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**Triton Regional School District**

***Newbury Elementary School  
Handbook***



*Respect – Integrity – Excellence For All*

**2014-2015**

[www.trsd.net](http://www.trsd.net)

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# Welcome to Newbury Elementary School!

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Dear Students and Parents,

On behalf of the entire staff of the Newbury Elementary School, we would like to welcome you to the 2014-2015 school year. Our goal is to foster a learning environment with high expectations that encourages and produces lifelong learners. Although our primary focus is on student achievement and academic excellence, we also encourage children to be independent thinkers, good citizens, and productive members of society. We celebrate each child while addressing individual emotional, social, and intellectual needs.

It is important that there are strong lines of communication between school and home. Staff members are able to be reached by our main phone or e-mail and are eager to receive your input and support. We encourage you to speak with your child's teacher to learn about the many ways you can partner with the school.

This handbook has been designed to acquaint you with your school and its operations and to provide you with information about district policies and activities available for our students. We hope that it will be a useful reference as the school year progresses. Please take some time to look over this handbook. Following your review of the handbook with your child, please return the enclosed signature sheet to your child's teacher.

Together, we all look forward to this exciting year of challenge and growth where learning takes place in a warm and joyful atmosphere.

Sincerely,

*Beth Yando*

Beth Yando  
**Principal**

*Amy B. Pasquarello*

Amy Pasquarello  
**Assistant Principal**



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# Who's Who at Newbury Elementary School

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Newbury Elementary School  
63 Hanover Street  
Newbury, Massachusetts 01951  
Main Office: (978) 465-5353, (978) 465-5354  
Nurses Office: (978) 465-5655

SPED Office: (978) 463-5847

Absence Hot Line (978) 465-5655

**Office:**

Beth Yando, Principal  
Amy Pasquarello, Assistant Principal  
Hannah Stokes, Administrative Assistant  
Elaine Fecteau, Administrative  
Assistant/Receptionist  
Emily Kay-French, School Nurse

**Preschool:**

Mary Jo Lagana

**Kindergarten:**

Jody Anderholm  
Melissa Casagrande  
Carol Jakobsons

**Grade 1:**

Sarah Byrnes  
Robin Harper  
Kristin Mollineaux  
Grace Valentine/Michelle Soini Breeze

**Grade 2:**

Kat Pacenka  
Jennifer Townsend  
Kelly Williamson

**Grade 3:**

Maureen Dolphin  
Linda Shorey  
Carol Towne  
Leah Peicott  
Brittany Williams

**Grade 4:**

Kate Arsenault  
Michael Astuccio  
Marianne McParland  
David Williams

**Grade 5:**

Heidi Dow  
Kent Fournier  
Amy Fremont-Smith  
Jennifer Lapham

**Grade 6:**

Alicia Chiasson  
Gregg Dollas  
Nancy Nicholson  
Moriah Lucy

**Instructional Assistants:**

Joyce Alders  
Cindy Bell  
Christine Brown  
Judith Canning  
Beccy Colby  
Mary Doherty  
Erin Freeman  
Gail Gallant  
Liz Godzyk  
Nicole Hannon  
Sue Jankowski  
Devin Johnson  
Sally Lannan  
Charlie Labella  
Jean Mahoney  
Milly McCallops  
Joanne Mihalchik  
Maryann Mueller  
Dorene Packer  
Denise Pesaturo  
Patricia Olson  
Colin Spedding  
Sherlyn Taynor  
Lisa Toohey  
Mary Velonis  
Leslie Verrier  
Robin Volpone  
Cheryl Wilmonton  
Margie Wood

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# *Who's Who at Newbury Elementary School*

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**Special Education:**

Caitlin Barry, Grade 6  
Elayne Bowes, ASD  
Andrea Bradley, Grades 4-5  
Meghan Butler, Occupational Therapist  
Jodi Gundrum, Speech Therapist  
Irene Kelley, Physical Therapist  
Daryl Kwiatkowski, Speech Therapist  
Bonnie Langendorfer, Grades K-1 and ETC  
Liza Marcolini, Cognitive Behavioral Program  
Jessica Raymond, Grades 2-3  
Cheryl Wotton, ASD

**Specialists:**

Jeanne Arango, ELL Teacher  
Jennifer Brown, Library Media Specialist  
Laura Cyr, Instrumental Teacher  
Kathleen DeSadler, School Adjustment Counselor  
Perry Hayden, School Psychologist  
Amy Merluzzi, Art Teacher  
Anna Molesso, Physical Education Teacher  
Laura Paige, Math Specialist  
Laurie Peterson, Music Teacher  
Elizabeth Raycroft, Technology Integration Specialist  
Margot Ryan, Reading Specialist  
Mary Rita Visconti, Literacy Interventionalist

**Custodial Staff:**

Michael Soucy, Head Custodian  
Paul Batista  
Paul Decker  
Richard Peicott

**Cafeteria Staff:**

Charlene Walsh, Manager  
Scott Hunt  
Maria Nixon  
Dot Pollard

**Lunch/Recess Aides:**

Doreen Cote  
Mena Doucot  
Linda Harding  
Lisa Shaffeval  
Julie Wendt

***Superintendent's Office: 465-2397***

Christopher Farmer, Superintendent of Schools  
 Brian Forget, Assistant Superintendent and Title IX Coordinator  
 Kimberly Croteau, Chief Academic Officer  
 David Magee, Administrator of Special Education  
 Anna Bates, Differentiation Specialist  
 Christopher Walsh, Manager of Facilities and Grounds  
 Kathleen Murphy, Early Childhood Coordinator  
 Carla Collins, Extended Learning Coordinator  
 Joni Meno, K-12 Health Coordinator  
 Daniel Jewett, Curriculum Coordinator  
 Debra Jones, Coordinator of Technology  
 Jeanne Arango, English Language Learners Teacher  
 Lisa Alder, After School Programs Coordinator

***School Committee***

Deborah Choate, Chair  
 Robin Williams, Vice Chair  
 Dina Sullivan, Secretary  
 Richard Cummings  
 Suzanne Densmore  
 Monique Greilich  
 Paul Lees  
 Linda Litcofsky  
 Mary Murphy

Regular		Tentative	
<b>2014</b>			
• August 27	Wed. (4 <sup>th</sup> )		
• September 10	Wed. (2 <sup>nd</sup> )	• September 24	Wed. (4 <sup>th</sup> )
• October 8	Wed. (2 <sup>nd</sup> )	• October 22	Wed. (4 <sup>th</sup> )
• November 12	Wed. (2 <sup>nd</sup> )	• November 19	Wed. (3 <sup>rd</sup> )
• December 10	Wed. (2 <sup>nd</sup> )	n/a	
<b>2015</b>			
• January 7	Wed. (1 <sup>st</sup> )	• January 21	Wed. (3 <sup>rd</sup> )
• January 12, 13, 14, 15	SIPs		
• January 24	Workshop		
• February 4	Wed. (1 <sup>st</sup> )	n/a	
• February 11	Wed. (2 <sup>nd</sup> )		
• February 25	Wed. (4 <sup>th</sup> )		
• March 11	Wed. (2 <sup>nd</sup> )	• March 25	Wed. (4 <sup>th</sup> )
• April 8	Wed. (2 <sup>nd</sup> )	• April 29	Wed. (5 <sup>th</sup> )
• May 13	Wed. (2 <sup>nd</sup> )	• May 27	Wed. (4 <sup>th</sup> )
• June 10	Wed. (2 <sup>nd</sup> )	• June 24	Wed. (4 <sup>th</sup> )

***Monthly Meetings***

*Meetings are usually held on Wednesday's beginning at 7:00 P.M. in the Triton Regional High School Library.*

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# Newbury Elementary School Council

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*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.*

***Dates for the 2014-2015 NES School Council Meetings will be posted once the calendar has been agreed upon by the council. If you are interested in serving on the council, please e-mail Beth Yando at [byando@trsd.net](mailto:byando@trsd.net).***





# Triton Regional School District Calendar 2014-2015



## Triton Regional School District Respect, Integrity, and Excellence for All

### 2014/2015 School Year Calendar

August, 2014						
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 NTO	26	27	28	29	30
31						

September, 2014 (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				

October, 2014 (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, 2014 (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						

December, 2014 (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			

Notes:

#### August

- 25<sup>th</sup> - New Teacher Orientation (NTO)
- 26<sup>th</sup> - Staff/Faculty Convocation
- 27<sup>th</sup> - Prof. Development Day
- 28<sup>th</sup> - Prof. Development Day

#### September

- 1<sup>st</sup> - Labor Day
- 2<sup>nd</sup> - First Day of School

#### October

- 3<sup>rd</sup> - Half day: Professional Development
- 13<sup>th</sup> - Columbus Day

#### November

- 7<sup>th</sup> - Half day: Professional Development
- 11<sup>th</sup> - Schools Closed: Veterans' Day
- 26<sup>th</sup> - Half Day: Thanksgiving
- 27<sup>th</sup> - Schools Closed: Thanksgiving Day
- 28<sup>th</sup> - Schools Closed

#### December

- 11<sup>th</sup> & 12<sup>th</sup> ELEMENTARY Half Days: Conferences
- 22<sup>nd</sup> to 31<sup>st</sup> - Schools Closed: Winter Holiday Recess

#### January

- 1<sup>st</sup> - Schools Closed: New Years Day
- 2<sup>nd</sup> - Schools Closed: Winter Holiday Recess
- 5<sup>th</sup> - Schools Reopen
- 9<sup>th</sup> - Half day: Professional Development
- 19<sup>th</sup> - Schools Closed: Martin Luther King Jr. Day
- 21<sup>st</sup>-23<sup>rd</sup> MIDDLE SCHOOL Half Days: Conferences
- 21<sup>st</sup>-23<sup>rd</sup> HIGH SCHOOL Half Days: Exams

#### February

- 6<sup>th</sup> - Half day: Professional Development
- 16<sup>th</sup> to 20<sup>th</sup> - Schools Closed: Winter Vacation

#### March

- 6<sup>th</sup> - Half day: Professional Development
- 19<sup>th</sup> & 20<sup>th</sup> ELEMENTARY Half Days: Conferences

#### April

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

#### May

- 15<sup>th</sup> - Half day: Professional Development
- 25<sup>th</sup> - Schools Closed: Memorial Day
- 29<sup>th</sup> - Half day: Professional Development

#### June

- 6<sup>th</sup> - Triton Graduation
- 9<sup>th</sup> - 11<sup>th</sup> - High SCHOOL Half Days: Exams
- 16<sup>th</sup> - Half Day: Last Day of School (180 days)
- 23<sup>rd</sup> - Last Day of School w/Snow Days (185 days)

Schools Closed: Holiday or Vacation	
Schools Closed: Staff Report: Professional Development	
Half Day All Schools: Holiday / Last Day of School	
Half Day: All Schools: Professional Development	
Half Day: Parent Conferences or High School Exams	
School Committee Meetings (includes Budget Meetings: 1/12,13,14,15; SC Workshop: 1/24 Public Hearing: 2/25)	
Tentative School Committee Meetings	

January, 2015 (19)						
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, 2015 (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

March, 2015 (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, 2015 (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, 2015 (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, 2015 (12)						
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				

***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 schools.

***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 the 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.

***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.

***Keeping in Touch...*** 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 a favorite method of communication for many 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 **first initial last name @ trsd.net**

**Parents Teachers Association PTA...** The NES Parent Teacher Association (PTA) is an organization for parents, staff, and community members who are interested in promoting the welfare of children. The purposes of the NES PTA are to support and enhance the educational experience at school and home and to improve the community environment at Newbury Elementary School through volunteer and financial support. The PTA provides activities, donations, and grants for the “extras” at NES. Last year they raised almost \$40,000 to support our school.

The general membership meetings are held in the school library at 7 pm. Meeting dates are:

October 15<sup>th</sup>

January 14<sup>th</sup>

May 20<sup>th</sup>

Free childcare is available for children of kindergarten age and older. Younger children are always welcome to accompany you to PTA meetings.

Additionally, there will be monthly board meetings (8:30 am on Sept. 12<sup>th</sup>, Oct. 10<sup>th</sup>, Nov. 14<sup>th</sup>, Dec. 5<sup>th</sup>, Jan 16<sup>th</sup>, Feb. 13<sup>th</sup>, Mar. 6<sup>th</sup>, Apr. 10<sup>th</sup>, and May 15<sup>th</sup>) which all PTA members are welcome to attend. Meeting minutes are available upon request from the secretary.

We encourage all to become members of NES PTA and help us make a difference for our children and in our community.

The PTA can be reached at [NewburyPTAinfo@gmail.com](mailto:NewburyPTAinfo@gmail.com). Their website is [www.newburypta.com](http://www.newburypta.com) and their Facebook page is [www.facebook.com/nepspta](http://www.facebook.com/nepspta).

### **2014-15 PTA Board Members**

President: Elaina Sayles

Vice-President, Communications: Renée Toth

Vice-President, Volunteers: Emily Abt

Vice-President, Community Events: Heather DePaolo

Vice-Presidents, Fundraising: Joyce Bokuniewicz and Elise Carner

Treasurer: Alexa Strauch

Secretary: Abigail Boughton

All board members can be reached at [NewburyPTAinfo@gmail.com](mailto:NewburyPTAinfo@gmail.com)

Contact the PTA via [NewburyPTAinfo@gmail.com](mailto:NewburyPTAinfo@gmail.com)

Follow us at [www.facebook.com/nepspta](http://www.facebook.com/nepspta)

Read about us at [www.newburypta.com](http://www.newburypta.com)

## **Triton Special Education Parent Advisory Council (SEPAC)**

The SEPAC welcomes your involvement. The mission of the SEPAC is to work for understanding of, respect for, and support of all children with special needs in the community. To that end, they will work to:

- Advise the School Committee on matters that pertain to the education and safety of students with disabilities.
- Meet regularly with school officials to participate in the planning, development and evaluation of the School Committee's special education programs.
- Assist the district in coordinating the presentation of at least one workshop annually within the school district on the rights of students and their parents and guardians under state and federal special education laws.
- Promote a support network of parents of children with special needs, and provide the forum to share information.
- Promote communication between SEPAC members, local, State and National organizations, councils and groups.
- Promote communication and programs within the community to encourage understanding, acceptance and inclusion of special needs children.
- Provide educational/informational forums to parents, educators, students and professionals.

The SEPAC is open to anyone; voting membership is reserved for parents and guardians in the district. Meetings are held monthly, usually the third Monday of the month at 6 pm at the Newbury Elementary School Library. Children are welcome to accompany members. The SEPAC also holds socials throughout the year to allow families to meet and share experiences and resources.

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.

Contact the SEPAC at [tritonsepac.com](http://tritonsepac.com) and visit them online at [www.tritonsepac.wordpress.com](http://www.tritonsepac.wordpress.com).

### **2014-15 SEPAC Officers**

Co-chairs:

Renée Toth and Melissa Sessions

Secretary:

Diane Frithsen

Treasurer:

Vicky Miles



**School Hours...** School start time is 8:25 am and dismissal time is 3:00 pm. Early dismissal days end at 11:40 am. (See School Calendar) Children should report directly to their classrooms when they arrive at school between 8:10 and 8:25 am. A student is tardy when he/she is not present in his/her classroom at 8:25 am.

**No child should arrive on school property before 8:10 am as no adult supervision is provided until that time unless your child is enrolled in a before-school program.**

**Security...** The outside doors remain locked during school hours. All visitors and volunteers need to report to the main office, sign-in, and receive a badge. When leaving, please remember to sign-out in the office.

**Attendance...** Consistent school attendance is vital to a student's academic achievement. The amount of time spent receiving classroom instruction directly impacts learning. Massachusetts State Law regarding attendance (Massachusetts General Law 76:1-2) defines what is considered to be regular attendance and outlines consequences for excessive absences.

**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/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.

**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.

**Consequences for Excessive Absenteeism...** Student conferences, warning letters, and parent conferences will occur as first intervention steps. Retention may also be considered for students who are truant due to excessive absences and have not demonstrated the skills and knowledge base necessary to proceed to the next grade.

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.



***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.

***Dismissals - In Case of Illness...***The school nurse will notify the parent and the child may be picked up at the office.

***Medically Excused Absences...***Medically excused absences are used for students with chronic illnesses or a long recuperation from an illness or surgery. Absences will be considered medically excused if a copy of a physician's note is submitted by the parent/guardian.

***Excused Absences...***include but are not limited to:

- Personal illness-3 per trimester
- Medical appointments-(require documentation from medical office)
- Family bereavement
- Religious holidays
- Absences as approved by the principal

***Unexcused Absences...*** are absences other than those previously stated.

***Family Vacations...***We encourage families to take vacations when school is not in session. Family vacations are considered unexcused absences. Makeup work will be given to students upon their return from vacation.

Parents who voluntarily take their children out of school have the responsibility to see that the children are available to make up the work that was missed.



***Riding the Bus...*** Arriving at school and home safely is a priority for the Triton Regional School District. Working together, North Reading Transportation, Inc., 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.

***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 at 978-352-9600.**

***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 day care schedule changes.

Late buses are available generally Monday through Thursday for students who are participating in after-school activities. Please check with the office to confirm late bus schedules.

***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.** Please observe the **No Parking** signs to allow others to drop off safely. If you need to come into the building, please use the designated parking in the center of the drop off area. **After 8:25 am** students should be **escorted to the office and signed in by an adult** before proceeding to class.

**Failure to observe traffic signs may result in ticketing by the police.**

***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 auditorium 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.***

***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. Student should exhibit courtesy and respect toward school neighbors' property.





## ***School Cancellations/Delayed Openings/Emergency Closing...***

### ***No School or Delayed School Opening...***

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.

In the event of school cancellation or delayed opening, parents should be aware of the following methods of notification:

1. "No School" or delayed school opening announcements are made on the following radio and television stations or internet:

WBZ Radio (1030 AM) and Television (Channel 4)

WNBP, WHAV, WHDH – Radio

www.trsd.net

2. Starting at 6:00 am, notice will be given to these stations that school will either be called off for a full day or that the opening will be delayed.
3. 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.
4. If weather conditions do not improve or worsen on delayed opening days, a "no school" announcement will be made at 8:00 am.
5. The Fire Department whistle procedure on "no school" days is as follows:
  - Signal at 6:30 am - Warning Signal - Either school is called off for a full day or delayed opening. Radio and television stations should be used to clarify.
  - Signal at 8:00 am - only if decision has changed from a delayed opening to cancellation for a full day.

### ***Emergency Early Dismissal Procedures...***

There is always the possibility that our students may need to be dismissed from school early for a number of reasons - extreme heat or cold, a sudden snow storm, power failure, etc.

**Please instruct your child on what to do and where to go when dismissed early in the event that he/she should follow a different procedure.**

To help us assist you in providing for your child should such an emergency arise, an *Emergency Early Dismissal Procedure* form will be sent home annually in the fall to be completed and returned to your child's homeroom teacher.

If you wish to be included on a homeroom class telephone tree list, a volunteer parent will inform you in the event of such an emergency. There is a place on the *Emergency Early Dismissal Procedure* form for you to sign up, and if you desire, you may become a telephone tree volunteer parent. Please update this information regularly.

All preschool and kindergarten parents are included on a separate telephone tree. You will be called if there is an emergency early dismissal or if afternoon preschool or kindergarten is to be cancelled.

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.

***Health Services...***The schools are served by school nurses who are available in each school during the school day. They administer vision, hearing, and body mass index tests to all students annually and make referrals in cases of deficiency. 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
- Isolation periods of common communicable diseases:
  - Chicken Pox – one week from appearance of eruptions
  - Strep infections – 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.

***School Entry Requirements...***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 physician's certificate or copy of an immunization record from a school in the Commonwealth. All requests for school choice must be made through the Triton Regional School District's central office.

**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.



**Early Childhood Program...**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 31<sup>st</sup> 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 31<sup>st</sup> 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 11:30 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.

***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.



**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/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.



**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.

The 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.

**Choir (fee based):** Members are selected by audition and meet weekly after school.

**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.

**Assemblies...** Student assemblies are an important part of the life of an elementary school. Our parent teacher organization works 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 may also feature student performances during the year. We encourage students to use bathrooms before programs begin to minimize disruptions during presentations. Students should file into assemblies quickly and quietly. Staff will direct students to seating areas. Students are expected to listen attentively during programs. We also expect students to show appreciation by clapping hands. We actively discourage other expressions of appreciation during assemblies, concerts, and plays.

**Field Lessons...** During the year, classes will have the opportunity to further their educational experience by participating in field lessons that are appropriate for their age and studies. We consider these lessons to be an important part of the curriculum.

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 lesson, the child is expected to attend school and to complete regular class assignments that his/her teacher will provide.

**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 achievements and progress and prepares reports 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.

**Parent Conference...** 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 will not carry on a conference when his/her class is in session.

Parent conferences are for getting acquainted and exchanging information to benefit the child and may be requested by a parent or teacher at any time.

***Parents learn about their child's***

- special abilities
- adjustment to school
- relationship with other children
- samples of work
- academic strengths & weaknesses

***Teacher learns about child's***

- reaction to school
- response to the curriculum
- rules and responsibilities at home
- peer relationships
- activities, interests, & hobbies
- weaknesses & strengths - viewed by parent

***Please see calendar for dates.***

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***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.

### ***Formal Assessments...***

**Grade 1:** Math and ELA Common Assessments

**Grade 2:** Math and ELA Common Assessments

**Grade 3:** PARCC – ELA/Literacy and Math  
Math and ELA Common Assessments

**Grade 4:** PARCC – ELA/Literacy and Mathematics  
Math and ELA Common Assessments

**Grade 5:** PARCC – ELA/Literacy and Math  
MCAS – Science & Technology  
Math and ELA Common Assessments

**Grade 6:** PARCC – ELA/Literacy and Math  
Math and ELA Common Assessments

***Reading Assessments...*** DRA 2 and DIBELS are done a minimum of twice yearly in all grades. The GRADE reading assessment is done in Grades 4-6.

***Subject Area Common Assessments*** ...are completed three or more times yearly.

***Homework...*** Homework is an important tool that teachers use to help students review and practice what they have learned, to teach children to work independently, and to encourage children to develop good habits and attitudes, such as self-discipline and responsibility. One of the most significant research findings by the U.S. Department of Education states that children whose parents get involved in their education have a greater chance for success in school.

### ***Overview Guidelines...***

- Together with the family, the student should determine a regular time and place for doing homework. The work area should be adequately lighted and free from distractions.
- A student is responsible to make up any work missed during an absence.
- Homework may include work not completed in class.
- If there is no “assigned” homework, the “set aside time” should be used for reading, math practice, etc.
- It is expected that all homework will be completed and passed in when due.
- In grades 4-6, long-range reports, projects, etc. are considered part of the regular homework. They are spread over a period of time with working time allotted in school plus time spent at home. Parents may need to help students budget their time for long term assignments.
- *If homework is regularly taking longer than the prescribed times, parents and students are urged to bring this to the attention of the teacher.*



Researchers have identified (Homework Research and Policy: A Review of the Literature, Harris Cooper, 2001) what is known as the “ten minute rule” as an element of effective practice. This rule suggests that, as a guideline, students should spend about ten minutes in total on homework in Grade 1, and that the length of time spent upon homework thereafter is based on the Grade level multiplied by ten minutes. This time does **NOT** include independent reading.

**Kindergarten...**Homework at this level should help children develop the idea that learning takes place at home as well as at school. To become a true reader, primary students must develop the habit of reading – a lot. Assisted reading and hearing stories read aloud helps primary students discover who they are and who they can become. Young children copy the reading habits of adults and older children. Reading from a variety of sources such as fiction, non-fiction, literature, and poetry, helps children to develop an appreciation of the different styles and to build rich vocabularies. Children at this level should read or be read to nightly.

**Grade 1 and 2...**It is important to continue to develop a love and appreciation for reading. Children should read or be read to approximately 15 minutes at home each day, in addition to assigned homework activities.

**Grade 3 and 4...** It is important to continue a nightly reading routine. Language Arts and Mathematics homework activities will be assigned regularly. Science and Social Studies work will be assigned when it appropriately extends class work. Additionally, students are expected to read each night as part of their homework.

**Grade 5 and 6...**Coursework in grades 5 and 6 will be supported and extended by homework nightly. Homework in all content areas will be assigned regularly. In addition, independent, long-term reports, projects, and research assignments will be given and require allotted time both in school and at home. Studying is necessary in all subjects and is required to keep up with class assignments. Additionally, students are expected to read each night.

**Student Council...**Each year a group of 4<sup>th</sup>-6<sup>th</sup> grade students are elected to act as a representative leadership group for the student body of NES. The administration gives special consideration to requests and recommendations made by the Student Council when making decisions.

**Environmental School...**Each year the sixth grade students have the privilege of attending a week long environmental educational program. Parents are responsible for the camp fee and are encouraged to help organize fund-raising events held during the prior school year to defer camp costs. The environmental school helps students develop:

- a greater understanding of and respect for the natural environment
- an appreciation and respect for their peers through living and working cooperatively
- a greater confidence in themselves and their abilities
- informational background needed to make educated & informed decisions on environmental issues

**Ski Program...**Students in grades 4-6 have the opportunity to participate in the Ski Program, which operates at the Bradford Ski Area in Bradford, MA. The program runs on Friday afternoons from 3:15 pm to 7:00 pm for 6 weeks, usually beginning the Friday we return from the Winter Holiday Vacation. Information that details the cost and other aspects of the program is distributed to students in November.



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***Peer Mediation...***Students in grades 5-6 have the opportunity to apply to work as peer mediators. A group is selected and the students are called upon by our adjustment counselor to work with groups of students to act as mediators and assist with conflict resolution. Peer mediators are trained in the process of conflict resolution and are called upon as the need arises.

***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.

***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 our district coordinator, Carla Collins at 978-465-2397.

***Kid's Club...***We offer a fee based school run program offering child care to NES students both before and after the school day. There is also a Kid's Summer Club. If you would like further information, please call Cindy Chapman at 978-463-9850.

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## *Student Behavior*

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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. We adhere to the principles of the Responsive Classroom.

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. Parents will be notified of any significant infraction and may be asked to attend a conference to resolve the issue.

Discipline is an opportunity to teach children values and skills that encourage desirable social behaviors. We encourage children to identify a range of behavioral alternatives. This empowers children by giving them the opportunity to make socially appropriate choices. Typically, children are asked to choose a behavioral strategy to use in the future should the need arise. This model of discipline emphasizes positive behavior, identifying choices, and making personal commitments to be responsible for one's self. The use of consequences for negative behavior is intended to focus student thinking on rights and respectfulness. In this model, students learn that we are each responsible for our behaviors, that there are choices for behavior, and that consequences help us think about the choices we make in our day-to-day lives at school.

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.

Most students are respectful and rarely require any disciplinary action. Teachers, principals, and staff will make every effort to resolve problems informally. It is our philosophy to expect appropriate school behavior from all of our students.

To protect everyone's rights, the following behaviors are expected...

- Respectful behavior to all members of the school community
- Respect of school and personal property
- Treat others in a safe manner

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***Discipline Procedures...***Most student behavior issues are handled in classrooms. When a student is referred to the office, the student will be attended to as fairly and as quickly as possible. If a student's behavior interferes with learning, then it may be necessary for the school to implement a formal discipline procedure. Responsive Classroom is used as a guideline and matching poor choices with meaningful consequences.

- In the event a student is referred to the office as a result of inappropriate behavior, a school administrator may notify parents via written or oral communication and/or may convene a meeting with staff and parents to discuss strategies to address the student's behavior. A formal behavior plan may be developed for the student.
- Extraordinary circumstances (when a student's continued presence at school endangers persons or property or threatens disruption of the academic process) may necessitate an in-school or out-of-school suspension. In such cases, notice of suspension is provided to the parent/guardian.
- In cases of reasonable suspicion of a student's possession of contraband, the principal or designee could inspect the following items: book bag, desk, personal possessions, etc. In accordance with state law, we must report to the police department any serious assaults that cause bodily injury. Use or possession of weapons, drugs, or alcohol must also be reported.

***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.

***Items from Home...***Students may not bring items to school that have the potential to interfere with the educational process or present a safety issue. Items include, but are not limited to, portable electronic devices, laser pointers, toy weapons, bats, hard balls, etc. Items brought to school will be taken and stored in the office. Parents will be responsible for coming to the school to retrieve the item. Use of cell phones is not permitted during school hours unless a teacher has determined an educational purpose for these tools within the lesson. If a child has a cell phone for non-academic purposes it is to be turned off upon entering the school, stored in their backpacks during the day, and not turned on again until leaving the building. Cell phones being used recreationally during the day will be taken and stored in the school office. Parents will be responsible for coming to the school to retrieve the phone for their child.

***Bullying...***“Bullying” is defined as the repeated use by one or more students 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 him/herself or of damage to his/her 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.

Reports of bullying are taken seriously and procedures are followed in accordance with our district policy outlined in Appendix A.

***Student Appearance and Dress Code...***We take pride in the appearance of our students. All students are expected to keep themselves well groomed and neatly dressed. It has been our experience that when students wear certain types of shoes such as clogs, sandals, high heels, or sneakers with wheels, accidents are more apt to happen. Also, maintenance problems result when cleats, wheels, or taps on boots scratch the floors, or heavy black soles mark the floors. Therefore, please do not wear the aforementioned types of footwear in the building.

We encourage students to dress appropriately for assemblies, concerts, field trips, and physical education classes. It would be helpful if students' clothing and footwear were marked for easy identification. Parents are encouraged to assist their children in choosing appropriate clothing for the school environment. In accordance with our district dress code, examples of dress that should be considered inappropriate include, but are not limited to:

- Clothing that does not properly cover the body or is too revealing for the workplace
- Clothing that may be distracting in a learning situation
- Outdoor clothing such as hats, coats and jackets
- Clothing or accessories that promote obscenity, tobacco, drugs, alcohol, defamation, violence or disruption
- Not age appropriate

The appropriateness of clothing in question will be at the discretion of the administration and parents will be notified.

***Bus Conduct Reports...***It is a privilege to ride the bus. Behavior that is discourteous or endangers the health and safety of others will not be tolerated. The bus driver is the sole authority on the bus and will communicate with the school to resolve any behavior issues. Serious violations can result in the 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.

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***Discipline of Special Needs Students...*** Please refer to Appendix C for specific information about the discipline of children with special needs. These provisions apply to a very small number of children and are specifically addressed in Individual Educational Programs.

***Expulsion...*** Any student who (a) is found on school premises or at school sponsored or school-related events, including athletic games, in possession of a dangerous weapon, or a controlled substance may be subject to expulsion from school by the Principal.

(b) Any student who assaults another individual on school grounds may be subject to expulsion from school by the Principal.

Any student who is charged with a violation of either (a) or (b) above 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 the Principal may decide to suspend rather than expel the student.**

Any student who has been expelled shall have the right to appeal to the Superintendent.

When a student is expelled under the provisions listed above and applies for admission to another school for acceptance, the Superintendent of the sending school shall notify the Superintendent of the receiving school of the reasons for the pupil's expulsion.

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## 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:

**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

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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 Language Learners...*** Triton Regional School District is committed to ensuring that all of our students — including those who are not yet fluent in English — receive the best education possible. By law, all school-aged English language learners (ELLs) are eligible for English as a Second Language (ESL) support to help them become fluent English speakers. English as a second language instruction is:

- Provided by teachers with specialized training (ESL Specialists)
- Delivered using appropriate materials designed specifically for English language learners
- Offered proportional to a student's needs (e.g. A student just learning English will receive more intensive ESL support than a student who is nearly fluent.)

A Home Language Survey is used to screen students upon entrance to the district in order to identify needs for English language development support. If the child is identified as needing support and the parent/guardian accepts services, the student is enrolled in a traditional classroom setting with support from the ESL Specialist. A parent/guardian has the right to decline ESL services.

Once a student is receiving ESL services, his/her growth is monitored carefully by the classroom teacher and ESL Specialist. Students who demonstrate English language proficiency may be transitioned out of ESL services, but they are still monitored closely to ensure that they are being successful in class. Transition out of ESL services is always done in consultation with parents.

***School Meals Program...*** Breakfast and Lunch are served daily conforming to the guidelines of the National School Breakfast and Lunch Programs. Breakfast is available daily for \$1.50. Students may choose to buy school lunch or bring lunch from home. Lunch is \$2.50 daily. 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 or juice is \$.50 or bottled water is \$0.65 for students wishing to purchase alternate beverages or who bring their lunch.

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 at anytime during the school year. Please contact the office for assistance.

***Payment...*** All of our cafeteria registers are computerized, all students and staff are assigned a unique ID number that will be entered in at the registers to purchase meals. We strongly encourage using the "pre-payment" system. Not only will it help to increase the efficiency and speed of the lunch lines, it will reduce the chance of "forgotten lunch money". Deposits can be made in weekly or monthly amounts and the monies are deducted from the account each time your child enters his/her ID number at the registers. Deposits can also be made on-line at [myschoolbucks.com](http://myschoolbucks.com). Further information can also be found at [www.trsd.net/food](http://www.trsd.net/food).

In regards to "charging meals" - Any student who loses or forgets his/her money may charge a total of five times. Any child needing lunch and owes more than \$12.50 (grades K-6) or \$8.75 (grades 7-12) will receive an alternate "cheese sandwich" meal. Any parent who does not want their child to charge meals should notify the food service director or kitchen manager in writing. Extenuating circumstances should be made known to the kitchen manager, Charlene Walsh at (978) 465-8542 immediately. It is the goal of the lunch program to meet the nutritional needs of all of our students.

Bag lunches may be brought from home but, for health, safety, and environmental reasons, NO soda or glass bottles of any kind are allowed. All food and beverages brought from home should be labeled with the child's name and the date. Please make every attempt to provide nutritionally balanced lunches for your child that meet the USDA's CACFP food guidelines.

### **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.



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## **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 (fighting, wrestling, play fighting, tackling, etc.).
- Not pick up, use, and/or throw any potentially dangerous objects (snow, rocks, sticks, bark, etc.).
- Bring appropriate clothing, boots, mittens, and snow pants on snowy days.

***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 \$0.50. 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.

**Visitors and Security...**All parents and visitors are required to report to the school office upon entering the building, sign-in, and secure a "visitors" pass that should be worn at all times while present on school grounds. Parents are welcome and are encouraged to visit the school. All exterior entrances to the school are kept locked during school hours. Please use the front entrance and check in at the office.

**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 the students' property, it cannot guarantee against loss of 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 as lost, the more likely it is to 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. State regulation 603 CMR 23.7, 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.

**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.

**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.

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- 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.
  - Co-workers may give and receive holiday and other gifts of substantial value. However, gifts may not be given to direct supervisors or received by supervisors from people they supervise except for gifts valued at \$10 or less, food & refreshments in the workplace, personal hospitality at the employee's home, or infrequent occasions such as marriage, illness, or the birth or adoption of a child.

If you have any questions about the laws or other aspects of this issue, please contact Assistant Superintendent Brian Forget at [bforget@trsd.net](mailto:bforget@trsd.net).

## ***District Policies—Appendix A***

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- Attendance
- Dress Code
- Head Injury
- Anti-Bullying
- Harassment
- Non-Discrimination
- AHERA (Asbestos Policy)

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 communities of learners. We appreciate student diversity and actively foster an inclusive learning culture. We will not permit bullying, harassment, discrimination, and civil rights violations or hate crimes between our students, between our employees or between our students and employees.

### **STUDENT ATTENDANCE POLICY**

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. 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. The parents or guardians of each student shall, annually, at the commencement of each school year, be sent a notice instructing them to call a designated telephone number at a designated time to inform the school of the absence of a pupil and the reason.

#### **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
- College Visits, Job Interviews, Job Shadowing, Armed Services Tests, Professional Appointments
- A required court appearance
- Home schooling approved by the Superintendent of Schools
- Other circumstances approved by the Principal, following guidelines issued by the Superintendent of Schools from time to time

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### 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
- Absence from a class for 15 minutes without a pass
- 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

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 Family and Children's 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.

\*In accordance with M.G.L Chapter 76, Sections 1, Section 1A, Section 2, and Section 4.

### **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. Given the school district's responsibility to provide all students with access to a free and appropriate education, school authorities may intervene when student actions detract from or distract other students from the educational process. Under Massachusetts General Law Chapter 70, Section 83, school authorities may intervene if student dress is not consistent with reasonable standards of safety, health, and cleanliness. As part of their 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. School is primarily a place of learning and work. Students are therefore expected to dress appropriately for learning and work while in and travelling to and from school.

Examples of dress that should be considered inappropriate include, but are not limited to:

- Clothing that does not properly cover the body or is too revealing for the workplace
- Clothing that may be distracting in a learning situation
- Outdoor clothing such as hats, coats and jackets
- Clothing or accessories that promote obscenity, tobacco, drugs, alcohol, defamation, violence or disruption
- Not age appropriate

## **HEAD INJURIES AND 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](http://www.miaa.net/proposed-concussion-regulations.pdf).

LEGAL REF: M.G.L. Chapter 111, Section 222

D.P.H. 105 CMR 201.000

## **ANTI-BULLYING POLICY**

In response to the requirement of M.G.L. Chapter 71, Section 370 the district has established a comprehensive Anti Bullying Policy, which is underpinned by our Core Values: Respect, Integrity and Excellence for All.

### **Bullying Definition**

“Bullying” is defined as the repeated use by one or more students 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 cyber- bullying.

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

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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**

- 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**

- 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 employee or 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” – attached at Annex I. The report forms are available from school offices and the district office.

### **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 cyber bullying would 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 re-admitted to the regular school program until his or her parent(s) attend such meeting.

### **False Reporting & Retaliation**

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 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.

Students, staff, parents/guardians or other parties may make reports of retaliation. Such reports shall be investigated through the same process and procedures as are required in response to reports of bullying.

### **Consequences**

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.

In cases that are referred to the police, the latter shall take action in consultation with the school administration, but shall be responsible for the final decision as to how to proceed. Consequences under the laws, a number of which are relevant to acts of bullying may include, but not be limited to the bringing of formal charges and arraignment in court. In cases where a student is proven to have engaged in bullying behavior the Principal shall ensure that an appropriate team of school and, as necessary, district staff shall work with the student and his or her parents/guardians to develop a plan to modify the student's behavior.

## **POLICY AGAINST HARASSMENT**

Specifically prohibits harassment based upon sex, race, color, national origin, sexual orientation, religion, age, handicap and/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 compliance with M.G.L.c. 76,s.5)

We encourage early reporting of all potential violations of our "Policy Against Harassment" through designated school staff in each of our school buildings. A male and female team is responsible for



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receiving potential Policy violations and conducting investigations. The Triton Regional School District actively investigates all reports of bullying, harassment, discrimination, and civil rights violations or hate crimes in all of our school campuses.

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 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. A complete copy of our Policy Against Harassment is also available on our school district web site at trsd.net

### CORRECTIVE ACTION

Upon completion of an investigation and substantiation of the complaint, the School District will take appropriate corrective action. 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.

Any student or parent/legal guardian of a student who feels they (or their son/daughter) have been bullied, 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: Beth Yando or Amy Pasquarello 978-465-5353, and Brian Forget, Title IX Coordinator, Triton Regional School District, 978-465-2397.

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.

### **NON-DISCRIMINATION POLICY**

The Triton Regional School District does not discriminate on the basis of sex, race, color, national origin, sexual orientation, 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 discrimination policies: Brian Forget, Triton Regional School District at (978) 465-2397. Inquiries concerning the application of non-discrimination policies may also be referred to the Regional Director, Office for Civil Rights, U.S. Department of Education, J.W. McCormack POCH, Room 222, Boston, MA 02109.

### **AHERA (ASBESTOS POLICY)**

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

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# District Policies—Appendix B

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## DRUG FREE SCHOOLS INFORMATION

### Policy on Drug and Alcohol

1. The Growing Healthy curriculum provides age-appropriate, developmentally based drug and alcohol education/prevention programs for students in all grades kindergarten through grade 6. Our drug and alcohol programs and prevention efforts have been developed to clearly convey the following message to our students that the use of illicit drugs and the unlawful possession and use of alcohol are wrong and harmful. Such use will not be tolerated on school premises.
2. Any employee of the Triton Regional Schools will report any incidents and/or behavior of students who display 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 principal, assistant superintendent or superintendent.
3. The parent or guardian of any student 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, recommended to the school committee for expulsion from school, and/or referred to the police.
4. Any student, based on the results of a hearing conducted in accordance with school committee policies and Massachusetts law, found to be in unauthorized possession of any controlled substance (drug) or alcoholic beverage in a school building, on school property, at a sanctioned school activity whether on school district property or elsewhere, shall be immediately suspended. The student may be recommended to the school committee for expulsion from school. If the offense involves possession of a controlled substance (drug) or alcoholic beverage, the matter will be referred immediately to the police for appropriate action.
5. Any student, based on the results of a hearing conducted in accordance with school committee policies and Massachusetts law, shown to be selling any controlled substance (drug) or alcoholic beverage in a school building, on school property, at a school sanctioned activity whether on school district property or elsewhere, will be suspended immediately from school and will be considered for recommendation to the school committee for expulsion from school at a hearing conducted by the superintendent of schools. The matter will be referred immediately to the police for appropriate action.
6. Any student, based on the results of a hearing 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, on school property, at a school sanctioned activity whether on school district property or elsewhere, shall be suspended immediately from school and may be recommended to the school committee for expulsion from school. In all cases, the matter will be referred to the police for appropriate action.
7. Controlled substances (drugs) shall mean any controlled substances as defined in Chapter 94(C) of Massachusetts General Laws. This policy applies to all Triton Regional School District personnel, as well as all students.
8. Information about available drug and alcohol counseling may be obtained through the school nurse. For specific information regarding drug and alcohol education within our kindergarten to grade 6 curriculum, contact our district health coordinator, Joni Meno (978) 465-2397.

### Tobacco Use/Possession Policy

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.**

# ***District Policies—Appendix C***

## **Discipline of Students with Disabilities**

The 2004 IDEA reauthorization resulted in significant changes to discipline of students with special needs. Below is the language that can be found in IDEA 2004: Section 615(k)(1)-(4).

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

1. A suspension of longer than 10 consecutive days or a series of suspensions that are shorter than 10 consecutive days but constitute a pattern are considered to represent a change in placement.
2. Prior to a suspension that constitutes a change in placement of a student with disabilities, district personnel, the parent, and other relevant members of the Team, as determined by the parent and the district, convene to review all relevant information in the student's file, including the IEP, any teacher observations, and any relevant information from the parents, to determine whether the behavior was caused by or had a direct and substantial relationship to the disability or was the direct result of the district's failure to implement the IEP—"a manifestation determination."
3. If district personnel, the parent, and other relevant members of the Team determine that the behavior is **NOT** a manifestation of the disability, then the district may suspend or expel the student consistent with policies applied to any student without disabilities, except that the district must still offer:
  - a. services to enable the student, although in another setting, to continue to participate in the general education curriculum and to progress toward IEP goals; and
  - b. as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, to address the behavior so that it does not recur.
4. **Interim alternative educational setting.** Regardless of the manifestation determination, the district may place the student in an interim alternative educational setting (as determined by the Team) for up to 45 school days
  - a. on its own authority if the behavior involves weapons or illegal drugs or another controlled substance or the infliction of serious bodily injury on another person while at school or a school function or, considered case by case, unique circumstances; or
  - b. on the authority of a hearing officer if the officer orders the alternative placement after the district provides evidence that the student is "substantially likely" to injure him/herself or others.

**Characteristics.** In either case, the interim alternative education setting enables the student to continue in the general curriculum and to continue receiving services identified on the IEP, and provides services to address the problem behavior.

5. If district personnel, the parent, and other relevant members of the Team determine that the behavior **IS** a manifestation of the disability, then the Team completes a functional behavioral assessment and behavioral intervention plan if it has not already done so. If a behavioral intervention plan is already in place, the Team reviews it and modifies it, as necessary, to address the behavior. Except when he or she has been placed in an interim alternative educational setting in accordance with part 4, the student returns to the original placement unless the parents and district agree otherwise.
6. Not later than the date of the decision to take disciplinary action, the school district notifies the parents of that decision and provides them with the written notice of procedural safeguards. If the parent chooses to appeal or the school district requests a hearing because it believes that maintaining the student's current placement is substantially likely to result in injury to the student or others, the student remains in the disciplinary placement, if any, until the decision of the hearing officer or the end of the time period for the disciplinary action, whichever comes first, unless the parent and the school district agree otherwise.

Should you have any questions regarding the above information, please contact the principal for the school which your child attends.

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## **F A P E**

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. All students in the Commonwealth’s public education system, including students with disabilities, are entitled to the opportunity to learn the material that is covered by the academic standards in the Massachusetts curriculum frameworks.

# ***District Policies—Appendix D***

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## **PARENT NOTICE**

### **SECTION 504 OF THE REHABILITATION ACT OF 1973**

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 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 on the school system.

The Triton Regional School District has the responsibility under Section 504, which includes the obligations 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.

The Family Education Rights and Privacy Act (FERPA) also specifies rights related to educational records. This act gives the parent or guardian the right to:

1. inspect and review his/her child's educational records
2. make copies of these records
3. receive a list of the individuals having access to those records
4. ask for an explanation of any item in the records
5. ask for an amendment to any report on the grounds that it is inaccurate, misleading, or violates the child/s rights
6. a hearing on the issue if the school refuses to make the amendment

A copy of the Parental Rights for Students on 504 Plans is available by contacting Kim Croteau, Section 504 Coordinator for the Triton Regional School District at phone number (978) 465-2397.

### **FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)**

This act specifies rights related to educational records and gives the parent, guardian, graduate, or student the right to: (1) inspect and review his/her child's educational records; (2) make copies of these records; (3) receive a list of the individuals having access to those records; (4) ask for an explanation of any item in the records; (5) ask for an amendment to any report on the grounds that it is inaccurate, misleading, or violates the child's rights; and (6) a hearing on the issue if the school refuses to make the amendment. If there are questions, please feel free to contact, Kim Croteau, Section 504 coordinator for the Triton Regional School District, at 978-465-2397.

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## ***District Policies—Appendix E***

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### **Student Contract for Computer Network and Internet Access**

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:**

- Listen to teachers and parents explain these rules before using a computer or the Internet.
- Use school computers and the Internet in our district for school-related learning and research only.
- Never give your name, address, telephone number, or other personal information to strangers.
- Never send a picture of yourself or your family to anyone without first getting your parents' permission.
- Never give out any of your passwords to anyone, not even a best friend.
- Tell your parents or a trusted adult right away if you discover anything online that upsets or offends you.
- Never agree to contact people you meet online unless your parents agree to this meeting or come with you.
- Use appropriate language when writing or communicating.
- Never attempt to read, edit, move, copy, or delete files, folders, or programs belonging to another individual.
- Avoid or back out of any Internet site that is not appropriate for you.
- Have no expectation of privacy while on our school networks.
- Ask your parents or teachers for help if you do not understand any of these rules.

#### **Students are expected to become good computer citizens in many ways:**

- You may not engage in any behavior on our district's networks that is prohibited by the school discipline code (including the district Harassment Policy).
- You are encouraged to share on-line work with family, friends, and community members.
- If you break any of the rules, you may lose your computer/networking privileges.
- The computer and the Internet are exciting tools to help you to become an active, self-directed learner. It is important to use these tools in a responsible way.

## ***District Policies—Appendix F***

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### **Parent Notification of Computer Network and Internet Access**

The Triton Regional School District is pleased to provide parents with information about the expanding presence of computer technology that your child is using in school. As educators we are enthusiastic by the possibilities this technology offers for stimulating your child's creativity and imagination, increasing global awareness, and encouraging lifelong learning.

The World Wide Web is a computer network that connects us to millions of people around the globe.

#### **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

#### **Our District has established guidelines for your children as they use our networks and the Internet:**

- Student Internet access will be restricted based on age, grade or demonstrated level of responsibility.
- Internet content filtering software, and server and workstation security systems will be used at all times.
- Violations of restrictions, or any behavior that violates the discipline code (including the district Harassment Policy), will at the least be punished by restriction or cancellation of access privileges.
- Students assume full liability for their actions when using the Internet in our schools.
- Students will use the Internet under adult supervision.
- Students will be taught to protect their privacy by not revealing personal information such as home phone number, address, or passwords.
- Students will be taught never to attempt to read, edit, move, copy, or delete files, folders, or programs belonging to another individual.
- Students will be taught the rules and practices of acceptable Internet use and safety.



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## **My Way To Safe Surfing**

1. I will never give out my personal information to anyone I meet online. I will never tell anyone online my real name or give him/her my address or phone number. I will not tell anyone online the name of my school or where my parents go to work.
2. I will never send a picture of myself or anyone else in my family to anyone I meet online without first getting my parents' permission.
3. I will never give out any of my online passwords to anyone, not even my best friend. My passwords are private and only for me and my parents to know.
4. I will tell my parents or other trusted adult right away if I come across anything online that makes me feel bad, sad, or uncomfortable.
5. I will never answer any messages I get online that are mean or make me feel bad, sad, or uncomfortable. It's not my fault if someone sends me something bad on the Internet. If I get a mean or bad message, I should tell my parents or other trusted adult right away.
6. I will never arrange or agree to meet with someone I talk with online. If someone I talk to online wants to meet in person, I shall tell my parents or a trusted adult right away.
7. I will be a good online citizen. I will not say or do anything that is mean or makes other people feel bad, sad, or uncomfortable. I will treat people the way I like to be treated and I will not do anything that is against the law.
8. I will talk with my parents so that I understand when I can go online and for how long I can stay online. I will not go anywhere online that does not meet with my parents' approval. I will not download any programs, files, or pictures without my parents' permission.

## **Rules For Internet Safety**

1. The use of the network is a privilege, not a right.
2. Use of the computers and the Internet are for learning and research only.
3. Your teachers have the right to supervise your Internet activities.
4. Any behavior that is prohibited by the school discipline policy is also prohibited on school computers.
5. If you should break any of these rules, you may lose your computer/networking privileges anywhere from one week to the remainder of the school year.

## Handbook Signature Sheet

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**INSTRUCTIONS:** Each family is asked to access an 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 2014-2015 Parent and Student Handbook can be viewed online at:**

**<http://newbury.trsd.net>**

*(Click on "School Publications")*

Our family has read and discussed the 2014-2015 Parent and Student Handbook. We understand the expectations of the school community regarding behavior in the following areas:

- Guidelines for student behavior
- Procedures and expectations for riding the bus

We have read the handbook as well as the internet policy and our signature(s) indicates acknowledgement of the expectations for appropriate behavior and permission as noted.

Signed,

\_\_\_\_\_  
Parent or Guardian

\_\_\_\_\_  
Child and Grade

\_\_\_\_\_  
E-mail address (to receive school notices)

\_\_\_\_\_  
Child and Grade

\_\_\_\_\_  
Child and Grade

\_\_\_\_\_  
Child and Grade

\_\_\_\_\_  
Date

From time to time, the local media covers student activities and accomplishments. Please indicate below your permission for your child's photograph and/or quotes from your child to be included in media coverage of the school.

- I give my permission for my child to appear in media coverage.
- I do **NOT** give my permission for my child to appear in media coverage

# School Map

## Newbury Elementary School

### Building Map

