

Tantasqua Regional Junior High School

“A little bit about our school...”

School Background:

Tantasqua Regional Junior High School proudly educates students from the towns of Brimfield, Brookfield, Holland, Sturbridge and Wales. Entering as 7th graders, students from these five towns come together to join the Tantasqua learning community.

Tantasqua Regional Junior High School opened its doors in January 1975. It was home to grades seven, eight, and nine until 2002 at which time grade nine moved across the street to the new Tantasqua Regional Senior High School.

Mission Statement:

Tantasqua Regional Junior High School is committed to providing a supportive, mutually respectful environment which allows students an opportunity to achieve their fullest academic potential, recognizes the unique social, emotional, and physical needs of the early adolescent, and fosters the importance of education in a global society.

To accomplish this mission we have established the following goals:

- ▶ To provide positive, varied and challenging learning experiences consistent with the unique needs of the early adolescent learner.
- ▶ To promote self-esteem, self-confidence, self-respect, self-discipline, and self-motivation.
- ▶ To promote the concept that learning is a rewarding, positive, lifetime experience.
- ▶ To help students recognize their abilities and achieve their maximum potential.
- ▶ To provide students with the necessary skills to continue their formal education.
- ▶ To help students develop critical thinking skills.
- ▶ To help students cope with the experiences inherent in early adolescence.
- ▶ To provide positive interaction with the local and global community.
- ▶ To help prepare students to become contributing members of a democratic society.
- ▶ To foster respect for good citizenship and the rules of society and community.

“The TRJHS Experience”

Tantasqua Regional Junior High School provides a wide and varied programming experience for all students. Based upon fundamental beliefs of best-practice teaching and learning, instruction and learning occurs in a dynamic environment. Beyond teaching and learning, TRJHS offers extended opportunities that build upon a strong history of pride and commitment in educational excellence. Outlined below are some of the key aspects that lead to strong community support and a high degree of satisfaction amongst students, faculty and staff.

Advisory:

Students are placed in small groups (approximately 10 to 13) for the start of each school day. The advisory group, considered “homeroom” in a traditional mindset, affords all students the opportunity to be known well by at least one adult in the school. This setting enables faculty and staff instructional opportunities related to social skills, organization, communication, or other issues that the young adolescent encounters as obstacles or roadblocks to success.

Interdisciplinary Teams:

Students are placed onto one of three teams in the 7th grade (Red, White, or Blue) for their core academic experiences of English language arts, mathematics (pre-algebra), social studies (geography), and science (life sciences). Placement on 7th and 8th grade teams is completed via a heterogeneous process ensuring that a diverse population of learners exists on each team. Entering 8th grade, students are placed onto one of three teams (Gold, Green, or Orange). The 8th grade core academic experiences include English language arts, mathematics (pre-algebra, introduction to algebra, or algebra), social studies (world history), and science (Earth science). Two teams at each grade level have dedicated special education and paraprofessional to service the special education population assigned to each team.

The interdisciplinary team experience affords students the opportunity to be well known and supported by a core group of educators. Communication amongst the teachers and support staff is constant and enables support opportunities to be identified quickly and aids in prompt assistance to students when necessary. Team teachers also frequently communicate with the grade level counselor and assistant principal regarding concerns related to student achievement, behavior, peer, family, or other concerns. This wrap-around support model solidifies the necessary structure to ensure opportunities for success to every student.

In addition to the interdisciplinary team placements, two off-team programs for small populations of students at TRJHS exist. The Pathways program provides students with disabilities academic, social, emotional, and life skills instruction and support. A small group class setting for students who thrive with individualized instruction in the core academic curriculum is also utilized when students are in need of a separate instructional environment outside of the regular education classroom.

Additional supports to assist struggling learners involves in-school day tutoring in the areas of mathematics and reading, after school help sessions by all teachers, and after school access to the library for all students three days per week.

Reading / Foreign Language Program

In addition to the core academic classes, students also experience electives in reading or foreign language and music. Based on teacher recommendation and assessment scores, students may be placed into a reading class or foreign language upon entering grade 7. Two levels of reading are offered. Choices in foreign language for the 2014-2015 school year will be French and Spanish; the same language progresses to be studied in 8th grade. In the area of music, students may choose amongst a host of options: Band, Chorus, General Music, Hand Chimes and several co-curricular programs after school including Jazz Ensemble, Show Choir and Select Chorus. Music classes occur every other day opposite from Physical Education in the student schedule.

Exploratory Program:

Rounding out the academic experience for students is the Exploratory Program. Students rotate through the program, experiencing five courses throughout the school year. This year the program was reconfigured to address needs in physical education by redesigning the Health and Physical Education classes to have a focus on Wellness. Our Health and Physical Education teachers work collaboratively to provide a rich experience within the Wellness model that integrates multiple forms of physical fitness into the students experience across the school year.

7th and 8th Grade Exploratory Experiences
Technology
Engineering
Art
Health
Computer Applications

Sample student schedule:

Block	Class Schedule
Advisory	Advisory
A	English (full year)
B	Music / Wellness (full year)
C	Science (full year)
D	Social Studies (full year)
	LUNCH (full year)
E	Reading / Foreign Language (full year)
F	Mathematics (full year)
G	Exploratory: Health, Technology, Art, Computers (one each quarter)

Co-curricular offerings (Clubs / Athletics):

Because of the offering of a late bus (3:15 and 5:00), students at TRJHS can extend their learning and overall experience after the regular school day. There is something for everyone offered and the faculty and staff are willing to explore new options brought up by students; all clubs are open to all students and enrollment is on a rolling basis. This rich extension of the school day assists our school towards attaining the goals outlined in our mission statement.

Clubs & Activities

Newspaper	Chess Club
Art Club	Student Council
Outing Club	Social Club
Sewing Club	Yearbook
Ski Club	Drama Club
Tennis Club	Jazz Band
Show Choir	Gaming Club
Scrapbooking Club	Mountain Biking Club
National Junior Honor Society	Pod Casting
S.A.G.E. Recycling	Project Purple
Lego Club	Helping Hands for the Homeless
Cooking Club	

Athletics:

Baseball (interscholastic)
Softball (interscholastic)
Boy's Basketball (interscholastic)
Girl's Basketball (interscholastic)
Boy's Cross Country (interscholastic)
Girl's Cross Country (interscholastic)
Boy's Soccer (interscholastic)
Girl's Soccer (interscholastic)
Intramurals (year round - basketball, floor hockey, wiffleball, soccer, etc)