

Becket Washington

An Innovation School

**Family and Student Handbook
2016-2017**

The Central Berkshire Regional School district does not discriminate on the basis of age, disability, sex, race, religion, sexual orientation or national origin.

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WELCOME!

Welcome back to the 2016-17 school year at Becket Washington! This handbook should help you better understand your child's academic programming as well as the daily routines and expectations. Academic and social and emotional growth is at the forefront at Becket Washington and communicating your child's progress is our priority. Educational programming at Becket Washington will continue to include a reading, writing, and math workshop model of instruction, writing across the curriculum, place-based environmental science education, and technology integration. We follow the state-wide Common Core Standards and continue to refine our delivery of this curriculum through collaborative practices and updated resources. Our goal is to ensure that your children are well prepared for future expectations!

A defining feature of Becket Washington is the commitment that all educators show toward the learning and well-being of the whole child and I am proud to be a part of such a caring and dedicated community! This handbook will help answer some of your questions and help build a strong foundation for school and family partnerships. It does not however cover all possible issues or questions so please let me know if I can help in any way!

Leslie Blake-Davis
Principal

MISSION STATEMENT

The *mission of CBRSD* is to ensure that every student meets the highest possible educational standards so that they may become responsible citizens able to meet the demands of a diverse and ever changing society.

Consistent with our district mission, Becket Washington School strives to prepare students for a 21st century world by providing state of the art instruction through partnerships and collaboration, placing emphasis on writing across the curriculum, strengthening relationships with families, and integrating technology. Students will be prepared to assume responsibility as global citizens in order to respond to an ever changing world.

VISION STATEMENT

The Becket Washington learning community creates equal opportunities for all students to pursue their passion for life-long learning. Teachers and students alike collaborate, reflect on their learning, and establish high expectations (supported by a rigorous and challenging curriculum) to ensure progression toward readiness for the challenges that lay ahead. Through partnerships and collaboration with CBRSD schools and organizations who are likewise committed and who have demonstrated success, Becket Washington students have opportunities to learn from experts in their field. Teachers work toward engaging students in tasks that gradually increase in complexity and promote higher level thinking skills. Emphasis is placed on writing across the curriculum and students and teachers work to establish common expectations and understandings. Additionally, students and staff work toward self-sufficiency in technology for the purpose of "... understanding the relationship between information, people, and technology...and the role of information in human endeavors..." (iSchool). As a learning body, it is our directive and responsibility to ensure that all students are moving toward mastery of the newly adopted Common Core Curriculum to ensure college and career readiness. The staff at Becket Washington is committed to this course of action by ensuring

alignment with the MA Curriculum Standards, the Next Generation Science Standards, and using widely accepted and high quality assessment tools. It is our vision that through this commitment and dedication to learning and our willingness to reflect and embrace an ever changing world, we will become the "...voice of the future..."

SCHOOL HOURS

The school day begins at 8:25AM and ends at 2:50PM. Students enter through the cafeteria door in the morning. Bus students exit through the cafeteria door at the end of the day. Students who are walkers or picked up at the end of the day wait in the front lobby. Becket Washington has an after school homework/mentor program sponsored by the Becket Library. These students are picked up and brought to the library Tues.-Thurs. and wait in the main lobby as well. Please do not drop children off before 8:15AM; there is no supervision at this time. We have limited parking spaces in our parking and as a result we ask that if you are unable to find an available space, please park across the bridge. The area in front of the gate (near our playground) is a designated fire lane and for safety reasons, this must be kept open. I appreciate your consideration regarding the safety of Becket Washington students.

PARENT TEACHER ORGANIZATION

Parents and guardians are encouraged to attend the PTO monthly meetings to actively participate in your school community and to become more involved in your children's education. The PTO meets on the *first Wednesday of each month*. The PTO funds numerous enrichment opportunities for all students. Various activities are scheduled to support these activities including: book fairs, family nights, special dinners and many more! If you would like to join the PTO and are unable to attend

all of the meetings, we can keep you posted through email. During Open House, simply add your email address to the sign-up sheet. You may contact PTO officers by leaving a message at school, 623-8757.

SCHOOL COUNCIL

The School Council is an advisory body composed of teachers, parents and community members designed to help identify the educational needs of the students attending Becket Washington School. This organization typically reviews the annual school budget, the school improvement plan and advises on various operational issues. You can nominate yourself or someone you know for election to the School Council. *School Council meetings are regularly scheduled the first Wednesday of each month and precede PTO meetings. The agenda is posted on the CBRSD website as well as the BW website one week prior to the scheduled meeting time.*

TRANSPORTATION

Transportation:

Please do not pass the school buses or make U-turns in the driveway.

- Bus transportation is provided by the district to transport children between school and home... The buses cannot be used for any other purpose, such as parties, visiting or meetings. Parents must arrange their own transportation for these occasions.
- If your child is scheduled to take a bus, but will be walking, or will be picked up by someone on a particular day, you must send a note to the child's teacher. This note will be passed on to the office, so that the appropriate people will be aware of the change in the routine. If this change will occur weekly - one note dated for the duration of that activity will be sufficient.

- All walkers or children driven to school should use the cafeteria entrance. Please come to the front door for afternoon dismissal. Please exercise caution when driving on school grounds, and observe all 'no parking' signs. **Please note there is no adult supervision before 8:15AM**

COMMUNITY USE OF FACILITIES

The school Community investment in physical plant and facilities has for its first priority the education of children in the district. Organized citizens groups within the district who wish to use the district facilities for educational or other beneficial social events are required by school district policy to apply, in writing, through the principal of the building they wish to use. These applications should be made one month or more in advance of the interested use. Any overtime incurred by the custodians and/or cafeteria staff for Community Use of Facilities will be charged back to the group using the facility. For more information refer to Policy 7520 or contact the Central Office at 413-684-0320.

IMPORTANT DATES

***Please note that the school day will end at 11:20AM on half-day dismissal.**

Becket Washington Open House will be held on **Wednesday, September 14, 2016** from **6:30-7:30PM**.

EPSF (Early Prevention of School Failure) Kindergarten screening will be held in **late September or early October**. There will be **no** regularly scheduled Kindergarten classes on that day. More information will be sent home with your child prior to the screening.

Parent Conferences will be held on the **afternoon and evening of Thursday, November 10**. Sign-ups for these conferences will be at Open House.

Next Generation MCAS (replacing PARCC)

*****Please do not schedule vacations, doctor's or dentist's appointments during state-wide assessments. There is a very small window of time for make-ups.***

Next Generation MCAS – April 3-May 26

In-service Days	Sept. 16 (1/2 day) Oct. 7 (full day) Dec. 2 (1/2 day) March 10 (1/2 day) May 19 (1/2 day)
Holiday Vacation	Dec. 23-Jan. 2 (Dec. 23 is a ½ day)
Winter Vacation	February 20-24 ****This is a change from last year.***
Spring Vacation	April 17-21, 2017

Last Day of School June 13, 2017 (in a perfect world with no snow days) Add a day to June 13 for every snow day.

Marking Term and Report Card Dates 2016-2017

First Quarter

- August – October
- Report cards to go home – November

Second Quarter

- November – January
- Report cards to go home – January

Third Quarter

- January – April
- Report cards go home – April

Fourth Quarter

- April – June
- Report cards go home – June 14 (or last day)

BECKET WASHINGTON STAFF

Principal: Ms. Leslie Blake-Davis	<i>lblakedavis@cbrsd.org</i>	Occupational Therapist: Judy Andersen	Felicia Nevo, Ed Clark, fnevo@cbrsd.org janderson@cbrsd.org
Nurse: Ms. Tonya Halley	<i>thalley@cbrsd.org</i>	Speech and Language: Renee Riley	rriley@cbrsd.org
Preschool: Mrs. Maggie Kelleher	<i>mkelleher@cbrsd.org</i>	Guidance Counselor: Mrs. Valerie Welts	vwelts@cbrsd.org
Kindergarten: Mrs. Shelly Grogan	<i>shgrogan@cbrsd.org</i>	Administrative Assistant Mrs. Lisa Grogan	lgrogan@cbrsd.org
Grade 1: Mrs. Amelia Chandler	<i>achandler@cbrsd.org</i>	Head Custodian memersoncbrsd.org Mr. Mike Emerson	
Grade 2: Mrs. Sarah DiFazio	<i>sdifazio@cbrsd.org</i>	After School Custodian Mr. Ray Tarjick	rtarjick@cbrsd.org
Grade 3: Mrs. Colleen Trager	<i>ctrager@cbrsd.org</i>	Head Cook Ms. MaryJo Barrett	mbarrett@cbrsd.org
Grade 4: Mrs. Patricia Robie	<i>probie@cbrsd.org</i>	Assistant Cook Mrs. Amy Pharmer	apharmer@cbrsd.org
Grade 5: Mrs. Shannon Griffin	<i>sgriffin@cbrsd.org</i>	Kindergarten Para Mrs. Edy Jones	ejones@cbrsd.org
Special Education: Mrs. Jessica McComish	<i>jemccomish@cbrsd.org</i>	Special Education Para Mrs. Antoinette Benham	abenham@cbrsd.org
Physical Education: Mrs. Jennifer Brandi	<i>jbrandi@cbrsd.org</i>	Library Mrs. Marieanne Clark	mclark@cbrsd.org
Art: Mrs. Sarah Clark	<i>sclark@cbrsd.org</i>	Preschool Para Mrs. Susan Pease	spease@cbrsd.org
Music - General: Mrs. Michelle Huddy	<i>mhuddy@cbrsd.org</i>	Preschool Para Mrs. Valerie Campbell	vcampbell@cbrsd.org
Music - Instrumental: Mrs. Meghan Gillespie	<i>mgillespie@cbrsd.org</i>	Becket Washington School FAX	623-8757, 684-6161 684-0292
Title I Teacher Mrs. Colleen McCasland	<i>cmcasland@cbrsd.org</i>		

ATTENDANCE

Consistent school attendance is of the utmost importance to the educational growth of your child. At Becket Washington we believe that regular attendance enhances learning through uninterrupted access to academic content, continuous direct instruction, and consistent development of skills and application of knowledge. Excessive absences, whether excused or unexcused; tardiness; and leaving school before scheduled dismissal times have a negative effect on student performance. CBRSD adheres to, and is in full compliance with Chapter 76 and Session Laws of 2012, Chapter 222 of the Laws of the Commonwealth of Massachusetts which define school attendance regulations. Parents/Guardians have a legal responsibility to ensure that their children attend school during the school year. In accordance with state law (MGL Chapter 76, Section 2), (Acts 2012, Chapter 222) seven unexcused absences within a six month period is considered excessive and may result in a referral to the appropriate state agency. Additionally, if your child accumulates 5 unexcused absences a letter will be sent home recommending a meeting to discuss ways to improve attendance.

- Each day that your child is going to be absent or tardy, **please call the school** (413) 623-8757 between 8:00 a.m. and 8:40 a.m. If you have not called by this time, our office staff will be calling you as a precautionary measure. To leave a message before 8:00 a.m. call the school to access the appropriate mailbox. **If your child visits the doctor or is triaged over the phone please ask for a note for the school to excuse your child's absence.**
- **Excused absences** include illness (*with a doctor's note*), bereavement, religious holidays, and time spent with family members on military leave, and court appearances. In addition, if your child is dismissed by the school nurse for medical reasons and requests that you keep him or her home for an additional

period of time, this will also count as an excused absence.

- **Unexcused absences** include vacation and absences due to illness without medical documentation.
- If you need to have your child dismissed before the end of the school day you must send a note with your child including the date and time of the dismissal and the name of the person who will be picking them up. Adults must report to the office and we will call your child's teacher to inform them of your arrival. Please do not go to the child's classroom to pick them up. Individuals unknown to the office staff will be asked to produce a proper form of identification prior to release.
- For the safety of our school community all visitors must use the front entrance and ring the bell to be let into the building.
- Parents are asked to notify the office when home and work numbers change during the school year.
- If you anticipate a change of plans regarding your child's end of the day transportation, please let us know as soon as possible-preferably by noon. It is often too late to make a change if we are called just prior to dismissal time.

BUS RULES

The district provides bus transportation between school and home or school and a permanent childcare provider. The bus cannot be used for other purposes such as parties, visiting, or meetings. Parents must arrange their own transportation for these purposes. *Changes in the daily bus routine, or even changing the stop, cannot be honored.*

When riding to and from school on a bus, children's noise levels and behaviors can affect the driver's attention, and therefore, the safety of the children. We cannot compromise the driver's main task of safely driving by asking him/her to control children's behavior. There are no second chances where safety is concerned. Bus behavior is as follows:

1. Students must sit their seats.
2. Students may talk quietly to the people next to them.
3. Students should always walk in front of the bus when getting on or off, never behind.
4. Students should always walk, never run, near the bus.

Kindergarten and first grade students will not be dropped off unless an adult is waiting at the bus stop. If no one is present, they will be brought back to school.

STUDENT BEHAVIORAL EXPECTATIONS

We encourage children to interact respectfully and appropriately with all individuals in the school community. At Becket Washington, we teach and remind students to demonstrate behaviors that exhibit good citizenship, tolerance, kindness, and respect. If a child exhibits inappropriate behavior the issue will be addressed based on the seriousness and frequency of the behavior. Should the behavior warrant a visit to the Principal's office he/she can expect the following (depending on the severity of the behavior):

The student will be asked to describe the incident and reflect on possible alternatives to the inappropriate behavior. The student may be asked to fill out a reflection sheet describing the incident. This will include: 1) the problem he/she was trying to solve, 2) the behavior, and 3) alternative solutions for the future. This reflection sheet will be shared with parents and the classroom teacher. Additionally, educators will encourage students to

explore options for restoring a positive learning environment within his/her classroom.

SCHOOL CLIMATE

As a school community, it is our job to create a safe, positive learning environment. In order to create a positive learning atmosphere we approach all situations from a guidance standpoint; children should be given as much instruction as possible regarding behavioral expectations and actions. The school adjustment counselor will visit each classroom once every two weeks to teach students important social skills. We use two complimentary programs for this purpose: Second Step and Steps To Respect.

All children are capable of reaching the high behavioral expectations we set. Our job is to determine the level of support each child needs to achieve them. Mrs. Welts (the BW school adjustment counselor) leads both a student leadership team and a conflict resolution group. Both are designed to create a positive school climate through student choice and knowledge.

ENGLISH LANGUAGE LEARNERS

A student whose home language is not English, as shown on the district home language survey, after consultation with the family is administered an English language proficiency assessment. If deemed necessary based on the assessment results, the student receives ELL services.

Parents have the option to request a waiver to attend mainstream classes without ELL support/sheltered instruction. Information regarding this process can be obtained by contacting the ELL Coordinator.

Students are eligible to exit the ELL program once state and local assessments indicate that a transitional level of English proficiency has been

achieved. Upon exiting, students are monitored for two years to ensure appropriate transition into the mainstream classroom setting. Should the student demonstrate a need for English language support, s/he may be accepted back into the ELL program.

For information regarding the ELL program, translation of written material, scheduling a translator for a meeting, entrance and exiting procedures, and the rights of families of English Language Learner students, please call the ELL Coordinator Stefanie Wondriska-Clark, (413) 655-0146.

COMMUNITY USE OF FACILITIES

Community Use of Facilities

The school-community investment in physical plant and facilities has for its first priority the education of children in the district. Organized citizens groups within the district who wish to use district facilities for educational or other beneficial social events are required by school district policy to apply, in writing, through the principal of the facility they wish to use. These applications should be made one month or more in advance of interested use. Any overtime incurred by the custodians and/or cafeteria staff for Community Use of Facilities will be charged back to the group using the facility. For more information refer to Policy 7520 or contact the Central Office.

LOST AND FOUND

Please check lost and found frequently if your child is missing items of clothing, a lunch box, etc. as

students have a tendency to forget about lost items.

BICYCLE USEAGE

Students in grades 4 and 5 may ride their bicycles to school provided their parents sign a "save harmless" statement relieving Central Berkshire Regional School District and its employees of all liability. If you are interested in having your child ride his/her bike to school, this form is available in the main office. All students who wish to take part in this privilege must wear helmets.

PROCEDURE

1. Permission forms for bicycle riding to and from school may be obtained at the school office.
2. Before a child is permitted to ride a bicycle to school the signed form must be on file in the school office.
3. Helmet straps must be attached when riding to and from school.
4. The School Department assumes no responsibility for damaged or lost bicycles while parked on school property.

ANTI-BULLYING, HARRASSMENT AND DISCRIMINATION

Central Berkshire Regional School District endeavors to maintain a learning environment free of bullying.

Bullying is defined as the act of one or more individuals intimidating one or more persons through verbal, physical, mental, or written interactions. Bullying can take many forms. It can create unnecessary and unwarranted anxiety that will affect attending school.

The school committee expects administrators and supervisors to make clear to students and staff that

bullying in the school building, on school grounds, on the bus or school sanctioned transportation, or at school-sponsored functions will not be tolerated and will be grounds for disciplinary action up to and including suspension and expulsion for students, and termination for employees.

The district will promptly and reasonably investigate allegations of harassment, including bullying. The building Principal will be responsible for handling all complaints by students alleging harassment, including bullying.

Anti-Bullying, Harassment and Discrimination

The CBRSD does not tolerate harassment or discrimination based on race, color, national origin, disability, sex, gender or sexual orientation under M.G.L c. 76 s. 5 and school committee policies. All complaints of harassment or discrimination will be fully investigated and necessary steps will be taken to remedy the situation. Contacts for complaints or concerns are included in the handbook.

Anti-Bullying

The Central Berkshire Regional School District developed and adopted an Anti-Bullying Policy (Policy 5770) that is embedded in district-wide approaches to promoting a positive, pro-social culture for all students and staff. Bullying, including cyber-bullying, and retaliation are not acceptable conduct and are prohibited within the Central Berkshire Regional School District. Leadership and other staff will endeavor to maintain learning and working environments free of bullying. Retaliation against a person who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information is prohibited. Any student or staff member who engages in conduct that constitutes bullying or retaliation shall be subject to a range of disciplinary consequences.

Definitions of Key Terms:

Bullying: The repeated use by one or more students or staff members 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; that places the

target in reasonable fear of harm to himself/herself or of damage to his/her property; that creates a hostile environment at school for the target or infringes on the rights of the target at school; or that materially and substantially disrupts the education process or the orderly operation of a school. Bullying includes cyberbullying. (Definition based on M.G.L. c.71, 370)

Cyberbullying: Bullying through the use of technology or any electronic devices such as telephones, cell phones, computers, and the Internet. It includes, but is not limited to, email, instant messages, text messages, and Internet postings. (Definition based on M.G.L. c.71, 370)

Aggressor: A student or school employee who engages in bullying, cyberbullying, or retaliation.

Target: A student against whom bullying, cyberbullying, or retaliation is directed.

Hostile Environment: 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 the student's education.

Reporting by Students, Parents or Guardians, and Others

The school or district expects students, parents or guardians, and others who witness or become aware of an instance of bullying or retaliation involving a student to report it to the principal or designee. Reports may be made anonymously, but no disciplinary action will be taken against an alleged aggressor **solely** on the basis of an anonymous report. Students, parents or guardians, and others may request assistance from a staff member to complete a written report or may report orally. Students will be provided practical, safe, private and age-appropriate ways to report and discuss an incident of bullying with a staff member or with the principal or designee. A student who knowingly makes a false allegation of bullying or retaliation shall also be subject to disciplinary action.

The full text of the Central Berkshire Regional School District Anti-Bullying Policy is available at www.cbrsd.org. Questions regarding the district plan for the prevention of bullying can be directed

to Laurie Casna at 413-684-0320 or lcasna@cbrsd.org .

Sexual Harassment

The CBRSD prohibits sexual harassment in any form on school grounds, at school sponsored events or activities, or while traveling to and from school or school sponsored events or activities. Students may file a complaint regarding sexual harassment with a school administrator or Title IX contact person (Aaron Robb or Laurie Casna).

Physical Restraint

In compliance with M.G.L 603 CMR 46.00 CBRSD ensures that every student participating in CBRSD educational programs will be free from unreasonable use of physical restraint. Physical restraint shall only be used in emergency situations after less intrusive alternatives have failed or deemed inappropriate and with extreme caution. Physical restraint in a public education program shall be limited to the use of such reasonable force as is necessary to protect a student or another member of the school community from assault or imminent, serious physical harm. In each school building there are identified staff with advanced training in Crisis Prevention Intervention with in-depth training on physical restraint. Only school personnel who have received training pursuant to 603 CMR 46 shall administer physical restraint on students. The training requirements contained in 603 CMR 46.00 shall not preclude a teacher, employee or agent of a public education program from using reasonable force to protect students, other persons or themselves from assault or imminent serious, physical harm. All reporting requirements of 603 CMR 46.06(2) shall be complied with in the event restraint occurs.



Recognizing Bullying

Bullying is:

- Unfair and one-sided.
- It happens when someone keeps hurting, frightening, or leaving someone out on purpose.

The following checklist is used when investigating bullying:

_____ Is it fair?

_____ Is it one sided?

_____ Is someone using power in a hurtful way?

(Steps to Respect Program)

_____ Is it an aggressive behavior that involves unwanted, negative actions?

_____ Does it involve a pattern of behavior repeated over time?

_____ Does it involve an imbalance of power or strength? (Olweus)

(Olweus)

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

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

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

All written communications regarding notice of proposed suspension shall be either by hand delivery or delivered by first-class mail, certified mail, or email to address provided by the parent/guardian for school communications (or other method agreed to by the principal and

parent/guardian) in English, and in the primary language in the home if other than English, or other means of communication where appropriate.

DUE PROCESS FOR SHORT-TERM SUSPENSIONS: HEARING AND PRINCIPAL DETERMINATION

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

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

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

If the student is in grades pre-k through 3, the principal shall send his/her determination to the

superintendent and explain the reasons prior to imposing an out-of-school suspension, before the short-term suspension takes effect.

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

DUE PROCESS FOR LONG-TERM SUSPENSIONS: HEARING AND PRINCIPAL DETERMINATION

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

Additionally, the student shall have the following additional rights:

- i. In advance of the hearing, the opportunity to review the student's record and the documents upon which the principal may rely in making a determination to suspend the student or not;

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

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

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

within five (5) calendar days, which may be extended by parent/guardian request in writing an additional seven (7) calendar days.

The long-term suspension will remain in effect unless and until the superintendent decides to reverse the principal's determination on appeal. If the student is in grades pre-k through grade 3, the principal shall send his/her determination to the superintendent and explain the reasons prior to imposing an out-of-school suspension, whether short-term or long-term, before the suspension takes effect.

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

DUE PROCESS FOR SUSPENSIONS: APPEAL OF LONG-TERM SUSPENSION

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

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

impose the same or a lesser consequence than that of the principal. The superintendent's decision shall be final.

DUE PROCESS FOR SUSPENSIONS: EMERGENCY REMOVAL

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

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

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

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

1. The due process procedures above do not apply to a) possession of a dangerous weapon; b) possession of a controlled substance; c) an assault on a member of the educational staff; or d) a felony charge or

felony delinquency complaint or conviction, or adjudication or admission of guilt with respect to such felony if the principal determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school, as provided in M.G.L. c.71, §§37H or 37H½.

2. The principal will inform the student of the specific charges in writing, informing the student of the right to be represented by counsel (at the student's expense) and the right to provide evidence and question witnesses, on the proposed hearing date.
3. The student may appeal the principal's expulsion determination to the Superintendent of Schools within ten (10) days of notification of the expulsion.
4. The superintendent may uphold, reduce, or reverse the disciplinary action after the appeal hearing. Note that a failure to make an appeal to the superintendent within the ten (10)-day period will exhaust any further right of appeal.
5. All students who have been suspended or expelled who remain residents of the District shall have an opportunity to make academic progress during their period of suspension, expulsion, or removal from regular classroom activities.
6. If the superintendent upholds the expulsion decision, if the student moves to another district during the period of suspension or expulsion, the new district of residence shall either admit the student to its schools or provide educational services to the student under an education service plan.

CBRSD WEBSITES

Central Berkshire Regional School District maintains a current website to assist you with updated information such as pre-payment of student meals and bus routes. This website can be found at:

<http://www.cbrsd.org/>

Becket Washington School's website is a great resource for many areas of your child's education at Becket Washington. This site can be found at:

<http://cbrsdbecket.ss10.sharpschool.com/>

SAFE SCHOOL PLAN

While we cannot anticipate every situation, Becket Washington School has developed a comprehensive plan to address a number of crises that could arise in and around our school and community. Please be certain that the contact information you have provided on your school emergency card(s) is accurate and up to date.

There are four types of drills that we will be conducting this year: fire, lock down, shelter-in-place, and evacuation. I have included a brief description of each so you will have a better understanding of these procedures. Please keep in mind that safety is our number one priority and our goal is to provide you with information that will set your mind at rest regarding our safety procedures. *In the event of a true emergency, we ask that you remain by your phone. In the event of a true emergency, an automated phone message would be sent as quickly as possible to inform you of all details and any pertinent pick-up information should a pick-up be necessary.*

Lock Down:

A school lock down is when administrators or police authorities believe that there is a credible threat to student and staff safety. Lock downs are

used to protect students from forms of violence, but they can also be used when police are engaged in an operation nearby. In a lock down, no one may enter or leave the school. Students quietly remain in a designated spot in the classroom (where they are least likely to be seen) and all doors are locked.

Shelter in Place:

Similar to a lock down, there may be a credible threat to student and staff safety, but it is more likely that we are clearing common areas of the building due to an unanticipated emergency. Limited movement on school grounds may be allowed. Students are to work as usual, but only in their classrooms until clearance is received.

Evacuation:

After a major incident or after a lock down, if school or police authorities determine a school evacuation is warranted; students will evacuate classrooms in an orderly manner under their teacher's direction. Students will most likely be taken to the rectory across the street as indicated by the school's emergency evacuation plan and procedures.

Fire Drill:

A fire drill is warranted if safety is compromised due to signs of a fire. Students meet across the bridge. Teachers carry emergency bags with "space blankets" in case it is cold! Evacuations may begin with a fire drill to ensure that all individuals are safely out of the building.

Please be assured that each staff member has been briefed in the BW Emergency Plan and has a booklet outlining our procedures. Additionally, a coordinated effort toward safety is ongoing between the Becket Police Department, Becket Washington School, the CBRSD Administrative Team, and the Regional School Safety Committee. The safety of all children is our number one priority!

PLAYGROUND

All children are expected to play safely on the playground. Classroom teachers and playground supervisors will review expectations with all students frequently. Only supervisors, and approved volunteers are allowed on the playground during recess.

RULES:

1. Students will be respectful of the adults on duty.
2. The playground area to be used by students does not include the parking area. Students are not allowed to leave the playground area.
3. No hard balls are allowed.
4. No knives, caps, or any toy resembling a weapon is allowed.
5. Snowball throwing, or any game involving hitting each other, is not allowed.
6. Glass containers such as soda bottles are not allowed on the playground or anywhere else in the school.
7. Equipment will be used properly and safely, and only in the manner for which it was designed.
8. The school is not responsible for personal toys lost, broken, or otherwise damaged on the playground. We do not condone bringing these to school. Recess is a social time and playing with one another is encouraged.
9. Visitors are not allowed on the playground unless they are employees of CBRSD. Volunteers will wear badges while on the playground.
10. No child should be taken from the playground by a parent. Parents are to report to the office and school personnel will get the student.
11. Students will treat each other with kindness and respect.

PERSONAL ITEMS

Toys, expensive equipment (radios, ipods, MP3s, cell phones, video games, etc.) or favorite treasures that could be accidentally broken should not be brought to school. Special circumstances may be decided at the teacher's discretion. If your child must carry a cell phone to and from school it must be turned off during school hours. Students may use school phones to contact parents if necessary during the school day. Recess is a time for social interaction and we encourage the children to play together. The following items should also be left at home: money (other than lunch money), gum, dangerous items and any item that could be used as a weapon (including toy guns and swords), hardballs and bats. Sports equipment is limited to soft balls, such as nerf balls or tennis balls. The use of all sports equipment is subject to the approval of the playground supervisor(s).

INVITATIONS

Becket Washington is an inclusive community. Please do not send party invitations to be distributed at school unless the whole class is invited. Thank you for your support in this matter.

WELLNESS

Academic performance and quality of life issues are affected by the choice and availability of healthy foods in our schools. Healthy foods support student physical growth, brain development, resistance to disease, emotional stability, improved self-esteem, and the ability to learn and perform better in school. In order to support wellness in our schools the following policy was recently adopted by CBRSD:

1. During school hours home-prepared products will not be allowed to be sold, distributed or shared.
2. All school sites will provide an environment where healthful eating behaviors are the norm and are modeled and reinforced.

3. The Central Berkshire Regional School District shall ensure that eating experiences and nutrition education are integrated into the core academic curriculum at all grade levels where appropriate. All cooking based instruction will follow nutritional guidelines.

4. CBRSD will strongly discourage students from sharing food or beverages from one another, given concerns about allergies and other restrictions on some children's diets.

5. Celebrations. The Central Berkshire Regional School District recognizes that class parties are a tradition in public education, but will limit celebrations that involve food during the school day to no more than one party per class per marking period. Each party should include no more than one food OR beverage that does not meet nutrition standards for foods and beverages. For the health and safety of all staff and students, all food and beverages brought from home for parties MUST be in sealed, store packaging with a clear list of ingredients and allergens. Homemade and unlabeled food is not allowed for classroom distribution.

6. Healthy snacks are encouraged during the school day.

SCHOOL CLOSINGS

School closings will be posted on our school website. Below is a list of additional resources regarding school closings due to weather and/or other reasons.

Radio & TV Stations For School Closings Or Delays

RADIO STATIONS

WUHN/WHOOPEE/WBEC/LIVE 105
1110AM/95.9FM/1420AM/105.5FM
WBRK/WRCZ/Z101, Pittsfield
1340 AM/101.7 FM
WHMP, Northampton
1400AM/99.3FM

WHYN, Springfield
56AM/93.1 FM/97.9FM
WNAW, North Adams
1230 AM/100.1 FM
WFLY / Fly 92
WGY / 810
WRVE / The River

TELEVISION STATIONS:

WWLP 22; Springfield
Capital News 9
WNYT TV 13
WRGB TV 6
WTEN TV 10
WXXA TV Fox 23
WGGB 40

PHYSICAL EDUCATION

- Students are required to wear play clothes, socks and sneakers. Sneakers are required in all Physical Education classes.
- Excused participation from class: It is expected that all children participate in Physical Education classes. If it is necessary to be excused from a class, a note from the parent is required. Any child who is to be excused for more than two consecutive class periods must have a written note from his/her doctor stating the duration of time to be excused and the reason.

DAILY SCHEDULE

SCHEDULE	Monday	Tuesday	Wednesday	Thursday	Friday
8:15-8:25	Arrival-Cafeteria Entrance				
8:20-8:35	Breakfast for Students Who Qualify				
8:25	School Day Begins				
9:05-9:45	Grade 5 Library	Grade 5 Music <i>*Grade 4 Positive Behavior Support</i>	Grade 5 Gym	Grade 5 Art	Grade 5 Gym
9:50-10:30	Grade 4 Library	Grade 4 Music <i>*Grades 3 and 5 will rotate Positive Behavior Support</i>	Grade 4 Gym	Grade 4 Art	Grade 4 Gym
10:35-11:15	Grade 3 Library	Grade 3 Music <i>* Positive Behavior Support</i>	Grade 3 Gym	Grade 3 Art	Grade 3 Gym
11:20-12:00	Grade 2 Library	Grade 2 Music	Grade 2 Gym	Grade 2 Art	Grade 2 Gym
11:30-12:00	PreK,K,1 Lunch				
12:00-12:30	Prek, K,1 Recess 2-5 Lunch				
12:30-1:00	2-5 Recess				
1:05-1:45	Grade K Library	Grade K Music <i>*K Positive Behavior Support</i>	Grade K Gym	Grade K Art	Grade K Gym
1:50-2:30	1 Library	1 Music <i>* Grade 1 Positive Behavior Support</i>	1 Gym	1 Art	1 Gym
2:50PM Dismissal *11:20AM Dismissal on Half Days					

HOMEWORK

Homework guidelines are currently being revised and will be made available as a supplement when they are complete.

SCHOOL COMMUNICATION

Communication between parents and teachers is *extremely* important. If you wish to contact your child's teacher, please feel free to send a note with your child, email the teacher directly or call the school to leave a message on the teacher's voicemail. Please do not ask to speak to a teacher during instructional times. The teacher will call you back at his/her earliest convenience.

VOLUNTEERS AND VISITORS

For the safety of all of our students we will lock the doors between 8:25AM and 3:05PM. In order to enter the building you will need to press the button to the right of the door, identify yourself and the office staff will unlock the front door. Volunteers and/or visitors (anyone not on staff at Becket Washington School) are required to sign-in at the main office and obtain a badge prior to obtaining building access.

There are many opportunities throughout the year for parents to volunteer in our schools. If you are interested in volunteering at Becket Washington School, please fill out and return the volunteer request form that is sent home to every family in the fall.

Please be aware that the Massachusetts State Law requires every volunteer to fill out a CORI before he or she can participate in our volunteer programs, classroom activities or fieldtrips. Along with the volunteer form, we will be sending a CORI (Criminal Offender Record Information). Please fill it out and return it to the main office if you plan on

volunteering so that we can have it process it in a timely manner (a CORI must be completed every three years).

WAYS YOU CAN HELP OUR SCHOOL

- Save and send in **General Mills "Box Tops for Education"** which are found on top of General Mills cereal and other treats boxes. They are worth \$.10 each.
- Volunteer for our PTO!! Our meetings are held the first Wednesday of every month. See our website for details, events, and updates. If you are unable to attend meetings, we can keep you updated through email. Please sign-up at our display table during Open House.
- Attend School Council Meetings. Our BW School Council meets during the first 30 minutes of our scheduled PTO meetings.
- Volunteer to help us organize our leveled book rooms!

HEALTH AND SEX EDUCATION

Ideally, each child would have perfect attendance and health. Frequent hand washing, a healthy diet and proper exercise is the best defense against illness! The following are some guidelines that can foster a healthy environment at Becket Washington School.

- If your child has had a virus or other infectious disease, please notify the school.
- Each September, you will receive an EMERGENCY CARD. Please keep this information up-to-date. We need an emergency number to call if your child is ill or hurt at school. If this information

changes during the year, please call the office to update it.

- Please indicate allowable over the counter medications on the EMERGENCY CARD.
- Prescription medications can only be given to children with a written doctor's order and with the medication in its original prescription bottle. The nurse can administer this medication. Nothing will be given to a child from an unlabeled container. Children may not take their own medicine sent from home.
- A weekly fluoride swish program will be available to students in grades 1- 5. This program has proven to be effective in preventing tooth decay. This is not a substitute for daily oral fluoride tablets. Parental permission is required for your child to participate.

Immunization Requirements

According to state regulation (102 CMR 7.09 and 105 CMR 220.00) students must be on an immunization schedule before they can enter school. The CBRSD requires that students have immunizations that are up to date for school entry at the time they enter school. Records will be given to the nurse for verification and record keeping purposes. Immunization requirements vary by grade. Please contact the school nurse if you have questions.

Physical Examinations

Under state law students new to the school system must present results of a comprehensive physical examination within six months of enrollment and at intervals of either three or four years thereafter.

Please provide a physical exam record to the school at the beginning of kindergarten, first, fourth, seventh, and ninth grade. If your child had a physical exam during the school year, please provide the school nurse with a copy of the updated record.

Hygiene Class

Later on in the school year, as part of the approved Health Education Program, fifth grade students will be learning about hygiene. Part of this unit involves learning about the changes that will be taking place in their own bodies during puberty. This course of study does not deal with reproduction.

Medications:

Under Massachusetts General Law, Chapter 112, Section 80B, a nurse is required to have a medication order to administer ANY medication, including over the counter drugs available without a prescription. Over the counter drugs include, but are not limited to aspirin, acetaminophen (brand name "Tylenol"), cough syrup, etc. The order can be written by a physician, dentist, nurse practitioner, or physician's assistant. The medication is kept in the nurse's office at all times; students are not allowed to keep medication in their backpacks or cubbies. Please contact the school nurse if you have any specific comments or questions.

Parental Notification Relative To Sex Education

In accordance with General Laws Chapter 71, Section 32A, the Central Berkshire Regional School Committee has adopted this policy on the rights of parents and guardians of our students in relation to In accordance with General Laws Chapter 71, Section 32A, the Central Berkshire Regional School Committee has adopted this policy on the rights of parents and guardians of our students in relation to curriculum that primarily involves human sexual education or human sexuality issues.

At the beginning of each school year, all parents/guardians of students in our schools will be notified in writing of the courses and curriculum we offer that primarily involve human sexual education or human sexuality issues for the school in which their child/ward is in attendance.

Each such notice to parents/guardians will include a brief description of the curriculum covered by this policy, if any are necessary, and will inform parents/guardians that they may:

- Inspect and review program instructional materials for these curricula.
- Instructional materials for these curricula.
- Arrange with the principal to review the materials at the school, or may arrange to review them with the Superintendent of Schools.
- Exempt their child from any portion of the curriculum that primarily involves human sexual education or human sexuality issues, without penalty to the student, by sending a letter to the school principal requesting an exemption. Any student who is exempted by request of the parent/guardian under this policy will be given an alternative assignment.

Decisions as to the applicability of curricula under this policy shall be decided in conformance with Policy 5520 of the Central Berkshire Regional School Committee.

Any parent/guardian who is still dissatisfied after the process described in Policy 5520 may send a written request to the Commissioner of Education for review of the issue.

The Superintendent of Schools will distribute a copy of this policy to each principal by September 1st of each year.

PROCEDURES TO BE USED:

1. Each year the Superintendent of Schools will send a copy of the policy and these procedures to each building principal, or program director in the case of such program. Said principals or directors shall be responsible for implementation of said policy.
2. Each principal or director shall have a brief but specific description prepared for parents/guardians of each curricula in his building applicable to this policy. In the event that a specific course is problematical to this policy, the principal or director shall discuss the appropriateness of the curricula to the policy with the Superintendent of Schools for the applicability of the curricula to this policy.
3. If there is a curriculum change during the school year, to the extent practicable, the parents/guardians will be notified of this fact in a timely manner before implementation.
4. Parents/guardians of students who enroll in school after the start of the school year will be given the written notice at the time of enrollment. This responsibility shall be either the school principal or his designee.
5. A parent/guardian who is dissatisfied with a decision of the principal concerning notice, access to instructional materials, or exemption for the student under this policy may request of the Superintendent a review of the issue. The Superintendent shall follow the procedures set out in Policy 5520 for determination of the matter.

DIRECTORY INFORMATION

If you do not want any information about your child released to the press or any other source, or if you wish to prohibit release or use of your child's image to the press on a school website, or in any other manner, than you must complete and return the enclosed form to your youngest child's school within 30 days. This form is also available on the school website in the parent section.

BREAKFAST AND LUNCH

A nutritious breakfast and hot lunch is served in school every day. Sandwiches are also available for lunch. The cost is \$1.50 for breakfast, \$2.25 for lunch, and \$.40 for milk. Free and reduced lunch forms should be completed by every parent or guardian and returned to your student's school as soon as possible but not later than September 12, 2014. Only one form needs to be completed for each household. It is crucial we receive 100% response with this form. **Please return it even if you do not believe your child or children are eligible for free or reduced lunch.** This form should be included in your packet of information that is sent home the first day of school. The cost for reduced fees includes \$.30 for breakfast and \$.40 for lunch. Menus are distributed at the beginning of each month to allow you to plan for lunches.

Families are encouraged to pay for their breakfast/lunch/milk on a weekly or monthly basis. *The money should be contained in a sealed envelope with the child's name, teacher and grade on the front of the envelope.* Students will not be allowed to charge breakfast, lunch or milk.

Please note that families may pay prepay online at:

<https://unipaygold.unibank.com/Default.aspx?customerid=83>

Students who forget breakfast or lunch money will be allowed to eat a school meal. Full payment is expected on the following day. If two consecutive lunches are unpaid, students will be given an alternate meal, consisting of a sandwich and milk only. Our Head Cook will send home a friendly reminder if your child does not pay for his/her lunch(es). Please respond as soon as possible.

ENGLISH LANGUAGE LEARNERS

The District shall provide suitable research-based language instructional programs for all identified English Language Learners in grades Kindergarten through grade 12 in accordance with the requirements of state and federal statutes and Massachusetts Department of Education regulations and guidance.

The District shall identify students whose dominant language may not be English through home language surveys (that identify a primary home language as other than English -PHLOTE), observations, intake assessments, and recommendations from parents, teachers and other persons. Identified students shall be assessed annually to determine their level of proficiency in the English language.

The District shall certify to the Massachusetts Department of Education each year those students whose dominant language is not English, including specification of the number of non-English languages identified as dominant languages and the number and percent of students who speak each non-English language as their dominant language.

HOMELESS STUDENTS: ENROLLMENT AND RIGHTS

To the extent practical and as required by law, the district will work with homeless students and their families to provide stability in school attendance and other services. Special attention will be given to ensuring the enrollment and attendance of homeless students not currently attending school. Homeless students will be provided district services for which they are eligible, including Head Start and comparable pre-school programs, Title I, similar state programs, special education, bilingual

education, vocational and technical education programs, gifted and talented programs and school nutrition programs.

Homeless students are defined as lacking a fixed, regular and

1. Sharing the housing of other persons due to loss of housing or economic hardship;
2. Living in motels, hotels, trailer parks or camping grounds due to the lack of alternative adequate accommodations;
3. Living in emergency or transitional shelters;
4. Being abandoned in hospitals;
5. Awaiting foster care placement;
6. Living in public or private places not designed for or ordinarily used as regular sleeping accommodations for human beings;
7. Living in cars, parks, public spaces, abandoned buildings, substandard housing, transportation stations or similar settings;
8. Migratory children living in conditions described in the previous examples;

The superintendent shall designate an appropriate staff person to be the district's liaison for homeless students and their families.

To the extent feasible, homeless students will continue to be enrolled in their school of origin while they remain homeless or until the end of the academic year in which they obtain permanent housing. Instead of remaining in the school of origin, parents or guardians of homeless students may request enrollment in the school in the attendance area in which the student is actually living, or other schools. Attendance rights by living in attendance areas, other student assignment policies, or intra and inter-district choice options are available to homeless families on the same terms as families resident in the District.

If there is an enrollment dispute, the student shall be immediately enrolled in the school in which enrollment is sought, pending resolution of the dispute. The parent or guardian shall be informed

of the district's decision and their appeal rights in writing. The district's liaison will carry out dispute resolution as provided by state rule.

Unaccompanied youth will also be enrolled pending resolution of the dispute.

Once the enrollment decision is made, the school shall immediately enroll the student, pursuant to district policies. If the student does not have immediate access to immunization records, the student shall be admitted under a personal exception. Students and families should be encouraged to obtain current immunization records or immunizations as soon as possible, and the district liaison is directed to assist. Records from the student's previous school shall be requested from the previous school pursuant to district policies. Emergency contact information is required at the time of enrollment consistent with district policies, including compliance with the state's address confidentiality program when necessary.

Homeless students are entitled to transportation to their school of origin or the school where they are to be enrolled. If the school of origin is in a different district, or a homeless student is living in another district but will attend his or her school of origin in this district, the districts will coordinate the transportation services necessary for the student, or will divide the costs equally.

The district's liaison for homeless students and their families shall coordinate with local social service agencies that provide services to homeless children and youths and their families; other school districts on issues of transportation and records transfers; and state and local housing agencies responsible for comprehensive housing affordability strategies. This coordination includes providing public notice of the educational rights of homeless students in schools, family shelters and soup kitchens. The district's liaison will also review and recommend amendments to district policies that may act as barriers to the enrollment of homeless students.

HOMELESS STUDENTS

To the extent practical and as required by law (McKinney-Vento Homeless Education Act), the district will work with homeless students and their families to provide stability in school attendance and other services. To the extent feasible, homeless students will continue to be enrolled in their school of origin while they remain homeless or until the end of the academic year in which they obtain permanent housing. Homeless students are entitled to transportation to their school of origin or the school where they are to be enrolled. Special attention will be given to ensuring the enrollment and attendance of homeless students not currently attending school. Homeless students will be provided district services for which they are eligible, including Head Start and comparable pre-school programs, Title I, similar state programs, special education, bilingual education, vocational and technical programs, gifted and talented programs and school nutrition programs.

The name and contact person for the Homeless/Unaccompanied Youth Education Liaison is:

Stefanie-Wondriska Clark

254 Hinsdale Road

Hinsdale, Ma 01226

(413)684-0320 ext. 106

lcasna@cbrsd.org

LEGAL REFS.: Title I, Part C

Adopted: January 24, 2008

Note: The name and contact information for the Homeless/Unaccompanied Youth Education Liaison is:

Ms. Laurie Casna

254 Hinsdale Rd.

Dalton, MA 01226

(413) 684-0320

lcasna@cbrsd.org

A student with a disability recognized under the federal statute known as Section 504 (29 USC §794[a]) is entitled to accommodation of that disability to the extent that it interferes with the student's ability to participate in or benefit from any educational or other program of the Central Berkshire Regional School District. Section 504 also prohibits discrimination against any student based on such a disability. A student whose disability is recognized under special education law, known as the Individuals with Disabilities Education Act (IDEA: see USC §1401[3]) is entitled to educational programs and assignments that are designed to develop her/his educational potential (M.G.L. c. 71B §1). Section 504 accommodation plans and special education individualized education programs (IEPs) must be developed in accordance with procedures set out in federal and Massachusetts law and regulations. Questions about eligibility for a 504 Accommodation Plan should be directed to your child's building principal.

Special Education

Students found eligible for special education will receive all protections outlined under the Massachusetts Special Education Laws and Federal Guidelines. If you have concerns your child may require an evaluation to determine eligibility for special education talk with your child's teacher. Any parent, caregiver or professional concerned about a student's development may refer the child for a special education evaluation. Eligibility is based on the identification of a disability, lack of progress as a result of the disability and need for specialized instruction. A student eligible for special education has an individualized education program developed to provide specialized instruction in the least restrictive setting.

TITLE I SERVICES

Title I Services at Becket Washington School are designed to support classroom instruction in reading and math. These services are scheduled during a time of the day that does not interfere with direct instruction in reading and math. Students receiving services may work in small groups or one-to-one with the Title I teacher. Generally, these services are provided in the classroom setting, however if a quieter space is beneficial, students may work in the Title I Room or the library. Beginning of the year assessments in reading fluency, reading comprehension, math fluency, and math problem solving provide valuable information to assist teachers in making Title I student recommendations. Additionally, the classroom teacher and the Title I teacher review the assessment results to make a final determination for service delivery. Most importantly, these services are designed to help students develop proficiency in reading and math skills at their grade level as prescribed by the newly adopted Common Core Curriculum.

Title I Services are facilitated by the Becket Washington principal, Leslie Blake-Davis. Services are delivered by our Title I teacher, Colleen McCasland.

If you have any questions and/or concerns regarding Title I Services at Becket Washington School, please contact Leslie Blake-Davis, (413) 623-8757.

LITERACY

The three main elements of literacy instruction include decoding, fluency, and comprehension and are taught as part of a balanced literacy program at Becket Washington School.

Becket Washington School employs a research-based reading and writing curriculum developed by

Columbia Teachers College Reading and Writing Project in grades K-5. The Project has a deep and enduring understanding of the foundations of literacy instruction. The units of study from TCRWP provide us with learning progressions that align to the Common Core Curriculum Standards and follow a workshop model of delivery.

In the lower elementary grades, students learn to read. Grades K-2 introduce students to the essential elements of language and sound symbols through a research-based program called Foundations. Students are introduced to "Mr. Owl" and baby owl "Echo" to help them understand concepts of print and develop their ability to decode words.

As students progress they begin to *read to learn!* The goal is for students to become enthusiastic, independent readers who employ their literacy skills to become agents of their own learning. In the upper grades students learn to read and interpret more complex texts in a variety of genres. They will learn to ask critical questions, as well as synthesize and interpret what they are reading.

Additional information about TCRWP can be found at:

<http://readingandwritingproject.com/about/tcrwp.html>

Literacy Assessments

We use a variety of assessments to ensure that students are progressing toward grade level benchmarks:

Columbia Teacher's College Reading and Writing Project Formal Leveled Reading Assessments:

Using the Teachers College method, students periodically read a leveled book or passage one-to-one with their teacher, retelling the story, and answering both literal and inferential questions about the text. After analyzing the different components of the assessment, student's current reading level is determined.

Spelling Inventory: This assessment is administered 2 times a year: September and May. It is a list of spelling words that test students' knowledge of phonetic development and spelling patterns.

AIMS web: AIMSweb is a benchmark and progress monitoring system that measures early literacy skills, reading fluency, math computation, and math concepts and application(s).

STATE-WIDE ASSESSMENTS: This year students in grades 3-5 will be assessed by a new state-wide test called MCAS 2.0. These tests will be administered online will be similar to the recent PARCC assessments.

MATH

Becket Washington recently adopted the Envisions Math Program to ensure that math instruction is closely aligned to the Common Core Curriculum Standards. This program of study emphasizes math reasoning and problem solving to assist our students in becoming better mathematical thinkers. Students in grades K-2 will use workbooks to practice mathematical skills and concepts and students in grades 3-5 will work from a hard cover text.

Additional information about this program can be found at:

<http://www.pearsonschool.com/index.cfm?locator=PS1zHe&PMDbSiteId=2781&PMDbSolutionId=6724&PMDbSubSolutionId=&PMDbCategoryId=806&PMDbSubCategoryId=25741&PMDbSubjectAreaId=&PMDbProgramId=76981>

Math Assessments

AIMS web: AIMSweb is a benchmark and progress monitoring system that measures numeracy skills,

math fluency, and math problem solving. The benchmark assessment is administered 3 times yearly. Progress monitoring (which measure growth) can be measured as frequently as twice monthly.

Envisions

The Envisions math program includes benchmark assessments. These assessments usually have a specific focus depending on the current unit of study.

SCIENCE AND SOCIAL STUDIES

Becket Washington follows the Science and Social Studies Massachusetts Frameworks and uses a variety of resources to teach both subjects. As we more closely align with the new **Next Generation Science Standards**, two areas of focus are developing; integrating nonfiction literacy instruction with the content areas and practicing more inquiry-based investigative science methods.

Students at Becket Washington attend the Becket Outdoor Center (BOC) 5-6 times during the year to participate in an enriching place-based environmental science program. Four Winds Nature Institute (VT) provides state-of-the-art professional development to counselors at the outdoor center to ensure curriculum alignment. As a result, Becket Washington students experience authentic, real time science lessons at the Becket Outdoor Center-at no cost! This partnership is at the heart of our Innovation School Plan and illustrates the importance and strength of our community relationships. This year we have adopted Patterns in Nature as our place-based environmental science theme.

BECKET OUTDOOR CENTER (BOC)

Leaves: Nature's Sun Catchers

Oct. 5, K-2/6, 3-5

Conifer clues

Nov. 9, K-2/10, 3-5

Snowflakes

Dec. 6, K-2/7, 3-5

Wind Aloft

March 16, K-2/17, 3-5

Feathering the Nest

April 12, K-2/13, 3-5

Frogs and Toads

June 5, K-2/6, 3-5

****Please sign the permission slip in your first day packet so that your child or children may attend this program***

SUPER CITIZEN PROGRAM

All students participate in our Super Citizen Program! This honor is awarded by teachers and recognizes those students who consistently exhibit our 5 Becket Washing Expectations. These students assist with the morning announcements, receive a special bracelet, and participate in a Friday Principal "Tea." "Tea" is a 20 minute snack and chat in the principal's office.

SCHOOL GATHERINGS

An all-school gathering is scheduled monthly at Becket Washington School. Gatherings begin at 8:45AM and usually end by 9:15AM. The purpose of these events is to highlight school and classroom activities and achievements. *Families are invited to attend all gatherings!!*



STUDENT ACCEPTABLE USE PROCEDURE FOR TECHNOLOGY, INFORMATION AND COMMUNICATION SYSTEMS

The Central Berkshire Regional School District shall provide access for students to technical devices for educational purposes. Please see additional documents in your child's back-to-school packet for more detailed information.



SUPER CITIZEN EXPECTATIONS

1. Use kind and respectful words.
 1. Follow adult directions.
2. If you bump into someone say, "Excuse me."
3. Always clean up after yourself.
4. Keep your hands on your own body.

CBRSD Information

Administration

Central Office: 254 Hinsdale Rd Dalton, Ma

Superintendent

Laurie Casna
413-684-0320

Assistant Superintendent of Finance and Personnel

Melissa Falkowski
413-684-0320 ext. 103

Special Education Coordinator

Located at Kittredge Elementary School
Sam Ernst

Director of Student Services

Located at Kittredge Elementary School
Stephanie W. Clark
413-655-0146

School Committee meetings are held on the 2nd and 4th Thursday of the month during the school year. Meetings are held once per month in July, August, November and December. Locations of the meetings rotate between the six school buildings. Meeting time, dates, locations and agendas are posted 48 hours in advance of a meeting on the school website cbrsd.org.

Central Berkshire Regional School Committee

Becket

John Les
Dr. Barbara Craft-Reiss

Cummington

Patricia Keith

Dalton

Katherine Caffrey

Richard P. Farley
Peter Gazzillo
Billie Henderson
Michael Hopper
Richard Lacatell
Michael Hagmaier

Hinsdale

Shawn Armacost, (Chair)
Richard Peters

Peru

Bonnie DiTomasso

Washington

Michael Case

Windsor

Richard Wagner, (Vice Chair)

Becket Washington School

Becket and Washington, Grades K-5
Principal: Leslie Blake-Davis
413-623-8757

Craneville School

Dalton, Grades K-5
Principal: Debbie White

Asst. Principal: Annie Pecor
413-684-0209

Kittredge School

Hinsdale and Peru, Grades K-5
Principal: Kathy Buckley
413-655-2525

Nessacus Regional Middle School

Principal: Tracey Tierney
Asst. Principal: Tracey Goodrich
413-684-0780

Wahconah Regional High School

Dalton, Grades 9-12
Principal: Aaron Robb
Asst. Principal: Steve Messina
413-684-1330



Becket Washington Preschool 2016-17

PRESCHOOL SUPPLEMENT

The CBRSD Preschool programs are designed to support a stimulating environment and a balanced schedule that nurtures and supports the whole child. We embrace the National Association for the Education of Young Children (NAEYC) guidelines which state that the curriculum must be adapted to the developmental needs of the children entering preschool. Our program provides activities that nurture children’s social, emotional, cognitive and physical development.

Inclusive Preschool Rates for 2016-17**

Full Day Rates-Cost per day \$35.00

# of Days (per week)	Weekly Rate	Monthly Rate	Annual Rate
5	\$125	\$500	\$5,000
3	\$105	\$420	\$4,200
2	\$70	\$280	\$2,800

Half Day Rates-Cost per day \$20.00

# of Days (per week)	Weekly Rate	Monthly Rate	Annual Rate
5	\$100	\$400	\$4,000
3	\$60	\$240	\$2,400
2	\$40	\$160	\$1,600

****Unless family qualifies for reduced rate based on guidelines.**

Policies

Tuition and Payment

- Tuition will be billed and invoices will be mailed directly to the parent(s) listed on the application.
- Tuition payments are due by the 25th of the month prior to the month your child is attending. For example, the tuition for the month of September is due August 25th, the tuition for October is due September 25th, etc.
- If payment is not received by the 15th of the current billing month your child will not be able to attend the program.
- Payments needs to made directly to CBRSD

- All checks should be made out to CBRSD and mailed to

CBRSD Central Office
PO Box 299
Dalton, MA 01226
Attn: Tina Kirby

- **Electronic payments may be made at <https://unipaygold.com/customerinfo.aspx>**

- Returned check fees are \$25.00/per check returned. After two returned checks you must pay by money order.
- There are no grants or scholarships available to assist with tuition costs
- You must pay even if your child is absent (sick, personal vacation, etc). If your child is going to be out sick please call the school and notify the office. They will share the information with the Preschool teacher.

Forms Necessary to Start Preschool

- Copy of your child's birth certificate
- Proof of updated immunizations
- Proof of recent physical (within the last year)
- Proof of in district residency (lease agreement or real estate tax bill)

Additional forms required in the first week of school

- Emergency card
- Permission to be photographed
- Any other forms required by the home school

Preschool Curriculum includes the following:

- Creative Curriculum, Teaching Strategies Gold
- MA Social Emotional Learning Standards and Approaches to Play Standards
- Early Childhood Programs Guidelines and Standards
- Department of Early Education and Care Regulations
- Massachusetts Curriculum Frameworks for Pre-K
- Common Core State Standards for Pre-K
- Kindermusik
- Handwriting Without Tears

Preschool Assessments

- Brigance
- Ages and Stages Assessment Tool
- The technique used most frequently used for evaluation is observation in their daily activities. Preschool staff is able to observe students in a variety of situations and learning experiences so assessment is based on multiple perspectives.

Preschool Accreditations

- National Education for the Education of Young Children Guidelines (NAEYC)
- Massachusetts Quality Improvement Rating System (QRIS) Inclusive Preschool

Out of district students can apply to the tuition based integrated preschool program and will be considered an order of application if there is room after admitting all residents.

