

Triton Regional School District

***Pine Grove Elementary School
Handbook***



Respect – Integrity – Excellence for All

2019-2020

www.tritonschools.org/pinegrove

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Welcome to Pine Grove Elementary School

Dear Pine Grove Students and Families,

Welcome to the 2019-2020 school year. For many of you, it is a warm welcome back to Pine Grove and for other families, it is a brand new educational journey for your children. Now that the building renovation project is behind us, our school staff looks forward to working with you and your children to make this the most successful year ever! Our theme continues to be **“Journey to Success.”**

It continues to be an honor and privilege to be at the service of an outstanding faculty and the wonderful parents and students that make up **The Pine Grove School Community**. I think you will feel and experience a sense of newness and excitement as you walk through the halls of our school. I hope that you continue to feel welcome as you become involved with your child’s experiences at Pine Grove School.

At Pine Grove School, we strive for **academic excellence** in a stimulating school environment. We try to instill in all children a love for learning. We continually examine our curriculum and instructional practices to ensure educational growth and the best possible programs for children. We believe in **“educating the whole child.”**

We are pleased to be continuing our **Character Education** monthly themes and will incorporate them into all aspects of school life. Character Education has a prominent role in the lives of young children. Pine Grove School students will engage in a multitude of activities to promote acts of kindness, good citizenship and tasks that develop skills and strategies to become good problem solvers. All students will recognize the worth, quality, and importance of themselves, other people, and their community. September’s Character Education trait is **Responsibility**.

Parent Information Night will be Wednesday, September 25, 2019 beginning at 6:00 p.m. Teachers will review their daily schedule, behavior expectations, rules and routines, home school communication, homework, curriculum brochures, volunteering and CORI form information.

I hope you will take part in your child’s education by inquiring about their time spent at school. Ask about their friends and teachers. Get involved as they complete their homework or seek your help on special projects. Encourage your child to read at least 20 minutes every night, and quiz them on their math facts. I am confident that your child will demonstrate greater motivation as you continue to show interest in their academic and social experiences. We will certainly work on our end to provide your child with the best education possible. **Let’s work together** to make this an excellent school year in every way!

Finally, we welcome some **new faces** to Pine Grove School this year. Please join me in welcoming **Robyn Max, Grade Six Teacher, Jillayne Stutz, Grade 5 Teacher and Paul White, Kindergarten Teacher**. We said goodbye to Michael Astuccio, Morgan Boselli, Kellie Romanus, and Norma Koloski. We wish them the very best on their future endeavors.

Sincerely,

Christine
Christine A. Kneeland
Principal



Contact Information

Main Office Staff:

Christine A. Kneeland, Principal
Nicole LaPerriere, Assistant Principal

Deborah Blanchette, School Nurse
Susan True, Administrative Assistant
Karen Dion, Receptionist

email: First name.last name@tritonschools.org
(example) brian.forget@tritonschools.org

Pine Grove Elementary School

191 Main Street
Rowley, Massachusetts 01969

Main Office: (978) 948-2520

Child Absence Hot Line: (978) 948-6920

www.tritonschools.org/pinegrove

Staff Directory

Deb McKinnon

Preschool

Anne Remley

Kindergarten

Melissa Prescott-Gagnon

Juliette Rowe

Paul White

Grade 1

Elizabeth Butler

Rosemarie Harrison

Lisa Manganello

Grade 2

Emma Hunt

Jessica Reusch

Holly Reynolds

Grade 3

Virginia Bard

Elyse Earls

Kathleen May

Grade 4

Katherine Pacenka

Jillian Pinto

Donna Richard

Grade 5

Gareth Bevan

Erica Geyer

Jillayne Stutz

Grade 6

John Collyer

Michelle Kitanov

Robyn Max

Art

Jennifer Dubis

Music

Lois Freeman

Library/Media Specialist

Julie Stafford

Physical Education

Sean O'Neil

Special Education

Maryellen Moreland,

ETC/Special Education

Andrea Cutter

Joshua Fouser

Colleen Murray

Anne Blanchette

School Nurse

Deborah Blanchette

Guidance Counselor

Kyle Campbell

Occupational Therapist

Sheila Christensen

Physical Therapists

Caryn Indingaro

Lori Kelley

Speech and Language

Courtney Choate

Jennifer Malafay

Literacy/Math Specialists

Michelle Lojko, Math

Shauna Magee, Literacy

School Psychologist

Katelyn Meredith

Kids Club

Stacy Neary

Lunch/Recess Monitors

Deborah Goldsmith

Krista Maurer

Lee Shionis

Angela Tillman

Instructional Assistants

Jean Atherton

Barbara Barry

Kelli Basile

Sarah Beevers

Holly Chadwick

Cheryl Hardy

Mia Hayden

John Hubbard

Kristen Hunter

Donna Laflamme

Joyce LaPointe

Kathy Leavitt

Jennette Loring

Janet Manning

Jennifer MacDonald

Julie Nichols

Wendy Quinn

Janet Wallis

Danielle Warren

Cafeteria

Melinda Carey, Manager

Lisa Guilmette

Marguerite Sellanger

Christine Warren

Crossing Guards

Jennette Loring

Judith Robillard

Custodians

Frank Janvrin, Head

Steve Hopper

Jari Reunanen

email: First name.last name@tritonschools.org
(example) brian.forget@tritonschools.org

Central Office Directory

Triton Regional School District
112 Elm Street
Byfield, MA 01922

P: 978-465-2397; F: 978-465-8599

Brian Forget	Superintendent of Schools
Kimberly Croteau	Assistant Superintendent & Title IX Officer/Civil Rights Coordinator
Michelle Cresta	School Business Administrator
David Magee	Administrator of Special Education
Anna Bates	Teaching & Learning Coordinator
Debra Jones	Director of Technology
Lucinda Ward	Food Services Director
Heather Jones	Family & Community Engagement Coordinator
Christopher Walsh	Facilities & Grounds Manager
Carla Collins	Homeless Coordinator

School Committee Directory

School Committee Members

- Nerissa Wallen, Chairperson Nerissa.Wallen@tritonschools.org
- Maureen Heffernan, Vice Chairperson Maureen.Heffernan@tritonschools.org
- Dina Sullivan, Secretary Dina.Sullivan@tritonschools.org
- Erin Berger Erin.Berger@tritonschools.org
- Deborah Choate Deborah.Choate@tritonschools.org
- Paul Lees Paul.Lees@tritonschools.org
- Linda Litcofsky Linda.Litcofsky@tritonschools.org
- Paul Goldner Paul.Goldner@tritonschools.org
- Tina Tzortzis Tina.Tzortzis@tritonschools.org

Monthly Meetings are usually held on Wednesdays beginning at 7:00 P.M. in the Triton Regional High School Library. See schedule on the next page for more details.

District Vision Statement

We are a community of learners known for our unwavering commitment to meeting the needs of all students. Through the adoption of best practices and our active partnership with families and the wider community who are united in supporting the development of engaged, successful, responsible, resilient learners, students will be well-prepared to be ethical, empathetic, and contributing citizens.

Statement of Purpose

Pine Grove Elementary School will provide an intellectually stimulating learning environment where students will develop responsibility, integrity, and independence through consistent adult nurturing and role-modeling.

School Calendar 2019-20



Triton Regional School District

Respect, Integrity, and Excellence for All

2019/2020 School Year Calendar

August, 2019						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

September, 2019 (20)						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

October, 2019 (22)						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

November, 2019 (18)						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

December, 2019 (15)						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

August

- 26th New Teacher Orientation (NTO)
- 27th Staff/Faculty Convocation
- 28th Professional Development Day
- 29th Professional Development Day

September

- 2nd Labor Day
- 3rd First Day of School

October

- 4th Half Day: Professional Development
- 7th Schools Closed: Columbus Day

November

- 1st Half Day: Professional Development
- 11th Veterans' Day (Observed)
- 27th Half Day: Thanksgiving
- 28th Schools Closed: Thanksgiving Day
- 29th Schools Closed

December

- 12th & 13th ELEMENTARY Half Days: Conferences
- 23rd - 31st Schools Closed: Winter Holiday Recess

January

- 1st Schools Closed: New Year's Day
- 2nd Schools Reopen
- 17th Half Day: Professional Development
- 20th Schools Closed: Martin Luther King Jr. Day
- 22nd, 23rd, & 24th MIDDLE SCHOOL Half Days: Conferences
- 22nd, 23rd, & 24th HIGH SCHOOL Half Days: Exams

February

- 7th Half Day: Professional Development
- 17th - 21st Schools Closed: Winter Vacation

March

- 6th Half Day: Professional Development
- 19th & 20th ELEMENTARY Half Days: Conferences

April

- 3rd Half Day: Professional Development
- 10th Half Day: Good Friday
- 20th - 24th Schools Closed: Spring Vacation

May

- 1st Half Day: Professional Development
- 22nd Half Day: Professional Development
- 25th Schools Closed: Memorial Day

June

- 6th Triton Graduation (Tentative)
- 9th, 10th, 11th High SCHOOL Half Days: Exams
- 12th Half Day: Last Day of School (180 days)
- 19th Last Day of School w/Snow Days (185 days)

January, 2020 (21)						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

February, 2020 (15)						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

March, 2020 (22)						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

April, 2020 (17)						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

May, 2020 (20)						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

June, 2020 (10)						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

Schools Closed: Holiday or Vacation	
Schools Closed: Staff Report: Professional Development	
Half Day All Schools: Holiday	
Half Day: All Schools: Prof. Development/Last Day of School	
Half Day: Parent Conferences or High School Exams	
School Committee Meetings (includes Budget Meetings:: SC Workshop: Public Hearing:	
Tentative School Committee Meetings	
Jewish Holidays (All Schools in session)	

Notes:

Approved by School Committee at its meeting on March 13, 2019

Getting To & From School

School Hours

School start time is 8:25 AM and dismissal time is 2:55 PM. Early dismissal days end at 11:40 AM. Children should report directly to their classrooms when they arrive at school between 8:10 and 8:25 AM. No child should arrive on school property before 8:10 AM. No adult supervision is provided until that time unless your child is enrolled in a before-school program. If you accompany your child to school, you are asked to say goodbye at the front door rather than going to the classroom.

Transportation

Arriving at school and home safely is a priority for the Triton Regional School District. Working together, North Reading Transportation, Inc. (NRT), the school, and home can teach students safe habits for riding buses responsibly. It is expected that all bus students will ride the bus home unless a parent has notified the office in writing of other transportation arrangements.

At the Bus Stop

Students should arrive at the bus stop a few minutes before the scheduled pick-up time and wait in an orderly manner well back from the edge of the road. When the bus arrives, students should wait until the bus comes to a complete stop and the door opens, and then proceed onto the bus at the direction of the driver in a single line. When crossing the street to enter the bus, students should always cross in front of the bus.

On the Bus

Bus drivers will direct students where to sit. Generally, Kindergarten and Grade 1 students sit in front. Seats will accommodate up to three students. Students should remember to push in to make room for others. The safest way to sit is, "Back to Back and Bottom to Bottom" with hands and feet out of the aisle. Keep backpacks and other objects in your lap. Alternative transportation arrangements should be made for large objects or projects that take up too much room. Quiet and friendly conversation is expected for an enjoyable ride. Students should always remain in the seat while the bus is in motion until it is time to exit. A clean bus is the responsibility of everyone, so remind your students to take everything they bring and do not eat on the bus. Windows should only be opened or closed at the direction of the driver. Arms, hands, heads, and other objects should be kept inside the bus at all times. Video cameras are used to promote safe, appropriate student behavior.

Conduct reports will be issued as follows:

- Warning Verbal notice to student
- 1st Report Written notice to parent
- 2nd Report Written notice to parent
- 3rd Report Loss of riding privileges for 3 days
- 4th Report Loss of riding privileges for 5 days
- Subsequent reports – Loss of riding privileges up to and including the remainder of the school year
- Serious Violations – Immediate loss of riding privileges particularly when behavior jeopardizes safety or impinges upon the authority of the driver. Students are responsible for any damage to the bus.

The bus company will determine cost of repair. Riding privileges will be suspended until payment is made and consequences have been completed.

Leaving the Bus

Wait until the bus comes to a complete stop before getting up to leave. Exit down the steps carefully, cross only in front of the bus, and look carefully for any other moving vehicles as you head home. Students will only be dropped off at their designated bus stop unless a written note has been submitted to the office ahead of time.

Arriving Home

If your child does not arrive home at the expected time or was not on the bus, please notify the school and North Reading Transportation immediately so that your child can be located. If the school is aware that your child missed the bus home, you will be notified immediately. For any other safety concerns, you may contact the school or North Reading Transportation (NRT) at 978-462-0820 ext 5.

Bus Routes

Students must only ride on the bus to which they are assigned except in emergency situations. Transportation to accommodate a consistent day care arrangement will be acceptable when the office is notified in writing at the beginning of the year or when the daycare schedule changes.

Late Buses

There are no late buses planned for 2019-2020. Late buses are determined year-to-year. In years when late buses are provided parents are directly notified of the days and hours by school administration.

Arriving by Car

Students arriving by car should be dropped off between 8:10 and 8:25 AM at the main entrance to the school. No children should be on school grounds without adult supervision prior to 8:10 AM. They are marked tardy after 8:25 AM. Students who are not participating in the Kids Club may not arrive at school before 8:10 AM. Parents are asked to enter the driveway and make a left turn into the first parking lot to drop students off at the sidewalk. There will be staff on duty to assist with this drop-off procedure. Please do not enter the big traffic circle in front of the school. This area is reserved for buses only. Please refrain from all cell phone use while discharging and picking up students.

Students are expected to be in school by the 8:25 AM bell. If they arrive late, they must report to the office for a tardy slip before going to class.

Leaving by Car

At dismissal, all students who are parent/guardian pick-ups or walkers will be dismissed at 3:00 PM. All students are picked up at the AP room entrance of the building. Please be sure cars stay in the single lane of traffic moving toward the auditorium door.

Traffic flow provides a much safer alternative to picking children up at various locations around the building. Staying in a single line has proven to be the most efficient means of getting all children safely into their vehicles. All busses will be picking up and dropping off students in the rear of the building. ***Parking in the driveway or pickup area will result in ticketing by the police.***

MOTOR VEHICLE IDLING ON SCHOOL GROUNDS -- See School Committee Policy File: EEAJ/514 – link to full manual noted on page 33. No motor vehicle operator shall cause or allow any motor vehicle operated by him or her on school grounds to idle unnecessarily, except for any of the following reasons: traffic conditions; queuing at a school for the purpose of picking up or discharging students; turbo-charged diesel engine cool down or warm up; maintenance of appropriate temperature for

school buses when accepting or discharging passengers not to exceed three minutes in any fifteen minute period or one minute in any fifteen minute period for other motor vehicles; for circumstances involving safety or emergencies and for servicing or repairing motor vehicles; and as these exceptions are more completely described in the below referenced regulations.

Walkers

All students who walk to school should arrive between 8:10 and 8:25 AM. No children should be on school grounds without adult supervision prior to 8:10 AM. Students may only enter through the main entrance to the building and proceed directly to class. After 8:25 AM, students should report to the office before heading to class.

Bikes, Boards, and Wheels

Students may ride bicycles to school. Once on school grounds, bicycles are to be taken directly to the bicycle racks and secured. The school is not responsible for theft or vandalism associated with the bicycles. As indicated by state law, students are expected to wear helmets when using bikes. Skateboards, roller blades, and sneakers with wheels may not be used on school grounds. Students are expected to exhibit courtesy and respect toward school neighbors' property.

In the Classroom

Class Assignments

Each spring school staff engages in a process of organizing balanced classes for the next school year. Students are heterogeneously grouped based on the following factors: student performance, gender, emotional and behavioral needs, social and personality characteristics, and learning styles. Successful placement accomplishes three goals:

- An environment in which each child may learn best;
- A situation that promotes collaboration between parent and teacher;
- Balanced classes that are heterogeneous and of similar size that function as a community.

To reach our goals for balanced classes, parental requests for specific teachers cannot be honored. If a parent has strong reasons why a child should not be placed in a particular classroom, the parent should address those concerns directly to the Principal. The Principal of each school building is ultimately responsible for the classroom assignment of children at the beginning of the school year and for children transferring into the school during the school year.

Parental insight about a child's personality, strengths, needs, and work habits plays an important and valuable role in this placement process. Each spring parents may submit information about their children.

This information is also used by the child's next year teacher as an initial introduction to new students. As a collaborative team we will strive to identify the best learning environment that ensures another successful school year for your child.

Formal Assessments

The following assessments occur over the course of the year.

All grades will take a district writing assessment, to be administered in January. The purpose of this assessment is to provide feedback on students' progress toward meeting learning expectations to teachers and students. This is used to provide timely acceleration or remediation to students based on their performance. The common assessments are designed to ensure that all students meet or exceed learning expectations for their grade level.

Grade 1:	Math and ELA Common Assessments Reading assessments such as DIBELS, and/or Benchmark Assessment System
Grade 2:	Math and ELA Common Assessments Reading assessments such as DIBELS, and/or Benchmark Assessment System
Grade 3:	MCAS – ELA/Literacy and Math Math and ELA Common Assessments Reading assessments such as DIBELS, i-Ready, and/or Benchmark Assessment System
Grade 4:	MCAS – ELA/Literacy and Mathematics

Math and ELA Common Assessments

Reading assessments such as DIBELS, i-Ready, and/or Benchmark Assessment System

Grade 5: MCAS – ELA/Literacy and Math
MCAS – Science & Technology

Grade 6: MCAS – ELA/Literacy and Mathematics
Math and ELA Common Assessments
Reading assessments such as DIBELS, i-Ready, and/or Benchmark Assessment System

Report Cards

Report cards are issued three times each year for students in grades K-6. Parent-teacher conferences are held at the end of the first marking period and at the end of the second marking period. Students in grade 1 will receive interim progress reports for the second and third marking periods. Students in grade 2 through 6 will receive interim progress reports for each trimester.

Each teacher evaluates the child's progress and prepares report cards that are sent to parents. One of the best ways to report pupil progress is through frequent conferences between the teacher and parent. In some instances, the teacher will ask for the conference. Parents are encouraged to initiate conferences when they see a need.

Specials

Art

The art program nurtures the joy of self-expression by exposing children to a variety of media, encouraging individual expression, and affirming diversity. Art classes focus on skills development and creative solutions to aesthetic challenges. Art history is studied in conjunction with studio activities. Children explore drawing, painting, print-making, clay, and fiber arts, along with studio experience to develop perceptual skills necessary to become sensitive viewers. Students will practice visual literacy through discussing and writing about their own work and the work of others. A studio atmosphere is fostered to ensure responsible work habits and respect for the creative process.

Music

Classroom Music

Children have weekly music instruction in grades K-6. Classroom instruction promotes good singing, the development of the ear, and rhythmic coordination. Children are exposed to the fundamentals and foundations of musical concepts and traditional and varied musical styles.

Students also enjoy playing various rhythm and melody instruments that are used in the classroom. Grade 3 students are taught recorder (a simple wind instrument) once per week. Each student will be given the option to purchase their own recorder or to borrow one from the school for the year.

Instrumental Music

Students in grades 4-6 have the opportunity to further their talents by playing a band instrument. Group and individual music lessons are fee-based and are rotated where possible to avoid taking children out of the same class.

Vocal Ensembles

Chorus meets weekly for grades 4, 5, and 6. All grade four students participate in chorus for the year; grade 5 and grade 6 participation is strongly encouraged, but voluntary. Performances are given 2-3 times a year.

Concert Dress

Our music programs offer students the opportunity to participate in performances as part of the learning experience. By participating in group performances, students learn about teamwork and cooperation. We believe these to be important life skills for all students. As part of this experience, we may announce a specific dress code for specific performances. We want children to learn that participation in music has its own standards, which may be different from other school activities.

Physical Education

The physical education program is an integrated part of each child's learning experience. The program seeks to:

- Develop and maintain physical fitness levels;
- Develop a competency in management of body awareness;
- Develop desirable social standards and ethical concepts;
- Acquire safety skills and habits;
- Enjoy wholesome recreation;
- Improve self-esteem and confidence.

All children are required to come prepared for participation in regularly scheduled gym classes. The only exception is for those who have a doctor's written excuse or are restricted because of disability. Generally, if a child is considered well enough to attend school, he or she should be well enough to participate in gym class. Children in grades K-6 should wear safe play clothes and "all purpose" sneakers. No jewelry is to be worn during gym class. We recommend that all jewelry be left at home on gym days. This alleviates any problems that come from lost or misplaced items. Also, hair that is longer than shoulder length must be properly tied back away from the face with a non-rigid fastener.

Library Media Center

The mission of the library is to ensure all students become lifelong readers and effective users of information. The library curriculum enables students to access, evaluate, interpret, and apply information from print and nonprint materials.

- Each class has a scheduled library/technology class weekly and are welcome during open periods.
- Students in grades K-2 are encouraged to select one book; students in grades 3-6 select two books and additional materials for class projects.
- All students are exposed to various types of reading materials.
- The Library Media Center provides a comprehensive collection of resources to support the curriculum, to promote an appreciation of reading, and to develop information literacy skills.
- The Library Media Specialist works collaboratively with teachers to integrate curriculum.

The technology curriculum trains students to use technology as a tool for writing, research, communication, academic skills development and practice. Computer activities draw on the Massachusetts Technology Literacy Standards, and include keyboarding skills, productivity software application, safety on the internet, integration of digital media, use of communication tools, and understanding basic computer technology. The library has 26 networked workstations with filtered

Internet access. Stations are outfitted with a variety of educational software such as Kid Pix, Type to Learn, Graph Club, Microsoft Office Suite (Word, Excel, Powerpoint, and Publisher) and the Google Apps Suite (Grade 3-6). In addition to the scheduled computer time, the lab is also used by classroom teachers for special projects such as virtual field trips, research, and writing assignments.

Attendance

State law requires that children attend school beginning in September of the calendar year in which s/he attains the age of six, and must attend school until they reach the age of 16 (Massachusetts General Law 76:1-2). Students have a right to attend school and receive a free and appropriate education. Students have a responsibility to attend assigned classes or other assignment punctually and diligently. Parents/Guardians ensure that children for which they are responsible attend school in accordance with the law and this policy and provide timely information about absences as required by the law and district regulations.

Parents must call the school on days of student absence. Each school has an Absence Hot Line (NES: 978-465-5655) and a recorded message can be left 24 hours a day, 7 days a week. If no call is received, the school will send an automated message to the parent. If the parent or guardian cannot be reached, the police department may be notified to ensure the child's safety. A child reporting to school late must stop at the main office to let the office staff know of his or her arrival.

In the event of medical or emergency absences, teachers will work cooperatively with parents to provide assistance during the absences and after the child's return to school to minimize the educational loss to the student.

Excused Absences

Excused absences are usually related to circumstances, which are out of the control of the student or his or her family. These include, but are not necessarily limited to:

- A short or long-term illness of the student – Confirming documentation from a physician is required if there are more than 3 absences in a period of five school days;
- A communicable disease within the family (confirmed independently by a physician), where the student may be a “carrier”;
- A scheduled medical or dental appointment;
- Death in the family;
- Observance of religious holidays;
- A required court appearance;
- Home schooling approved by the Superintendent of Schools;
- Other circumstances approved by the Principal and Superintendent of Schools.

Unexcused Absences

Unexcused absences usually relate to circumstances in which a student or his or her family makes choices as to whether or not a student attends school. Unexcused absences include, but are not necessarily limited to:

- Any absence not defined as excused;
- Absence from class without the permission of an administrator or the school nurse;
- Exclusion from school due to the absence of required immunization records;

- Failure to provide documentation for an excused absence;
- Vacations taken during the school year without the prior approval of the Principal. The School Committee does not condone such absences.
- Tardies: Two tardies will be regarded as the equivalent of one absence;

Dismissals for Illness

The school nurse will notify parents and the child may be picked up at the office.

Parent/Guardian Notes

A parent or guardian note is expected whenever a child has been absent, tardy, or dismissed early. Each note should include:

- Student's name;
- Classroom teacher's name;
- The date (s) the child was absent/tardy or is to be dismissed early;
- Whether he/she was absent or tardy or is to be dismissed and the reason

If your child is to be dismissed, please also state the time he/she will leave school and whether he/she will return that day. When coming to pick up your child, check in at the office and we will call your child to the office for dismissal. Parents will need to sign students out in the office. We ask that parents do not travel to student classrooms as it can be disruptive to classroom instruction. Persons other than the recognized parents picking up the child may be asked for some form of identification, preferably a photo ID.

If a student (Grade 1 - 6) is dismissed from school before the half day (11:40 am) and does not return he/she is considered absent for the day. If a student (Grade 1 - 6) arrives at school after the half day (11:40 am) he/she is considered absent for the day.

Consequences for Excessive Absenteeism

Where there is a frequency or pattern of absence from school, the Principal shall arrange for a meeting of relevant school personnel to review and attempt to establish a cause. The School Committee authorizes Principals, under guidance from the Superintendent of Schools, to involve the Courts and or the Department of Children and Families Services in attempting to secure the regular attendance of students.

The School Committee authorizes the Superintendent of Schools to report to the authorities any adult who induces a minor to be absent from school or unlawfully employs a student or harbors a student while school is in session. Students who have been absent for the day, will not be allowed to participate in extracurricular activities that day. This includes, but is not limited to, rehearsals, practices, athletic events, concerts, club activities and school-sponsored social events.

Truancy

Students with excessive unexcused absenteeism or tardiness may be considered truant. The state law defines truancy as unexcused absences totally more than 7 full days or 14 half days in a 6 month

period (Massachusetts General Law 76:1-2). The courts generally consider tardies or dismissals as a half day absence.

Technology Use in Classrooms

All students and families are asked to review the complete Guidelines for the Acceptable Use of District Technology included at the end of this handbook, and sign a consent form confirming awareness and understanding of the information contained therein.

Computer technology gives us the chance to explore our world in new, exciting, and different ways. We can contact others around the world to share ideas and ask questions. The World Wide Web is a computer network that connects us to millions of people around the globe. The Triton Regional School District is eager to give all students an opportunity to use this wonderful tool.

Using the Internet will enable students to:

- Read, write, think, and learn;
- Improve computer skills;
- Develop skills to prepare for a career;
- Work cooperatively with others;
- Exchange ideas with others;
- Practice communication skills;
- Realize the importance of lifelong learning;
- Work on research projects with other students and schools around the world;
- Visit museums, libraries, landmarks, historic sites, and natural wonders without leaving the classroom;
- Ask questions and receive answers from experts like scientists, artists, and explorers;
- Learn new ways to present information;
- Publish work for the world to see.

The use of computer networks in the district is a privilege not a right. We believe that students must understand and abide by certain rules for acceptable use and personal safety while using the Internet, and students are expected to become good computer citizens in doing so. Our District has established guidelines for your children as they use our networks and the Internet, again outlined in the Acceptable Use portion of this document.

Homework Guidelines

We as a district are united in a set of beliefs about homework, its purpose, and implementation. These beliefs include the following: When assigned, homework should consistently:

- Extend learning opportunities;
- Provide students with the opportunity to review and practice previously learned skills;
- Expose students to material in preparation for future learning;
- Be both meaningful and purposeful;
- Be developmentally appropriate to meet the needs of students to whom it is assigned;
- Be manageable for all students.

Weekends

The Triton Regional School District understands and acknowledges that students and families have

very busy lives outside of school. Because of this, homework will not be assigned over the weekend on a routine basis at the elementary and middle school levels. This means homework will not be assigned on Friday and due on the following Monday. However, as students progress through the grades, there will be an increasing number of long term projects that require a student to pace their efforts over an extended period of time. In these cases, a project may be due on Monday.

Elementary: Kindergarten – Grade 4

Homework will include reading for at least 20 minutes and may include silent reading to self, reading to someone or listening to reading. Teachers may assign additional homework beyond the 20 minutes of reading, and when assigned homework will: ***be assigned with an assumption of no more than 30 on-task minutes***

- Be communicated to students and to parents consistently;
- Be generally consistent across each grade level, but will include a gradual increase in expectations from Kindergarten to Grade 4;
- Include instruction/content that is aligned to the state standards;
- Include at home projects, which will be assigned with ample time for completion in accordance to these guidelines.

Elementary: Grades 5 & 6

As students need to be prepared for greater demands as they transition to the Middle School and High School beyond, expectations for students in Grades 5 and 6 will increase beyond those of the lower elementary. Homework should continue to include reading for at least 20 minutes and may include silent embedded content reading to self, reading to someone or listening to reading. Teachers may assign additional homework beyond reading, and when assigned homework will:

- ***Be assigned with an assumption of no more than 60 on-task minutes;***
- Be communicated to students and to parents consistently;
- Be generally consistent across each grade level;
- Include instruction/content that is aligned to the state standards;
- Include at home projects, which will be assigned with ample time for completion in accordance to these guidelines.

The complete District Homework Guidelines are included at the end of this handbook under School and District Policies and Procedures.

Around the School

School Meals Program

Lunch is served daily in conformance with the National School Lunch Program guidelines. Students may choose to buy school lunch or bring lunch from home. The cost of lunch is \$2.85. Assorted sandwiches and salads are offered as a substitute for the main dish. All other components of the meal will be served with the main dish. A la carte milk, juice, and 8 oz bottled water are \$0.60 for students wishing to purchase alternate beverages or who bring their lunch. The cost of breakfast is \$1.75. The K-snack program will cost \$117 for the school year. After school snack for students attending Kids Club is \$0.80.

Lunch Schedule at Pine Grove

	Recess	Lunch
Grade 3	10:50-11:10	11:10-11:30
Full Day K	8:35-8:55	11:00-11:25
Grade 1	11:15-11:35	11:35-11:55
Grade 2	11:40-12:00	12:00-12:20
Grade 5	12:05-12:25	12:25-12:45
Grade 4	12:30-12:50	12:50-1:10
Grade 6	12:55-1:15	1:15-1:35

Breakfast

Breakfast is served in the cafeteria between 8:10-8:25. In addition, this year students will have the option of a “grab and go” breakfast. This options will allow students to grab a bagged breakfast and go directly to their classroom. This will allow those students to arrive at class as early as possible. Any student may choose to have breakfast in the cafeteria, but should eat promptly so that class time is not missed. The cost of breakfast is \$1.65.

Reduced Cost Meal Option

Application forms for Free or Reduced-Price Meals will be sent to all homes at the beginning of the school year. Eligible families who meet the federal guidelines should return the application as soon as possible to participate in this program. A new application needs to be made each year. Applications are available throughout the school year. Please contact the office for assistance.

Meal Payments

Cafeteria Payments There is NO EXTRA FEE for making ANY online payments!

The Triton Regional School Lunch Program implemented computerized lunch registers as part of the Point Of Sale (POS) system. Each student has a unique ID number (which remains the same until graduation) and is used at the lunch-line registers when purchasing lunch. To help increase the efficiency of the lunch lines, we strongly encourage using the “Debit Account” to pay for your child’s meals. Payments can be made online at mySchoolBucks.com and the monies will automatically be deducted from the account every time the child’s ID number is entered at the register. Payments can also be made by check for weekly or monthly amounts. If the student is absent, the monies remain in the account until used. Any unused balances at the end of the year will automatically be transferred as

beginning balances for the next school year. Special arrangements are made for students who do not have a lunch from home, cash or money on account.

*Children who qualify for reduced priced meals are required to prepay on a weekly or monthly basis.

If you have questions, please contact the Food Service Director at 978-465-2397 x5274 or lucinda.ward@tritonschools.org.

Cafeteria Guidelines

Students are supported in the cafeteria by cafeteria staff and lunch monitors. The following guidelines help our cafeteria run smoothly and safely for all:

- When entering the cafeteria, go directly to the serving line if purchasing lunch or directly to a table if bringing lunch from home;
- Remember to pick up everything on the way through the serving line. Remind each other to get milk, napkins, and utensils;
- Talk quietly in line and at your table. Remain seated while eating;
- Wait to be dismissed, then check your table, the floor, and push in chairs. Students in the last lunch will stack chairs;
- Carefully discard your trash and recyclables to avoid spills;
- Be sure to always use good manners during lunch;
- Allergen free tables and areas are established to accommodate students with LTA's

Snacks

Snack breaks are scheduled at the discretion of the teacher to provide students with nutritional fuel between meals. All foods and beverages brought from home should be labeled with the child's name and date. Any foods to be shared (e.g. birthdays, parties) should be pre-packaged or fruit and should be approved by the teacher to make sure no student allergies will be impacted. Please refer to the Triton Health and Wellness Policy. Depending on their schedules, students may have a mid-morning and/or late afternoon snack.

If students bring a snack and would like to purchase a beverage alone, the cost of milk and water is \$.60. This pricing for a beverage alone is consistent for all students, regardless of his/her eligibility for the school meals program." The snack menu will be posted on the web monthly.

Recess

Recess is a time for students to get some fresh air, physical activity, and engage in social interactions with peers. All students have scheduled outdoor recess as part of their lunch period, weather permitting. To meet the needs of our students, teachers may elect to have other scheduled recesses in the morning and/or afternoon. All students should come to school dressed appropriately for the weather so they can enjoy themselves outside. A few recess guidelines should be followed for everyone's safety.

Students should:

- Participate in recess unless they have a note authorized from the office or teacher;
- Play appropriately on playground equipment: take turns, use slide from the ladder side, and stay off the top of the equipment;

- Play in designated supervised areas;
- Play in safe areas by staying away from puddles, ice, mud, and the surrounding woods;
- Exhibit pride in the playground area by keeping it free of litter and not eating food;
- Remain in the playground area unless excused by an adult supervisor;
- Line up immediately when recess ends;
- Not play games with unnecessary physical contact (wrestling, play fighting, tackling, etc.);
- Not pick up, use, or throw any potentially dangerous objects (snow, rocks, sticks, bark, etc.);
- Bring appropriate clothing, boots, mittens, and snow pants on snowy days.

Field Trips

During the year classes will have the opportunity to further their educational experience by participating in field work that is appropriate for their age and studies. We consider these trips to be an important part of the curriculum.

Typically at Pine Grove School, the field work is paid for by the PTA through their fund-raising efforts. Each grade is given an annual allocation with which to plan field work.

Students who have displayed a negative behavior pattern may be excluded from participating in this experience. A consultation by the teacher and Principal with the student and his/her parents will determine eligibility. If for any reason a child's behavior precludes his/her participation in field work, the child is expected to attend school and to complete regular class assignments that their teacher will provide for him/her.

Health Services

The Triton Regional School District is committed to promoting health and wellness for the students and staff within the school community. The Triton Regional School District supports guidelines for nutrition education, physical activity, food and beverages sold and served within our schools, and the establishment of a District Wellness Advisory Committee (WAC).

This policy also applies to all students, staff, and events sponsored by the Triton Regional School District. The intention of the Wellness Program promulgated by this policy is designed to make suggestions that address both physical and emotional well-being. The Triton Regional School District highly values the health and well-being of every student and staff member. While this policy in no way provides or suggests punitive measures, as the role models, staff members are encouraged to live a healthy lifestyle, and the Triton Regional School District will plan and implement activities and policies that support personal efforts by staff to maintain their own well-being.

The schools are served by school nurses who are available in each school during the day. They administer vision, hearing, and body mass index tests to all students annually and make referrals when needed. They also schedule clinics, maintain health records, and administer first aid to injured or ill children. In case of an accident or illness, after first aid is administered, the parent is notified and further care is given if necessary.

School policy calls for a physical examination of each pupil entering kindergarten and at the fourth grade level. The family pediatrician or the school physician may do fourth grade examinations.

Illnesses

The following guidelines are intended to give parents some understanding as to when their child may be ready to return to school after illness:

- Temperature normal for 24 hours;
- Three days elapsed since the onset of a cold (may return if they have no temperature, sore throat or severe cough);
- Child is ready to participate in all activities, including gym and outdoor play;
- One week from appearance of eruptions of Chicken Pox;
- A child who is awaiting laboratory results for a strep infection should not return to school until a negative culture is confirmed OR 24 hours of antibiotic therapy, provided therapy is continued for 10 days.

Medication

If a child must take medication at school, a physician needs to provide written orders and the parent will provide a written request. Medications must be brought to school by an adult in a container labeled by the pharmacist or the physician and will be stored in a locked cabinet in the Health Room. All medication, whether prescription or over-the-counter, must be held and administered by the School Nurse.

Allergies

The Triton Regional School District provides a safe and healthy environment for our students and staff at school to the extent reasonably possible. Students identified with life-threatening allergies will be provided for as medically necessary in the school environment. A student identified as having a life-threatening allergy must have a written statement clearly documenting the allergy from his/her health care provider/allergy specialist along with a written medication order, parent/guardian consent for required interventions and medication. The Triton Regional School District will provide training to educate staff in the management of life threatening allergies. No student shall be discriminated against or excluded from school activities based on their life-threatening allergy except as permitted under the regulations and guidance pursuant to Section 504 and Title II of the Americans with Disabilities Act.

The school will implement the appropriate guidelines to provide a safe and socially inclusive environment for the student, including allergen free tables in the cafeteria and arrangements in the classroom based on student need. If you have additional questions regarding life-threatening allergies, please contact the Principal or school nurse.

Immunization Records

No child shall be admitted to Kindergarten through sixth grade without a physician's certificate or copy of an immunization record.

Head Injuries & Concussions

Sports-related head injuries and concussions can have serious consequences for students, including long-term health and educational issues if they are not properly managed. Early recognition of a concussion is essential to maximize safe management. The Triton Regional School District is committed to promote the safety and well being of our students. As part of this commitment, we fully support the Massachusetts General Law and the Department of Public Health (DPH) regulations regarding procedures pertaining to sports-related head injuries occurring in extracurricular athletic activities.

Copies of the Proposed Regulations, 105 CMR 201.000, are available in all nurses' offices within the district as well as through the Athletic Director. These proposed regulations can also be downloaded directly from the Massachusetts Interscholastic Athletic Association website at: www.miaa.net/proposed-concussion-regulations.pdf.

LEGAL REF: M.G.L. Chapter 111, Section 222 D.P.H. 105 CMR 201.000

School Accident Insurance

Accident insurance for students is available at a nominal fee to all enrolled children. Insurance forms will be sent home in September of each year with the students. The insurance form must be returned to school completed even if the insurance is not being purchased. Injuries that occur on the school premises are reported immediately to the school nurse or to the main office. Please remind your child that it is important that he/she report an injury received during school hours to the teacher/staff member in charge who will refer him/her to the school nurse or main office. School insurance can possibly be invalidated by not reporting at the time of injury.

First Aid

The Triton Regional School District attempts to provide a safe environment. If an accident or sudden illness occurs, school personnel will administer first aid and, if warranted, call emergency medical services. In the case of illness that may include an infectious disease the school physician shall be notified in accordance with law.

First aid is defined as the immediate and temporary care given in case of an accident or sudden illness, which enables the child to be taken safely home or to a physician. It does not include diagnosis or treatment. Any care beyond first aid will not be given.

At each school, procedures will be developed for the proper handling of an injury to, or sudden illness of, a child or staff member. These will be made known to the staff and will incorporate the following requirements:

- The school nurse or another trained person will be responsible for administering first aid.
- When the nature of an illness or an injury appears in any way serious, every effort will be made to contact the parent and/or family physician immediately.
- In extreme emergencies, the school nurse, school physician or Principal may make arrangements for immediate transport to a hospital of injured or ill students, contacting parent/guardian in advance if at all possible.
- The teacher or other staff member to whom a child is responsible at the time an accident occurs will make out a report on an official form providing details about the accident. This will be required for every accident for which first aid is given.
- All accidents to students and staff members will be reported as soon as possible to the Superintendent and, if the Superintendent deems appropriate, to the School Committee.

School Committee Policy JLC, Student Health Services and Requirements, is included at the end of this handbook.

Student Support Services

Instructional Support Team (IST)

The IST consists of a core of practitioners who provide services to students within each building. A student may be referred to the team for review if the child is not performing as expected. The purpose of the team is to identify which aspects of the student's educational environment must be changed to ensure learning and success in general education. Appropriate accommodations/instructional support intervention strategies may be recommended. The student's progress is evaluated and changes are made as needed. In some cases, a referral to special education may be discussed when all other interventions have been exhausted. Support services are available to enable eligible children to function successfully in the classroom. These include counseling, special education services, Section 504 plans, and English-Language Learning services.

Guidance/Counseling

Counseling for school related issues is available to students on an individual as well as a group basis. A parent, guardian, teacher, or other school official can initiate the referral process. The referrals can be made to the Adjustment Counselor.

Special Education Services

The Special Education Department provides a variety of services to those students identified under 603 CMR 28.00 of the state regulations. The Individualized Education Programs (I.E.P.) may include consultation, direct instruction, supportive study periods, counseling, and related services such as speech and language, physical therapy, and occupational therapy. Individualized instruction includes consulting and collaborating with the regular education staff. Accommodations and modifications are based on the individual needs of each student as determined by the I.E.P.

Children who have evidence of possible learning, behavior, speech, language or developmental disabilities may be referred for an evaluation in accordance with the regulations of 603 CMR 28.00. A parent, guardian, teacher, or other school official can initiate the referral process. The process, which requires parental input, is designed to evaluate and plan for a child's education based on his/her individual strengths and weaknesses in relation to an identified disability. Inquiries about possible referrals should be made to the evaluation team chairperson (ETC) or Principal.

After the necessary assessments of the child are made, a meeting is held with the child's parents and those making assessments to determine if a disability is present and if it is interfering with educational progress. If so, an Individual Education Program (IEP) is written. This plan outlines goals, objectives, and the types of supportive services needed to help the child's progress given his/her disability.

Services are also available for three and four year old children with special needs. An annual early childhood preschool screening for all children ages three through four is offered. This is advertised in the local media, through mailings and notices sent home with school age children. The screening surveys a child's functioning in physical, language, and cognitive development as well as in vision and hearing. Early identification of any needs allows parents and the school opportunities to further assess those areas and to plan to better prepare the child for school. Support services are available through the Special Education program once assessments have been made and a disability has been identified through the evaluation process.

Section 504

Section 504 of the Rehabilitation Act of 1973 prohibits discrimination against persons with a disability in any program receiving federal financial assistance. In order to fulfill obligations under

Section 504, the Triton Regional School District has the responsibility to avoid discrimination in policies and practices regarding its personnel and students. No discrimination against any person with a disability should knowingly be permitted in any of the programs and practices of the school system. The Triton Regional School District has the responsibility under Section 504, which includes the obligation to identify, evaluate, and, if the student is determined to be eligible under Section 504, to afford access to appropriate educational services. If the parent or guardian disagrees with the determination made by the professional staff of the school district, he/she has a right to a hearing with an impartial hearing officer.

English Learners (EL)

The goal of the Triton Regional School District EL program is to identify and serve English Learners (EL) so as to accelerate their learning of the English language and provide them with the opportunity to receive comprehensible instruction and an equitable education. The Triton Regional School District plan includes information on EL initial student identification procedures, entry and exit criteria, instructional delivery models, student procedures to coordinate and monitor a collection of student data, staff development and parent communication.

In order to ensure and guarantee proper identification, appropriate program placement, and periodic monitoring of all EL students at the school site, each school has developed an EL team that consists of EL teacher(s), Reading Specialists, classroom teacher(s), guidance counselor, and one administrator. The group will work collaboratively to make instructional decisions based on observations and multiple assessment measures. When an EL student is released from the EL program, this group will continue to meet to ensure continued progress of the student. If progress is limited, then the group will address the issues and make appropriate changes to support learning.

At the district level, all EL teachers will meet monthly to discuss issues or concerns regarding the EL program. This will ensure all schools are working in tandem to provide the highest quality EL program for all EL students.

Initial Identification of ELs: State laws require that ELs receive instruction that is specifically designed to assist them in learning the English language and subject matter content, and that parents participate in the decision-making process (G.L. c.71A § 4,5). When a new student enrolls in a school district, it is the district's obligation to determine whether the student is an EL and to place the student in the appropriate instructional program to support content area and language learning (603 CMR 14.02).

In order to ensure that ELs' diverse needs are met, districts must start by properly identifying students who need English language support. The diagram below provides a recommended process for determining whether newly enrolled students are ELs.

Step 1: Administer a home language survey to all new enrolling students

Step 2: Assess the English proficiency of any student whose Home Language Survey indicates a language other than English is spoken at home or who appears not to speak English

Step 3: Determine whether the student is an EL using screening test results and make initial decisions

Step 4: Notify parents and/or legal guardians of language screening assessment results and initial placement. Inform parents of their rights to "opt out" or to secure an SEI program waiver in a language they understand

Step 5: Code all students to determine to be ELs correctly in all future SIMS reports submitted to the Department of Elementary and Secondary Education

Early Childhood Program

Preschool

The preschool program consists of half-day classes for three and four year old children including children identified with special needs. Children must be three years old by August 31st in order to be eligible. An information night which includes preliminary registration is held in early spring. Tuition is charged and financial assistance is available. Preschool hours are Monday – Friday 8:30-11:15 or Monday, Tuesday, Thursday, Friday 12:10-2:55.

Kindergarten

There are two options for kindergarten: the traditional half-day program and tuition based full day kindergarten program. Children attending the half-day kindergarten will go either morning or afternoon for the full year. Depending upon enrollment, there may be a lottery for slots in the full day kindergarten program.

Children must be five years of age by August 31st in order to register for kindergarten. An information night is held in late winter. Kindergarten registration and screening takes place in early May. Proof of residence, a copy of the child's birth certificate, and current medical and immunization records are required.

Kindergarten Transportation

A bus ride is provided for all children attending kindergarten.

A.M. Bus

Children who are in the morning session will ride the regular elementary school bus serving your neighborhood.

Mid-Day Bus

The morning kindergarten program is dismissed at 11:40 am. The bus driver will not drop off a mid-day child without an adult waiting for the child. In the event that a child is not met at the bus, the child will be transported back to the elementary school. The school will call you to indicate the need to pick the child up at the school office.

Full Day Kindergarten

Children attending full day kindergarten will ride the regular elementary school bus serving your neighborhood both to and from school. Should it be necessary to change your child's bus stop or bus due to day care or emergency situation, the school office requires a written note. Office personnel must sign changes before a child is placed on a school bus.

General School Information

Social & Emotional Well Being

In order for students to succeed in school, they need to feel safe, supported, and that all those around them are committed to their success. The emotional and mental health of our students and the effect that has on the relationships that students have with their peers and adults in our schools is imperative. In turn, those relationships directly impact the overall academic success of students. To that end, we have specific structures in place that pay specific attention to the social and emotional wellness of our students as outlined below.

- **PBIS - Positive Behavioral Interventions and Supports:** Based on the science of human behavior, it is a Multi-Tiered System of Support (MTSS) for responding to the behavioral needs of students. Research indicates when expectations are clear and when behavior is taught explicitly, student academic success and behavioral outcomes improve. PBIS is all about setting up students for success, and reshaping our teaching environments to support student learning, both academic and social-emotional.

Student achievement is maximized when behavioral and social-emotional needs are met. Using PBIS as a guide, we are able to explicitly teach universal expectations. "Teaching behavioral expectations and rewarding students for following them is a much more positive approach than waiting for misbehavior to occur before responding. The purpose of school-wide PBIS is to establish a climate in which appropriate behavior is the norm." (www.pbis.org)

- **Character Education:** Character Education is a national movement creating schools that foster ethical, responsible, and caring young people by modeling and teaching good character through emphasis on universal values that we all share. Monthly Character Education themes are implemented and practiced throughout the school day. Such themes include but are not limited to respect, responsibility, positive attitude, kindness, and cooperation. Schools of Character have one thing in common: a school-wide commitment to nurture the "whole child."

Monthly Community Gatherings offer an opportunity for the school community to come together to discuss certain topics and issues that are timely, relevant and aligned with our monthly character education themes. Each grade level is assigned to a monthly character education theme and are responsible for presenting the theme to the entire school. This includes the administrative team, the specialists, and the student council. Community Gatherings are usually held the first Monday of the month to kick off the monthly theme and are open to the parents to attend if it is their child's grade level.

- **TIME** is an acronym being used to promote universal behavioral expectations (PBIS) among students at Pine Grove School. TIME anchors all students within a framework of expectations. TIME stands for: Teamwork, Integrity, My Attitude, Effort
- PGS will also be implementing **The Zones of Regulation**. Zones is a systematic, cognitive behavioral approach used to teach self-regulation by categorizing all the different ways we feel and states of alertness we experience into four concrete colored zones. The Zones framework provides strategies to teach students to become more

aware of and independent in controlling their emotions and impulses, manage their sensory needs, and improve their ability to problem solve conflicts.

By addressing underlying deficits in emotional and sensory regulation, executive functioning, and social cognition, the framework is designed to help move students toward independent regulation. The Zones of Regulation incorporates Social Thinking concepts and numerous visuals to teach students to identify their feelings/level of alertness, understand how their behavior impacts those around them, and learn what tools they can use to manage their feelings and states.

It is important to note that sometimes students need more support than what is generally provided for all students across the school. If you feel as though your child is struggling with social pressures, concerns with the pressure of their schoolwork, or increased levels of generalized anxiety around their school experience, please speak with your child's teacher. Since the classroom teacher spends the most time directly with students, s/he will often understand the struggles the most, and will be able to work with other resources within the school to help ensure your child is receiving the support they need.

Student Dress Code

The School Committee recognizes the right of citizens to freedom of expression under the First Amendment of the Constitution. The committee also recognizes that while a student is in the custody of a school, the school may and often should act as a parent (*in loco parentis*), and that the primary function of a school is to educate students. As part of this work, schools are expected to prepare students to take their place in the adult world. A useful skill in the adult world is to know how to dress appropriately for different activities and occasions. In accordance with Massachusetts State Law there is an expectation that students dress in keeping with reasonable standards of safety, health, and cleanliness, so as not to detract from, or disrupt, the educational process.

The following guidelines apply:

- There is an expectation that students dress in a manner that is appropriate for a place of work and study. Clothing is to be clean, comfortable, practical and in reasonably good repair.
- There is an expectation that school attire properly covers the body. Extremely tight fitting or unreasonably skimpy clothing is prohibited. This includes, but is not limited to, backless or strapless tops, shorts or skirts shorter than the fingertip length of that student's extended arm, and other garments that reveal midriff, cleavage or undergarments. Any tank top straps must be at least two fingers in width. School issued team uniforms may be worn at individual coaches' discretion.
- Clothing worn to school which causes disruption or distraction to the educational process is prohibited. Such clothing may materially or substantially interfere with the operations of the school. Articles of clothing, jewelry, etc. may cause disruption or distraction to the educational process if they display inappropriate language, any depiction of weapons, gang related flags or colors, insignias, or designs such as those advertising alcohol, drugs or sexual material, or containing slurs regarding race, ethnicity, religion, disabilities, or sexual orientation.
- Footwear must be worn at all times. The School Committee encourages the wearing of footwear that provides healthy support and protection through the school day.

- Outdoor clothing such as hats, coats, and jackets, is not to be worn in the building except in times of unusually low building temperature. Such clothing should be stored in lockers during the school day. Wearing or carrying hats is prohibited (hats must be secured in backpacks or lockers). Hoods or bandanas (worn or displayed) may not be worn in the school building at any time. Outdoor clothing that is worn indoors (including hats) may be taken from the students during the school day and returned to the student at the end of the school day. The Triton Regional School District will hold no responsibility or involvement should there be a theft or loss of any such clothing.
- Some areas such as technology education, science, and physical education may have specific dress requirements to ensure the personal safety of the student.

Under Massachusetts General law Chapter 71, Section 83, school authorities may intervene if student dress is not consistent with reasonable standards of safety, health, and cleanliness. Staff persons should send violators to the office. Responses to non-compliance with this policy may include, but are not limited to, requiring the student to wear clean alternative clothing supplied by the school or requiring the student's family to bring appropriate clothing to the school.

Visitors & Security

All parents and visitors are required to report to the school office upon entering the building, sign-in and secure a "visitor" pass that should be worn at all times while present on school grounds.

The TRSD School Committee encourages parents/guardians to visit the schools to observe and learn about the instructional programs. The following guidelines to classroom and school visits should be followed:

- Requests for classroom visitations will be honored as long as the educational process is not disrupted. Requests should be made at least 48 hours in advance so that proper arrangements can be made.
- The building Principal has the authority, in consultations with staff members, to determine the number, times, and dates of observations by visitors.
- All visitors must sign in and out at the Main Office and obtain a visitor's badge.
- If a visitor buzzes to get into the building and the office staff do not recognize them at the entrance door, they are required to state their name and purpose of the visit.
- All staff expecting a visitor must inform the main office prior to the visit.
- If a staff member is not expecting a visitor, the visitor is required to exit the building.
- Classroom observations are strongly discouraged during the first three and last three weeks of school.
- Any student who wishes to have a guest in school must ask permission of an administrator 24 hours in advance of the proposed visit. The guest must register at the office, and comply with the standards of behavior.
- Safeguarding the wellbeing of all students and staff is a primary concern for the Triton School District. Part of keeping students and staff safe is knowing who is in our buildings at all times. The Triton School District will begin using the Raptor Visitor Management system this coming school year allowing us to screen visitors, contractors, and volunteers entering our schools. Once entry is approved, Raptor will issue a badge that identifies the visitor, the date, and the purpose of his/her visit. A visitor's badge will not be necessary for those who visit our schools simply to drop off an item in the office or pick up paperwork.
- In addition to this new visitor management system, Triton has installed security cameras throughout the Triton School District at entrances, exits, and strategic positions within each school.

Safety Drills

The Triton Regional School District is committed to keeping our students safe. The staff and students follow a series of protocols as a response to various emergencies. These protocols are strategically planned and practiced throughout the year. These scenarios include, but are not limited to, routine fire evacuation drills, ALICE Active Shooter drills, and other emergencies. If you have any questions, regarding the safety drills within your child's school, please contact the building Principal.

Emergency Plans

Advance planning for emergencies and disasters is essential to provide for the safety of students and staff; it also strengthens the morale of all concerned to know that plans exist and that students and staff have been trained in carrying out the plans.

The Superintendent will develop and maintain plans that meet the requirements of state law for preparedness in case of fire, civil emergencies, and natural disasters.

The Superintendent shall develop, in consultation with school nurses, school physicians, athletic coaches, trainers, and local police, fire and emergency personnel, an Emergency Medical Response Plan for each school in the district. Each Plan shall include:

- A method establishing a rapid communications system linking all parts of the school campus, including outdoor facilities, to local Emergency Medical Services along with protocols to clarify when EMS and other emergency contacts will be called.
- A determination of EMS response times to any location on the campus.
- A list of relevant contacts with telephone numbers and a protocol indicating when each person shall be called, including names of experts to help with post-event support.
- A method to efficiently direct EMS personnel to any location on campus, including the location of available rescue equipment.
- Safety precautions to prevent injuries in classrooms and on the school campus.
- A method of providing access to training in CPR and first aid for teachers, athletic coaches, trainers, and other school staff which may include CPR training for High School students; provided that School Committees may opt out of instruction in CPR pursuant to Section 1 of Chapter 71.
- In the event the school possesses Automated External Defibrillators (AEDs), the location of all available AEDs, whether the location is fixed or portable, and a list of personnel trained in its use.
- The Superintendent shall annually review the response sequence with local police and fire officials. Plans shall be submitted to local police and fire officials and the DESE at least every 3 years by September 1 or when changes occur. Plans must be updated in the case of new construction or other physical changes to the school campus.

Building Principals will meet all requirements for conducting fire drills and Emergency Response drills (at least once per year) to give students practice in moving with orderly dispatch to designated areas under emergency conditions, and the staff practice in carrying out their assigned responsibilities for building evacuation.

SOURCE: MASC August 2015

LEGAL REF: M.G.L. 69:8A Section 363 of Chapter 159 of the Acts of 2000

CROSS REF.: EBCD, Emergency Closings
JL, Student Welfare

Residency & School Choice

A child must be a resident of Newbury, Rowley, or Salisbury to be enrolled as a student in the school of that town. When a child transfers to the school system, the grade placement of the previous school system will be honored. No child shall be admitted to Kindergarten through sixth grade without a copy of an immunization record. All requests for school choice must be made through the Triton Regional School District's central office.

School Cancellations & Delays

The district's automatic phone messaging service (Blackboard Connect) will notify parents of school closings, delays, and other important information. Please make sure your contact numbers stay current so you receive these important notices.

Parents should also be aware of the other methods of notification in case there is a problem with the phone messaging service. These methods include posting a "No School" or delayed opening announcement on the district website (www.tritonschools.org) and on the television stations of WBZ4, WCVB5, WHDH7, and FOX25. Starting at 6:00 am, notice will be given to these stations that school will either be canceled for a full day or that the opening will be delayed.

On delayed opening days school will start at 10:25 am. Students should be at their bus stops approximately two hours later than the regular time. There will be no morning preschool or kindergarten sessions. School lunches will be served and students will be dismissed at the regular time. If weather conditions do not improve or worsen on delayed opening days, a "no school" announcement will be made at 8:00 am.

Emergency Early Dismissal Procedures

There is always the possibility that students may need to be dismissed from school early for an unforeseen reason - extreme heat or cold, a sudden snow storm, power failure, etc. Please talk to your child about what they would do and where they would go if they were dismissed early due to an unforeseen situation. To help us assist you in providing for your child should such an emergency arise, please complete and return the Emergency Early Dismissal Procedure form that is sent home with the Opening Day packet.

If it becomes necessary to vacate the building, children will board a bus and relocate to the Triton Regional Middle/High School where they will complete the school day. Their regular bus will then transport them home.

Fundraising

All fundraising efforts must be approved by the PTA and/or the administration. No individual or targeted groups may fundraise unless seeking prior approval. Fundraisers should benefit the entire school community.

Lost and Found

Nothing is truly lost if the child's name is on it. All unmarked articles are hung on the coat racks outside the cafeteria. Periodically throughout the year all unclaimed items are sent to charitable

organizations. While the school attempts to maintain reasonable safeguards over students' property, it cannot guarantee against loss or theft.

Please notify the teacher immediately when something is missing so he/she can help your child initiate a search. The sooner an item is reported lost, the more likely it will be found. Also, children are discouraged from bringing large amounts of money or valuable possessions to school. When they are brought to school, please ask your child to give them to the teacher for safekeeping. In such cases, the teacher will give reasonable effort to protect the valuables, but does not assume responsibilities if they are lost.

Publicity

From time to time, a request may be made for release of student names, photographs, and/or interviews for purpose of recognizing activities and sports, honors awards, etc. This might include the use of student photographs or names being posted on the school website, Facebook page, Twitter account, or other social media platforms. State regulation 603 CMR 23.07, allows eligible students and parents to request that information not be released without prior consent of the eligible student or parent. Any student or parent wishing this information not to be released needs to notify the school by filling out the handbook signature sheet.

Staff Gifts

There are many opportunities to show appreciation for the amazing teachers and staff within the Triton Regional School District. While this is not discouraged, we must also be mindful of the laws governing gifts to public employees.

In 2009, the new Ethics Reform Bill (Chapter 28 of the Acts of 2009) was passed by the Massachusetts state legislature. The new law requires mandatory ethics online training for public employees and sets guidelines about the acceptance and giving of gifts for public employees. The law's gift giving and acceptance guidelines have been approved by the Massachusetts Ethics Commission.

Below are highlights of the law that pertain to schools and gifts to and from public employees:

- A gift of substantial value refers to gifts valued at \$50.00 or more. Annually, public employees may not accept gifts from an individual where the combined value over the year is greater than \$50.00.
- A teacher accepting a gift of less than \$50 from a current student, according to the regulations, may create the appearance of a conflict of interest, and a public disclosure form must be completed and filed in the Office of the Superintendent.
- A teacher may accept a gift of up to \$150 per year from his/her class as long as the gift is from the class and contributors are not identified.
- The ethics laws do not prohibit (therefore there is no dollar value prohibition) a class from giving a gift to the classroom that is to be used for that class and will become property of the school district.

Assemblies/Community Gatherings/Other

Student assemblies are an important part of the life of an elementary school. Our parent teacher organizations work very hard to raise funds and to secure grants that enable our schools to host

excellent enrichment programs for the children. Some of these programs extend our academic curriculum; others enhance the arts. We also feature student performances during the year.

Expectations for behavior during school assemblies are discussed with children, so that they know how to show appreciation in an appropriate and respectful way.

School Council

As part of the Massachusetts Education Reform Act of 1993, each public school is required to maintain a School Site Council. The Council's purpose is to promote local decision-making by providing support and advice to the building Principal. Councils are composed of equal numbers of faculty and parents/community members. The Principal and a parent/community member act as co-chairs. Parent representatives are selected through an election run by the parent organization.

Each year the Site Council develops a school improvement plan outlining the goals for the coming year(s). These goals outline the priorities for the school in terms of resource allocation and focus. Copies of the plan are available in the school office. Each council holds monthly meetings that are open to the public. We encourage you to attend.

An election will be held in October, conducted by the Parent Teacher Association (PTA) to elect new parent representatives should any of the current parents decide to step down.

Christine Kneeland, Principal (Co-chair)
Elizabeth Butler, Teacher Representative
Jen Dubis, Teacher Representative
Elyse Earls, Teacher Representative
Maureen Levasseur, Community
Representative
Robert Dono, Parent Representative
Nicole Cirino, Parent Representative
Elena Rosnov-Dundin, Parent Representative

Beyond The School Day

After School Activities

We offer a variety of after school programs ranging from chess to sports. Information about offerings and schedules are available in the school office. If you have any questions or would be interested in volunteering to help with this program, please contact Walter Hardy, at walter.hardy@tritonschools.org.

Before & After School Kid's Club

We offer a fee-based child care program to PGS students both before and after school. Some years there might be a Kid's Summer Club available. If you would like further information, please call Mary Velonis at 978-463-9850 or email her at mary.velonis@tritonschools.org.

Intramural Sports

We offer intramural sports as after school programs. Please see the office for a complete listing of the sports and times they will be available.

Student Job Program

Jobs such as bus monitor are available for students in grade 6. As 6th graders, students are encouraged to complete a student job application form and perform valuable community service to Pine Grove School.

Student Council

Students in 6th grade have the opportunity to participate in Student Council. Recent council activities have included playground beautification, raising environmental awareness, recycling, food drives, serving meals to less fortunate, Cinderella's Closet and organizing school events.

Ferry Beach Ecology School

Each year all 5th grade students have the opportunity to spend an entire school week at Ferry Beach Ecology School. Parents are responsible for the Ferry Beach fee and are encouraged to help organize fundraising events held during the school year to defray camp costs. We encourage parents of 4th graders to organize fundraisers as Pine Grove's 5th graders now attend camp in the fall of the 5th grade year. If students do not participate in camp, an alternative program will be provided within the school setting.

Enrichment Programs/Explorations

Pine Grove School offers numerous after-school enrichment programs for all students K-6. For a complete listing of programs available to students during the 2019-2020 school year, please contact the school office.

Ski Program

Pine Grove School students in grades 4, 5, and 6 may participate in the Pine Grove Ski and Board Club. This parent-run after school activity is open to any student interested in skiing or snowboarding. During this six-week program buses transport the students from Pine Grove to the Bradford Ski Area in Bradford, MA. Buses leave the school at 3:15 pm and return the students at approximately 6:30 pm on Fridays beginning the first week of January. Equipment may be rented at Bradford: skis, boots, and poles for skiers and snowboards and boots for riders. Helmet rentals are also available through Bradford and are strongly recommended. If a child has his or her own equipment, parents are asked to bring the equipment to school the morning of the program. Ski and board equipment is not allowed on the regular buses. Parents are encouraged to participate in the program as monitors. All behavioral and discipline rules of Pine Grove School extend to participants in the Ski and Board Club. The Ski and Board Club reserves the right to ask a student to leave the program immediately if the rules and guidelines of Pine Grove School are not obeyed.

Parents as Partners

Success in school is very much dependent on all members of the school community working together for the best interest of the students. As a district, we encourage and welcome parent participation. There are numerous opportunities for parent involvement in the life of the school.

The Pine Grove School Parent Center

The Parent Center is a place where parents can meet, and gather and share information, or just hang their coat when coming in to volunteer in their child's classroom. The Center houses the copying machines for parents to use while working on special projects for teachers. The Center also has brochures and other materials to help parents become more familiar with school programs and curriculum. The Parent Center offers a more comfortable place for parents, because we know that comfortable parents are more actively involved in their children's education!

Chaperones

During the year classes will have the opportunity to further their educational experiences by participating in field work. We welcome adult family and friends to chaperone these visits. To ensure the safety of students, chaperones need to focus on the students assigned to them. Therefore, siblings/young children may not attend with the chaperones. All adults must complete a criminal background check (CORI) prior to chaperoning any visits. CORI forms should be submitted before October 31st.

Volunteering at School

We appreciate your interest and effort in helping us continue to provide the most supportive environment possible in which to have students learn. In order to provide such an environment, confidentiality is of the utmost importance when working within the school. This is especially important when the people involved live in the community.

There will be times when you will see students' behaviors, both academic and social, that are not typical. These should not be discussed outside of the classroom environment. Other times you might see behaviors that should be called to the attention of the classroom teacher. All matters of discipline should be addressed by the teacher or office. In all cases, please remember that what you see here needs to stay here. If you feel a need to comment on any behavioral or curriculum issues, please talk first to the classroom teacher, as he/she will most likely be able to address your concerns. There often is information you are not aware of that impacts a situation.

We are sure you will agree with us that honoring student confidentiality is an important part of safeguarding a positive school experience. All adults working with students, including parent volunteers, are required to complete a criminal background check (CORI) prior to interacting with students.

Parent-Teacher Communication

It is important to stay in regular contact with your child's teacher, but please don't rely solely on verbal messages! Teachers and other staff members can be reached in a number of ways.

Parent-Teacher Conferences are held twice a year in December and March. These important meetings communicate your child's progress in person. If you would like to meet with any of your child's teachers at any other time, please contact them directly at school to set up an appointment.

Staff members can generally be reached by phone before and after school. If you cannot reach a staff member directly, a message can be left with office staff requesting a return call.

A note to a staff member is often the most effective and direct way of communication (providing your child remembers to deliver it). ***Please use notes to explain absences or to communicate changes in your child's schedule including bus or walking routine.***

E-mail has become the preferred method of communication for parents and teachers. Before sending e-mail to your child's teacher, please establish whether or not this method of communication is mutually acceptable. Please do not use it for absences or time-critical information such as changes in your child's dismissal for the day. The staff directory contains an e-mail format for the school that is firstname.lastname@tritonschools.org

The District's efforts to continue to 'go green' include electronic communication. On your child's emergency form, you are encouraged to provide a working email address so that you receive school notices. Please print clearly, and notify the office immediately if your email address changes. No 'hard copy' notices are sent home unless they are specifically requested.

Parent-Teacher Conference

Parent-Teacher Conferences are held twice a year in December and March. If you would like to meet with any of your child's teachers at any other time, please contact them directly at school to set up an appointment.

The following guidelines will enable both teacher and parent to make the best use of time during a parent/teacher conference:

- Please phone or write in advance to make an appointment;
- Conferences are more effective without younger siblings;
- Plan on a ten to fifteen minute conference;
- Teachers cannot carry on a conference when his/her class is in session.

During conferences parents have the opportunity to learn from teachers about the student's:

- Academic strengths & weaknesses;
- Adjustment to school;
- Relationship with other children;
- Samples of work;
- Special abilities.

During conferences teachers have the opportunity to learn from parents about the student's:

- Academic strengths & weaknesses as viewed by parents;
- Activities, interests, and hobbies;
- Peer relationships;
- Reaction to school;
- Response to the curriculum;
- Rules and responsibilities at home.

Non-Custodial Parents

Under the Family Educational Rights and Privacy Act of 1974 (FERPA), non-custodial parents have the same rights of access to school records as custodial parents unless the divorce decree includes a specific court order to the contrary. Therefore, if you are a non-custodial parent and wish to receive copies of your child's progress reports and other school information please write to the school and enclose four (4) self-addressed stamped envelopes (or whatever number is appropriate). Such specified information will be sent to you throughout the year.

Parent-Teacher Association (PTA)

PTA is an organization of all parents, staff, and community members interested in Pine Grove School. As set forth in PTA's by-laws, the purposes of PTA are to:

- Educate the community at large regarding issues that directly involve Pine Grove School.
- Nurture a sense of unity and continuity within the school system.
- Sponsor shared activities with both parents and children.
- Conduct fundraising for Pine Grove School.
- Stimulate communication among home, school, and the community.
- Encourage parental and/or community input and involvement.
- Benefit all students at the school, whether it is of a social, cultural, or an enriching nature.

Please check the PTA website (<http://www.pinegrovepto.net>) for information and events. Copies of PTA by-laws are available in the school office.

Officers for 2019-2020 are:

Wendy Quinn, President

Kelly Merry, Vice President

Angela Belanger, Secretary

Sara Spaulding, Treasurer

Kamal Green, Parliamentarian

PTA Meetings are held on the second Tuesday of the month at 3:30 PM or 7:00 PM in the Pine Grove School Library.

Special Education Parent Advisory Council (SEPAC)

The Triton Special Education Parent Advisory Council is a group of parents and professionals who have an interest in students with special needs. The mission of the SEPAC is to work for understanding of, respect for, and support of all children with special needs in the community.

The SEPAC holds educational events and socials throughout the year to allow families to meet and share experiences and resources. The SEPAC also advises the district on its programs and policies that effect special education students. The SEPAC is open to anyone; voting membership is reserved for parents and guardians in the district. Meetings are publicized via email and the district website. Children are welcome to accompany members to meetings and events.

The SEPAC has designated representatives from each school and in the outplacement community to answer questions about the special education process and connect parents with other families. They also send out emails about events and issues in the community that may be of interest. To join the email list, send your contact information to david.magee@tritonschools.org.

School and District Policies & Procedures

The complete Triton Regional School District Policy Manual can be found online at <https://z2policy.ctspublish.com/masc/browse/tritonset/welcome/root>

Student Records Regulations

The Family Educational Rights and Privacy Act (FERPA) and the Massachusetts Student Records Regulations afford parents and students fourteen (14) years of age or older, (eligible students) certain rights with respect to the student's educational records. These rights are:

The right to inspect and review the student's educational records as soon as possible and no later than (10) calendar days after the day the school receives a request for access. Parents or eligible students should submit to the Principal a written request that identifies the record (s) they wish to inspect. The Principal will make arrangements for access and notify the parent or eligible student of the time and place for the records to be inspected.

The right to request the amendment of the student's educational records that parent or eligible student believed to be inaccurate. If a parent or eligible student believes a record is inaccurate they should write the Principal and clearly identify the part of the record they want to be changed and specify why it is inaccurate. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment.

The right to consent to disclosures of personally identifiable information contained in the student's educational records. Authorized school personnel include administrator or clerical person who needs to access the record for administrative reasons, employees of the school who provide services to the student or contractors of the school who provide services to the student. Upon request, the school discloses educational records without consent to the sending school district and officials of another school district in which a student seeks or intends to enroll.

Directory Information

Triton Public Schools has designated certain information contained in educational records of its students as directory information for the purpose of FERPA and the Student Records Regulations at 603 CMR 23.00 et seq. The following information regarding the student is considered directory information: (1) name, (2) address, (3) telephone number, (4) date and birth place, (5) major field of study, (6) dates of attendance, (7) degrees, honors and rewards received, and (8) post high school plans of the student. Directory information may be disclosed by the school for any purpose in its discretion, without consent of a parent or an eligible student.

Parents of students or eligible students have the right, however, to refuse to permit the designation of any or all of the above information as directory information. In that case, this information will not be disclosed except with the consent of a parent or student, or as otherwise allowed by the FERPA and 603 CMR 23.00 et. seq.

In 2002, Congress passed legislation that requires high schools to provide to military recruiters, upon request access to secondary school students and directory information on those students. Both the No Child Left Behind Act of 2001 and the National Defense Authorization Act for Fiscal Year 2002 reflects these requirements. In accordance with those acts military recruiters are entitled to receive the name, address, and telephone listings of juniors and seniors in high school. Providing this information is consistent with FERPA, which protects the privacy of student's educational records. Student directory information will be used specifically for armed services recruiting purposes and for informing young people of scholarship opportunities.

Any parent or eligible student refusing to have any or all of the designated directory information disclosed, must file written notification to this effect with the Principal of his or her school.

Transcript/Temporary Information

The regulations apply to all information kept by a School Committee on a student in a manner such that he or she may be individually identified. The regulations divide the student record into two sections: the transcript and the temporary record. The transcript includes only the minimal information necessary to reflect the student's educational progress and to assist the District in operating its educational system. This information may include the student name, address, phone number(s), and date of birth; name, address, and phone number(s) of the parents or guardian; course titles, grades, course credits, grade level completed, and the year completed. The transcript is kept by the District for at least sixty years after the student leaves the school system.

By contrast, the temporary record contains all of the information in the student record that is not in the transcript. This may include such things as standardized test results, class rank, extra-curricular activities, and evaluation and comments by teachers, counselors, and other persons, as well as other similar information. The temporary record is destroyed no later than seven years after the student leaves the school system.

Subject to specific exceptions enumerated in the regulations, no individuals or organizations are allowed to have access to information in the student record without the specific, written consent of the parent or eligible student. In addition, subject to specific exemptions enumerated in the regulations, any person inspecting or releasing information contained in the student record must note in a log kept as part of the temporary record, which portion of the record was inspected or released, and for what purpose. Authorized school personnel are allowed to have access to the information without consent. Authorized school personnel includes school administrators, teachers, counselors and other professionals who are employed by the School Committee or who are providing services to the student under an agreement between the School Committee and a service provider, and who are working directly with the student in an administrative, teaching counseling, and/or diagnostic capacity. It includes contractors, electronic/online vendors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions. Administrative office staff and clerical personnel who are either employed by the School Committee or are employed under a School Committee service contract, and whose duties require them to have access to student records for purposes of processing information for the student record.

Student Conduct & Regulations

Every child is a valued member of our community of learners. As a community, we expect good citizenship from staff, students, parents, and visitors. We define good citizenship as making behavioral choices that are respectful of others, personal property, and our school.

It is imperative that schools are both safe and respectful environments. Each student is expected to take responsibility for learning by being cooperative and respectful of others. Inappropriate student behavior, which disrupts any school activity, will not be tolerated. Depending on the type of incident, a misconduct form may be sent home for parents to sign and return. Parents will be notified of any significant infraction and will be asked to attend a conference to resolve the issue. When sets of guidelines, rules, and/or regulations are developed for a school community, it is virtually impossible to anticipate all possible transgressions. Therefore, for any infraction not covered by guidelines set forth in this handbook, the method of dealing with the problem will be at the discretion of the administration.

Please note that it is the Principal's prerogative to periodically review consequences for inappropriate behavior as outlined in this handbook. There might be times when this review will alter consequences if it is viewed that it is in the best interest of students.

Drug and Alcohol Use

Drug and alcohol use by a student is illegal and poses a serious threat not only to his/her own well-being, but also to the well-being of the entire school community. Drug or alcohol use will not be tolerated during school hours, on school property, or at any school-sponsored activity or event during or after school hours. Students

who violate the school policy on use, possession, sales or distribution will be subject to disciplinary action as set forth in the Student Handbook.

The Triton Regional School Committee, recognizing the legal and social responsibility to establish policies and encourage administrative action that will promote a school environment free from usage, possession, or distribution of narcotic drugs and alcoholic beverages of any kind, establishes the following policy:

When a school official has a reasonable suspicion that a student has been/is consuming alcohol in school, on school property, or at a school-sponsored event/activity, or has come into school, is on school property, or is at a school-sponsored event/activity after having consumed alcohol, the school official may administer, or have administered, a Breathalyzer test. If the student fails or refuses to comply with the directive to have such a test, the student shall be disciplined for "complete disregard for school authority" pursuant to the discipline policy in the handbook.

- Any employee of the School District, including bus contractors and drivers, will report any incidents or evidence of unauthorized using, possessing, selling or distributing controlled substances (drugs) and/or alcoholic beverages. Such report should be made personally to the Principal, Assistant Principals, Assistant Superintendent or Superintendent.
- The parent or guardian of any student using or under the influence of a controlled substance (drug) or alcohol in a school building, or on school property, or at a school-sanctioned activity, whether on school district property or elsewhere, will be so notified by the administration. A parent or other appropriate authority may be required by the administration to cause such student to be removed forthwith from the school grounds. Such students may be suspended from school or excluded from school by the Principal and referred to the police.
- Any student who, based on results of a hearing conducted in accordance with school committee policies and Massachusetts's law, is found to be in unauthorized possession of any controlled substance (drug) or alcoholic beverages at a school sanctioned activity, whether on school district property or elsewhere, shall be suspended. For a controlled substance, the student may be expelled from school by the Principal. If the offense involves possession of a controlled substance (drug), or alcoholic beverage, the matter will also be referred to the police for appropriate action.
- Any student who, based on the results of a hearing conducted in accordance with School Committee policies and Massachusetts law, is shown to be selling any controlled substance (drug) or alcoholic beverage in a school building or on school property or at a sanctioned activity, whether on school district property or elsewhere, will be suspended from school and for controlled substances, will be considered for expulsion from school at a hearing conducted by the Principal. The matter will also be referred immediately to the police for appropriate action.
- Any student who, based on the results of a hearing conducted in accordance with School Committee policies and Massachusetts law, knowingly and willfully assists another person in using controlled substances (drugs) or alcoholic beverages in a school building, or on school property, or at a school sanctioned activity whether on district school property or elsewhere shall be suspended from school and for controlled substances may be expelled from school by the Principal. In all cases, the matter will be referred to the police for appropriate action.
- In addition, student violators of section 2, 3, 4, or 5 of this regulation will be ineligible for a period of time up to one year, to hold any class office or to hold office in any school organization, to participate in interscholastic athletics or competitions, or to attend or participate in any extracurricular activity.
- Controlled substances (drugs) shall mean any controlled substance as defined in Chapter 94 (C) of Massachusetts General Laws.
- The School Committee will encourage educational and counseling programs that provide every student and staff with a good understanding of the physical, psychological, and social dangers associated with narcotic drugs and alcohol.

Breathalyzer Use

When determining possible alcohol use or intoxication by a student during the school day or at a school-related function the safety of the student is the primary concern. An assessment of a student's suspected alcohol use may be aided by the use of a breath alcohol testing device which indicates the presence or absence of alcohol.

- Student Breathalyzer testing will be used in situations where school administration has reasonable suspicion of the use of alcohol.

For purposes of this policy, indications of reasonable suspicion of alcohol consumption may include, but are not limited to, such characteristics as alcohol odor, slurred speech, and unsteady gait, lack of coordination, presence of an alcohol container, bloodshot or glazed eyes, marked change in personal behavior, a report by a third party of a student's consumption of alcohol or other similar information, or behavior that is risky, aggressive, or disruptive.

- Random Breathalyzer testing may be used at any/all extracurricular activities, both on and off campus.

Police officers may be present at an extracurricular or school-sponsored event where breathalyzers are used, but police officers will not be involved in the screening process or in the disciplinary action taken by school officials against a student who fails a breathalyzer test.

The following guidelines shall apply:

- A properly trained administrator will conduct Breathalyzer testing in privacy with at least one other school employee as a witness. All Breathalyzer testing will be done in a professional and confidential manner.
- Parents/guardians will be notified if Breathalyzer testing has been conducted. The Police Department and other authorities will not be notified following a positive Breathalyzer test. This will be considered a school, student and parent/guardian issue only.
- Emergency help will be called if student is assessed to be at risk for alcohol poisoning or in need of medical assistance.
- If a student fails a Breathalyzer test and they contend that they have not consumed alcohol, a second Breathalyzer test may be administered. If the student fails the second test, the results will be considered final and the proper protocol will be followed.
- A refusal to submit to the Breathalyzer test will be considered a positive test result.
- An administrator will notify parents to pick up the student and detain the student until parent's arrival.
- If the student has tested positive and the parent/guardian cannot be reached, the administrator will keep the student at school (or the location where the event is taking place) until arrangements can be made to get the student home safely, even if it means calling the Police Department to take the student into protective custody.
- If any student suspected of intoxication leaves the scene against the school official's request, their parent/guardian will be notified and the police will be called if it is believed the student is in danger and/or poses a danger to others. Disciplinary action for insubordination is taken as indicated in the Student Handbook.
- If the student has used alcohol, all school regulations in existence shall apply.
- Any student testing positive on the breathalyzer will not be allowed to attend any dances for the remainder of the school year including the Prom, and/or Celebration. If the student is a senior s/he will also not be allowed to attend any remaining senior activities (e.g. senior breakfast, senior picnic, senior trip) that occur after the event where s/he has been tested positive for alcohol.
- Breathalyzer units shall be maintained, repaired and calibrated as required by the manufacturer.

Tobacco Use/Possession

According to Federal Regulation and Massachusetts General Laws, use/possession of any tobacco products within the school buildings, the school facilities, on school grounds or school bus, by any individual including school personnel, is strictly prohibited. **Tobacco products will be confiscated.**

The Triton Regional School District is committed to having a smoke and tobacco free environment for all members of the school community. Therefore, the use or possession of tobacco products and smoking related products on school property, and vehicles used for transportation of students, is strictly prohibited. "Tobacco products" are any product containing, made, or derived from tobacco or nicotine that is intended for human consumption, whether smoked, chewed, absorbed, dissolved, inhaled, snorted, sniffed, or ingested by any other means, including, but not limited to: cigarettes, cigars, little cigars, chewing tobacco, pipe tobacco, snuff; or electronic cigarettes, electronic cigars, electronic pipes, electronic pens, electronic hookah, liquid nicotine, "e-liquids" or other similar products, regardless of nicotine content, that rely on vaporization or aerosolization. "Tobacco product" includes any component or part of a tobacco product. "Tobacco product" does not include any product that has been approved by the United States Food and Drug Administration either as a tobacco use cessation product or for other medical purposes and which is being marketed and sold or prescribed solely for the approved purpose. Violations will result in the following consequences.

Triton Students – 1st Offense

- \$100.00 fine and/or after school tobacco education program
- Parent notification
- Notification to sports and activity directors

Triton Students – 2nd Offense

- \$100.00 fine and and after school tobacco education program
- Parent notification
- Notification to sports and activity directors

Triton Students – 3rd Offense and thereafter

- \$100.00 fine
- Parent notification
- Meeting between parents, student and administration
- Notification to sports and activity directors

Code of Conduct for Harassment, Civil Rights Violations, Discrimination and Hate Crimes

The Triton Regional School District is firmly committed to supporting a school learning environment where all students are treated with dignity and respect. We believe all students should feel safe and welcome as members of our preschool through grade twelve community of learners. We appreciate student diversity and actively foster an inclusive learning culture. We will not permit harassment, discrimination, civil rights violations or hate crimes between our students, between our employees or between our students and employees.

Our School District has approved a comprehensive "Policy Against Harassment" to ensure all students learn in an environment that is safe, supportive, welcoming and inclusive. The Triton Regional School District "Policy Against Harassment" specifically prohibits harassment based upon sex, race, color, gender identity, pregnancy or pregnancy related conditions, homelessness, national origin, sexual orientation, religion, age, handicap or disability.

Each year, we plan and implement a variety of student education programs to prevent bullying, harassment, violations of civil rights and hate crimes. These programs raise awareness among our students that everyone should feel physically secure and without fear of exclusion, threats or intimidation.

In instances where student or employee conduct is a potential criminal violation, our School District fully collaborates with the Newbury, Rowley and Salisbury Police Departments as well as the Essex County District Attorney's Office to ensure a prompt, thorough investigation is undertaken.

Corrective Action

Any student or parent/legal guardian of a student who feels they (or their son/daughter) have been harassed, received a violation of their civil rights or were a victim of a hate crime are encouraged to promptly notify the following "Policy Against Harassment" Investigators. Investigators include Christine Kneeland (Principal, 978-948-2520), Nicole LaPerriere (Assistant Principal, 978-948-2520), and Kimberly Croteau, (Triton Title IX Coordinator/Civil Rights Coordinator 978-465-2397). The District will investigate all complaints.

The Triton Regional School District is fully committed to the prevention of all forms of harassment involving either students or school staff. Harassment may include any of the following behaviors: name calling, teasing, jokes, rumors, or other derogatory or dehumanizing remarks; pulling at clothes or possessions; graffiti; notes or cartoons; unwelcome touching of a person or a person's clothing; offensive or graphic posters, pictures, book covers, or designs on clothing; any words that provoke feelings of discomfort, embarrassment, or hurt. Anyone who feels he/she has been harassed or who wishes to report a potential case of harassment is encouraged to speak with a building harassment officer. A complete copy of the Triton Regional School District's harassment policy is available in the Principal's office of each building.

Upon completion of an investigation and substantiation of the complaint, the School District will take appropriate corrective action. Information on disciplinary measures that the school district may impose if a violation of the Policy Against Harassment is substantiated may be found in the "Corrective Action" section of our Policy Against Harassment on page 8. Any Triton Regional School District student or parent/legal guardian of a Triton Regional School District is welcome to request a complete copy of the school district's Policy Against Harassment. Please contact the Principal of your school building for a complete copy. Complete copies of these policies are also available on our school district web site at: <http://www.tritonschools.org/>

Such action may include, but is not limited to, an apology, direction to stop the offensive behavior, counseling or training, warning, suspension, exclusion, expulsion, transfer, remediation, termination or discharge. School District action taken for violation of this policy will be consistent with requirements of applicable collective bargaining agreements, Massachusetts and federal laws and School District policies.

At the close of an investigation, the complainant will be informed in writing that the alleged harassment was substantiated or not substantiated. In accordance with state and federal law regarding data or records privacy, the complainant will also be informed that appropriate corrective action has been taken.

In the case of substantiated harassment by an employee, the Superintendent will include a written statement of the findings, the corrective action taken, and the consequences of continued harassment, in the individual's personnel file.

In the case of substantiated harassment by a student, the Principal will include a written statement, as above, in the student's discipline file.

Bullying

The Anti-Bullying Plan set out below is the district's response to the requirement of M.G.L. Chapter 71, Section 370. It represents the framework for the implementation of the district's Anti-Bullying Policy.

The Anti-Bullying Policy and Plan are both underpinned by the District's Core Values: respect, integrity, and excellence for all.

Bullying Definition:

"Bullying" is defined as the repeated use by one or more students or by a member of a school staff including, but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional, or volunteer of a written, verbal or electronic expression or a physical act or gesture or any combination thereof, directed at a victim that:

- causes physical or emotional harm to the victim or damage to the victim’s property;
- places the victim in reasonable fear of harm to himself or of damage to his property;
- creates a hostile environment at school for the victim;
- infringes on the rights of the victim at school; or
- materially and substantially disrupts the education process or the orderly operation of a school. For the purposes of this section, bullying shall include cyberbullying.

While the focus of this policy is on bullying between students it is recognized that adult may also be aggressors in this regard. Bullying should not be confused with isolated conflicts between students or staff. Research on bullying identifies it as behavior that occurs repeatedly, that is intended to harm the victim, and that involves a power imbalance between the victim and the person or persons who are bullying.

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

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

Prohibited Behaviors

- Acts of bullying, which include cyberbullying, are prohibited:
- On school grounds and property immediately adjacent to school grounds, at a school-sponsored or school-related activity, function, or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased, or used by a school district or school; or through the use of technology or an electronic device owned, leased, or used by a school district or school, and
- at a location, activity, function, or program that is not school-related through the use of technology or an electronic device that is not owned, leased, or used by a school district or school, if the acts create a hostile environment at school for the target or witnesses, infringe on their rights at school, or materially and substantially disrupt the education process or the orderly operation of a school.

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

Procedures for Reporting and Responding to Bullying

- It is a violation of district policy for any administrator, teacher or other employee, or any student to engage in or condone bullying in school or to fail to report or otherwise take reasonable corrective measures when they become aware of an incident of bullying as defined above.
- Students, staff, parents/guardians must report any incident of bullying to a school administrator or a member of the school or district staff. If bullying is reported to a member of the school or district staff that person must report the incident to a school administrator.
- Any student who believes that he or she has been subjected to bullying has the right to file a complaint and to receive prompt and appropriate handling of the complaint.

- Bullying may be reported anonymously.
- Reports of bullying shall be made in writing. Younger students may need the assistance of a member of staff in making the report.
- The written report shall be made on the form entitled “District Bullying Incident Report Form”. The report forms are available from school offices and the district office.
- The written report shall be returned to the Principal or other school administrator as soon as is practicable after the alleged bullying incident occurs.
- If a situation involving a charge of staff member to student bullying is brought to the attention of any staff member, the staff member must notify school administration immediately.

We encourage early reporting of all potential violations through designated school staff in each of our school buildings. The Triton Regional School District actively investigates all reports of bullying and harassment.

Investigation

- A school’s administration has authority to take disciplinary action or take remedial action when bullying occurs out of school. School administration must intervene if bullying that starts outside of the school creates a hostile environment at school for the target; and/or infringes on the rights of the victim at school; and/or materially and substantially disrupts the education process or the orderly operation of a school.
- Reports of cyber bullying by electronic or other means, occurring in or out of school will be reviewed and, when a nexus or connection with school exists, will be investigated and may result in discipline. Parents of students alleged to have engaged in cyberbullying will be requested to attend a meeting at which the activity, words or images subject to the complaint will be reviewed. A student disciplined for cyber-bullying will not be readmitted to the regular school program until his or her parent(s) attend such meeting.
- The Principal shall take all available steps to ensure that there are clear procedures for restoring a sense of safety for a victim and assessing and providing for that victim’s needs for protection. Consequences for proven acts of bullying and/or retaliation determined by school administration shall be proportionate to the aggressor’s behavior and history of similar misconduct. They may include, but shall not be limited to, expulsion from the school.

False Reporting

In circumstances in which a student knowingly makes a false accusation of bullying, the Principal shall take such action as may be necessary to prevent recurrence. The consequences for false reporting may include, but not be limited to the making of apologies, other routine consequences for misconduct, and counseling.

Retaliation – Reporting and Investigation

Retaliation in any form against any person who has made or filed a complaint relating to bullying by the aggressor or a third party is forbidden. If it occurs, it may be considered grounds for dismissal of staff personnel and/or removal from the educational setting for a student. A referral to law enforcement may be made. Reports of retaliation may be made by students, staff, parents/guardians or other parties. Such reports shall be investigated through the same process and procedures as are required in response to reports of bullying.

In instances where student or employee conduct is a potential criminal violation, our school district fully collaborates with the Newbury, Rowley and Salisbury Police Departments as well as the Essex County District Attorney’s Office to ensure a prompt, thorough investigation is undertaken. Information on disciplinary measures that the school district may impose if there is a violation of the Bullying Intervention Plan, can be found in the Plan. Any Triton Regional School District student or parent/legal guardian of a Triton Regional School District is welcome to request a complete copy of the school district’s Bullying Prevention And Intervention Plan.

Please contact the Principal of your school building for a complete copy. Complete copies of these policies are also available on our school district web site at: <http://www.tritonschools.org/> Any student or parent/legal guardian of

a student who feels they (or their son/daughter) have been bullied, harassed are encouraged to promptly notify the building Principal.

Student Discipline Procedures

Pine Grove Elementary School strives to maintain a safe environment where learning can take place. A positive school climate is respectful, orderly, and welcoming. It demonstrates a fair and consistently enforced discipline system, encourages and allows for learning, and helps students to develop responsibility and self-control. Appropriate behavior is expected at all times. Students should be safe, respectful and courteous at school, on the bus, at school activities, and to all members of the school community. Students are expected to follow any reasonable request by a staff member and use appropriate language at all times.

Suspension (in school/out of school)

Suspension is a consequence assigned by the administration for, but not limited to the following:

- Leaving school property without permission, or truancy;
- Smoking, stealing, damaging, or defacing property;
- Disrespectful behavior to a staff member or a bus driver;
- Inappropriate language, fighting, harassing, threatening, excessively disruptive behavior, or endangering the safety of others;
- Sexual harassment including but not limited to sexually explicit language and/or gestures;
- Possession of any controlled substance or being under the influence of drugs/alcohol.

Any other behavior that is repeatedly substantially disruptive of the educational process or substantially interferes with the teacher's authority over the classroom. Efforts will be made to use in-school suspension when appropriate. While under suspension students may not be on school grounds, except for in-school suspensions, and will be ineligible to take part in any extracurricular activity during the period of suspension. Criminal activity will be reported to the police.

Discipline of Students with Special Needs

Any student may be suspended or removed from school for disciplinary reasons for a short time, which is no more than 10 days. Once a special education student has been removed from the school placement for more than 10 cumulative days during the school year the student must receive a free and appropriate public education. For students on 504 Plans or on an IEP, the Team must meet within 10 days of the school's decision to impose the discipline. At this meeting, called a "manifestation determination," the IEP or 504 Team will determine if the misbehavior was caused by or had a direct and substantial relationship to the student's disability, or was the direct result of the school's failure to provide the services required by the student's IEP or 504 Plan.

If the Team determines that the student's behavior was caused by or substantially related to the student's disability or the failure to properly implement the IEP or 504 Plan, then the student must be returned to the last approved placement unless the Team decides on a different placement. It must conduct a functional behavioral assessment and develop a behavior plan (or review and modify an existing plan, if necessary).

If the team determines that the student's behavior was not caused by or substantially related to the student's disability or the failure to properly implement the IEP or 504 Plan, then a student with a disability can be disciplined in the same manner and for the same length of time as other students are disciplined for the same offense.

Note that if your student possessed or used a weapon or drugs, or caused serious bodily injury to another person on school property or at a school event your student may be placed by the Principal in an IAES for up to 45 school days without regard to whether the behavior is determined to be a manifestation of the student's disability. The

IEP Team will determine the IAES and the appropriate educational services that will be provided to the student while he or she is in the IAES.

If a parent disagrees with any decision regarding placement of his or her student under the disciplinary provisions or disagrees with the manifestation determination, or if the School District believes that maintaining the current placement of the student is substantially likely to result in an injury to the student or to others, either the parent or the school district may appeal the decision by requesting a hearing with the BSEA.

Should you have any questions regarding the above information, please contact the Principal for the school which your child attends. A copy of the Parental Right Brochure is available by contacting the Special Education Office at (978-462-7490).

Principal's Discretion

In every case of student misconduct for which suspension may be imposed, the Principal, or his/her designee, shall exercise discretion in deciding the consequence for the offense. The Principal shall consider ways to engage the student in learning and shall attempt to avoid long term suspension as a consequence until alternatives have been tried. These alternatives may include the use of evidence-based strategies and programs such as mediation, conflict resolution, restorative justice, and positive behavioral interventions and supports.

Procedures for Short-Term Suspension - *Exclusion of a student from school premises and regular classroom activities for a specified period of not more than ten school days*

The Principal, or his/her designee, may suspend students on a short-term basis. Unless a student poses a danger to persons or property, substantially and materially disrupts the order of school, possesses a firearm, controlled substance, or assaults a school staff member, the student will receive the following prior to a short-term suspension:

Oral and written notice of the charges in English and the primary language of the home if other than English. This notice shall include:

- The disciplinary offense;
- The basis for the charge;
- The potential consequences, including the potential length of the suspension;
- The opportunity to have a hearing with the Principal and the parent concerning the proposed suspension, including the opportunity to dispute the charges and to present the student's explanation of the alleged incident;
- The date, time, and location of the hearing;
- The right of the parent and student to interpreter services at the hearing; and
- If the student may be placed on a long-term suspension following the hearing with the Principal;
- The rights set forth under the "Procedures for Long-Term Suspension"; and
- The right to appeal the Principal's decision to the superintendent.
- At the hearing, if the student and/or parent elects to attend, the student shall have the opportunity to present his/her version of the relevant facts and any mitigating circumstances. The Principal shall make reasonable efforts to notify the parent orally of the opportunity to attend the hearing. To conduct the hearing without the parent, the Principal must be able to document reasonable efforts to include the parent. The Principal is presumed to have made reasonable efforts if the Principal sent written notice and has documented at least two (2) attempts to contact the parent in the manner specified by the parent for emergency notification.

Based on the available information, the Principal shall make a determination as to whether the student committed the disciplinary offences and what remedy shall be imposed. The Principal shall notice the student and parent in writing of his/her decision, the reasons for it, and, if applicable, the type and duration of the suspension and the opportunity to make up assignments and other academic work.

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

Procedures for Emergency Removal

If the student's continued presence poses a danger to persons or property, or materially and substantially disrupts the order of the school and, in the Principal's judgment, there is no alternative available to alleviate the danger or disruption, the Principal shall temporarily remove the student from the school. This temporary removal shall not exceed two (2) days following the day of the emergency removal and the Superintendent shall be immediately notified of the removal. Additionally, the Principal shall make immediate and reasonable efforts to orally notify the student and student's parent of the emergency removal, the reason for the emergency removal, and the other information required in a short-term suspension notification. The short-term suspension notice shall be provided in writing to the student and parent. The opportunity for a hearing with the Principal shall occur within two (2) school days, unless otherwise extended by the school and parent. A decision regarding the student's continued suspension or other removal shall be rendered the same day as the hearing and written notice shall be provided the following school day. This written notice shall include all the information required based on the type of discipline imposed (short-term suspension, in-school suspension, long-term suspension, or expulsion).

The Principal may also remove a student from privileges, such as extracurricular activities and attendance at school-sponsored events, based on a student's misconduct. This type of removal is not subject to the procedures for suspension and expulsion outlined in this policy.

Procedures for an In-School Suspension

An in-school suspension may be used as an alternative to short-term suspension for disciplinary events. An in-school suspension means the removal of a student from regular classroom activities, but not from the school premises, for no more than ten (10) consecutive school days, or no more than ten (10) school days cumulatively for multiple infractions in one school year.

If the Principal chooses this alternative, the Principal shall inform the student of the disciplinary offense charged and the basis for that charge and provide the student an opportunity to dispute the charge and explain the circumstances surrounding the charge. If an in-school suspension is issued, the Principal shall make reasonable efforts to notify the parent orally of the disciplinary offense, the reasons for concluding that the student committed the offense, and the length of the in-school suspension.

The Principal shall also invite the parent to a meeting to discuss the student's academic performance and behavior, strategies for student engagement, and possible responses to the behavior. This meeting shall be scheduled on the day of the suspension, if possible, or as soon as possible thereafter. The Principal shall also send written notice to the student and parent about the in-school suspension, including the reason and length of the in-school suspension, and inviting the parent to the above described meeting, if such meeting has not already occurred.

Procedures for Long-Term Suspension - *Exclusion of a student from school premises and regular classroom activities for more than ten school days*

The Principal, or his/her designee, may issue long-term suspensions at the building level. The Principal may also issue expulsions for the offenses set forth in M.G.L. c. 71, §37H and §37H½. Expulsions for other offenses are handled by the School Committee pursuant to M.G.L. c. 76, §16 and §17.

In the event of a long term suspension or expulsion, the student will be provided oral and written notice of the charges in English and the primary language of the home if other than English. This notice shall include:

- The disciplinary offense;
- The basis for the charge;

- The potential consequences, including the potential length of the suspension;
- The opportunity to have a hearing with the Principal and the parent concerning the proposed suspension, including the opportunity to dispute the charges and to present the student's explanation of the alleged incident;
- The date, time, and location of the hearing; and
- The right of the parent and student to interpreter services at the hearing.
- The Principal shall make reasonable efforts to notify the parent orally of the opportunity to attend the hearing. To conduct the hearing without the parent, the Principal must be able to document reasonable efforts to include the parent. The Principal is presumed to have made reasonable efforts if the Principal sent written notice and has documented at least two (2) attempts to contact the parent in the manner specified by the parent for emergency notification.
- In advance of the hearing, the student shall have the right to review the student's record and the documents upon which the Principal may rely in making a determination to suspend the student.
- The student shall also have the right to be represented by counsel or a lay person at the choice and expense of the student/parent.
- At the hearing, if the student and/or parent elects to attend, the student shall have the opportunity to present his/her version of the relevant facts and any mitigating circumstances. The student shall also have the right to produce witnesses and the right to cross-examine witnesses presented by the school. The student may request that the hearing be audio recorded by the Principal and may request a copy of the recording. All parties must be made aware that the hearing is recorded in advance of the hearing.
- The parent, if present, shall have the opportunity to discuss the student's conduct and other information, including mitigating circumstances that the Principal should consider in determining consequences for the student.
- The Principal shall make a determination as to whether the student committed the disciplinary offences and what consequences shall be imposed. The Principal shall notice the student and parent in writing of his/her decision, including the following information:
 - The disciplinary offence, the date on which the hearing took place, and the participants in the hearing;
 - The key facts and conclusions reached by the Principal;
 - The length and effective date of the suspension and the date of return to school;
 - The notice the student's opportunity to receive education services to make academic progress during the suspension;
 - The student's right to appeal the Principal's decision to the Superintendent or his/her designee if a long-term suspension has been imposed. This notice of appeal shall include the process for appealing the decision, which requires the parent or student to file a written notice of appeal with the Superintendent within five (5) calendar days of the effective date of the long-term suspension.
 - The Superintendent shall hold the hearing within three (3) school days of the student's request, unless an extension is mutually agreed to.
 - The Superintendent shall make a good-faith effort to include the parent in the hearing.
 - The hearing shall be conducted to determine whether the student committed the disciplinary offense and, if so, what the consequence shall be. The hearing shall be audio recorded and a copy of the recording shall be provided to the student or parent upon request.
 - All the same rights as are afforded in the above long-term suspension Principal's hearing shall apply to the student in a Superintendent's hearing.
 - The Superintendent shall issue a written decision within five (5) calendar days of the hearing. If the Superintendent determines that the student committed the disciplinary offense, the Superintendent may impose the same or lesser consequence than the Principal.
 - The decision of the Superintendent shall be the final decision of the School District.

- If the student is in grades K-3, the Principal shall send a copy of the written determination to the Superintendent and explain the reasons for the suspension before the suspension takes effect.

Expulsion

Expulsion is the removal of a student from the school premises, regular classroom activities, and school activities for more than ninety (90) days, indefinitely, or permanently. Conduct that may lead to expulsion includes but is not limited to possession of a dangerous weapon, assault on school personnel or upon other students, possession of a controlled substance, and certain criminal convictions and charges. See also, the Policies and Laws Relating to Student Conduct section of the handbook. Procedures associated with expulsion are set forth under the Procedures for Expulsion section of the handbook.

Possession of Weapons or Controlled Substances Assault of Educational Personnel

Massachusetts General Law Ch. 71, §37H authorizes the Principal to expel students as follows:

- Any student who is found on school premises or at school-sponsored or school-related events, including athletic games, in possession of a dangerous weapon, including, but not limited to, a gun or a knife; or a controlled substance as defined in Chapter Ninety-Four C, including, but not limited to, marijuana, cocaine, and heroin, may be subject to expulsion from the school or school district by the Principal.
- Any student who assaults a Principal, Assistant Principal, teacher, teacher's aide or other educational staff on school premises or at school-sponsored or school-related events, including athletic games, may be subject to expulsion from the school or school district by the Principal.
- Any student who is charged with a violation of either paragraph (1) or (2) shall be notified in writing of an opportunity for a hearing; provided, however that the student may have representation, along with the opportunity to present evidence and witnesses at said hearing before the Principal.
- After said hearing, a Principal may, at his discretion, decide to suspend rather than expel a student who has been determined by the Principal to have violated either paragraph (1) or (2).
- Any student who has been expelled from a school district pursuant to these provisions shall have the right to appeal to the Superintendent. The expelled student shall have ten days from the date of the expulsion in which to notify the Superintendent of his appeal. The student has the right to counsel at a hearing before the Superintendent. The subject matter of the appeal shall not be limited solely to a factual determination of whether the student has violated any provisions of this section.
- Any school district that suspends or expels a student under this section shall continue to provide educational services to the student during the period of suspension or expulsion, under section 21 of chapter 76. If the student moves to another district during the period of suspension or expulsion, the new district of residence shall either admit the student to its schools or provide educational services to the student in an education service plan, under section 21 of chapter 76.
- Districts shall report to the department of elementary and secondary education the specific reasons for all suspensions and expulsions, regardless of duration or type, in a manner and form established by the commissioner. The Department of Elementary and Secondary Education shall use its existing data collection tools to obtain this information from districts and shall modify those tools, as necessary, to obtain the information. On an annual basis, the Department of Elementary and Secondary Education shall make district level de-identified data and analysis, including the total number of days each student is excluded during the school year, available to the public online in a machine readable format. This report shall include district level data disaggregated by student status and categories established by the Commissioner.
- Under the regulations promulgated by the department, for each school that suspends or expels a significant number of students for more than 10 cumulative days in a school year, the Commissioner shall investigate and, as appropriate, shall recommend models that incorporate intermediary steps prior to the use of suspension or expulsion. The results of the analysis shall be publicly reported at the school district level.

Dangerous Weapons

The Education Reform Act of 1993 makes clear that certain serious violations such as possession of dangerous weapons can result in expulsion from school. Dangerous weapons are prohibited within the Triton Regional School District on school premises or at school sponsored or school-related events. This rule ensures the safety of each student. We consider the following to be dangerous: firearms, knives, razor blades, explosives/fireworks, mace, or the possession of dangerous objects that are of no reasonable use to the student such as mock guns, brass knuckles, sharpened sticks, laser pointers, and other such objects. If a student is in possession of a dangerous weapon, the administration shall at all times act in a manner that protects and guarantees the rights of students and parents.

Suspension/Expulsion Based Upon a Felony Charge/Conviction M.G.L. c. 71, § 37H½

Issuance of a criminal complaint charging a student with a felony or upon the issuance of a felony delinquency complaint against a student, the Principal of a school may suspend a student for a period of time determined appropriate by the Principal if the Principal determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school. The student shall receive written notification of the charges and the reasons for such suspension prior to such suspension taking effect. The student shall also receive written notification of his right to appeal and the process for appealing such suspension; provided, however, that such suspension shall remain in effect prior to any appeal hearing conducted by the Superintendent.

The student shall have the right to appeal the suspension to the Superintendent. The student shall notify the Superintendent in writing of his request for an appeal no later than five calendar days following the effective date of the suspension. The Superintendent shall hold a hearing with the student and the student's parent or guardian within three calendar days of the student's request for an appeal. At the hearing, the student shall have the right to present oral and written testimony on his behalf, and shall have the right to counsel. The Superintendent shall have the authority to overturn or alter the decision of the Principal or Headmaster, including recommending an alternate educational program for the student. The Superintendent shall render a decision on the appeal within five calendar days of the hearing. Such decision shall be the final decision of the city, town or regional school district with regard to the suspension.

The Principal may expel a student who has been convicted, adjudicated, or admitted guilt with respect to a felony or felony delinquency, if the Principal determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school. The student shall receive written notification of the charges and reasons for such expulsion prior to such expulsion taking effect. The student shall also receive written notification of his right to appeal and the process for appealing such expulsion; provided, however, that the expulsion shall remain in effect prior to any appeal hearing conducted by the Superintendent.

The student shall have the right to appeal the expulsion to the Superintendent. The student shall notify the Superintendent, in writing, of his request for an appeal no later than five calendar days following the effective date of the expulsion. The Superintendent shall hold a hearing with the student and the student's parent or guardian within three calendar days of the expulsion. At the hearing, the student shall have the right to present oral and written testimony on his behalf, and shall have the right to counsel. The Superintendent shall have the authority to overturn or alter the decision of the Principal or Headmaster, including recommending an alternate educational program for the student. The Superintendent shall render a decision on the appeal within five calendar days of the hearing. Such decision shall be the final decision of the city, town or regional school district with regard to the expulsion.

Educational Services and Academic Progress During Suspensions and Expulsion

Any student who is serving an in-school suspension, short-term suspension, long-term suspension, or expulsion shall have the opportunity to earn credits, as applicable, make up assignments, test, papers, and other school work as needed to make academic progress during the period of his or her removal from the classroom. The Principal shall inform the student and parent of such opportunity in writing when such suspension or expulsion is imposed.

Any student expelled or suspended from school for more than ten (10) consecutive days, whether in school or out of school, shall have an opportunity to receive education services and make academic progress toward meeting state and local requirements, through a school-wide education service plan. This plan will be developed by the Principal and shall describe the services that the school district will make available to students who are expelled or suspended for ten (10) or more consecutive days. The plan will include the process for notifying such students and their parents of the services and arranging the services.

After the necessary assessments of the child are made, a meeting is held with the child's parents and those making assessments to determine if a disability is present and if the student requires special education and related services to make effective progress. If so, an Individual Education Program (IEP) is written. This plan outlines goals, objectives, and the types of supportive services needed to help the child's progress given his/her disability.

Services are also available for three and four year old children with special needs. An annual early childhood preschool screening for all children ages three through four is offered. This is advertised in the local media, through mailings and notices sent home with school age children. The screening surveys a child's functioning in physical, language, and cognitive development as well as in vision and hearing. Early identification of any needs allows parents and the school opportunities to further assess those areas and to plan to better prepare the child for school.

Support services are available through the Special Education program once assessments have been made and a disability has been identified through the evaluation process.

At the district level, all EL teachers will meet monthly to discuss issues or concerns regarding the EL program. This will ensure all schools are working in tandem to provide the highest quality EL program for all EL students.

Initial Identification of ELs: State laws require that ELs receive instruction that is specifically designed to assist them in learning the English language and subject matter content, and that parents participate in the decision-making process (G.L. c.71A § 4,5). When a new student enrolls in a school district, it is the district's obligation to determine whether the student is an EL and to place the student in the appropriate instructional program to support content area and language learning (603 CMR 14.02). In order to ensure that ELs' diverse needs are met, districts must start by properly identifying students who need English language support. The diagram below provides a recommended process for determining whether newly enrolled students are ELs.

- Administer a home language survey to all new enrolling students;
- Assess the English proficiency of any student whose Home Language Survey indicates a language other than English is spoken at home or who appears not to speak English.

AHERA (Asbestos Policy)

AHERA management plans are located at Central Office. Parents, teachers, employees, and organizations may review these plans.

FAPE

Under federal law, students who are eligible for special education are entitled to a **FREE, APPROPRIATE, PUBLIC EDUCATION** - This concept is known as "FAPE." The FAPE standard for special education services requires the school district to provide instruction tailored to the individual student's needs, with sufficient support services to assist the student to make meaningful educational progress. Any special education services identified for the student are required to be provided at public expense with no cost to the parent.

Non-Discrimination Policy

The Triton Regional School District does not discriminate on the basis of sex, race, color, national origin, sexual orientation, gender identity, homelessness, pregnancy or pregnancy related conditions, religion, age, handicap,

and/or disability in admission to, access to, treatment in, or employment in its programs and activities. The following person has been designated to handle inquiries regarding the non-discrimination policies:

Ms. Kimberly Croteau, Assistant Superintendent
112 Elm Street, Byfield, MA 01922
Phone: (978) 465-2397
Email: Kimberly.Croteau@tritonschools.org

Inquiries concerning the application of non-discrimination policies may also be referred to:

United States Department of Education
8th Floor, 5 Post Office Square
Boston, MA 02109-3921
Telephone: (617) 289-0111
Fax: (617) 289-0150
Email: OCR.Boston@ed.gov

Homework Guidelines

We, as a district, are united in a set of beliefs about homework, its purpose, and implementation. These beliefs include the following:

When assigned, homework should consistently:

- Extend learning opportunities;
- Provide students with the opportunity to review and practice previously learned skills;
- Expose students to material in preparation for future learning;
- Be both meaningful and purposeful;
- Be developmentally appropriate to meet the needs of students to whom it is assigned;
- Be manageable for all students.

Guidelines will be implemented across all schools within the District to ensure consistency in regards to the practice and use of homework, including the frequency, duration, implications of grading and reporting, and communications. In addition, consideration for developmental differences in students across grade levels is reflected herein. These guidelines are intended to reflect the progression of students' academic and social/emotional skills, and their ability to handle and benefit from the increasing demands of both the frequency and duration of assigned homework through the academic years, and promote effective and efficient study skills.

While not all teachers will assign homework every night, the assumption is that there will be a consistent increase in the amount of homework assigned as students advance through the grade levels. While some research suggests that the "10 minute per grade" standard is the benchmark, we believe such a rigid structure is not in the best interest of students and doesn't recognize developmental differences. However, schools will work to coordinate the amount of homework across teachers and grade levels to ensure that homework workloads consistently increase from Kindergarten through Grade 12, and the collective demands on students is not overly burdensome.

Please Note: High School Advanced Placement (AP*) courses follow a strict College Board approved syllabus that each teacher must complete. As such, certain aspects of these homework guidelines do not apply to these advanced courses. It is recognized that students who enroll in AP* should expect to spend more time on homework than other students. This is due to the complexity and rigor of the college level content that is being taught.

Definitions of Types of Homework

Homework may take a variety of forms. The descriptions below are examples of the types of homework your child may be assigned during the year. Please note that the list below is not an exhaustive one, and that homework assignments often encompass multiple types and a variety of purposes.

Reading: There is vast, conclusive research that reports a direct correlation between the amount of time students spend reading and their growth as learners. Although reading may be assigned as homework, it is also an essential life-long habit that helps students develop their vocabulary, improve fluency and comprehension, increase background knowledge, and expand the content to which they are exposed.

Beyond reading for homework, we recognize the importance of reading for enjoyment and encourage all students and families to read for pleasure. Depending on the grade level, assigned reading can include both students reading silently, as well as reading aloud or even being read to by peers or family members.

- **Completion:** This is work that helps students keep up with the classwork by allowing students the opportunity to finish work outside of the school day.
- **Practice:** This is work that reviews and reinforces skills and concepts taught in class. It helps students practice newly acquired skills to develop proficiency and confidence.
- **Preparation:** This is work that helps students develop confidence, encourages the acquisition of background information, supports executive functioning skills, and prepares students to more fully participate in upcoming lessons, projects, or assessments. This includes activities that support a Flipped Classroom Model.
- **Extension:** This is work that helps students take what they learn in class and connect it with real life. It requires students to transfer specific skills and concepts to new situations.
- **Creative:** This is work that helps students integrate multiple concepts and promotes the development of critical thinking and problem solving skills. This work gives students opportunities to “investigate and respond to an authentic, engaging, and complex question, problem, or challenge” (source: Buck Institute, www.bie.org).

Frequency and Duration of Homework

It should be noted that estimated completion times for homework listed below are general in nature, as we cannot account for the varied paces at which students complete homework. If your child is consistently taking well in excess of the estimated times to complete his/her assigned homework, please speak with your child’s teacher. As outlined above, the purpose of homework is to provide reinforcement and review of learning in a way that is productive and meaningful. If a student is routinely arriving at the frustration point after spending considerable focused and dedicated time on the assigned homework, then a discussion between parent and teacher is imperative to find a way to ensure the student is making progress. To note, as students become older and more mature, there is greater expectation that students are taking responsibility for both the completion of homework, and the communication with the teacher in regards to challenges s/he may be experiencing.

Elementary: Kindergarten – Grade 4

Homework will include reading for at least 20 minutes and may include silent reading to self, reading to someone or listening to reading. Teachers may assign additional homework beyond the 20 minutes of reading, and when assigned homework will:

- ***Be assigned with an assumption of no more than 30 on-task minutes;***
- Be communicated to students and to parents consistently;
- Be generally consistent across each grade level, but will include a gradual increase in expectations from Kindergarten to Grade 4;
- Include instruction/content that is aligned to the state standards;
- Include at home projects, which will be assigned with ample time for completion in accordance to these guidelines.

Elementary: Grades 5 & 6

As students need to be prepared for greater demands as they transition to the Middle School and High School beyond, expectations for students in grades five and six will increase beyond those of the lower elementary.

Homework should continue to include reading for at least 20 minutes and may include silent embedded content reading to self, reading to someone or listening to reading.

Teachers may assign additional homework beyond reading, and when assigned homework will:

- ***Be assigned with an assumption of no more than 60 on-task minutes;***
- Be communicated to students and to parents consistently;
- Be generally consistent across each grade level;
- Include instruction/content that is aligned to the state standards;
- Include at home projects, which will be assigned with ample time for completion in accordance to these guidelines.

Middle School: Grades 7 & 8

As students are preparing for transition into High School, expectations within the Middle School continue to increase over the elementary years. While there is still an expectation that students are reading, it can be expected to be largely confined to reading within each content area. If teachers assign homework, then the homework assigned will:

- ***Be assigned with an assumption of no more than 80 cumulative on-task minutes;***
- Be communicated to students and to parents consistently, and be posted online as assigned in one of the online systems agreed for the Middle School;
- Be generally consistent across the grade level;
- Include instruction/content that is aligned to the state standards.

High School: Grades 9 – 12

At the High School level, homework will begin to vary more greatly depending on the courses in which students are enrolled. While the school and administration will make efforts to ensure students aren't overburdened, there is no way to confirm that as a general rule as course selection will dictate the resulting work load. As such, it is imperative that students communicate with their teachers when the combination of their classes generates an overbearing situation.

Homework assigned will:

- Be communicated to students and to parents consistently, and be posted online as assigned in one of the online systems agreed for the High School;
- Include instruction/content that is aligned to the state standards.

Note: Cumulative demands of homework at the Middle School and High School can occur as a result of multiple teachers assigning homework. The school will make its best effort to coordinate the duration and frequency of homework assigned. If a student is spending an extended amount of time on homework that exceeds the recommended amount, please first contact the teacher(s). It is the goal of the Triton School District to ensure that homework is developmentally appropriate to meet the needs of students to whom it is assigned.

Due Dates for Assignments Abutting School Vacations

When educators believe it is necessary to assign homework that has a due date near a school vacation (Thanksgiving, December, February, and April breaks), they must allow students adequate time to complete the assignment excluding the break period. Educators will adhere to the following guidelines when assigning the work and choosing a due date:

- Short term assignments (typically a one-night assignment) must be assigned at least two days/class periods before the break and may not be due the first day back from the break;
- Long term assignments must be assigned at least 5 days before the school break and not due at least until the 3rd day back after the break.

Implications for Grading and Reporting

Elementary Standards-based grading does not include homework averages. Instead, homework completion is reported in the Personal Growth and Development. Middle School Homework is one factor that may be averaged into a final grade. Homework will not exceed 10% of a grade. High School Homework is one factor that may be averaged into a final grade. Homework will not exceed 10% of a grade.

Communications

Elementary - In response to the developmental stages of the students, different platforms will be used to communicate homework assignments. The platform identified by the school will be consistent across grade levels. If parents do not have access to the internet or a device, a paper copy will be available upon request. Timely feedback on assigned homework will be provided by the teacher.

Middle School - Middle School will post homework assignments online as assigned in one of the systems agreed by the school. Timely feedback on assigned homework will be provided by the teacher.

High School - High School will post homework assignments online as assigned in one of the systems agreed by the school. Timely feedback on assigned homework will be provided by the teacher.

Homework Missed as a Result of Absence - Upon return to school from an absence, student with the support of educators and parents will develop a plan to complete the make-up work within a reasonable amount of time. Assignments and due dates will be determined at the discretion of the educator, but will allow the students a minimum of two days to complete missed work due to absence, in accordance with the school handbook.

Roles and Guidance for Educators, Students, and Parents

Teacher, parent and child should work together to meet common goals and to ensure a successful educational experience. For homework to be a successful learning tool, all participants must understand each other's roles.

Student Responsibilities (generalized – varies by grade level):

- To be sure s/he understands a specific assignment before leaving school;
- To confer with parents and/or teachers if assignments are consistently too difficult or lengthy;
- To seek additional support when needed;
- To respond and apply teacher feedback to future assignments;
- For older students, to plan when s/he will complete the assignment, and to confer with the teacher if there is an unforeseen emergency that prevents her/him from doing the work.

Teacher Responsibilities:

- To ensure assigned homework extends current learning outside the classroom setting;
- To ensure assigned homework is developmentally appropriate to meet the needs of her or his students;
- To make clear the meaning and purpose of each assignment;
- To communicate when a student does not complete an assignment and, where necessary, to confer with both student and parent to solve problems;
- To provide timely feedback.

Administrator Responsibilities:

- To understand and enforce these guidelines, including the monitoring of the impact of homework on students to ensure it is not overly burdensome;
- To confer individually with teachers about her/his practice to ensure compliance with guidelines;
- To provide resources (when needed) to teachers that help in the development of homework assignments that appropriately meet the needs of the students;

Student Field Trips – Committee Policy IJOA

The Superintendent, or designee, will establish regulations to assure that:

1. All students have parent/guardian permission for trips;
2. All trips are properly supervised;
3. All safety precautions are observed;
4. All trips contribute substantially to the educational program;
5. Nursing service is provided if students with serious health needs are on the trip (as determined by the nurse); and
6. Academic arrangements are made for students not participating in the field trip.

All out-of-state and/or extended (overnight) trips and excursions, except those required for student participation in tournament competition or contests, must have advance approval of the Triton Regional School Committee. Fund-raising activities for such trips will be subject to approval by the Superintendent.

Field Trips during the School Day

The Triton Regional School Committee encourages instructional field trips during the school day which are planned, prepared for, and followed up on in order to bring the school and community closer together. Field trips should provide real-life experiences that enrich the curriculum for students and can bring about better public relations.

Preliminary Approval Requests

Preliminary approval requests must be submitted by the individual(s) coordinating the field trip to the Principal and must include:

1. A statement of the educational objectives of the trip;
2. A proposed budget including cost to students and sources of finance;
3. An estimate of the number of students and adults participating; and

Final Approval Requests

Final approval requests must be submitted by the individual(s) coordinating the field trip and must include, at least 30 days prior to trip:

1. A detailed itinerary of the trip including educational activities, accommodations, and travel arrangements;
2. Planned adult supervision;
3. A detailed budget including receipts and disbursements anticipated;
4. Procedures for emergency notification to Superintendent and parents/guardians in the event an emergency should occur while on the trip;
5. Procedures for students to use if separated from group while on the trip;
6. Nursing service for students with serious health needs, as determined by the nurse; and
7. Assurance that all the above details have been provided to the parents/guardians and students, and that written approval for the trip has been granted from the parent/guardian of each student involved with all pertinent and emergency information.

All students and employees must adhere to Triton Regional School District rules, regulations, code of conduct, and policies during all field trips.

Student Health Services and Requirements – Committee Policy JLC

Activities may include identification of student health needs, health screening tests (including eye and hearing screening tests), communicable disease prevention and control, promotion of the correction of remediable health defects, emergency care of the ill and injured, health counseling, health and safety education, and the maintenance of a healthful school environment.

The District recognizes that parent/guardian(s) have the primary responsibility for the health of their students. The school will cooperate with appropriate professional organizations associated with maintaining individual and community health and safety.

The District shall provide the services of a medical consultant who shall render medical and administrative consultative services for personnel responsible for school health and athletics.

Procedures for Emergency at School

School personnel shall give only emergency care to students who become ill or injured on school property, buses, or while under school supervision.

Each year parent/guardian(s) shall supply information indicating where the student is to be taken in case of an emergency; the name, address, and phone number of a neighbor to be contacted in case the parent/guardian is not available; and any allergies or diseases the student might have.

The District shall maintain a Medical Emergency Response Plan, as required by law, and an Emergency Procedures Handbook, which shall be utilized by District personnel for handling emergencies. Emergency procedures shall include the following:

- Provision for care beyond First Aid, which would enable care by the family or its physician or the local Emergency Medical Services agencies. In instances when the EMS is required, every effort shall be made to provide the unit with the student's Emergency Card which lists any allergies or diseases the student might have;
- Information relative to not permitting the administration of any form of medicine or drugs to students without written approval of parent/guardian(s). Requests made by parent/guardian(s) for such administration of medication shall be reviewed and approved by the Principal or designee;
- Provisions for reporting all accidents, cases of injury, or illness to the Principal. Provisions shall be made (in all cases of injury or illness involving possible legal or public relations implications) for reporting such to the appropriate executive director of education immediately;
- Prompt reporting by teachers to the Principal or designee any accident or serious illness and such reports will be filed with the Business Office.

Student Illness or Injury

In case of illness or injury, the parent or guardian will be contacted and asked to call for the student or provide the transportation.

Transportation of an ill or injured student is not normally to be provided by the school. If the parent cannot provide transportation and the student is ill or injured, an ambulance may be called. Expense incurred as a result of emergency ambulance use will not be borne by the District.

Transportation of a student by school personnel will be done only in an emergency and by the individual so designated by the school administrator.



Guidelines for the Acceptable Use of District Technology

Purpose

The purpose of this document is to provide guidance for the expectations for all students, staff, and visitors on the acceptable use of district owned technology resources. Specifically, this document provides further detail to School Committee Policies that govern the safe and appropriate use of district technology resources. Please refer to the following policies for more specific details on the legal reference and basis for these requirements.

- File IJND: Access to Digital Resources
- File IJNDB: Empowered Digital Use Policy
- File IJNDC: Internet Publication
- File IJNDD: Policy on Social Media

These guidelines for the acceptable use of technology are established to meet the demands of state and federal law and to provide guidelines for legal, moral and ethical use of technology by our students and staff. Every user/parent/guardian is required to read and sign the Technology Use Agreement (TUA) that is included at the end of this document before using district resources, including hardware and/or the district network. Signing the TUA becomes a legal agreement between the user/parent/guardian and the district.

The Triton Regional School District (TRSD) shall provide access to the system/network and the Internet to all students and staff to facilitate communications and access to information in support of educational goals. *Educational goals* are defined as activities that provide for education, career and professional development, and high quality research. The system/network will also be used for communication with staff, parents/guardians, students and community members.

Use of the Triton Regional School District system/network is a privilege, not a right, and must support the stated mission, goals, and objectives of the Triton Regional School District. Non-compliance with applicable regulations and procedures may result in suspension or termination of user privileges and other disciplinary actions consistent with the policies of the Triton Regional School District. Violations of law may result in criminal prosecution as well as disciplinary action by the Triton Regional School District.

Monitored Use

Electronic communications and all data including documents, messages and information, transmitted using the TRSD system/network in any manner are the property of the Triton Regional School District and shall not be considered confidential. Copies of all information created, sent, or retrieved may be stored on the District's back-up files. The District reserves the right to access and monitor all messages and files on the computer system as it deems necessary and appropriate in the ordinary course of its business. When appropriate, communications and data may be disclosed to law enforcement officials or other third parties without prior consent of the sender or receiver.

Liability

Triton Regional School District is in compliance with the Children's Online Privacy Protection Act (COPPA) and Children's Internet Protection Act (CIPA). As required by law, the school district has implemented an Internet filtering mechanism designed to protect minors from unlawful, obscene, or harmful material and situations.

The Triton Regional School District shall not be liable for users' inappropriate use of electronic resources, violations of copyright restrictions, users' mistakes or negligence, or costs incurred by users. The Regional School District shall not be responsible for ensuring the accuracy or usability of any information found on networks, nor be liable for any loss, or corruption of data resulting while using the system/network.

Administrative Procedures for Implementation

1. Access to the TRSD system/network will only be granted to staff or students with a signed current TRSD Technology User Agreement (TUA) on file and permission of their supervisor.
2. All use of the TRSD system/network must be in support of educational goals as defined in the Purpose section of this document and will be in compliance with all applicable laws and district policies.
3. All files stored, viewed, or distributed on the TRSD system/network is expected to be in support of educational goals as defined in this document and will be in compliance with all applicable laws and district policies.
4. All files must be saved to user assigned network folders or district provided cloud storage if future access is desired.
5. Copyrighted software or data shall not be placed on the TRSD system/network without a district owned license or permission from the holder of the copyright.
6. All hardware and software to be added to the TRSD network must be approved by the Director of Technology and the building Principal and/or their designee.
7. All users are expected to be conservative with all TRSD system/network related resources, including but not limited to paper, ink, storage space, and bandwidth.
8. All TRSD system/network passwords shall expire and need to be changed as required.
9. Passwords are confidential! All passwords shall be protected by the user and not shared or displayed.
10. Individual users shall, at all times, be responsible for the proper use of accounts issued in their name. This includes NOT leaving accounts logged in when device is unattended.
11. Commercial use of the TRSD system/network is prohibited.
12. Pretending to be someone else while using the TRSD system/network is prohibited.
13. Revealing personal information is prohibited unless specifically authorized by an administrator.
14. Any activities designed to harass, bully, or defame others are prohibited.
15. Any malicious attempts to harm, destroy, or vandalize equipment, materials, or data are prohibited.
16. Deliberate attempts to degrade or disrupt system performance are prohibited.

17. Deliberate attempts to bypass or turn off TRSD security features are prohibited.
18. Principals and/or their designee shall be authorized to monitor or examine all data and system/network activities, including documents and electronic mail transmissions, as deemed appropriate to ensure proper use of electronic resources.
19. Principals and/or their designee will be notified of any violations of the TRSD Empowered Digital Use Policy.
20. Principals and/or their designee will be responsible for disseminating and enforcing policies and procedures in their respective building(s).

Publication of Content on the District Website(s):

The District maintains a website for the district and for each school building. In addition to these resources, content is managed and supported for several other web based resources, including classroom webpages, online file management and submissions, access to grading, and general student information system. These guidelines govern the use of all web based district resources, not just the main websites.

All web page materials are expected to be accurate, grammatically correct and free of spelling errors. Student work may deviate from this standard depending upon the age and grade level of the student. Web pages should be well-organized and professional in appearance. Web pages must not contain copyrighted or trademarked material belonging to others unless written permission to display such material has been obtained from the owner and the owner is credited on the school's web page.

A. In general

Identifying information about students, such as first and last names, personal phone numbers or home addresses, will not be published. First names or first names and the first letter of the student's last name may be used where appropriate.

B. Student photographs

- Student photographs may be published only with the written consent of the student's parent or guardian.
- Student photographs will not be accompanied by identifying information about the student(s).

C. Student work

Student work, e.g. voice, likeness, quotes, written material, musical pieces, and graphic or other artwork, may be published only with the written consent of the student's parent or guardian.

D. Staff photographs, identifying information and work

- Photographs of staff members, accompanied by the staff member's full name, may be published only with the staff member's written consent.
- Staff work, e.g. voice, likeness, quotes, written material, musical pieces and graphic or other

artwork, may be published only with the staff member's written consent.

Personally Owned Devices (BYOD)

1. The use of personally-owned devices must be in compliance with the following conditions:
 - Student's personal devices may be used in the classroom and for use during specific projects only with the specific permission of the teacher
 - Devices may not be used during class sessions or other organized events or assemblies for non-instructional purposes (such as making personal calls and texting).
 - Devices may not be used to record, transmit, or post photographic images or video of a person or persons on campus during school activities and/or hours unless (a) persons to be photographed have so agreed, (b) the posting/publication of name tagged images have been authorized by a student's parent/guardian, (c) the posting of images has been authorized by the teacher in writing.
2. Consequences of non-compliance may be, but are not limited to the following, individually or in combination:
 - Student device is taken away for the period
 - Student device taken away and kept in the front office until parent picks it up
 - Student is not allowed to use personal devices at school
 - Remove of ALL network privileges
 - Detention or suspension from school and school-related activities
 - Other consequences as determined by the school administration
 - Legal action and/or prosecution

Responsibilities of Individuals (Students & Staff) and the District

1. TRSD has no ability to electronically manage or filter an individual's use of the internet when he or she is connected via his/her wireless phone provider's cellular network connection.
2. Individuals bring their devices to use at TRSD schools at their own risk. It is their duty to:
 - be responsible for the upkeep and protection of their devices
 - keep a record of the device's serial number in case a theft or loss occurs
 - check with their homeowner's policy regarding coverage of the loss of personal electronic devices
3. TRSD and its employees are not responsible for:
 - personal devices that are broken, lost, or stolen at school or during school-sponsored activities
 - charging, installing updates, or fixing any software or hardware issues on personal devices

- usage charges to students' accounts with their service provider

Use of Social Media:

All employees and students must conduct themselves in ways that do not distract from or disrupt the educational process in regards to the use of social media. It is extremely important that everyone maintains proper decorum in the online digital world as well as in person. To that end, the following guidelines must be adhered to.

- All correspondence and connections between employees and students must be only through district and school based social media accounts.
- In using these district sanctioned social media accounts, all employees should use the platform for information sharing only, not two way communication, and must use caution in regards to the appropriateness of items posted, including:
 - Posts with any content that could be deemed sexual in nature
 - Posts with any reference to advocating the use of drugs, alcohol, or nicotine products
 - Posts that encourage or invite behavior that may be inappropriate
- Employees may not friend or follow current students on social media on their personal accounts.
- All electronic contacts with students should be through the district's computer and telephone system, except during emergency situations.
- Team, class, or student organization pages, accounts, or groups will be created only in conjunction with the coach or faculty advisor. All groups must include the appropriate administrator as a member. Access to the page will remain with the coach or faculty advisor.
- All contact and messages by coaches and faculty advisors with team members shall be sent to all team members, except for messages concerning medical or academic privacy matters, in which case the messages will be copied to the appropriate administrator.
- Employees will not give out their private cell phone or home phone numbers without prior approval of the district.

Failure to comply with these guidelines puts staff and students at great risk to claims of behaviors and actions that are inappropriate at best, and illegal in the extreme. The possibility of penalties for the inappropriate use of social media may include dismissal from employment for district employees for failure to exercise good judgment in online conduct, and possibly legal action against both students or staff depending on the severity of misuse.

Disclaimer

Access to information all over the world via computer brings with it an availability of material that may not be considered educationally valuable. Though the Triton Regional School District will take all reasonable precautions, it is impossible to control access to all materials and a user may unintentionally discover controversial or objectionable information. TRSD policy affirms that the educational value of access to information and the potential for interaction on the Internet far outweighs the possibility that users may be exposed to materials not consistent with the educational goals of the district. TRSD makes no warranties of any kind for the service it provides.

Nothing contained herein shall be held or construed to supersede or conflict with or limit the jurisdiction of the United States Government or any of the laws of the Commonwealth of Massachusetts. In the event that any provisions of these guidelines and regulations are judicially found to be invalid, such decision, invalidity or voidance shall not affect the validity of the remaining provisions.



Triton Technology User Agreement

In order for a student, faculty or staff member to use the Triton Regional School District's system/network, the district's **Guidelines for the Acceptable Use of District Technology** must be read and a signed current Technology User Agreement must be on file. The Agreement must also be signed by a parent/guardian for anyone under 18 years of age.

Name: _____

Grade Level/ Staff Position: _____

School: _____

Staff or Student Signature:

I am an *Employee* in the Triton Regional Schools

I am a *Student* in the Triton Regional Schools

I have read the **Guidelines for the Acceptable Use of District Technology** and agree to abide by the provisions included therein. In consideration for the privilege of using Triton owned technology resources and/or the district network, I hereby release the district, its operators, and institutions with which they are affiliated from any and all claims and damages of any nature arising from my use of, or inability to use, the system/network. I understand that violation of these provisions may result in disciplinary action as deemed appropriate by my Principal/supervisor and/or their designee.

Signature: _____ Date _____

Parent/Guardian Sponsor: (Required in addition to student signature for all students under the age of 18)

I have read the **Guidelines for the Acceptable Use of District Technology** and agree to require my child to abide by the provisions included therein. In consideration for the privilege of using Triton owned technology resources and/or the district network, I hereby release the district, its operators, and institutions with which they are affiliated from any and all claims and damages of any nature arising from my child's use of, or inability to use, the system/network. I understand that violation of these provisions may result in disciplinary action as deemed appropriate by the Principal/supervisor and/or their designee.

(Parent/Guardian - check only the statement to which you agree):

I give permission for my child to participate in the TRSD System/Network, including the Internet.

I do **NOT** give permission for my child to participate in the TRSD System/Network, including the Internet.

Signature of Parent/Guardian: _____ Date _____

Handbook Signature Sheet

INSTRUCTIONS: Each family is asked to access the electronic copy of the handbook that includes an additional Handbook Signature Sheet if needed. Please complete and return this sheet to your child's teacher. Your support and cooperation is most appreciated.

The 2019-2020 Parent and Student Handbook can be viewed online at:

www.tritonschools.org

(Click on "School Publications")

Our family has read and discussed the 2018-2019 Parent and Student Handbook. We understand the expectations of the school community, including my child(s) participation as a part of our community, in relationship to expectations around:

- Guidelines for student behavior
- Procedures and expectations for riding the bus
- Procedures and expectations around academic participation
- Importance of regular attendance at school

We like to recognize student activities and accomplishments and may publish names and/or pictures in school based webpages, blogs, school newsletter, and social media accounts. This information may also be shared with local news media. Please indicate below your permission for your child's photograph and/or quotes to be included in media coverage of the school.

YES, I give permission for Triton Regional School District to photography, videotape, or audio record my child/children and that this may be used for school department publications, internet pages, and school related video productions and performances. This information may also be released to local news media.

NO, I do not give permission for Triton Regional School District to photograph, videotape, or audio record my child/children for publication.

Signed,

Parent/Guardian Signature

Parent/Guardian Printed Name

Child and Grade

Child and Grade

Child and Grade

Date