plan are:

Innovate and Reimagine Learning

- All core programming will be revised and aligned to current Massachusetts Learning Standards and Content Frameworks and instruction will be aligned to research-based best practices
- The district will develop and implement a K-12 Trailblazer model that empowers all students as leaders of their own learning
- The district will expand social emotional learning and supports so that all students have the knowledge and skills to become engaged learners and citizens

Build Community and Prioritize Relationships

- Establish an environment of collaboration and community involvement linking caregivers to learning and programs in the classroom, in the schools, and in the district
- Establish effective communication with all stakeholders
- Establish a district-wide connection between schools

Invest in Our Shared Future and Create Sustainability

- The district will be positioned for fiscal sustainability through 2030 to provide the educational programming that advances and supports strategic plan objectives
- The district will recruit and retain high quality educators
- Facilities will reflect needs of 21st century learning and beyond

Foster an Inclusive Community of Learners , Honor the Student Experience and Expand Awareness Within Our Community

- The district will have systems and structures that empower everyone in the learning community with the knowledge, skills, and strategies necessary to navigate and flourish in our complicated and ever-changing world, and have a sense of agency to do good work in their community and in the world
- The district will have an anti-racism mission and vision and imbed diversity, equity, and inclusion in all of our work

For a complete copy of the District and School Improvement Plan, please use this hyperlink: [School and District Improvement Plan](#).