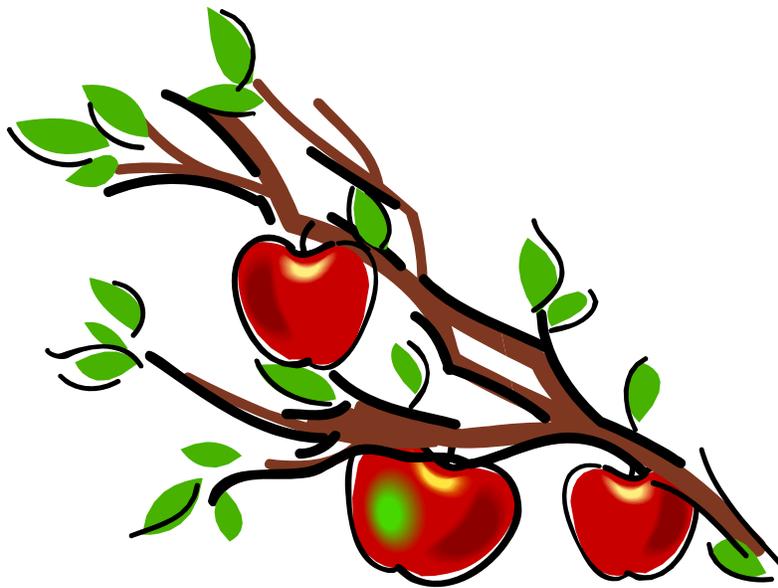


# Conway Grammar School



## Handbook



# Conway Grammar School

24 Fournier Road, Conway, MA 01341

(413) 369-4239

[www.cgs.conway.ma.us](http://www.cgs.conway.ma.us)

## SCHOOL MISSION

The Conway Grammar School is a community dedicated to creating a safe, supportive, respectful, and challenging learning environment. Our mission is to develop thoughtful and confident individuals who value differences and respond positively to our changing world.

*Compiled and edited by: Margaret Compton-Burch, Jody DeMatteo, Charlene Galt, J.J. Prusak, Dr. Judith Siciliano, and Carol Wendel*

We gratefully acknowledge the administrators of Deerfield Elementary School for lending us their handbook template for creating our own.



Dear Families,

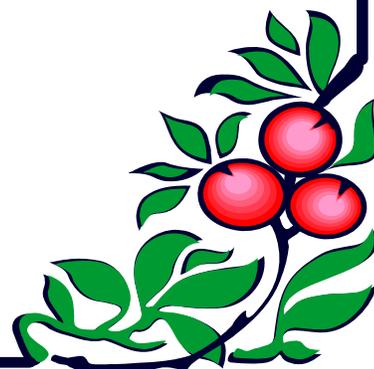
The faculty and I hope that this handbook will be a helpful guide to many of the procedures, policies, and activities at Conway Grammar School. Grade specific guides are often provided by classroom teachers at Curriculum Night. We hope that the combination of a general handbook and an individual classroom guide will give you the information you need to join us as partners in the education of your child.

So please accept this handbook as an invitation to become an active and well informed member of a very special team of dedicated educators who remain committed to creating a learning climate that respects, values, and challenges every child. Your support enables us to live that commitment with the enthusiasm and energy your children deserve.

Please take some time to review the handbook. Your questions, concerns, and suggestions are, as always, encouraged and welcomed. And, please take our invitation to join us in this very special work of teaching your children as seriously as we offer it. Working together we can maintain the quality of education the children deserve and the community expects.

Sincerely,

Judith Siciliano, Principal





## DAILY SCHEDULE

<b>8:50</b>	School begins
<b>10:30-10:45</b>	All-school recess and snack
<b>11:30-11:55</b>	K, 1, 2 recess
<b>12:00-12:25</b>	K, 1, 2 lunch
<b>12:00-12:25</b>	Grades 5 & 6 recess
<b>12:30-12:55</b>	Grades 5 & 6 lunch
<b>12:30-12:55</b>	Grades 3 & 4 recess
<b>1:00-1:25</b>	Grades 3 & 4 lunch
<b>3:05</b>	Dismissal from classroom
<b>3:10</b>	Leave building to board busses

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## I. SCHOOL DIRECTORY



Conway Grammar School is part of the Frontier Regional/Union #38 School District. This section provides contact information for the District offices, as well as the Conway Grammar School Committee, School Council, Parent Teacher Organization (PTO), Out-of-School-Time Program, and teachers and staff. Refer to Section VII for a description of these groups. The telephone number for the school bus company is also provided.

### **FRONTIER REGIONAL & UNION #38 SCHOOL DISTRICT ADMINISTRATION**

219 Christian Lane, Whately, at the intersection of River Road and Christian Lane.  
Office hours: 8:30 a.m. to 4:00 p.m., Monday through Friday

<b>Central Office Personnel</b>	665-1155
<b>Special Education Office</b>	665-1106
<b>Early Childhood Education Office</b>	665-8928
<b>Superintendent of Schools</b>	Regina Nash, Ed.D.
<b>School Business Manager</b>	Donald Scott
<b>Director of Secondary Education/ Health Education</b>	Sara Mitchell, Ed.D.
<b>Coordinator of Technology</b>	Diana Campbell
<b>Director of Elementary Education</b>	Louise Law
<b>Director of Special Education</b>	Karen Ferrandino
<b>Early Childhood Education Coordinator</b>	Michele Regan-Ladd

## CONWAY GRAMMAR SCHOOL COMMITTEE MEMBERS



2008-2009

Joe McGranaghan, Chair

Meg Burch

Elaine Campbell

Elaine Rogers

Jan Warner

## CONWAY GRAMMAR SCHOOL COUNCIL MEMBERS



Dr. Judith Siciliano

Amy Dryansky

Kate Lytton

Katryna Nields

Jeremy Brunaccioni

Mary Dacyczyn

Jeanne Boyden

Principal

Parent

Parent

Parent

Teacher

Teacher

Community Representative

## CONWAY GRAMMAR SCHOOL TEACHERS AND STAFF



### Staff Member

### Position

#### Administration

Dr. Judith Siciliano  
Lora Hanas

Principal  
Principal's Secretary

#### Faculty

Jeremy Brunaccioni  
Cynthia Burch  
Anne Bussler  
Martha Cycz  
Mary Dacyczyn  
Mary Donovan  
Richard Gifford  
Mary Gilman  
Anne Kring  
Susan McRae  
Carol MacBurnie  
Linda MacDonald  
Ruth Manna  
Arlene Mikolajczuk  
Sandy Moya  
Stephanie Shafran  
Susan Siegel  
Nancy Symington  
Cathy Lee  
Meghan  
Jennifer Wheeler

Kindergarten Teacher  
School Psychologist  
Fifth Grade Teacher  
Music—General  
Third Grade Teacher  
Speech Pathologist  
Sixth Grade Teacher  
Occupational Therapist  
Physical Therapist  
Preschool Teacher  
Fourth Grade Teacher  
Reading Specialist  
Second Grade Teacher  
Physical Education  
Network Administrator  
Counselor  
Library Media Teacher  
First Grade Teacher  
Art  
Instrumental Music  
Special Education Teacher

Crista Yagjian

Special Education Teacher



**Support Staff**

Alice Maiewski

School Nurse

**Assistants**

Frostine Bean

Instructional Assistant

Carolyn Buckley

Instructional Assistant

Julie Burke

Instructional Assistant

Carol Burt

Instructional Assistant

Beth Caron

Instructional Assistant

Gayle Farrick

Instructional Assistant

Emily Gilman

Instructional Assistant

Denise Lebeauf

Instructional Assistant

Terri Marsh

Instructional Assistant

Julie Sweet

Instructional Assistant

Kim Watson

Instructional Assistant

Jennifer Yankowski

Instructional Assistant

**Cafeteria**

Jeanne Jouannet

Cafeteria Manager

Phyllis Perry

Cafeteria Assistant

**Custodians**

Brian Aldrich

Custodian (Part-time)

Bruce Jouannet

Custodian (Day)

John Lobek

Director of School Facilities

**WINGS Program**

Suzanne Balcanoff

Instructional Assistant

June Chamberlain

Special Education Teacher

Mary Gilman

Occupational Therapist

Sally Peters  
Traci Protzenko  
Kathy Shaw

Instructional Assistant  
Director/Psychologist  
Instructional Assistant



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

Nancy Trot	Site Coordinator	369-0280
	Field trip Cell Phone	531-7659
Deb Lane	Director	665-1155

## Parent Teacher Organization Executive Committee

Renee Duseau  
Renee Duseau  
Anne Bussler

Chair  
Treasurer  
Secretary



## **GRYBKO'S BUS COMPANY**

419 North Main Street  
South Deerfield, MA

Leonard Grybko

Owner

665-2838

## II. SCHOOL POLICIES AND PROCEDURES

This section describes the school policies and procedures put in place to promote a smooth flow of operations and activities throughout the day for students, staff, parents, and other school visitors. The section includes information on attendance policies, school closings, bus rules and schedules and motorist guidelines, the food service program, and facilities and grounds. It also summarizes the many different ways in which communications with the school staff take place, rules for school visitors, and community activities that take place at the school.

### ATTENDANCE

Attendance and punctuality are responsibilities that each student must take seriously. Frequent absence is the single most important cause of academic failure. Prompt and regular attendance is an excellent habit to establish.

#### School Hours



The Conway Grammar School day for the students begins at 8:50 a.m. and ends at 3:10 p.m. The Out-of-School-Time Program (see Section IV) operates from 7:00 to 8:30 in the morning, and from 3:00 to 5:30 in the afternoon.

### Absences

If your child or a child in your care will be absent or tardy, please call the school between 8:00 a.m. and 12:00 noon on that day at 369-4239. Provide the child's name, parent's name, teacher's name, and the reason for the absence. If your child is absent because of an illness, please call the School Nurse's office directly at 369-0128. When a known absence will take place, it is helpful to inform the school office and teachers in advance to obtain the day's work.

Parents are requested to keep a child home if he or she is not well and to cooperate in picking up a child who becomes ill while at school. A good rule to

follow is that when your child has a fever at night or in the morning before school, he or she should stay home to recuperate. This will assist in the child's recovery while simultaneously curbing the spread of illnesses in the school. Please also refer to Health Services and Health Policies in Section V.

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

### **Tardiness**

Children arriving later than 8:50 a.m. are considered late and should report to the office before going to their classroom. A note stating the reason for being tardy should be sent into school with your child whenever possible. Children who arrive at school after 11:59 a.m. are marked absent for the day. A child needs to be in school at least one-half day to be marked as attending.

### **Early Dismissals**

Parents who need to have their child dismissed before the end of the school day are asked to send a note to the child's teacher informing him or her of the time the child needs to be dismissed and who will be picking up the child. This note is then sent to the Principal's office for the child's record. Parents are asked to come in to the main office to meet and "sign out" their child. Please do not go directly to your child's classroom to pick up him or her. Children dismissed without returning before 12:50 p.m. are marked half-day absent. Children who are dismissed for a morning appointment and return after 12:50 p.m. are marked absent for a half-day.

### **Making Up Work Due to Absences**

When the teacher feels it is necessary to make up work missed due to absences, he or she tries to give students time during the school day to make up

the work, such as during recess. Children who take extended vacations will not be assigned the same work as students in the classroom. However, they might be asked to do extra reading or keep a journal of their trip. Also refer to Section IV.

## SCHOOL CLOSINGS AND LATE OPENINGS

There are times when school must be canceled because of weather conditions or other emergencies; other times, there may be a two-hour delay before the start of school. School closing decisions are made by the Superintendent of the Union #38 School District and are announced over the following radio and television stations. Please note that closings or delays are publicized as *Frontier Regional/Union #38 School District*. Morning-only programs (for half-day preschool) do not run when delays occur.

Television Stations:		WWLP Ch. 22	WGGB Ch. 40
Radio Stations:		WHAI 98.3 FM	WHMP 1400 AM

Links to these stations are conveniently located at the school's website:  
<http://www.cgs.conway.ma.us>.

### Emergency School Closings

The school respects a parent's decision to keep their children home or to pick them up early on days of inclement weather. On rare occasions, school may be canceled after the school day has begun. Such emergencies might include a mid-day snowstorm, loss of heat, power failure, etc. When this happens, the Principal will notify PTO board members or other parents, who in turn will initiate a telephone chain to alert parents that their children are coming home earlier than usual. Every effort will be made to reach parents. **When weather conditions turn stormy, parents are advised to listen to the television and radio stations identified above.**

## **Teacher In-Service and Curriculum Days**

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

## TRANSPORTATION

Because of the location of Conway Grammar School on State Route 116, it is not safe or practical for children to walk or ride their bicycles to school. All students either take the bus or are driven to school. The bus company used is Grybko's Bus Company, 419 North Main Street, South Deerfield (665-2838).



### Buses

#### Schedules

The bus schedule for each year is based on the number of children on each route and is determined at summer's end. Conway typically runs three buses: C1, Poland Road; C2, Shelburne Falls Road; and C3, Whately/Housac Roads. Bus schedules are available in the school office and are published in the *Greenfield Recorder* in August of each year (see Appendix A).

#### Bus Safety Rules and Policies

Riding the bus is a privilege, not a right that can be withdrawn if a student disregards bus rules and policies. The following rules and policies must be strictly adhered to for the safety and well-being of all school bus passengers:

The bus driver is responsible for the safety and conduct of his or her passengers and, therefore, has complete authority of his or her bus.

- All pupils must be on time to the bus stop and wait at the designated stop off the road in an orderly manner.
- Pupils crossing the road should do so only upon the driver's instructions.
- Pupils will refrain from pushing and shoving when they are loading and unloading.
- Pupils will remain in their seats at all times.

- Students should not throw items on the bus or eat food on the bus.
- Students should stay at least 12 feet from the front or back of the bus at all times.
- When buses arrive at school, students should go directly to their respective classrooms.

No student will be let off at any place other than home or school without written permission from his or her parent or guardian. Bus students may ride on a bus other than the one they've been assigned to, such as to go home with a friend or to attend Scout meetings, by submitting a written request to the school's main office by 9:30 a.m. on the day of the change. A list of changes will be submitted to the bus driver, and only students whose names appear on the list will be dropped off at a stop other than their normal stop.

If a child leaves any items on a bus, the driver will usually keep the item in the front of the bus for about a week. After that time, the item will be moved to the school's lost and found. You can also call Grybko's directly at 665-2838 to inquire about items left on the bus.

### **Bus Incidents Policies**

We use a "three-strike" system when faced with inappropriate/unacceptable bus behavior. A letter is sent home to all bus riders explaining the process. If necessary, the bus company will fill out a Bus Incident Report and submit it to the Principal. Any concerns about inappropriate student behavior or questions regarding the bus or bus driver should be directed to Leonard Grybko of Grybko's Bus Company at 665-2838. If a parent has any issue about bus transportation or one of the drivers, call Mr. Grybko directly. Parents should also notify the Grammar School office with their concerns.

For a precise listing of all bus guidelines, refer to the Transportation Rules and Regulations information sheet given to each student within the first week of school (see Appendix A).

## Motorists



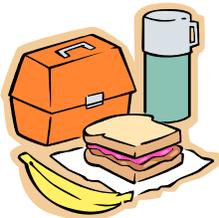
When dropping off your child on school mornings, parents should drive around the parking lot and stop along the sidewalk outside the office windows. Please stay in your vehicle, let your passenger exit safely to the sidewalk, and use caution when pulling away. Parents should park their cars in the parking lot if they plan on leaving their vehicle and entering the building.

For afternoon pickups, park in the lot and come into the building. We do not want to release any students before knowing the person picking them up has arrived, and we do not want students running out into the parking lot when they see their parent or other person responsible for pickup that day.

Cars are not permitted in the bus circle during school hours. Do not park there during school hours. Also, do not park in the lane by the office windows, which is a marked fire lane. If you plan to come into the building, park in the lot.

**Motorists are reminded to use EXTREME caution while near the building and grounds because many children will be entering and leaving the area.**

## FOOD SERVICE



Breakfast is served during the Conway Out-of-School-Time Program. (Refer to Section IV for information on this program.)

### School Lunch Program

All students of Conway Grammar School are required to have lunch at school. Students may bring their own lunch from home or buy one at the school.

A hot lunch program offers one of three meals: the main meal, a chef's salad, or a peanut butter and jelly sandwich. Each lunch is served with a choice of plain, skim, or chocolate milk. Juice is also available. Menus are printed a monthly basis and distributed to students to bring home. They are also included in the weekly school newsletter and sometimes in *The Recorder*. In addition, the menus are posted in some classrooms.

The cost of the school lunch is \$2.50 per day. For those students who bring their lunches from home, milk and juice may be purchased for 50¢ each. **Parents are invited to join students for lunch. Call ahead. Price is \$3.50.**

Each student is personally responsible for his or her lunch money. Generally, on the first school day of the week, students fill out a form indicating which days they will be buying lunch. Students typically pay for the week, but some teachers collect money each day. Parents may also pre-pay for the child's lunch on a monthly basis. Parents may pay with cash or by check; checks should be made payable to "Conway School Lunch."

Conway Grammar School participates in the Federal Free and Reduced Lunch Program under which students who qualify may be provided with a reduced rate or free lunch upon approval of their application. Applications for this program are distributed each September to all students. Participation in this program is based on income guidelines established by the federal government. New students who transfer into the school after the start of school will receive an application when they register with the school's secretary.

Lunch Monitors are present in the cafeteria to assist the children and make sure the Cafeteria Rules are observed:

### **Cafeteria Rules**

- Parents are asked to provide nutritious food when sending a bag lunch. Students of Conway Grammar School are not allowed to have candy or soda at lunch.
- There are no assigned seats, but students must not change seats during a meal. They should check with one of the monitors if there is a problem.
- Students are given a minimum of 30 minutes for lunch. Additional time is given when necessary.

- Student conversation should be soft and respectful to all who sit at or near their table.
- Students are expected to use appropriate table manners.
- Students are expected to remain seated until they have finished eating.
- Since there are several dining periods and more than one student may use a single dining space, students must leave their area as neat and clean as possible for the next student. Each student must clean up all paper, food scraps, and other items from lunchroom tables and the floor, and they are expected to drop off their tray, silverware, and trash to the disposal area.
- After cleaning their area, students should then return to their seats until they are dismissed.
- Food should not be removed from the cafeteria unless it is returned home in lunch boxes.

## Lunchroom Rules

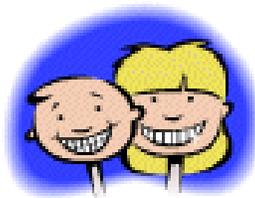
**S**tay seated until excused. Eat and drink at your seat.

**M**ake sure that you are kind to others at all times.

**I**nside voices must be used in the cafeteria.

**L**ights out means you are silent.

**E**very day, clean up your own lunch space (table and floor).



## Snack

Children may bring a healthy snack for the mid-morning recess. Students are not allowed to have candy, gum, or soda in school. Parents are asked to select a nutritious snack to encourage healthy eating habits. Parents are also asked not to send drinks in glass containers. The younger grades may also have an afternoon snack time. Check with individual teachers.

## COMMUNICATIONS WITH THE SCHOOL



Parents are encouraged to maintain an open dialogue with their child's teacher, and there are a number of ways to do so, as described in this section. Please note that when phoning a teacher, the best times to reach him or her are during the early morning or after school. See the directory in Section I for phone numbers and e-mail addresses.

### Parent Notes

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

1. Request to hold an additional conference.
2. Clarify assignments or homework.
3. Provide permission for their child to go home with another student who rides the same or different bus or who will be driven home. (Both families should send notes to the teachers.)
4. Inform the school of a student's absence. (The note should include: the child's name, the parent's name, and the reason for the absence. If the absence was due to illness, clearly state the type of illness or symptoms.)
5. Notify the school that a student will be dismissed early.
6. Request that a child stay inside for recess following an illness or for another clearly stated reason.

## **Use of School Phones**



Students may use the phone in the school office in case of emergency after having received permission from school personnel. Non-emergency use of the phone will not be permitted.

## **All-School Meeting**

About once per month, all of the students of Conway Grammar School meet in the gym before school begins. The purpose of this meeting is to share important information, watch performances by individuals or groups of students, and discuss important issues affecting our school community. These meetings take place at 8:50 on a day that will be announced. Parents are welcome to attend the All-School Meetings.

## **School Newsletter**

Conway Grammar School publishes a newsletter that is sent home with the students each Friday. The newsletter contains important information about upcoming school events, programs, dates to remember, news within our school and our school district, and seasonal related health issues. It also contains information on community events, such as recreational programs, and a weekly message from the Principal. Space permitting, it also includes local classifieds, such as babysitter or day-care ads, recreation department events, or classes held in town or nearby.

## **Teachers' Newsletters**

Some teachers also send home newsletters to parents informing them about the children's activities. Some newsletters are weekly; others are published on a less regular basis.

## **School Website**

The Conway Grammar School website (<http://www.cgs.conway.ma.us>) was designed to serve the school and the Conway community, as well as other communities. The website promotes access to appropriate educational resources, provides space to share ideas and solutions, and includes informative and engaging material. Classroom pages include links for students and teachers that support the curricula being taught in their grades. Library pages teach information literacy and provide links to lesson plans, booklists, homework help, and interesting and useful sites. The School News page contains current school activities, messages from the Principal, notices, online forms, and links to Frontier/Union #38 schools. The purpose of the school webpage is to inform all ages, to be used as a teaching tool as we would use a library, and to demonstrate, learn, and respect the power of technology.

The website also contains a copy of this handbook.

### **Curriculum Night (Open House)**

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

## Parent/Teacher Conferences



Parent/teacher conferences are scheduled in November and in April of each school year. Parents are asked to sign up for individual conferences to discuss their child's progress and to discuss any questions or concerns they have about their child's school experience. Parents can often sign up for their fall conference during Curriculum Night. Notices will be sent to parents in the spring to schedule the April Parent/teacher conferences.

Parents may request additional conferences at any time during the school year. Appointments can be made with the child's teacher by calling the school or by writing a note to the teacher. Sometimes concerns or confusion arise about student assignments or programs, or social or behavioral issues arise, for example. To resolve these concerns or confusion, parents are encouraged to initiate dialogue with their child's teacher. This can be done by either writing a note or calling the teacher.

## Progress Reports

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

## Student Records



Regulations of the State Board of Education apply to all information that is kept by the school on each student. The student record is divided into two sections: **(1) the Transcript**, which includes the minimum information necessary to identify the student and reflect the student's educational progress, including the child's name, birth date, address, parent information, course titles, and grades; and

**(2) the Temporary Record**, which consists of standardized test results, class rank, extracurricular activities, comments by teachers, etc. The Temporary Record is destroyed within five (5) years after the student leaves the school system.

The following parent/student rights apply to all records:

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

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

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

## Parent Workshops and Fora

Periodically the school, school district, or PTO will sponsor evening workshops for parents (see Section VII). Topics for these programs have included: Mediation, Self-Esteem, Sibling Rivalry, Mathematics, Early Literacy, Human Sexuality, MCAS Testing, and the Science curriculum. In addition, the School Council periodically sponsors an open forum to solicit suggestions and ideas from parents on ways to improve our school. This input is then reviewed by the School Council and is used in planning and implementation of the School Improvement Plan. Parents receive advance notices of scheduled workshops and fora through the school newsletter and fliers that are sent home with their child.

## Communicating Problems

We understand that from time to time parents may be unhappy about something related to school. We encourage parents to communicate with staff about problems and allow all involved to work together to come to a resolution. When such a time arises, we ask that parents keep the following procedures in mind. Whenever possible, problems should be dealt with through the classroom teacher. If a satisfactory resolution is not obtained, parents should then bring the issue up with the Principal. If further work on the problem is necessary, the next step would be to see the superintendent of schools, Dr. Regina Nash, and finally the School Committee (see Directory, Section I). When concerns involve programs or areas outside the classroom, parents should speak with the Principal first.

### School Pictures



School pictures are taken early in the fall. Information on the various packages available is sent home before picture day. Class pictures are taken on the same day. In case of absence or dissatisfaction, a make-up date is scheduled for retakes. Parents are under no obligation to purchase any pictures.

## **SCHOOL VISITORS**

Visitors are welcome to Conway Grammar School. They must report to the office and sign in when first entering the building.

## **COMMUNITY ACTIVITIES**

Several community groups use Conway Grammar School on a regular basis. The Recreation Department holds basketball in the gym and baseball and soccer games on the field several times during the week of the appropriate sports season. Adult recreational programs, including a volleyball team, also use the gym, and Town Meetings are held here as well. Groups must be non-profit. Call the front office for more information on how to reserve the use of the school.

### **Posting of Fliers and Notices**

The posting of notices at Conway Grammar School is permitted when the organizations are local and non-commercial. Posters of other activities of value to pupils may be placed in the building with the approval of the Principal. Fliers and notices are not permitted to be sent home with children unless they are approved by the school or school district. The Superintendent grants approval for such notices.

## **FACILITIES AND GROUNDS**

The school building is typically opened at 7:00 a.m. during the week (for the Out-of-School-Time Program; see Section IV) and closes at about 5:30 p.m. Additional hours the school is opened vary depending on the group who will be using the facilities and the activity. See the Community Activities section (above).

The school grounds are to be regarded as part of the physical plant and used accordingly. No paper or other litter should be left on the grounds, and care should be given to the trees and shrubbery. Have pride in your school!

Smoking in the building and on school grounds is prohibited by Massachusetts law for both children and adults. Any student found smoking may be subject to immediate suspension.

## School Layout

Refer to the diagram in Appendix B for the school layout.

The administrative and nurse's offices are located in the front of the building. The front wing includes classrooms for the preschool program, lower grades, K through 3, and a resource room. This wing also includes a combined gymnasium and auditorium, a resource room, in which occupational and physical therapy takes place, and a classroom for the WINGS special education program (see Section IV). In addition to the 4<sup>th</sup>-, 5<sup>th</sup>-, and 6<sup>th</sup>-grade classrooms, the back wing includes the library/computer room, cafeteria, and the custodial area. The end of the building includes the Art/Music room and a faculty room. Each student has a cubby to hang coats and backpacks and to place boots in the hallway. Rest rooms are located in each wing.

## Outdoor Areas

There are two playground areas at Conway Grammar School, just west of the entrance to the school. There is a fenced preschool area and an open play area, both of which are wheelchair accessible. A playing field is located at the front of the school grounds, east of Fournier Road. Some teachers take students outdoors in other areas around the building and grounds to conduct garden or environmental projects.

### Parking



Parking is allowed in the lot, not the bus loop or the marked fire lane in front of the school offices. During events, parking is allowed along Fournier Road. During off-school hours, parking is allowed in the bus loop. Refer to the transportation section above for more information for motorists.

## Fire Drill Regulations



Conway Grammar School holds three fire drills per school year regularly, according to the Frontier Regional and School Union #38 Policy, which follows:

1. Students/Classes are to follow EXIT INSTRUCTIONS posted in each room.
  - a. Walk quickly and quietly from the building to your designated area—a safe distance from the building (minimum, 100 feet).
  - b. Each class is to remain together and line up in single file for attendance purposes.
  - c. Talking is not allowed.
  - d. The Teacher is responsible for seeing that all classroom windows and doors are closed and that lights are turned off before leaving.
2. If the assigned departure area is blocked, the next nearest exit should be used.
3. Custodial Staff is to secure boiler room area, check for hazard areas, and notify administration of any discrepancies before Students and Staff Members return to the building.
4. Class Attendance is to be taken by each Teacher after reaching the evacuation area. Teachers should then notify the Staff Member assigned to their area immediately. Notification should be made even if there is 100% attendance.
5. Staff Members should then indicate that all is O.K. in the area to the Principal.
6. Classroom groups are to remain together during the fire drill and when returning to classes after the all-clear signal is given. There is no talking during the drill.
7. Drills are conducted three times yearly. The Fire Chief supervises the first drill.

Refer to the Conway Grammar School Fire Evacuation Plan in Appendix B.

## Lost and Found

All students are reminded to take responsibility for personal property. Nonetheless, many lost and found items are generated each year. Please follow these guidelines to keep track of all items:

- Label all belongings, including lunch boxes, backpacks, jackets, hats, gloves, boots, etc.
- Know what your child brings to school each day, and check with him/her on a regular basis to see that the items made their way home.
- Go through the lost and found items at school on a regular basis.

The lost and found is located in the entryway to the school. Bus drivers will bring items left on any of the school buses to the school's lost and found area after the items remain unclaimed on the bus for about a week.

### III. SCHOOL CODE OF CONDUCT AND DISCIPLINE

The Conway Grammar School is a community dedicated to creating a safe, supportive, respectful, and challenging learning environment. Our mission is to develop thoughtful and confident individuals who value differences and respond positively to our changing world.

Student behavioral expectations: "We believe in respect":

- Respect for self
- Respect for others
- Respect for the environment
- Respect for learning

Conway Grammar School Students behave like this:

**Treat everyone with respect:**

- Speak in a courteous tone of voice (no whining or yelling)
- Use respectful language (no curses, swears, putdowns, name-calling)
- Disagree respectfully
- Take turns
- Wait patiently
- Listen when someone else is speaking

**Behave safely:**

- Keep control of your body (no hitting, kicking, pushing, biting, tripping)
- Walk in the hallways, classrooms, library, offices, and cafeteria
- Walk on the right side of the hall and keep your body and voice quiet in line
- Leave dangerous objects out of school (weapons, matches, and lighters)
- Follow safety rules for playground games and equipment
- Follow safety rules for coming to and from school, whether by car or on the school bus.
- Follow directions of the adults in charge who are there to keep you safe.

**Act responsibly:**

- Come to school on time, prepared for class, and ready to learn
- Tell the truth
- Speak up when you see someone being treated disrespectfully or unfairly
- Speak up for yourself when you are being treated disrespectfully or unfairly
- Take care of school property (books, materials, etc.) and personal property

- Get help from an adult when you are in trouble or someone else needs help
- Ask before you take or "borrow" anything that doesn't belong to you
- You are responsible for your and all your school-mates' learning

Teachers and staff will monitor student behavior during lunch and recess through the use of daily logs. Teachers review these logs on a regular basis to monitor behaviors and address them accordingly.

## HIERARCHY OF CONSEQUENCES FOR EXCEPTIONAL MISCONDUCT:

Consequences are one way for kids to practice self-control. Consequences are a way of restoring harmony, for the kids who broke the rules and for the kids who were hurt or who witnessed what happened. Consequences make everyone feel safer. All corrective measures will begin with the teacher, who may consult with the principal and/or psychologist for further support or action. Retaliation will not be tolerated.

Within the Code of Conduct, violations of school rules are divided into three (3) sections, from least to most serious. These rules apply to students on school premises, school buses and vans or at school sponsored events.

<b>Level 1 Behaviors</b>	<b>Level 1 Consequences</b>
Defacing property Pushing/kicking/hitting (minor) Spitting Gossiping/spreading rumors Embarrassing or Making someone look foolish Mocking or mimicking or sassing Name-calling Dirty looks Taunting Unwelcome teasing Excluding from group	<i>Any of the following:</i> Making amends Class meeting on topic Loss of privileges Parent notified In-school suspension  Repeated Level 1 offenses may result in consequences for Level 2 offenses.

### Level 2 Behaviors

Vandalism  
Stealing  
Humiliating publicly  
Excluding from group (repeated)  
Social rejection(intentional)  
Teasing about appearance  
Profanity  
Ethnic, sexual or racial taunting  
Intimidation

### Level 2 Consequences

Parent contacted and  
*Any of the following:*  
Repairing, cleaning, or replacing item  
(natural consequence)  
School or community service or  
monetary restitution  
Short-term or in-school suspension  
  
Repeated Level 2 offenses may result  
in consequences for Level 3 offenses.

### Level 3 Behaviors

Physical violence/  
Inflicting bodily harm  
Threatening with a weapon  
Continued excluding  
Verbal or written threats of  
aggression against property  
or possessions  
Verbal or written threats of  
violence or inflicting bodily  
harm  
Retaliation

### Level 3 Consequences

*\*Required parent conference with  
teacher and principal and  
Any of the following:*  
Student behavior plan  
In-school suspension  
Short-term suspension  
Long-term suspension  
Expulsion from school or  
school district (as defined by  
school policy)

\*FERPA is a federal law designed to protect the confidentiality of student records and the school district must comply with this law, as well as a similar state law. When the school administrator contacts a parent about the school district's response to a bullying incident, (s)he may discuss information about an investigation and corrective action taken, but only to the

extent that it may be done without disclosing information about other students other than the student subjected to the bullying.

When determining appropriate consequences, consideration will also be given to the following:

1. the developmental and maturity levels of the students involved
2. the relationship between the students involved, and
3. the context in which the alleged incidents occurred

## **BULLYING**

### **What is Bullying?**

According to Dr. Barbara Coloroso, "Bullying is a conscious, willful, and deliberate hostile activity intended to harm, induce fear through the threat of further aggression, and create terror."

It includes three elements: imbalance of power, intent to harm, and threat of further aggression.

Bullying is unfair and one-sided. It happens when someone keeps hurting, frightening, threatening, or leaving someone out.

### **Procedures for Addressing Incidences of Bullying**

When an incident of bullying occurs, the teacher will complete a "Bullying Report Form" to be shared with relevant staff. Both the student who was bullied and the student who did the bullying will receive coaching.

## Bullying Report Form

This form should be completed by classroom teachers or specialists.

Reporting Teacher(s): \_\_\_\_\_

Date & Time: \_\_\_\_\_

Who Reported the Bullying? (*Circle one*)      Bullied child      Bystander      Other

Bullied Child/Children: \_\_\_\_\_ Grade(s): \_\_\_\_\_

Child/Children Who Bullied: \_\_\_\_\_ Grade(s): \_\_\_\_\_

Where the Bullying Occurred: \_\_\_\_\_

Description of the Bullying Behaviors: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Are There Immediate Safety Needs? (*Check one*):     Yes     No  
If yes, send student(s) to office for prompt attention.

Consequences Given: (*Check one*):

Level 1 \_\_\_\_\_

Level 2 \_\_\_\_\_

Level 3 \_\_\_\_\_

Action Taken (*Check one*):

Referred to office for immediate attention

Referred to teacher

Coached by: (*Check one*):

Classroom Teacher

Psychologist

Principal

## RECESS GUIDELINES AND PLAYGROUND SAFETY



All students in grades K through 6 go outside for recess twice each day unless the weather is inclement. Recess monitors are present when children are at recess.

To make recess an enjoyable and safe experience for all, students should follow the rules listed below for behavior and using the playground structures. Teachers and recess monitors will make children aware of these guidelines. The recess monitors do their best to ensure the safety of all children, and it is important for students to take responsibility for the safe use of the equipment and respect for other students.

Students are to follow these rules during recess:

- Honor your space and the space of others.
- Alert adults on duty to any dangerous trash, objects, or animals on the playground.
- Put all trash into the trashcans.
- Do not use skateboards, rollerblades (in-line skates), scooters, and bicycles during the school day.
- Only use picnic tables for eating, playing quiet games, reading, drawing, and conversation.
- Respect individuals' rights to play with personal possessions.
- Play in a cooperative way so that everyone is safe.

### *Boundaries:*

- Students are to stay within eyesight of an adult at all times.
- Students are NOT allowed back into the building unless visiting the School Nurse or to retrieve appropriate clothing; students must ask permission before entering the building and check in with the adult on duty when returning outside.
- Students may not leave the playground area to retrieve a ball without permission from an adult on duty.

- Students must stay within designated play areas. The wooded areas are off limits.
- Students must stay away from all planted areas next to the school building.

*Clothing:*

- Adults will determine whether a child is appropriately dressed (cold, rain, snow). Children not wearing appropriate clothing will be sent back inside to retrieve clothing. If clothing is not available, the child will not be allowed outside. Parents need to be responsible for providing appropriate clothing for the weather. Remember to have shoes sent to school when boots are worn for bad weather.
- Boots or waterproof shoes must be worn for playing in wet areas or on snow. Students who do not bring boots will be asked to remain on the blacktop in wet and snow conditions.
- Snowpants must be worn during snow conditions.

*Throwing of objects:*

- The throwing of snow, ice, stones, sticks, etc., is not permitted. Only appropriate game equipment is allowed to be thrown.
- Playing catch must be in designated areas. Adults on duty will determine safe areas for playing catch.

*Rough play:*

- There is no wrestling, tackling, pushing, or hitting allowed. The only contact is in games that allow one-hand TOUCH!!!!

*Games:*

- All games are to be played in their appropriate areas. All running should be on the grass areas, excluding the basketball courts.
- No electronic games or expensive toys.

*Language:*

- Inappropriate language is never allowed.

*Play structures:*

- The fenced-in playground area is designed to be used by the preschool and kindergarten classes only.

- Students should use the playground equipment with care. They should not pull, grab, or kick other students who are using the equipment.
- Students should go down the slide one at a time and should not attempt to climb up the slide. Students may not jump from the slide to the ground.
- Students should not dodge in and out of swings; students should swing in a straight motion; only one person should be on a swing at a time; no jumping off is permitted.

*Reasons for loss of recess privileges:*

- Not following the above-mentioned guidelines
- Fighting
- Making threats or harassing others
- Making disrespectful comments

An easy way for students to remember appropriate behavior on the playground is to remember the playground rules.

## Playground Rules

1. Stay off the trees.
2. No hands-on.
3. Only preschool children are allowed in the fenced-in play area.
4. Do not go past the rock or the bushes.
5. Stay where you can be seen at all times.
6. Go down the slide only.
7. Swing in control.
8. You can't say, "You can't play", unless the game is underway.
9. Follow the rules for set games.
10. Play safe on the structure.

### SUMMARY:

Safety first.

Be kind.

Include everyone.

Always be seen.

Play to have fun, not to win.

### NON-VIOLENCE POLICY

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

## **NON-DISCRIMINATION AND NON-HARASSMENT POLICY**

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

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

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

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

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

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

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

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

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

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

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

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

*Examples of conduct that can constitute harassment:*

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

This list is illustrative and not intended to be limited to the examples given. Copies of this policy are kept on file in the school's main office and are available upon request.

### **Sexual Harassment Policy**

It is the goal of Frontier Regional/Union #38 School District to promote a workplace/learning environment that is free of sexual harassment. Sexual harassment of employees/students occurring in the workplace/learning environment or in other settings in which employees/students may find themselves in connection with their employment/studies is unlawful and will not be tolerated by this organization. Further, any retaliation against an individual who has complained about sexual harassment or retaliation against individuals for cooperating with an investigation of a sexual harassment complaint is similarly unlawful and will not be tolerated. To achieve our goal of providing a workplace/learning environment free from sexual harassment, the conduct that is described in this policy will not be tolerated, and we have provided a procedure by which inappropriate conduct will be dealt with, if encountered by employees/students.

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

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

conduct, which is deemed unacceptable, regardless of whether that conduct satisfies the definition of sexual harassment.

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

## IV. CURRICULUM AND EDUCATIONAL PROGRAMS

The heart of Conway Grammar School is the widespread learning that takes place every day in every grade. This section describes the curriculum and education programs provided at Conway Grammar School, from preschool through sixth grade, from the core subjects to the music and art programs. The special education programs and the before- and after-school program are also explained, and the issues of homework, standardized testing, and the use of the Internet are addressed.



### PRESCHOOL PROGRAM

The purpose of the Early Childhood Program is to provide a preschool experience for 3- and 4-year-olds that will help to prepare them for their elementary school experience. We create an environment of cooperation and trust. This setting allows children to grow and develop their own interests at their own speed and to their own potential. The Early Childhood Program provides stimulation and enhancement of individual skills and concepts in the areas of communication, problem solving, gross and fine motor skills, social/emotional development, early literacy development, and self-expression through the arts. Providing comprehensive programming to meet individual needs at an early age allows for greater academic success in the primary grades. Through a variety of child-centered activities, children are active participants in their learning. Children have repeated opportunities to interact, explore, and discover. The program staff seeks to support children in the development of initiative by fostering creativity and promoting a positive self-image. The aim of the program is to foster a sense of community within the classroom based on trust, respect, and cooperation, where children learn to value themselves and others and to appreciate and accept individual differences.

The Early Childhood Program is a mandated program in accordance with Public Law 94-142 and Chapter 766, under the Office of Special Education. The Union #38 School District offers both a half-day and a full-day preschool program. It is the parents' choice as to which program the child will attend. Children with special needs are referred to the program through early intervention agencies or through the screening/evaluation process. The most appropriate placement for a special

needs child will be determined at a team meeting. Families of special needs children must also meet eligibility requirements of the full-day program.

Preschool screening is the process of assessing a child's overall general development. Preschool screening is conducted continually throughout the school year for 3- and 4-year-olds. Parents may request a screening at any time. A parent, doctor, social worker, or teacher may refer a child who is thought to have a special need. If indicated by the screening results, the school may then recommend a more comprehensive evaluation in order to confirm any indication of a potential special need. Parents with concerns about their child's development may make an appointment by calling the Early Childhood Coordinator at 665-8928.

### Full-Day Preschool Program



A full-day, full-year preschool program is available and is partially funded by a Massachusetts Department of Education Community Partnerships Grant. The program accepts 3- and 4-year-old children from all four towns in the Union #38 School District. The classrooms are housed in the Conway Grammar School and Deerfield Elementary School. The program is designed to meet the needs of working families by providing an affordable, high-quality preschool program. The Conway Grammar School program hours are 8:30 a.m. to 4:00 p.m. The Deerfield Elementary School hours are 8:15 a.m. to 5:30 p.m. A sliding tuition scale established by the Massachusetts Department of Education is utilized, with some preference given to families of moderate to low income. However, families of all incomes are encouraged to apply. **The program meets the accreditation standards set by the National Association for the Education of Young Children.**

### Half-Day Preschool Program

The Union #38 School District Early Childhood Education Program offers half-day preschool programs for 3- and 4-year-old children. The early childhood classroom is an integrated program for both special needs children and their typically developing peer partners. The programs offer educational programming; therapies such as speech/language, occupational, and physical therapy; screening and assessment; and parent support services, such as home visits. The classrooms

are housed in the Conway Grammar, Deerfield Elementary, Sunderland Elementary, and Whately Elementary Schools. **The program meets the accreditation standards set by the National Association for the Education of Young Children.**



## FULL-DAY KINDERGARTEN



The Conway Grammar School has a full-day kindergarten program. The goal is to provide a kindergarten environment that is developmentally appropriate for all kindergarten children. The program provides opportunities and time for children to develop specific skills, as well as their unique talents or interests. **The program meets the accreditation standards set by the National Association for the Education of Young Children.**

The full-day kindergarten program provides the following:

- **Time** to explore topics and themes in depth
- **Opportunities** to integrate new learning with prior experiences through project work
- **Accommodation** for individual differences and interests
- **Expansion** of curriculum
- **Learning** through first-hand experiences, exploration, and manipulation of materials
- **Optimal development** of language and early literacy skills
- **Enhancement** of children's social skills development
- **Balance** of quiet and active components of the day

### Rest

A brief quiet rest time is included each day.

### Snack

All of the kindergarten classes have a scheduled morning snack time. Snacks are provided on a rotating basis by the parents of each child. The classroom teacher will provide a schedule for each month. **Parents are asked to select a nutritious snack to encourage healthy eating habits.**

## Transportation

School bus transportation is provided for kindergarten children. See Section II.



## CURRICULUM AND ACADEMICS, GRADES 1 TO 6

In an effort to provide the best education for our students, the curriculum in the Conway Grammar School, based on frameworks established by the Massachusetts Department of Education, is continually examined and revised by teachers and staff. Current research and strategies about best practices in teaching and learning are considered. The Conway Grammar School currently has teacher-authored curriculum guides in the areas of language arts, spelling, science, and mathematics. These guides outline overall instructional goals, as well as specific grade-level skills for students. The curriculum guides are available in the school main office and in the school library for parents to review. **The Director of Elementary Education is Ms. Louise Law. She may be reached at the Central Office at 665-1155.**

## Language Arts



Our Language Arts Curriculum strives to ensure that all students develop into confident readers, writers, and communicators with critical and creative thinking abilities. The teaching of language arts is integrated across content areas as a means to acquire and demonstrate knowledge. For example, students may keep written journals or logs in math and science, read and write reports in social studies, or read an interesting story or poem about a science topic. The Conway Spelling Curriculum encourages the study of word structures and word meanings.

Research has indicated that spelling is a conceptual process that is gradually mastered over a period of time. Spelling is not merely the memorization of words. It involves using a variety of strategies. Our goals are to equip students with a variety of strategies that will enable them to attempt words they wish to spell and to support the transition from invented to conventional spelling.

## Mathematics



Our Mathematics Curriculum aims to empower all students to develop into mathematical thinkers and problem solvers. Students are encouraged to use estimation, mental math, paper-and-pencil, calculators, or manipulatives to problem-solve. They learn to approach basic skills with computational fluency, that is, to understand why they are using a specific strategy or algorithm and why it “works” to solve that particular problem. New materials and strategies are consistently introduced and reinforced to help prepare the children for the realities of the future. Multiple strategies and solutions are encouraged, thereby broadening the understanding of problem solving as well as promoting an acceptance for a broader range of personal learning styles. Students explore mathematical problems in depth, work together, use a variety of concrete materials and appropriate technology, and express their mathematical thinking through talking, drawing, and writing.

## Science



The Science Curriculum is designed around essential questions and core ideas and understandings that are central to scientific thinking. Children conduct investigations in life, earth, and physical sciences in each grade using the same skills of inquiry used by scientists in the field. Our goal is for students to develop scientific thinking by making observations, asking questions about the natural world, planning and conducting simple investigations, and using technology to solve scientific problems. Units of study in the sciences include a variety of topics such

as metamorphosis, human body systems, simple machines, weather, electricity, geology, magnets, and engineering design.

## History/Social Studies



The district Social Studies Curriculum has been revised to reflect the most recent Massachusetts standards for History and Social Sciences. Beginning in Preschool and continuing through grade 6, students explore essential questions and concepts in civics and government, history, geography, and economics.

In Preschool and Kindergarten, children study "Living, Learning, and Working Together" by learning how to become productive "citizens" in the classroom and school community. At these early grades, children begin to build understanding of place, time, and economic concepts through creating basic maps, talking about stories from long ago, exploring their own place in the world, and setting up pretend business using play money. In Grades 1 and 2, children extend their learning through reading stories and folktales from America and from around the world, discovering their own and their families' history, as well as the history of immigration to the United States. Grade 3 students examine Massachusetts history and geography. In Grade 4, students spend a year in an in-depth study of North American Geography. In Grade 5, students are immersed in a study of U.S. history from its origins until 1815. Grade 6 will study topics in world history and geography, including a study of Human Origins in Africa and Ancient Egypt.

## LIBRARY PROGRAM



Each class visits the library for one period a week for readings, author talks, book talks, library skills, and a general use and appreciation of the resources. The School Librarian, Mrs. Seigel, is involved with obtaining materials for teachers and

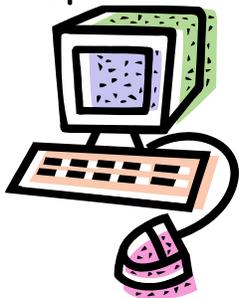
students and for promoting an atmosphere conducive to an appreciation for children's literature, books, and reading for fun. We want this to be a comfortable and pleasant place that promotes an interest in lifelong reading.

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

The library is an active focal point for our school. We have instituted a book donation program for families and friends of Conway Grammar School. Donations may be made as cash donations, or a donor may purchase books for the library. Such gifts to the library have a special bookplate inserted on the inside cover of the book. More specific information on donating to the school library can be obtained from Mrs. Seigel.

The School would welcome volunteers to assist in all facets of the library program to help build a lifelong love of reading and prepare our students for the outside world.

### Computers



Technology is a tool we use to enhance learning throughout the curriculum. All students from third through sixth grade receive keyboarding training on Mavis Beacon software. We use Microsoft Word or Appleworks software for projects that require word processing. Spreadsheet applications such as Excel are used for graphs and charting exercises. PowerPoint is used to produce visual presentations and class productions. Internet use is provided for research and interactive learning assignments. Proper Internet research techniques are covered.

Digital cameras and a scanner are used to enhance the content of many projects. Students will have the opportunity to learn and use the technological equipment we provide.

### **Acceptable Use Regulations**

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

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

Parents/guardians will receive a copy of the policy to guide and govern the use of the school computer networks. Please read it thoroughly and discuss it with your son/daughter.

The Frontier Regional/Union #38 School District Computer Network (FR/U38SDNet) provides open access to local, national, and international sources of information and collaboration vital to intellectual inquiry and democracy. In return, every network user in our school community and on the Internet and FR/U38SDNet account holders are expected to act in a responsible, ethical, and legal manner, in accordance with the Frontier Regional/Union #38 School District rules, regulations, and guidelines and the laws of the states and the United States.

The FR/U38SDNet account holder is held responsible for his/her actions and activity within his/her account. Unacceptable use of the network will result in the suspension or revoking of these privileges and could further cause school disciplinary action to be pursued. Some examples of such unacceptable use are:

- Using the network for any illegal activity, including violation of copyright or other contracts

- Using the network for financial or commercial gain
- Degrading or disrupting equipment or system performance
- Vandalizing the data of another user
- Wastefully using resources
- Gaining unauthorized access to resources
- Invading the privacy of individuals
- Using the account owned by another user
- Posting another individual's communications without the author's consent
- Posting anonymous messages

### **Acceptable Use Policy**

Each user of electronic resources must read the electronic resource use policy and sign the consent and waiver form, as included in Appendix C.

### **Internet Security**

At Conway Grammar School, the following steps are taken to ensure that our students will not come across any inappropriate material when using the Internet.

E-mail is not given unless a teacher sets up his or her own or a class e-mail account that is managed by the teacher.

Boarder/Manager software has been installed on our server to filter out inappropriate sites. In addition, for double protection, we encourage the use of our **Kids Search Engine** page available on our Home Page for students to use when gathering research materials. Using these two filters, we have eliminated inappropriate material coming into our school via the Internet.

## **PHYSICAL EDUCATION**



The physical education program at the Conway Grammar School has as its objective the physical, social, emotional, and intellectual development of children.

This development is achieved through a balanced program of fundamental movement, ball handling, rhythmic activities, games of low organization, gymnastics and tumbling, relays, team sport skills, and physical fitness activities and testing. A major emphasis is made on fostering a positive attitude toward physical activity and the joys of participation. Although some activities are competitive, the physical education program stresses cooperation and sportsmanship. Students in grades K-6 are scheduled for physical education two times per week, taught by Mrs. Mikolajczuk, otherwise known as "Mrs. M."

### Field Day



Each year in June, students in grades 3, 4, 5, and 6 participate in a district-wide Field Day featuring track and field events. This activity, modeled after the Olympic Games, brings students and schools together from Conway, Deerfield, Sunderland, and Whately for the purpose of experiencing athletic competition. Participants are matched randomly in a combination of individual and team events. Such events may include the 50- or 100-yard dash, the 440- or 880-yard run, the long jump, and the softball or shot-put throws. The culminating activity each day is the team relay races, which are always an exciting event. Conway students learn and train with "Mrs. M." during their physical education classes and during their class recess times in preparation for Field Day. Parents are invited to attend the day-long event and are encouraged to cheer on all students. In addition, parents can shape the success of the day by being a volunteer. Tasks include organizing student groups for events and recording times and distances for events. Specific information about the day and scheduling will be provided prior to the scheduled Field Day.

## ART



The visual arts are important in developing and enriching the whole child. Art provides a vehicle for both creative expression and problem solving. The lesson establishes a set of parameters and a goal that is worked out through the use and manipulation of art materials. Frequently, the curriculum introduces art history and can coordinate specific studies at a grade level. The year's program can include: drawing, painting, sculpture, weaving, stitchery, and crafts. The success of the project is not solely determined by the finished piece but rather by the internal growth of the student. The students make decisions and choices that are personally theirs, thus their judgment comes from within. Art is one area in which students can take risks and build self-esteem. By sharing their efforts, we become benefactors of their experience.

Students have art with Ms. French weekly. Many of the lessons continue for several sessions and are often developed around a particular theme. For the past several years, there has been an exhibit of student art presented at the end of the school term. One year, the art show was held in conjunction with a "Poetry Slam." In another year, music was provided and refreshments were sold as part of a PTO fundraiser. See Section VII.

## MUSIC



Our music program is a comprehensive program for students in grades K through 6. While the students are exposed to a variety of genres, the program is also very participatory. Students learn about the various styles of music from classical to jazz, the important musicians from each period our of history, and how music has helped shape our cultures. Through movement and song, students are encouraged

to express themselves and explore the many opportunities available through music. Ms. Cycz is the music instructor.

### Chorus



Students in the upper grades may join the school chorus, which is led by Ms. Cycz and held once per week. Several times during the school year, the chorus performs for the school community. Solos are often featured.

### Recorder Program



Grades 4, 5, and 6 are introduced to the fundamentals of playing the recorder. This program is part of the music curriculum and affords each student an opportunity to become familiar with the structure and use of a musical instrument. Students learn a number of musical pieces and are invited to be a part of the annual combined chorus and band program at the end of the school year. In addition to the educational value of the program, the recorder is an enjoyable and relatively easy instrument for all children to play and have fun with.

### Instrumental Band Program



Fifth and sixth grade students are eligible to join the Band Program offered in school. Early in September, these students attend a session in which the program is explained. Through this assembly, the students are introduced to the instruments they will have the opportunity to study; flute, oboe, clarinet, alto saxophone, tenor saxophone, French horn, trumpet, baritone horn, trombone, and percussion instruments. Children who have access to an instrument in good working

order will only need to purchase the appropriate lesson book. Students who need instruments will be able to rent them through arrangements made at the school. Lessons are offered in school on a weekly basis. Students are placed in small groups for lessons and join the school band as they become more proficient on their instrument. Lessons and band rehearsals are held every Monday.

Playing a musical instrument can boost many of your child's skills in the areas of mathematics, language, self-awareness and cooperative learning. Music is an integral partner to both life and learning. If parents would like their 5<sup>th</sup> or 6<sup>th</sup> grade child to take part in the beginner band program, they are asked to complete a permission form for the Instrumental Music teacher. A notice of the September information meeting and instrument rental opportunities will be sent home with your child and is included in the school newsletter.

### All School Musical



Each spring, Ms. Cycz produces an All School Musical around a central theme, such as African culture or music throughout history. Each class presents a musical number involving song or dance or a combination of both. Students in the upper grades also are invited to audition and participate in special numbers often featuring solos. Costumes and scenery enhance the program.

### HOMEWORK



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

- Increase student responsibility, personal development, time management, and self-confidence
- Provide additional practice leading to increased speed, skill maintenance, and mastery
- Promote additional participation by students in the learning process
- Promote parent-child communication
- Promote higher and more positive parent-school relationships
- Clearly communicate high expectations for students

### **Guidelines for Homework Assignments**

In order to meet these purposes, the staff at the Conway Grammar School use the following guidelines in designing assignments:

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

### **Make-up Assignments**

It is not school policy to assign classwork to students who take extra vacation days, although reading and journaling may be assigned at the discretion of a particular teacher. Whenever possible, students are expected to make up work missed due to illness. Teachers attempt to allow time during the school day for this make-up work to be done, such as during recess.

## STUDENT ASSESSMENTS

### Kindergarten Screening



All kindergarten children are assessed to determine whether each child is progressing within normal ranges of development. This screening takes place during the first five weeks of the child's kindergarten year. The children are screened by a team of specialists including: a Speech/Language Pathologist, Occupational Therapist, the School Nurse, and the kindergarten teacher. Therapists and teachers document observations of each child. Information is compiled in the following areas: vision, hearing, gross motor skills, fine motor skills, concepts, communications, and developmental history. Standardized screening and scoring occurs in October. The information is combined in order to provide an accurate picture of a child's strengths and weaknesses. This screening is done in accordance with Massachusetts State Law, Chapter 766, which states that all school systems are required to screen and identify any children who may be in need of special services. All kindergarten children must be screened by the end of October.

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

### Standardized Testing Programs

The Education Reform Act of 1993 instituted annual student achievement testing called the Massachusetts Comprehensive Assessment System (MCAS) in grades 4, 8 and 10. All students enrolled in these grades participate in standardized testing which assesses student comprehension in several areas. Full statewide implementation of these new requirements began in 1998.

The following Screening and Achievement Tests will be administered this year:

- Kindergarten Screening—September & October, and DIBELS
- First Grade—Reading Recovery Screening, September, and DIBELS & Terra Nova
- Second Grade—Terra Nova Reading
- Third Grade—Reading (MCAS), April
- Fourth Grade—English/Language Arts (MCAS), April and May
- Fifth Grade—Science/Technology; History/Social Studies (MCAS), May
  
- Sixth grade—Mathematics (MCAS), May

Reading fluency testing is also performed on all students in grades 3 through 6 during the month of October. Developmental Reading Assessments (D.R.A.S.) are collected on all 1<sup>st</sup> and 2<sup>nd</sup> grade students throughout the year. The MCAS program is still under adjustment by the state. Testing at additional grade levels may be required by the state.



## **SPECIAL EDUCATION PROGRAMS**

### **The WINGS Program**

Conway Grammar School houses the WINGS program as part of the larger school community. WINGS accepts students from Union #38 and surrounding school districts. WINGS is dedicated to working with students who do not experience success in a regular classroom setting and who may need a more therapeutic environment in order to achieve their full potential. The program has its own instructor, assistants, and school psychologist. Whenever possible, WINGS students join their age-appropriate peers for music, art, and physical education. The program is dedicated to returning students to the mainstream classroom as appropriate.

### **Section 504 Student Services**



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

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

### **Special Education Services—Chapter 766**

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

### **Special Education and Discipline Procedures**

All students are expected to follow the rules and regulations set forth in this handbook. Chapter 71B of the Massachusetts General Laws, known as 603 CMR 28.00, requires that additional provisions be made for students who have been found by an evaluation TEAM to have special needs and whose program is described in an Individualized Education Plan (IEP). The following additional requirements apply to the discipline of special needs students:

- Any modifications to the discipline code will be identified in the child's IEP.
- The Principal will notify the Special Education Department Chairperson of the suspendable offense of a special needs student, and a record will be kept of such notices.
- When it is known that the suspension(s) of a special needs student will accumulated to 10 days in a school year, a review of the IEP, as provided in 603 CMR 28.09(12) regulations, will be held to determine the appropriateness of the student's placement program. The TEAM will make a finding as to the relationship between the student's misconduct and his or her handicapping condition.

### **Procedures for Suspension of Students with Disabilities**

Criterion Number SE46

Legal Standard

**Procedures for suspension of students with disabilities when suspensions exceed 10 consecutive school days or a pattern has developed for suspensions exceeding 10 cumulative days; responsibilities of the Team; responsibilities of the district**

1. A suspension of longer than 10 consecutive days or a series of suspensions that are shorter than 10 consecutive days but constitute a pattern are considered to represent a change in placement.
2. Prior to a suspension that constitutes a change in placement of a student with disabilities, the Team convenes:
  - a. To develop or review a functional behavioral assessment of the student's behavior to modify a behavior intervention plan or develop an assessment plan;
  - b. To identify appropriate alternative educational setting(s); and
  - c. To determine the relationship between the disability and the behavior - "a manifest decision" (Is IEP appropriate? Is placement appropriate? If there was a behavior plan, was it implemented? Does student understand impact and consequences of his/her behavior? Can student control behavior?).

3. If the team determines that the behavior is NOT a manifestation of the disability, then the district may suspend or expel the student consistent with policies applied to any student without disabilities, except that the district must still offer an education program to the student with disabilities, which may be in some other setting.



## OTHER EDUCATIONAL PROGRAMS



### Field Trips

Field trips are extensions of the instructional program. Their purpose is to provide educational opportunities that cannot be offered within the building for acquiring skills, understanding, and appreciation. The costs of most field trips are paid for by the parent/guardian. Efforts are made to seek grant funding or alternative funding for these trips. Scholarships are always available. At no time will any Conway Grammar School student be excluded from participation because of a parent/guardian's inability to finance the field trip.



### Nature's Classroom

Each fall or spring, fifth grade students attend Nature's Classroom. This is a one-week residential educational experience that takes place in Colebrook, CT. The program uses the out-of-doors for learning experiences that cannot easily take place in the classroom. Students and teachers learning outdoor awareness in this extended classroom can use the experiences to improve their understanding of

the natural environment, their school subjects, and the way people live. The program includes activities such as animal live-trapping, examining life in lakes and swamps, investigating weather, colonial and Native American skills, and confidence-building group challenges. A variety of field walks, classes in all subjects, and evening activities ensure an exciting, stimulating experience.

Students stay in cabins with their peers and are chaperoned by school personnel. Professional staff counselors direct the camp. More detailed information about clothing, equipment, food, and lodging is provided during the school year. The cost to parents for this trip is approximately \$260. Parents are able to pay in installments, and scholarships may be available for parents who are unable to pay. Contacting the child's homeroom teacher or the Principal concerning scholarships is the recommended process.

## **"OUT-OF-SCHOOL-TIME" PROGRAM**

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

The program meets in the morning prior to the start of the school day from 7:00 to 8:30 a.m. and at the completion of the academic day from 3:00 to 5:30 p.m. Breakfast is supplied in the morning, and a healthy snack is provided in the afternoon. Families may choose a one- to five-day per week schedule.

Students may be involved in the program in a variety of ways. They may choose to attend the before-school program and/or the after-school program, which follow the Union #38 School Year calendar. Opportunities for exploration are provided through a number of enrichment programs, which are offered throughout the year. In the past, programs were offered in karate, science, music, art, drama, foreign languages, nature studies, floor hockey, horseback riding, and field hockey. The program provides a time and space for students to work on homework assignments. Private tutoring is not available through the out-of-school-time

program, but every effort is made to help students to succeed in their academic work.

Children may also attend the program on half and full curriculum days when teachers are in session but students are out of school. In addition, the Out-of-School-Time Program operates a vacation camp, River Valley Day Camp, during February and April vacation, as well as a summer camp, which is located at the Sunderland Elementary School.

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

### **Application and Tuition**

Application to the program, including emergency contact information, can be made through the site coordinator. A non-refundable \$25.00 application fee is required at the time of enrollment. Tuition is due the first of each month. Failure to pay by the fifteenth of the month will result in dismissal of from the program, unless alternate arrangements have been made with the program director or billing office. Tuition is due for the number of days per week that have been contracted, regardless of absenteeism. Financial aid is available according to the Massachusetts State sliding fee scale to determine rates for income-eligible families. For additional information and current tuition costs, please contact the site coordinator.

### **Arrivals and Departures**

When dropping off or picking up your child, please let the teachers know that you've arrived and use the sign in/out book in the Out-of-School-Time Program. If you have an emergency and know that you will be late, please call the site coordinator.

### **Absenteeism**

Please send a note to school or call if your child will not attend the after-school program that day.



### **Late Pick-up Policy**

If you arrive between 5:30 and 5:45 p.m. to pick up your child, you will be charged a fine of \$5.00. After 5:45 p.m., an emergency contact will be called to come and pick up your child. If no emergency contact can be reached at 6:00 p.m., the local police will be called for assistance.

### **Withdrawal**

The program requires 30 days' written notice to the site coordinator before withdrawal from the program or a change in schedule days of attendance, unless prior arrangements have been made. If a child is withdrawn from the program without 30 days' notice, the parent(s) will be held responsible for the tuition payment for that month, and it will not be possible to refund money on deposit.



### **Family Picnic**

At the end of each year, the Out-of-School-Time Programs celebrate with a family picnic. The event is rotated to a different school in the district each year. Parents are asked to bring a side dish or dessert to share. Entertainment makes this event a fun time for all.

## **V. HEALTH SERVICES, POLICIES, AND PROGRAMS**

Conway Grammar School provides a number of health services and programs, as described in this section. The goal of the Health Program is to maintain and

enhance the optimum level of physical and emotional health of every student. While parents have the prime responsibility for the health and welfare of their children, the school is responsible for assisting parents in building and maintaining the highest possible level of health for each student. The school can only extend and supplement family responsibility rather than serve as a substitute.

## HEALTH SERVICES

### School Nurse

The School Nurse at Conway Grammar School is Alice Maiewski, R.N. The nurse's office hours are 8:30 a.m. to 3:15 p.m. each school day. **The direct phone number to the nurse's office is 369-0128.** This phone number is also the fax number for the Nurse's office. Please feel free to direct your child's doctor's office to fax doctor's notes, physical forms, and other pertinent information to the School Nurse, as applicable.

### School Physician

Dr. Adele Checchi serves as Conway Grammar School's physician. Dr. Checchi is available to consult with the School Nurse on individual student health issues and general school-wide issues.

## HEALTH POLICIES

### Physical Examinations

Massachusetts State Law mandates that all transferring or newly entering students must have submitted a signed physical exam form to the school's health office before admission to school. It is also necessary for preschool students to submit a physical exam form stating that they have had a complete physical within a year of entering school. In addition, all students in grades 2 and 5 need an **updated** physician's exam. Medical forms to be completed by parent and physician are available at the school's main office. Physical exams are no longer provided by school physicians at the schools. If students do not have health insurance and/or a health care provider, please call the School Nurse for assistance.

## Immunizations

Massachusetts State Law requires students to have proper immunizations in order to enter school, except as instructed by a physician due to a health condition or sincere conflicts in religious beliefs (see Appendix D). Parents are expected to see that their children have the required immunizations. Written validation from a medical doctor must be provided at registration verifying the immunization record. The required immunizations include vaccines for the following: Diphtheria, Pertussis, Tetanus (DPT), Measles, Mumps, and Rubella (MMR), Polio, Varicella (chicken pox), Hepatitis B.

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

## Emergency Forms

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



### Illnesses

It is expected that a child will remain at home when he or she is ill. When in doubt, a parent/guardian should keep the child out of school. Parents are asked to call the nurse's office directly to report a child's absence from school due to illness or injury. (Also see information on absences in Section II.)

**Parents/guardians should immediately report any contagious illness or condition to the School Nurse.** The Nurse will determine when the child can return to school. When the child returns to school following a contagious illness, the child needs to check in with the School Nurse. A 24-hour waiting period is required before a child can return to school after the onset of antibiotic treatment.

## **Medication Policy**

If a child requires medication during school hours, the School Nurse under the following guidelines required by State Law will supervise it:

- All medications (prescription and non-prescription) must be supplied in the original pharmacy container and must be accompanied by written instructions by a physician.
- Parents must sign the appropriate administration permission forms.
- Medications prescribed three times a day should be given at home, if possible, i.e., antibiotics.
- In the event of a field trip, the School Nurse will delegate and train an appropriate person to administer the medication.
- A responsible adult must bring medication to school.

*No medication will be administered without a doctor's order.*

## **HEALTH PROGRAMS**

Services required by the Massachusetts Department of Public Health include immunization monitoring, vision screening, hearing screening, height and weight measurements, scoliosis screening, and maintenance of health records.

### **School Insurance Plan**

Each year, families are given an opportunity to enroll their child in an accident insurance plan, which is offered through a private vendor. This is done on a voluntary basis. Forms describing the plans are sent home with students in September. **All parents are asked to return the forms, with their signatures,**

regardless of whether or not they want to take advantage of the School Insurance Plan. It is also necessary for parents to print the child's name and their teacher's name on the form.



### **Vision and Hearing Screenings**

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

### **Dental Examinations**

It is requested that all kindergarten students have a dental examination by a licensed dentist before entering school. However, a basic examination will be provided by a dental professional with parental permission. This exam is not a substitute for a complete examination provided by a licensed dentist.

### **Fluoride Rinse Program**

Conway Grammar School offers a fluoride rinse program to all students in grades 1 through 6. The Division of Dental Health, within the Massachusetts Department of Health, funds this entire program. The fluoride rinse adds further protection against cavities, and the school recommends this as part of a child's dental health plan. Participation is voluntary. Permission forms are sent to parents, who must authorize their child's participation in the program.

### **Postural Screening**

Postural screening (or scoliosis screening) is performed annually by the School Nurse on students in grades 5 through 9 in the Union #38 District. The best

prevention of spinal curvature is early detection. Exemption from this screening is allowed if written notice from the parent/guardian is received.

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

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

## **VI. STUDENT SUPPORT SERVICES**

This section explains the special services and personnel available to provide support to children in need. A school counselor and school psychologist are available to help prevent and remediate any problems. A reading program makes sure children of all abilities have a successful start to learning. When necessary, staff form a Child Study Team to address academic, social, or behavioral concerns about a particular student.

### **GUIDANCE SERVICES**

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

School counseling services generally include:

- Counseling for children, individually or in small groups
- Consultation for parents, teachers, and other staff members
- Coordination of services with other agencies and private service providers
- Provision of curricula for classroom activities focused on social and emotional health

- Provision of home assessments for special education evaluations and developing counseling goals for Individualized Educational Plans if needed

### **CHILD STUDY TEAM**

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

## **VII. SCHOOL ORGANIZATIONS AND VOLUNTEER OPPORTUNITIES**

In addition to the offices of the Frontier Regional/Union #38 School District, several organizations are responsible for, oversee, and/or assist with the operations and programs of Conway Grammar School, as explained in this section. There are a number of opportunities for parents to take part in improving the school, such as through the Parent Teacher Organization (PTO) or School Council. Opportunities might exist for assisting in the library, with the computers, in the cafeteria, and sometimes, in the classroom.

### **CONWAY GRAMMAR SCHOOL COMMITTEE**

The School Committee is responsible for review and approval of the school's annual budgets and for establishing educational goals and policies for the school, which are consistent with the requirements of state laws, goals, and standards established by the State Board of Education. With the Massachusetts Educational Reform Act of 1993, the School Committee also became responsible for the yearly review and approval of the School Council's School Improvement Plan.

The Conway Grammar School Committee is made up of five elected members from the community. Members serve in rotating three year terms. The School

Committee meetings are scheduled on the third Thursday of each month. Meetings are held in the school's conference room or in the school library at 7:00 p.m. All meetings are open to the public.

## **CONWAY GRAMMAR SCHOOL COUNCIL**

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

The Conway School Council is composed of parent representatives, teacher representatives, community representatives, and the Principal. The Principal serves as a Co-Chair of the Council along with a parent representative. The School Council members select the Parent Co-Chair and the Recording Secretary each year. Each Council member serves for a 3-year term. The teachers and staff at the school select the teacher representatives; the parent representatives can be volunteers or selected through elections managed by the PTO.

### **School Improvement Plan**

The School Improvement Plan is a planning document that identifies educational goals and values, as well as specific goals for the school/learning environment. These include: curriculum development, class size, professional development, parental involvement, school safety, school climate, extracurricular activities, and the diverse learning needs of students. The School Improvement Plan is written for 3-year periods and serves as the basis for the School Council's focus throughout the year. Once it is prepared, it is submitted to the Conway Grammar School Committee for review and approval. The **School Improvement Plan** is available for parents' review. A copy is provided on the Parent Resource Shelf in the school library.

The Conway Grammar School Council is also responsible for preparing a School Council Report each year. The report contains a description of the School Council

operations and identifies the current School Council membership. The main portion of the report reviews the focus and priorities of the Council's work during the school year, as they relate to the established mission and goals of the Council, which have been identified in the School Council's School Improvement Plan. Finally, the report describes the preliminary agenda for the Council's work for the following academic year. This report must be submitted to the Conway Grammar School Committee by June of each school year for their review and approval.

### **UNION #38 COMMUNITY PARTNERSHIP FOR CHILDREN COUNCIL**

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



### **MASSACHUSETTS CULTURAL COUNCIL**

The Massachusetts Cultural Council affords faculty and the PTO the opportunity to apply for grants to be used to offset the costs of sponsoring various enrichment programs. Artists in residence, storytellers, musicians, and poets can be funded through the Council. The application process is easily accessible, and the Council is most supportive of the school's attempts to increase its use of local artists as part of the curriculum.

### **PARENT TEACHER ORGANIZATION**

The objective of the PTO is to promote a strong working relationship among parents, teachers, and administrators so that all may contribute effectively to the

education and development of all students. Membership is open to all parents and staff of the Conway Grammar School. Meetings are held once a month, with open discussion and decision-making.

The PTO supports educational and cultural enrichment programs within the school. Through fundraising and special promotions, the PTO is able to provide financial support for special programs and educational materials. The PTO donates money to teachers for special supplies or teaching materials for their classrooms, donates money to the school library, and promotes the arts through funding and sponsorship of special programs.

The PTO also organizes "room parents" to assist with various classroom projects and to help communicate information to families.

## **VOLUNTEERING**

Conway Grammar School considers parent volunteers as a very special resource; volunteers are a vital and integral part of the Conway Grammar School. All parents are encouraged to volunteer their time and talents in order to enhance our children's education.

Many opportunities exist in the areas of classroom assistance, in the library and computer programs, and in the planning and staffing of the many PTO-sponsored events. Teachers may ask and encourage parents to participate as classroom volunteers, go on field trips with the class, speak to the class about topics of interest to them, collect materials for class projects, or assist with special programs or extracurricular activities.

Please call the office or contact individual teachers if you have time or skills you can donate to make Conway Grammar School a better place for students to learn and grow.

## VIII. APPENDICES

### APPENDIX A BUS SCHEDULES AND RULES

#### **Bus Schedules**

##### **Route C-1:**

Begin at approximately 7:55 a.m. to residences on Guinea Road. Proceed to Williamsburg town line and proceed to Williamsburg/Ashfield Road at 8:05, west on Ashfield Road. Reverse to Poland Road at 8:15. North on Poland Road at 8:20, to areas surrounding the old Grammar School, to Vight's Garage, reverse and proceed to Baptist Hill, to Masonic Hall, to Route 116. Proceed to Conway Grammar School, arriving at 8:45 a.m.

##### **Route C-2:**

Begin at approximately 7:50 a.m. at the town line on Sabiens Road. Proceed to Shelburne Falls Road. North on Shelburne Falls Road to Wilder Hill Extension to Lively's residence at 7:55. Reverse, south on South Shirkshire Road, to Pine Hill Road at 8:10. Proceed on Pine Hill Road to Shelburne Falls Road, east on Shelburne Falls Road to Bardwells Ferry Road, east on Bardwells Ferry Road to Wholey's Farm, turn around at 8:18. Proceed to Truce Road and Elmer Road at 8:28, proceed to Shelburne Falls Road at 8:35 to Route 116, south to the Conway Grammar School at 8:45 a.m.

##### **Route C-3:**

Begin at Hoosac Road at the Deerfield town line at 7:50 a.m. Proceed to Graves Road to Reed's Bridge Road at 8:10, south on Reed's Bridge Road to Route 116, to Whately Road to Roaring Brook Road at 8:30. Proceed to Lesser's residence and continue north on Roaring Brook Road to Conway Grammar School at 8:45 a.m.

NOTE: DURING WINTER MONTHS, ROARING BROOK ROAD CAN BE CLOSED TO TRAFFIC. IN THESE INSTANCES, THE BUS REVERSES AT LESSER'S RESIDENCE, BACKTRACKS TO ROUTE 116, AND PICKS UP STUDENTS FROM

THE NORTH ENTRANCE OF ROARING BROOK ROAD, REVERSES, AND CONTINUES TO THE CONWAY GRAMMAR SCHOOL.

**FRONTIER REGIONAL/UNION #38  
TRANSPORTATION RULES, REGULATIONS, AND CODES OF BEHAVIOR**

WAITING FOR THE BUS

1. Be on time for the bus, but do not arrive at the stop earlier than 10 minutes before the time at which the bus usually arrives.
2. Follow personal safety precautions while waiting for the bus.
  - a. Do not play in the road.
  - b. If you must cross a street, do so only when you are certain no moving vehicles are approaching from either direction.
  - c. Do not push, pull, or chase other students.
  - d. Do not trespass on private property or make unnecessary noise.
3. When your bus approaches, remain at least 6 feet off the roadway. Do not approach the bus until it has completely stopped and the driver has opened the door. Again, avoid pushing others in line.



LOADING THE BUS

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

BEHAVIOR GUIDELINES WHILE RIDING THE BUS

Do's:

1. Help keep the bus clean and sanitary.
2. Be courteous of other students.
3. Listen carefully and obey any directions issued by the driver.
4. Upon boarding the bus in the morning, remain on the bus until arrival at school.

### **Do Not's**

1. Eat food on the bus.
2. Throw anything on the bus or out of the bus window.
3. Change seats while the bus is moving.
4. Shout or make excessive noise that may distract the driver and lead to a serious accident.
5. Extend your arms or any other parts of your body out of the window.

**NOTE:** Buses may carry cameras, which may be used at any time.

### **UNLOADING THE BUS**

#### **Do's**

1. Obey any directions issued by the driver.
2. Leave the bus quickly in a courteous manner without pushing other students.
3. Walk in front of the bus (NEVER IN BACK) at a distance of at least 12 feet away from the bus. If you get too close to the front of the bus, the driver will not be able to see you, and a serious accident could occur.
4. Be sure to observe all safety precautions as you travel from your bus stop to your home.
5. Wait until the bus has come to a complete stop and the driver has opened the door before you leave your seat.

**NOTE:** Violation of the bus rules may result in a loss of bus privileges. We use a "three strike" system when faced with inappropriate or unacceptable bus behavior. A letter is sent home to *all bus riders* explaining the process.

With the Principal's discretion and written parent permission, where space is available, students may ride a bus to an existing stop. Transportation for large group activities is excluded.

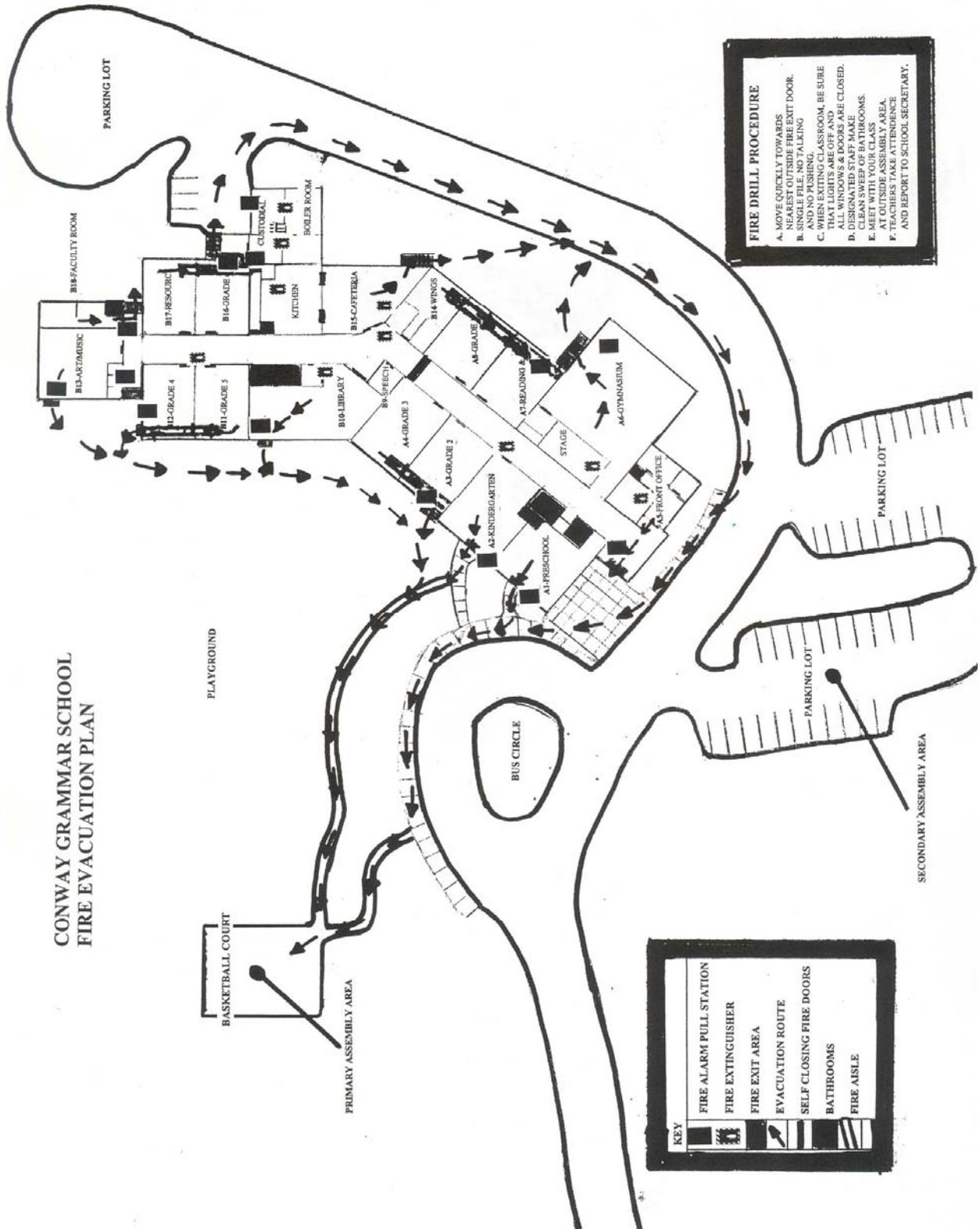
All students must behave appropriately as passengers of a school bus. Clearly understood and well-enforced rules are necessary for the successful management and safety of students who ride school buses.

1. Students transported in a school bus are under the authority of and directly responsible to the driver of the bus.
2. Continued disorderly conduct or persistent refusal to obey the directions of the driver is sufficient reason for a student to be denied transportation on a school bus.
3. The driver of any school bus is responsible for the orderly conduct of the students transported.
4. The Principal or driver has the right to assign seats on the bus.
5. No bus driver can require any student to leave the bus before each student has reached his or her destination.
6. A school bus cannot be put in motion until all students are seated.
7. School buses discharge students only at stops regularly designated by the School Committee.
8. Students should not engage in unnecessary conversation with the driver while the bus is in motion.
9. Smoking in a school bus is prohibited.
10. No liquor can be transported in a school bus.
11. No animals may be transported in a school bus.
12. No weapons of any sort can be transported in a school bus.

13. Students who leave the bus should NOT loiter near the bus, but go QUICKLY to their destinations.

## **APPENDIX B FIRE EVACUATION PLAN**

# CONWAY GRAMMAR SCHOOL FIRE EVACUATION PLAN



### FIRE DRILL PROCEDURE

- A. MOVE QUICKLY TOWARDS NEAREST OUTSIDE FIRE EXIT DOOR.
- B. SINGLE FILE, NO TALKING AND NO PUSHING.
- C. WHEN EXITING CLASSROOM, BE SURE THAT LIGHTS ARE OFF AND DOOR IS FULLY CLOSED.
- D. DESIGNATED STAFF MAKE CLEAN SWEEP OF BATHROOMS.
- E. MEET WITH YOUR CLASS AT OUTSIDE ASSEMBLY AREA.
- F. TEACHER TAKE ATTENDANCE AND REPORT TO SCHOOL SECRETARY.

### KEY

- FIRE ALARM PULL STATION
- FIRE EXTINGUISHER
- FIRE EXIT AREA
- EVACUATION ROUTE
- SELF CLOSING FIRE DOORS
- BATHROOMS
- FIRE AISLE

**APPENDIX C**  
**ELECTRONIC RESOURCES ACCEPTABLE USE POLICY**  
**AND CONSENT AND WAIVER FORM**

Log onto the Conway Grammar School website, <http://www.cgs.conway.ma.us>, for the complete Electronic Resources Acceptable Use Policy. A sample of the Consent and Waiver Form follows:

**Consent and Waiver Form**  
**(Please sign this portion and return to school office ASAP)**

**FRONTIER REGIONAL/UNION #38**  
**ACCEPTABLE USE POLICY**

Name of User(s):

(Check One)

Administrator\_\_ Faculty\_\_ Staff\_\_ Student

I certify that I have read and understand the Frontier Regional and Union #38 School District's Electronic Resources Acceptable Use Policy and pledge to abide by its provisions.

Signed:

Date:

Parent or Guardian:

I certify that I am the parent or legal guardian of the student listed above, and that we have both read and understand the provisions of the Electronic Resources Acceptable Use Policy. Further, I grant permission for the above-named student to utilize this network in support of his/her education at Frontier Regional and Union #38 School District.

Signed:

Date:

Revised 10/01

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**APPENDIX D**  
**General Laws of Massachusetts Chapter 76:**  
**Section 15, Vaccination and Immunization**

GENERAL LAWS OF MASSACHUSETTS  
PART I.  
ADMINISTRATION OF THE GOVERNMENT

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TITLE XII.  
EDUCATION

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**CHAPTER 76. SCHOOL ATTENDANCE**

**Chapter 76: Section 15 Vaccination and immunization**

Section 15. No child shall, except as hereinafter provided, be admitted to school except upon presentation of a physician's certificate that the child has been successfully immunized against diphtheria, pertussis, tetanus, measles, and poliomyelitis and such other communicable diseases as may be specified from time to time by the department of public health.

A child shall be admitted to school upon certification by a physician that he has personally examined such child and that in his opinion the physical condition of the child is such that his health would be endangered by such vaccination or by any of such immunizations. Such certification shall be submitted at the beginning of each school year to the physician in charge of the school health program. If the physician in charge of the school health program does not agree with the opinion of the child's physician, the matter shall be referred to the department of public health, whose decision will be final.

In the absence of an emergency or epidemic of disease declared by the department of public health, no child whose parent or guardian states in writing that vaccination or immunization conflicts with his sincere religious beliefs shall be required to present said physician's certificate in order to be admitted to school.