

TRITON REGIONAL SCHOOL DISTRICT

Pine Grove School

Handbook



2014-2015

*A useful and informative guide for parents,
guardians, and students ☺*

www.trsd.net/pinegrove



Welcome to Pine Grove School

September 2, 2014

Dear Students and Parents/Guardians,

Welcome back!

It is my pleasure to welcome you to what we believe will be another spectacular year here at Pine Grove School. The teachers and the staff join me in saying we are delighted to have you as part of the **Pine Grove School Family**. Our experienced staff of teachers is dedicated to providing every child with the best educational opportunity possible.

We realize the importance of developing in each child an attitude of self-respect and self-worth. We try to provide a variety of opportunities for students to form meaningful and responsible relationships. Pine Grove School is committed to providing a nurturing environment in which all children can flourish and grow, and enhance their self-worth. We are all about educating the **whole child!**

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

Parents, we feel, are our partners in the important job of educating the children of this community. We value frequent contact between parents and staff to ensure a connection with all aspects of school life. We strive to see that the parents/guardians of students – like the students themselves – feel at home at Pine Grove School.

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

Finally, we welcome some new faces to Pine Grove School this year. James Sforza has been appointed as Assistant Principal, Courtney Choate-Speech and Language Pathologist, Nicole Carter-Half Time Kindergarten Teacher, Susan Moore-Reading Interventionist, Julie Stafford-Library Media Specialist, Michelle Lojko-Math Specialist, and Donna Richard-Grade Six Classroom Teacher. It has been a very busy summer! ☺

We said good-bye to Margot Lacey, Kathy Smallcomb, Adrienne Mavragis, Elizabeth Cominole, Jody Anderholm and Leslie Blaney.

I look forward to another exciting, rewarding, and outstanding school year with Mr. Sforza and the rest of the Pine Grove staff!

Sincerely,

Christine

Christine A. Kneeland, Principal



Table of Contents

<u>Page</u>	<u>Page</u>	<u>Page</u>
	23	Specials
3-4		Physical Education
5		Art
6		Music/Classroom Music
7	24	Specials
8-9		Music
10		Vocal Ensembles
		Instrumental Music
		Concert Dress
		Library Media Center
		Technology
11	25	Assessment/Report Cards
		District Formal Assessments
		Reading Assessments
		Report Cards
	26	Assessment/Report Cards-continued
		Progress Report/Report Card Schedule
		Parent Conferences
12	27-28	Assessment/Reports Cards-continued
		Parent Conferences-continued
		Homework
	29-31	Guiding Principles for Student Behavior
13-14	32	Special Programs
15-16		Assemblies
17-18		Field Work
19		Student Job Program
20		Student Council
		Ferry Beach Ecology School
	33	Special Programs-continued
		Enrichment Programs/Explorations
		Peer Mediation
		Ski and Board Club
21	34	Special Education
		Special Education Services
		IEP Team Meetings
	35	Student Support/504/ELL
		Response to Intervention
		Instructional Support Team (IST)
		Tutorial Program
		Guidance/Counseling
		Section 504

36	Student Support/504/ELL- <i>continued</i> English Language Learning	44	Appendix C: Discipline of Students with Disabilities
37	Breakfast/Lunch/Snack/Recess Pine Grove School Lunch Program Reduced Cost Option Cafeteria Payments	45	Appendix C: FAPE (Free, Appropriate, Public Education)
38-39	Breakfast/Lunch/Snack/Recess Breakfast Cafeteria Guidelines Recess Online Registration & Payments	46-48	Appendix D: Triton District Student Attendance Policy
40	Appendix A: Triton District Harassment Policy	49	Appendix E: Triton District Policy-Student Dress Code
41	Appendix A: Non-Discrimination Policy Appendix A: AHERA (Asbestos Policy)	50	Appendix F: Section 504 of the Rehabilitation Act of 1973 Appendix F: Family Education Rights and Privacy Act (FERPA)
42	Appendix B: Triton District Policy on Drugs and Alcohol	51-53	Appendix G: Triton District Acceptable Use Policy & Signature Sheet
43	Appendix B: Triton District Policy on Tobacco Use and Possession	54	Appendix H District Policies
		55-56	Appendix I TRSD Bullying Prevention Plan
		57	Appendix J Notice for Directory Information



Who's Who in the School

Pine Grove School
191 Main Street
Rowley, MA 01969
Main Office: 978-948-2520

Email format:
First initial last name@trsd.net
Example: ckneeland@trsd.net

Child Absence Hot Line: 978-948-6920

Christine Kneeland, *Principal*
James Sforza, *Assistant Principal*
Barbara Cyr, *ETC/Special Education*
Sue True, *Secretary*
Karen Dion, *Receptionist*

Preschool
Anne Remley E101

Kindergarten
Lisa Manganello E103
Melissa Prescott-Gagnon E105
Juliette Rowe E107
Nicole Carter E109

Grade 1
Aleta Budd S106
Elizabeth Butler S107
Rosemarie Harrison S108
Emma Hunt S105

Grade 2
Morgan Boselli S204
Kathleen May S207
Marion Prescott S206
Holly Reynolds S205

Grade 3
Virginia Bard S201
Jillian Cronin S203
Marion Jones S202

Grade 4
Catherine Allen E213
Gareth Beven E210
William Maguire E209
Kellie Romanus E211

Grade 5
John Collyer E208
Robbin Duncan E212
Elyse Earls E206
Erica Geyer E204

Grade 6
Michelle Kitanov N108
Nicole LaPerriere N105
Donna Richard N106
Elena Stasey N107

Art
Jennifer Dubis S101

Music
Lois Freeman S103
Laura Cyr E207

Library/Media Specialist
Julie Stafford E102

Physical Education
Nicholas McCaulley PE

Technology
Lillian Chalifour E106

Special Education
Andrea Cutter E200
Elizabeth Howgate E104
Maryellen Moreland E202
Colleen Murray S104A

School Nurse
Deborah Blanchette Health Suite

Guidance Counselor
Kyle Campbell Office

Occupational Therapist
Sheila Christensen S104

Physical Therapists
Caryn Indingaro S104
Lori Kelley S104

Speech and Language
Courtney Choate S204A
Jennifer Malafay S204A

Literacy/Math Specialists
Michelle Lojko, math E205B
Shauna Magee, literacy E205B

Reading Interventionist
Susan Moore S208

School Psychologist
Perry Hayden Health Suite

Kids Club
Ashlie Dragon N103

Instructional Assistants

Jean Atherton
Barbara Barry
Christine Bauer
Sarah Beevers
Annie Blanchette
Kim Cashman
Holly Chadwick
Heather Ferrara
Carolyn Janvrin
Cheryl Hardy
Kristen Hunter
Norma Koloski
Donna Laflamme
Joyce LaPointe
Kathy Leavitt
Jennette Loring
Kathy Mackie
Claudia Nagle
Julie Wallace Nichols
Janet Wallis

Cafeteria

Melinda Carey, Cafeteria Manager
Christine Warren
Jody Woekl

Crossing Guards

Jennette Loring
Judith Robillard

Custodians

Dan Collins, Head Custodian
Frank Janvrin
Bradley Orme
August Rettkowski



Who's Who in the District

Triton Regional School District

www.trsd.net

School Committee:

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

Superintendent's Office:

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



Who's Who in the School Council

Pine Grove School's School Council

As part of the Massachusetts Education Reform Act of 1993, each public school is required to maintain a School Site Council. The Council's purpose is to promote local decision-making by providing support and advice to the building principal. Councils are composed of equal numbers of faculty and parents/community members. The principal and a parent/community member act as co-chairs. Parent representatives are selected through an election run by the parent organization. Each year the Site Council develops a school improvement plan outlining the goals for the coming year(s). These goals set the priorities for the school in terms of resource allocation and focus. Copies of the plan are available in the school office. Each council holds monthly meetings that are open to the public. We encourage you to attend.

An election will be held in October, conducted by the Parent Teacher Organization (PTO) to elect new parent representatives.

Christine Kneeland, Principal (Co-chair)
Elena Rosnov, Parent Representative
TBD, Parent Representative
TBD, Parent Representative
Elizabeth Butler, Teacher Representative
Jen Dubis, Teacher Representative
Maryellen Moreland, Teacher Representative
Hermayne Gordon, Community Representative



Elementary School Calendar 2014-2015

September	2	First Day of School
September	16	Open House K-3 (6:00-7:30 PM)
September	23	Open House 4-6 (6:00-7:30 PM)
October	3	Professional Learning (11:40 dismissal)
October	13	Columbus Day (no school)
November	7	Professional Learning (11:40 dismissal)
November	11	Veteran's Day/No School
November	26	Early Release Day (11:40 dismissal)
November	27-28	Thanksgiving Day Break (no school)
December	10	Report Cards Home
December	11 & 12	Parent Conferences (11:40 am dismissal)
December	19	Vacation starts at the end of the day
January	5	School reopens
January	9	Professional Learning (11:40 dismissal)
January	19	Martin Luther King, Jr. Holiday (no school)
February	6	Professional Learning (11:40 dismissal)
February	16-20	February Vacation
March	6	Professional Learning Day (11:40 dismissal)
March	18	Report Cards Home
March	19-20	Parent Conferences (11:40 am dismissal)
April	3	Early Release Day (11:40 dismissal)
April	10	Professional Learning (11:40 dismissal)
April	20-24	April Vacation
May	15	Professional Learning (11:40 dismissal)
May	25	Memorial Day (no school)
May	29	Professional Learning (11:40 dismissal)
June	3	K – 3 Curricular Showcase (9:00 am – 10:30 am)
June	10	4 – 6 Curricular Showcase (9:00 am – 10:30 am)
June	16	Report Cards Home
June	16	Early Release: Last Day of School (adjusted based on snow days)



Assessment Schedule 2014-2015

◀ Feb 2015		March 2015 ~ Performance-Based Component (PBC)					Apr 2015 ▶
Sun	Mon	Tue	Wed	Thu	Fri	Sat	
22	23	24 PARCC ELA/Literacy	25 PARCC ELA/Literacy	26 PARCC ELA/Literacy	27	28	
		Gr. 3 Literary Analysis (50 minutes)	Gr. 3 Research (60 minutes)	Gr. 3 Narrative (40 minutes)			
		Gr. 4-5 Literary Analysis (80 minutes)	Gr. 4-5 Research (80 minutes)	Gr. 4-5 Narrative (50 minutes)			
		Gr. 6-8 Literary Analysis (80 minutes)	Gr. 6-8 Research (85 minutes)	Gr. 6-8 Narrative (50 minutes)			
29	30	31 PARCC Math	4/1 PARCC Math	Notes: Students have an additional 50% of the above allocated time if needed. (Example: 60 minutes + an additional 50% = 30 minutes for a total of 90 minutes.) Possible make up days include: March 27 & 30 & April 2 & 3. Scheduling is up to the discretion of the principal.			
		Gr. 3 Session 1 (50 minutes)	Gr. 3 Session 2 (50 minutes)				
		Gr. 4-5 Session 1 (50 minutes)	Gr. 4-5 Session 2 (50 minutes)				
		Gr. 6-8 Session 1 (50 minutes)	Gr. 6-8 Session 2 (50 minutes)				

PARCC= Partnership for Assessment of Readiness for College and Careers

◀ Apr 2015		May 2015 ~ End-of-Year Component (EOY)					Jun 2015 ▶
Sun	Mon	Tue	Wed	Thu	Fri	Sat	
10	11	12 PARCC ELA/Literacy	13 PARCC ELA/Literacy	14 MCAS Science and Technology/Engine ering	15	16	
		Gr. 3 Session 1 (60 minutes)	Gr. 3 Session 2 (60 minutes)	Gr. 5 and 8 Science and Technology/Engine ering Test			
		Gr. 4-5 Session 1 (70 minutes)	Gr. 4-5 Session 2 (70 minutes)				
		Gr. 6-8 Session 1 (70 minutes)	Gr. 6-8 Session 2 (70 minutes)				
17	18	19 PARCC Math	20 PARCC Math	21	22	23	
		Gr. 3 Session 1 (55 minutes)	Gr. 3 Session 2 (55 minutes)				
		Gr. 4-5 Session 1 (55 minutes)	Gr. 4-5 Session 2 (55 minutes)				
		Gr. 6-8 Session 1 (55 minutes)	Gr. 6-8 Session 2 (55 minutes)				
31	Notes: Students have an additional 50% of the above allocated time if needed. (Example: 60 minutes + an additional 50% = 30 minutes for a total of 90 minutes.) Possible make up days include: May 14, 15, 18, 21, & 22. Scheduling is up to the discretion of the principal.						



ACCESS/MCAS-Alt Schedule

2015 ACCESS for ELLs Test (including the Alternate ACCESS for ELLs)		
<i>Before Testing</i>	Order test materials	October 27–November 14
	Receive test materials	January 5
	Order additional materials, if necessary	January 5–7
<i>Test Administration</i>	ACCESS for ELLs test sessions	January 8–February 11 ³ (TBD)
<i>After Testing</i>	Schedule UPS pickup	February 12
	Deadline for UPS pickup	February 13

- ³ Each ACCESS for ELLs test for **grades 1–12** is designed to be completed in one session for each of the following areas: Listening (25 minutes), Reading (35–60 minutes, depending on the student's English proficiency), Writing (35–65 minutes, depending on the student's English proficiency), and Speaking (15 minutes). The **kindergarten** test is designed to be completed in 45 minutes (1 session, individually administered). The **Alternate ACCESS for ELLs** test is administered in four 20-minute test sessions (estimated), one session in each of the following areas: Listening, Reading, Writing, and Speaking. Refer to www.doe.mass.edu/mcas/access for more information.

2015 MCAS Alternate Assessment (MCAS-Alt): Grades 3–12	
Order materials	January 5–16
Receive MCAS-Alt materials	February 23
Complete PCPA (Materials Received section) Report packing discrepancies, if necessary Order additional materials, if necessary	February 23–March 13, 12:00 p.m.
Complete PCPA Schedule UPS pickup	April 1, 3:00 p.m.
Deadline for UPS pickup	April 2

Please do not schedule family vacations or non-urgent medical appointments that conflict with your child's MCAS schedule. Students do best when they take the assessment with their peers.



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.

The PGS Parent Center

The Parent Center is a place where parents can meet, and gather and share information, or just hang their coat when coming in to volunteer in their child's classroom. The Center houses the copying machines for parents to use while working on special projects for teachers. The Center also has brochures and other materials to help parents become more familiar with school programs and curriculum. The Parent Center offers a more comfortable place for parents, because we know that comfortable parents are more actively involved in their children's education! The Parent Center is centrally located near the Main Office and is open Monday-Friday, from 8:30 a.m.-3:00 p.m.

CORI

The law requires that all adults working with children (including accompanying fields trips) participate in a criminal background check. Classroom volunteers and chaperones must complete a CORI form before volunteering in any classroom. Forms are available in the Opening Day packet and from the PGS office.

Chaperones

During the year classes have the opportunity to further their educational experiences by participating in field trips. We welcome adult family and friends to chaperone these events/trips. Assignment of parent chaperones is at the teacher's discretion. Parents should not expect that they will be able to chaperone every field trip. To ensure the safety of the students, chaperones need to focus on the students assigned to them. Therefore, siblings/young children may not accompany chaperones. Parents must have a completed CORI on file in order to chaperone.

Volunteering at School

We appreciate your interest and effort in helping us continue to provide a supportive learning environment for all PGS students. Confidentiality is a key element when working within a school. Observations about student behavior, both academic and social, should not be discussed outside of the classroom environment. You may see behaviors that should be called to the attention of the classroom teacher. 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.

Parent-Teacher Conferences

Conferences are held 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.

Keeping in Touch

PGS staff can be reached in a number of ways. It is important to stay in regular contact with your child's teacher, but please don't rely solely on verbal messages! Staff members can usually be reached by *phone* before and after school. During the day, you can leave a message on the teacher's voice mail. Do not leave time critical information, such as a change in dismissal plans, on a teacher's voice mail, because messages are often not retrieved until the school day is over. A *note* to a staff member is often the most effective and direct way to explain absences, or to communicate changes in your child's schedule or transportation.

E-mail

Before sending e-mail to your child's teacher, please establish that 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 the school's e-mail format.

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. 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) to receive specified information.

Home-School Electronic Communication

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

Visitors to the Schools

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.

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

- Requests for classroom visitations will be honored as long as the educational process is not disrupted. Requests should be made at least 48 hours in advance so that proper arrangements can be made.
- The building principal has the authority, in consultations with staff members, to determine the number, times, and dates of observations by visitors.
- All visitors must sign in and out at the Main Office.
- Classroom observations are strongly discouraged during the first three and last three weeks of school.
- Any student who wishes to have a guest in school must ask permission of an administrator 24 hours in advance of the proposed visit. The guest must register at the office, and comply with the standards of behavior.

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:

1. An environment in which each child may learn best
2. A situation that promotes collaboration between parent and teacher
3. 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 are requested to complete a questionnaire to provide thoughtful 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.

Lost and Found

Nothing is truly lost if the child's name is on it. All unmarked articles are kept in a collection box. These are displayed several times a year so that they can be seen and claimed by owners. Periodically throughout the year, all unclaimed items are sent to charitable organizations. While the school attempts to maintain reasonable safeguards over student property, it cannot guarantee against loss or theft.

Please notify the teacher immediately when something is missing so that 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 money or valuable possessions to school. If such items are brought to school, 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 responsibility if they are lost.

Publicity

From time to time, a request may be made for release of student names, photographs, addresses and/or interviews for the purpose of recognizing activities, sports, honors, awards, etc. State regulation 603 CMR23.7, allows students and parents to request that information not be released without prior consent of the eligible student or parents. **Any student or parent wishing this information not to be released should notify the school by indicating this on the handbook signature sheet.**



PTA/Rowley Public Education Fund/SEPAC

Parent Teacher Association

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

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

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

Officers for 2014-2015 are:

Jen Godfrey, President	candjgodfrey@comcast.net
Celeste Kiricoples, Vice-President	ckiricoples@hotmail.com
Arian Haley, Secretary	
Nicole Thornton, Treasurer	
Jean Atherton, Parliamentarian	

PTA Meetings are held the first Tuesday of each month at 7:00 p.m.

Rowley Public Education Fund

The Rowley Public Education Fund was formed in March 1986 to support and enrich the education experience of the children in the Rowley Public Schools, as well as to foster positive communication between the school and business community. This non-profit organization, which has tax-exempt status, has the capability to seek grants from national foundations and major corporations.

Membership shall consist of any parent, teacher, or community member interested in the children of the Rowley Public Schools. Please note that changes and updates may be made during the 2014-2015 school year. Please note that changes and updates may be made during the 2014-2015 school year.

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 and visit them online at www.tritonsepac.wordpress.com.

2014-15 SEPAC Officers

Co-chairs:

Renée Toth and Melissa Sessions

Secretary:

Diane Frithsen

Treasurer:

Vicky Miles



Attendance

School Hours

School start time is 8:25 AM and dismissal time is 3:00 PM. Early dismissal days end at 11:40 AM. Children should report directly to their classrooms when they arrive at school between 8:10 and 8:25 AM.

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

If you accompany your child to school, you are asked to say good-bye at the front door rather than going to the classroom.

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. The Triton Regional School District attendance policy can be found in the Appendix on page 46-48.

Parents must call the school on days of student absence. Pine Grove Absence Hot Line is **978-948-6920**, and a recorded message can be left 24 hours a day, 7 days a week. If no call is received, the school will attempt to call 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, the teachers will work with the 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 absences or tardiness may be considered truant. The state law defines truancy as unexcused absences totaling more than 7 full days or 14 half days in a six-month period (MGL 76:1-2). The Courts generally consider tardiness or dismissals as a half-day absence.

Consequences for Excessive Absences

Student conferences, warning letters, and parent conferences will occur as first intervention steps. Retention may also be considered for students who have excessive absences and have not demonstrated the skills and knowledge necessary to move to the next grade.

The school may choose to file a CHINS report (Child in Need of Services) with DCF/District Court or seek assistance from district courts by filing a "Failure to Send," a criminal complaint that will assess a monetary penalty for each day of non-attendance. A 51A may also be filed with DCF for neglect and/or abuse.

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 is to be dismissed early. Each note should include:

- Student's Name
- Classroom Teacher's Name
- The date of absence/tardy/dismissal
- Reason
- If dismissal is requested, state time to be dismissed and whether he/she will return that day.

Medically Excused Absences

Medically excused absences are for students with chronic illnesses or a long recuperation from 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

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
- Suspensions

Unexcused Absences

Unexcused absences are absences other than those stated above.

Family Vacations

We encourage families to take vacations when school is not in session. It is essential that students are in school during PARCC/MCAS testing. Family vacations are considered unexcused absences. Parents who voluntarily take their children out of school have the responsibility to make up the work that was missed. Makeup work will be given to students upon their return from vacation.



Arrival and Dismissal Procedures

Riding the Bus

Arriving at school and home safely is a priority for the Triton Regional School District. Working together, North Reading Transportation, 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 in a single line onto the bus following the directions of the driver. 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. 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. Quiet and friendly conversation is expected for an enjoyable ride. Always remain in the seat you have chosen while the bus is in motion. A clean bus is the responsibility of everyone, so remember to take everything you brought 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. Buses are equipped with video cameras, which be 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 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.

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.

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.

Conduct reports will be issued as follows:

- Warning Verbal notice to student
- 1st Report Written notice to parent
- 2nd Report Written notice to parent
- 3rd Report Loss of riding privileges for 3 days
- 4th Report Loss of riding privileges for 5 days

Subsequent reports – Loss of riding privileges up to and including the remainder of the school year

Serious Violations – Immediate loss of riding privileges particularly when behavior jeopardizes safety or impinges upon the authority of the driver.

Students are responsible for any damage to the bus. The bus company will determine cost of repair. Riding privileges will be suspended until payment is made and consequences have been completed.

Arrival Procedures

Students are expected to arrive between 8:10 and 8:25 am. They are marked tardy after 8:25 am. Students who are not participating in the Early Bird program may **not** arrive at school before 8:10 am. Parents are asked to enter the driveway and make a left turn into the first parking lot to drop students off at the sidewalk. There will be staff on duty to assist with this drop-off procedure. Please do **not** enter the big traffic circle in front of the school. This area is reserved for buses only. Please refrain from all cell phone use while discharging and picking up students.

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

Dismissal Procedures

All Grades 1-6 walkers/parent pick-ups will be dismissed at 2:55 p.m. immediately following announcements. They will be dismissed through the All Purpose Room doors. Parents, guardians (or older sibling) can park in the lower lot or across the street and meet walkers at the bicycle rack. Kindergarten Walkers will be dismissed with their class at 2:55 p.m. and greeted by a parent/guardian or older sibling at the flag pole. Kindergarten and Grade 1 Bus Riders will also be dismissed at 2:55 p.m. immediately following announcements. They will exit out the front doors of the building. (For the first one to two months of school, Kindergarten students will be escorted to their bus with student bus monitors prior to the 2:55 p.m. announcements) Kindergarten and Grade 1 Kid's Club Students are accompanied to the lower Pat Marshall Link Art Gallery and will be greeted by the Kid's Club Coordinator and escorted to Kid's Club which is now room N103. At the 3:00 p.m. bell, Grades 2-3 Bus Riders will be dismissed and exit out through the All Purpose Room doors and Grades 4-6 Bus Riders will be dismissed and exit out through the front doors of the building. Students will be accompanied by their classroom teacher. Also at the 3:00 p.m. bell, all students staying for after school activities and Grades 2-6 Kid's Club attendees will report to their activity location.



School Cancellation/Delay/Early Dismissal

No School or Delayed School Opening

The district's automatic phone messaging service (**ConnectEd**) will notify parents of school closing delays, or 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, in addition to the **ConnectEd** system:

1. "No School" or delayed opening announcements are made on television channels 4, 5 and 7.
2. Starting at 6:00 AM notice will be given to these stations that school (Triton Regional School District) 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 10:25AM. Students should be at their bus stops approximately two hours later than the regular time. There will be no morning preschool or kindergarten session. School lunch 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.

Emergency early dismissal procedures

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

If it becomes necessary to vacate the building, for an extended period 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 Records & Illnesses

Health Services

The Triton schools are served by school nurses who are available in each school during the school day. They administer vision and hearing 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. Parents will be contacted relative to which option they wish to exercise.

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** one week without drug therapy (penicillin or like) or 24 hours of antibiotic therapy, provided therapy is continued for 10 days.

Dismissal In Case of Illness

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

Medication

If a child must take medication at school, a physician shall provide written orders and the parent shall 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 Immunization Requirements

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.

Head Lice

Outbreaks of head lice are very common in elementary schools. If you find nits or lice on your child, please notify the School Nurse. Students who have had lice must be checked by the nurse prior to returning to the classroom. Parents are encouraged to check their children's heads regularly. Early detection is very helpful in preventing a larger outbreak.

School Accident Insurance

Accident insurance is available at a nominal fee to all enrolled children. Insurance forms will be sent home in September of each year. The insurance form must be returned to school completed even if the insurance is not being purchased. Injuries that occur on the school premises need to be 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. School insurance can possibly be invalidated by not reporting at the time of injury.

Head Injury/Concussion Policy

In accordance with Massachusetts law, the Triton School Committee recently adopted the following policy.

Policy of the School Committee

SPORTS-RELATED 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.

All persons as specified in DPH 105 CMR 201.008 shall be required to annually participate in a mandatory prevention and recognition of sports-related head injury training program approved by DPH. Participation requirements for athletes and parent/guardians are as stated in DPH 105 CMR 201.009. The Superintendent shall designate the Athletic Director as the person responsible for the implementation of these policies and protocols.

Definitions

Extra-curricular athletic activities: An organized school sponsored athletic activity generally occurring outside of school instructional hours under the direction of a coach, athletic director, or band leader.

Athlete: A student who prepares for or participates in an extracurricular athletic activity.

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

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



Early Childhood/Kindergarten

Early Childhood Program

The Early Childhood 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 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.

Kindergarten

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

Children must be five years of age by August 31 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.

Screening will take place at each elementary school in the spring. Notices of screening are in the local newspapers and are posted at various locations in each of the towns. An orientation meeting will be held in each school prior to registration.

Kindergarten Transportation

Bus transportation is provided for all children attending kindergarten. Should it be necessary to change your child's bus stop or bus due to day care or emergency situations, the school office requires a written note. Office personnel must sign changes before a child is placed on a school bus.

Morning 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 11:15 a.m. 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 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.



All children, K-6, participate in regular weekly specials, described below.

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 otherwise 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, misplaced, or stolen 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, and along with studio experience, 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. Where possible, music instruction can enhance the social studies and literature curriculum. 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 a week. Each student is given the option to purchase their own recorder or to borrow one from the school for the year.

Vocal Ensembles

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

Instrumental Music

Students in grades 4-6 have the opportunity to further their talents by playing a band instrument. Group music lessons are given once a week and are rotated where possible to avoid taking children out of the same class. Band will meet after school once weekly.

Concert Dress

Our music programs offer students the opportunity to participate in performances. 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 the children to learn that participation in music has its own standards, which may be different from other school activities.

Library Media Center

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

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

Technology

Students visit the computer lab once a week. The curriculum trains students to use technology as a tool for writing, research, communication, academic skills development and practice. Computer lab activities draw on the Massachusetts Technology Literacy Standards, and include keyboarding skills, productivity software application, safety on the internet, integration of digital media, use of communication tools, and understanding basic computer technology. Within the lab setting, students have access to 28 networked workstations with filtered Internet access. Stations are outfitted with a variety of educational software such as Kid Pix, Type to Learn, Graph Club and Microsoft Office Suite (Word, Excel, Powerpoint, and Publisher). In addition to the scheduled computer time, the lab is also used by classroom teachers for special projects such as virtual fieldtrips, research, and writing assignments.



Assessment/Report Cards/Homework

District Formal Assessments

The following assessments occur over the course of the year.

Kindergarten: Math Common Assessment

Grade 1: Math Common Assessments

Grade 2: Math Common Assessments

Grade 3: PARCC – English Language Arts and Math
Math Common Assessments

Grade 4: PARCC – English Language Arts and Math
Math Common Assessments

Grade 5: PARCC – English Language Arts and Math, MCAS – Science and Technology
Math Common Assessments

Grade 6: PARCC – English Language Arts and Math
Math Common Assessments

All grades will also take a district writing assessment, to be administered twice during the year.

The District Math Common Assessments are administered three times a year in all grades. The purpose of these assessments is to provide frequent feedback on students' progress toward meeting learning expectations to teachers and students. This is used to provide timely acceleration or remediation to students based on their performance. The common assessments are designed to ensure that all students meet or exceed learning expectations for their grade level.

Reading Assessments

Elementary schools in the Triton district use the DRA2, Fountas and Pinnell Benchmark Assessments, GRADE, and DIBELS reading assessments to track student progress in reading.

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 grades 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. Only through the cooperative efforts of teachers and parents can we develop that sense of security so essential to the development of maximum growth in the child.

Marking Period/Progress Reports 2014-2015

First Trimester

October 17	Grades 2-6 Interim Progress Reports
November 26	Marks Close
December 10	Report Cards Go Home <i>(sent home the day before parent conferences)</i>

Second Trimester

January 23	K-6 Interim Progress Reports
March 6	Marks Close
March 18	Report Cards Home <i>(sent home the day before parent conferences)</i>

Third Trimester

April 17	Grades 1-6 Interim Progress Reports
June 3*	Marks Close
June 16*	Report Cards Home <i>*(adjusted based on snow days)</i>

Parent Conferences

Parent conferences are held to discuss student progress at the end of the first and second trimesters. The following few simple 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 10 to 15 minute conference.
- Teacher will not carry on a conference when his/her class is in session. Classes should not be interrupted for conferences.

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.

The following dates have been scheduled for school-wide parent conferences:

December 11 and 12, 2014

March 19 and 20, 2015

Conferences offer parents the opportunity to learn about their child's

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

During a conference, the teacher learns more about the child's:

- reaction to school
- response to the curriculum
- rules and responsibilities at home
- peer relationships
- activities, interests, and hobbies
- strengths and needs as viewed by parents

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.

Guidelines for Homework

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 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.

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.



Guiding Principles for Student Behavior

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

It is imperative that schools are both safe and respectful environments. Each student is expected to take responsibility for learning by being cooperative and respectful of others. Inappropriate student behavior, which disrupts any school activity, will not be tolerated. 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.

The majority of 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

Discipline Procedures

Most student behavior issues are handled in classrooms. When a student is referred to the office, the student will be dealt with 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. A range of consequences, including but not limited to, loss of recess, loss of extra curricular activities, loss of after school sports, detention, suspension, or expulsion will be considered by school administrators.

In the event a student is referred to the office repeatedly 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 and right to a hearing must be provided to the parent/guardian in advance of the suspension. In exceptional cases in which immediate suspension is justified, the notice/hearing must follow as soon as possible.

In cases of reasonable suspicion of a student's possession of contraband, the principal or designee could inspect the following items: books 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. 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.

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 (I.E.P.).

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 electronics devices, laser pointers, toy weapons, bats, hard balls, etc. These items will be taken and stored in the office. **Parents will be responsible for coming to the school to retrieve the item.** *Ipads and kindles are approved at the discretion of the classroom teacher.*

Cell Phones

Cell phones are not permitted to be used during school hours. If a child has a cell phone, it is to be turned off upon entering the school, stored in their backpack during the day, and not turned on again until the student has left the building. Cell phones being used 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.**

Student Appearance

The Triton School Committee policy on student dress is found on page 49. We take pride in the appearance of our students. All students are expected to keep themselves well groomed and neatly dressed. Outerwear such as winter coats should not be worn in classrooms. Hats are not to be worn while in the school building. Items of clothing that interfere with the educational process, such as short shorts, skimpy tops, and distasteful tee shirts are not permitted. The appropriateness of clothing in question will be at the discretion of the administration and parents will be notified.

It has been our experience that when students wear certain types of shoes such as flip-flops, sandals, high heels, or sneakers with wheels, accidents are more apt to happen. Cleats, wheels, or taps on shoes/boots scratch the floors, or heavy black soles mark the floors, and should not be worn in the building.

We encourage students to dress appropriately for recess, assemblies, concerts, field trips, and physical education classes. Please mark your child's clothing and footwear for easy identification. Parents are encouraged to assist their children in choosing appropriate clothing for the school environment

Community Gatherings

Community Gatherings offer an opportunity for the school community to come together to discuss certain topics and issues that are timely and relevant. Recent gatherings have addressed bullying behaviors and the three Rs (Respect Yourself, Respect Others, and Take Responsibility for Your Actions.) Community Gatherings are scheduled on a monthly basis throughout the school year.

Character Education

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



Special Programs

Assemblies

Student assemblies are an important part of the life of an elementary school. Our parent teacher organizations work very hard to raise funds and to secure grants that enable our schools to host excellent enrichment programs for the children. Some of these programs extend our academic curriculum; others enhance the arts. We also feature student performances during the year.

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

Field Work

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

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

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

Student Job Program

Jobs such as bus monitor are available for students in grades 5 and 6. As 5th and 6th graders, students are encouraged to complete a student job application form and perform valuable community service to Pine Grove School.

Student Council

Students in 5th and 6th grade have the opportunity to participate in Student Council. Recent council activities have included playground beautification, raising environmental awareness, and recycling.

Ferry Beach Ecology School

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

Enrichment Programs/Explorations

Pine Grove School offers numerous after-school enrichment programs for all students K-6. For a complete listing of programs available to students during the 2012-2013 school year, please contact the school office.

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.

Ski and Board Club

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



Special Education

Special Education Services

The Special Education Department provides a variety of services to those students identified under the 603CMR28.00 process. The Individualized Education Program (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 done in accordance with the regulations of 603CMR28.00 /IDEA.

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 and 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.

Specialized instruction is identified on a child's IEP after assessments are completed and a disability has been identified. This instruction is carried out regularly, with the exception of benchmark assessment and MCAS testing periods, when it may be temporarily interrupted.

IEP Team Meetings

For the 2014-2015 school year, the majority of Pine Grove School IEP Team meetings will be scheduled Tuesday-Friday at either 8:15 a.m. or 1:30 p.m. Maintaining this schedule will allow us to reduce the interruption to student services.



Student Support/504/ELL

Response to Intervention (RTI)

Response to Intervention was introduced in the reauthorization of the Individuals with Disabilities Act in 2004. RTI is a three-tiered model to identify children who may benefit from additional support or further differentiation of instruction. At Pine Grove School, grade level teams meet continually to review student data and progress. That information is used to formulate RTI interventions, which may include short-term intensive instruction to help a student master a particular skill, or longer-term support from Pine Grove's Math or Reading Specialists. The Instructional Support Team (see below) is also a vital part of the RTI process, helping teachers to more finely tune interventions, and to track student progress.

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.

Tutorial Programs Grades 1 through 6

In-school and after-school assistance may be provided through a variety of grant-funded programs. Referrals may be made through the classroom teacher.

Guidance/Counseling Grades PK through 6

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 Guidance Counselor. The Counselor can also assist parents in finding outside support for other social/emotional concerns.

Section 504

Section 504 of the Rehabilitation Act of 1973, prohibits discrimination against persons with a disability in any program receiving federal financial assistance. In order to fulfill obligations under Section 504, the Triton Regional School District has the responsibility to avoid discrimination in policies and practices regarding its personnel and students. No discrimination against any person with a disability should knowingly be permitted in any of the programs and practices of the school system.

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

For more information about 504, please contact James Sforza, Assistant Principal.

English Language Learning

The English Language Learner Program (ELL) provides additional support to ELL students as they learn English while also mastering concepts in the areas of Math, Language Arts, Science and Social studies. Students in the ELL program are expected to meet the same criteria as their English-program peers. This program provides instruction to students identified under Massachusetts Chapter 71A and No Child Left Behind, Federal Law, as limited English proficient students.

An ELL student is identified through the use of a Home Language Survey. The student's academic records are also reviewed for related information. The district will use an intake screening, which evaluates the student's oral reading, writing, and speaking proficiency levels. ELL assessment is based on the state's requirements. Grades K-12 students are observed using the Massachusetts English Language Assessment-Oral (MELA-O). Students in grades 3-12, in addition to the observational assessment, are given a written assessment called the Massachusetts English Proficiency Assessment (MEPA). Students are tested both in the fall and in the spring using the MELA-O. The MEPA is administered annually in the spring.

After all necessary assessments have been completed the child's parent(s) and/or guardian(s) is notified of the child's participation in the program. At this point the parent(s) and/or guardian(s) have a right to decline participation in the program. If the child is identified as needing ELL services and the parent(s) and/or guardian(s) accepts this invitation, the student is enrolled in a traditional classroom setting with Highly Qualified Teachers. Once a student is enrolled in the ELL program he/she must meet the Exit Criteria in order to be discharged. A student must demonstrate fluency of grade level language and complete grade level assignments independently. He/she must receive favorable results on all state mandated testing. A classroom teacher must also recommend that the student exit the program and the school district must have parental consent.



Breakfast/Lunch/Snack/Recess/Payment Procedures

Pine Grove School Lunch Program

Lunch is served daily in conformance with the National School Lunch Program guidelines. The cost of breakfast is \$1.65. Students may choose to buy school lunch or bring lunch from home. The cost of lunch is \$2.75. Assorted sandwiches and salads are offered as a substitute for the main dish. All other components of the meal will be served with the main dish. A la carte milk, juice, and 8 oz bottled water is \$.50 for students wishing to purchase alternate beverages or who bring their lunch.

Lunch Schedule at Pine Grove

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

Reduced Cost Option

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

Cafeteria Payments***New for the 2014/2015 school year, there is NO EXTRA FEE for making ANY online payments!***

The Triton Regional School Lunch Program implemented computerized lunch registers as part of the Point Of Sale (POS) system. Each student has a unique ID number (which remains the same until graduation) and is used at the lunch-line registers when purchasing lunch. To help increase the efficiency of the lunch lines, we strongly encourage using the “Debit Account” to pay for your child’s meals. Payments can be made online at **mySchoolBucks.com** and the monies will automatically be deducted from the account every time the child’s ID number is entered at the register. Payments can also be made by check for weekly or monthly amounts. If the student is absent, the monies remain in the account until used. Any unused balances at the end of the year will automatically be transferred as beginning balances for the next school year. Special arrangements are made for students who do not have a lunch from home, cash or money on account.

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

If you have questions, please contact the Food Service Director at 978-465-2397 x5274 or lward@trsd.net.

Breakfast

Breakfast is served in the cafeteria between 8:10-8:25. Any student may have breakfast, but should eat promptly so that class time is not missed. The cost of breakfast is \$1.65.

Cafeteria Guidelines

- Students may not bring candy as part of school lunch.
- When entering the cafeteria go directly to the serving line.
- Remember to pick up all utensils before taking a seat. Remind each other to get milk and utensils.
- Students are expected to observe handwashing procedures and allergy-safe protocols.
- Bag lunches may be brought from home. For health, safety, and environmental reasons, NO cans or bottles are allowed.
- Talk quietly in line and at your table. Remain seated while eating.
- Wait quietly to be dismissed, then check your table, and the floor.
- Clean up your area at the table and the floor. It is everyone's responsibility to leave the table area as clean as possible for the next lunch group.
- Students are to remain seated and raise their hand in the event assistance is needed. A supervisor will assist the student or give permission to leave the cafeteria.
- Food fights will not be tolerated.
- Students who repeatedly misbehave at lunch may be referred to the office for disciplinary follow-up.
- Be sure to always use good manners during lunch.

Recess

Recess is a time for students to get some fresh air and physical activity. All students have scheduled outdoor recess, weather permitting. To meet the needs of our younger students, Kindergarten and Grade 1 may 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. Recess occurs prior to eating lunch.

Recess Guidelines should be followed for everyone's safety. Students should:

- Participate in recess unless you have a note authorized from the office or teacher.
- Play appropriately on playground 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.
- Remain in the playground area unless excused by an adult supervisor.
- Line up immediately when recess ends.
- Refrain from unnecessary physical contact (wrestling, play fighting, tackling, etc.)
- Do not pick up, use, and/or throw any potentially dangerous objects (snow, rocks, sticks, bark, etc.).
- Playground equipment brought from home must be approved by an administrator.

Students who engage in dangerous or disrespectful behavior may be sent to the Principal's Office. Typically, this is after a verbal warning has been given, but the inappropriate behavior continues. If the situation warrants it, the parent or guardian will be contacted.

Recess Supervisors use a whistle to signal large groups at play. One whistle means **STOP** and line up quietly to go inside. Three whistles indicate an emergency, and students are expected to line up quickly and quietly. The playground area is only supervised during school hours at designated times.

Online Registration & Payments: Activity & Athletics User Fees

New for this 2014/2015 school year, there will be two significant changes in the MCC online system. First, all *registrations* for athletics, clubs, and activities will be done *online*. More information will come out through specific coaches, directors, and advisors in the coming week(s), but you will be directed to this website to both register and pay for these offerings.

Also, we are pleased to announce that you can now make *payment* online for all tuitions and fees with *no additional convenience fee*, regardless of how you pay. You can now pay online with ANY major credit card, or by direct debit/ACH payment, and there is *no additional surcharge*. Further, we are now able to accept Visa, which was a request made routinely. This system is very secure and the payments are made/recorded real time when you choose to simply pay as you are registering your child for a particular club, activity, or sport.

Use the 'More Information' link below to get more detailed information on how to log into the MCC system to register or make a payment, or go directly to the system if you are a return user.



District Policies—Appendix A

HARASSMENT POLICY

*Student and Code of Conduct for
Bullying, Harassment, Civil Rights Violations, Discrimination and Hate Crimes
(in compliance with M.G. L. c. 76, s. 5)*

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

Our school district has approved a comprehensive “Policy Against Harassment” to ensure all students can learn in an environment that is safe, supportive, welcoming and inclusive. The Triton Regional School District “Policy Against Harassment” specifically prohibits harassment based upon sex, race, color, 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.

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 receiving potential Policy violations and conducting investigations. The Triton Regional School District actively investigates all reports of bullying, harassment, discrimination, 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: www.trsd.net.

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: James Sforza, Assistant Principal and Kyle Campbell, Guidance Counselor, 978-948-2520; and/or Brian Forget, Title IX Coordinator, Triton Regional School District, 978-465-2397.

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 be 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 finding, 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.

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
112 Elm Street
Byfield, MA 01922
(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 in each principal's office. Parents, teachers, employees, and organizations may review these plans.



District Policies—Appendix B

DRUG FREE SCHOOLS INFORMATION

Policy on Drugs 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—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.

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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 the district health coordinator.

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.**



Discipline of Students with Disabilities

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
6. 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.
 7. 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.

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

STUDENT ATTENDANCE POLICY

1. Introduction

The purpose of this policy is to set out the School Committee’s expectations regarding the attendance of students at school. The policy is consistent with the core values of the district as they relate to “excellence for all”.

A secondary purpose of the policy is to establish a framework for regulations which will be established in order to achieve a consistent and predictable response to non-attendance across the district’s schools.

The School Committee has noted that there is a strong relationship between student achievement and attendance at school. The School Committee also appreciates that if children are to be safe schools and families need to know where children are during the school day.

The School Committee is aware that non-attendance may occur for a variety of reasons, some legitimate, and others not; and that student decisions about attendance are affected by the degree to which they have a positive experience in school.

2. Attendance Required By Law

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. The School Committee encourages all students to remain in school at least until they have graduated from high school. Parents and guardians have a legal duty to ensure that children of compulsory school age attend school on a regular basis.

3. Withdrawal From High School

In accordance with state law, no student of sixteen years of age or older shall be considered to have permanently left public school unless the Principal of the school which the student was attending has sent notice within a period of ten days from the student’s fifteenth consecutive absence to the parent or guardian of such student, stating that the student and his parent or guardian may meet with the Principal or his/her designee prior to the student being considered to have permanently left school. The meeting should take place within ten days after the sending of the notice. The time for meeting may be extended at the request of the parent or guardian and with consent of the school administration, provided no extension shall be for longer than fourteen days. The purpose of the meeting is to discuss the reasons for the student permanently leaving school and alternative educational or other placements. Written communications with families shall be in English and the family’s home language.

4. Inducement Of Absence

An adult who induces or attempts to induce a minor to be absent unlawfully from school, or unlawfully employs him or harbors a minor while school is in session shall be reported to the appropriate authorities.

5. Excused Absences

In accordance with state law, the Superintendent of school, or school administrators in so far as they are authorized by district may excuse cases of necessary absence for causes not exceeding seven-day sessions or fourteen half-day sessions in any period of six months.

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

6. Unexcused Absences

Unexcused absences usually relate to circumstances in which a student or his or her family make 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

7. Enforcement

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.

8. Notification

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.

The notice shall also require parents or guardians to provide the school with a home, work or other emergency telephone number where they can be contacted during the school day. If a pupil is absent and the school has not been notified by the designated time, the school shall call the telephone number or numbers to report and inquire about the absence.

9. Make-Up Of Missed Work

Principals shall ensure that students who have been absent have a reasonable opportunity to make-up missed assignments.

10. Absence And Co-Curricular Activities

Unless there are exceptional circumstances, as determined by the Principal, a student who is absent from class during a school day may not participate in Athletics or other co-curricular programs on the same day.

11. Summary Of Responsibilities

Students

- 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 is attend school in accordance with the law and this policy
- Provide timely information about absences as required by the law and district regulations

Teachers

- Know relevant regulations and enforce them consistently
- Take attendance and report absences and truancies in a timely manner in accordance with relevant regulations.
- Provide opportunity for students with absences to make-up missed assignments, and teach missed content as necessary.

Administrators

- Know the law, policy and regulations and enforce them consistently.
- Work with school staff, families and relevant agencies to secure a high level of student attendance.
- Report absences and truancy to families in a timely manner.
- Provide the Superintendent of Schools with such reports as may be required from time to time.

12. Regulations

Regulations will be published by the Superintendent from time to time in consultation with Principals

Legal References: M.G.L Chapter 76, Sections 1, Section 1A, Section 2, and Section 4

Approved by the School Committee on June 22, 2011



District Policies—Appendix E

Policy of the School Committee

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

The School Committee encourages the wearing of footwear that provides healthy support and protection through the school day.

The committee recognizes that some school activities such as physical education, art and science may have specific dress requirements.

The committee recognizes and is sensitive to the fact that some faith communities and ethnic groups have dress customs that should be respected as long as the clothing or accessories do not present a safety risk in the context of normal school activities.

From time to time the Superintendent of Schools will issue guidance on the implementation of this policy after consultation with the district leadership and teacher representatives.

Responses to non-compliance with this policy may include, but are not limited to, requiring the student to wear clean alternative clothing supplied by the school or requiring the student's family to bring appropriate clothing to the school.



District Policies—Appendix F

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 of 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 parental rights for section 504 is available by contacting Kimberly 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 the Section 504 coordinator for the Triton Regional School District, at 978-465-2397.



District Policies—Appendix G

ACCEPTABLE USE FOR THE INTERNET

Purpose

The purpose of the Acceptable Use Policy (AUP) is to meet the demands of state and federal law and to provide guidelines for legal, moral and ethical use of technology by our students and staff. Every user/parent/guardian is required to read and sign the AUP before using the Triton Regional School District system/network. Signing the AUP becomes a legal agreement between the user/parent/guardian and the district.

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

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

Monitored Use

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

Liability

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

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

Administrative Procedures for Implementation

1. Access to the TRSD system/network will only be granted to staff or students with a signed current TRSD Technology User Agreement on file and permission of their supervisor.
2. All use of the TRSD system/network must be in support of educational goals as defined in the Purpose section of this document and will be in compliance with all applicable laws and district policies.

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3. All files stored, viewed, or distributed on the TRSD system/network is expected to be in support of educational goals as defined in this document and will be in compliance with all applicable laws and district policies.
 4. All files must be saved to user assigned network folders if future access is desired.
 5. Copyrighted software or data shall not be placed on the TRSD system/network without a district owned license or permission from the holder of the copyright.
 6. All hardware and software to be added to the TRSD network must be approved by the Coordinator of Technology and the building Principal and/or their designee.
 7. All users are expected to be conservative with all TRSD system/network related resources, including but not limited to paper, ink, storage space, and bandwidth.
 8. All TRSD system/network passwords shall expire and need to be changed as required.
 9. Passwords are confidential! All passwords shall be protected by the user and not shared or displayed.
 10. Individual users shall, at all times, be responsible for the proper use of accounts issued in their name.
 11. Commercial use of the TRSD system/network is prohibited.
 12. Pretending to be someone else while using the TRSD system/network is prohibited.
 13. Revealing personal information is prohibited unless specifically authorized by an administrator.
 14. Any activities designed to harass, bully, or defame others are prohibited.
 15. Any malicious attempts to harm, destroy, or vandalize equipment, materials, or data are prohibited.
 16. Deliberate attempts to degrade or disrupt system performance are prohibited.
 17. Deliberate attempts to bypass or turn off TRSD security features are prohibited.
 18. Principals and/or their designee shall be authorized to monitor or examine all data and system/network activities, including documents and electronic mail transmissions, as deemed appropriate to ensure proper use of electronic resources.
 19. Principals and/or their designee will be notified of any violations of the TRSD Acceptable Use Policy.
 20. Principals and/or their designee will be responsible for disseminating and enforcing policies and procedures in their respective building(s).

Disclaimer

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

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

Technology User Agreement

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

Name: _____

Grade Level/ Staff Position: _____

School: _____

Staff or Student:

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

Student Signature: _____ Date _____

Parent/Guardian Sponsor:

I have read the district's TRSD Acceptable Use Policy. In consideration for the privilege of using the TRSD system/network I hereby release the district, its operators, and institutions with which they are affiliated from any and all claims and damages of any nature arising from my child's use of, or inability to use, the system/network. I understand that violation of these provisions may result in disciplinary action as deemed appropriate by the principal/supervisor and/or their designee.

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

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

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

Signature of Parent/Guardian: _____ Date _____



District Policies-Appendix H

Legal Guidelines: Gifts to teachers

In general, a public employee may not accept any gift worth \$50 or more that is given because of the position he or she holds. Public employees may accept gifts that are worth less than \$50, but they have to disclose in writing that they have done so if, based on the specific circumstances, a reasonable person would think that the public employee might unduly show favor to the giver or the giver's child, or be influenced by the giver.

The law prohibits gifts to public employees, not gifts to public agencies. You may receive gifts as a public school, or a particular classroom, and the \$50 limit does not apply.

The Ethics Commission recently created an exemption to permit class gifts to teachers. A teacher may accept a gift, or several gifts during the school year, from public school students and/or their parents and guardians, with an aggregated value of up to \$150, if the gift is identified only as being from the class, and the identity of the givers and the individual amounts given are not identified to the recipient. Gifts received pursuant to this exemption are not required to be disclosed. The donor is unknown, so a reasonable person would not conclude that the gift would influence the teacher's conduct with regard to any individual or would cause the teacher to favor any individual. Please contact the school office if you need a disclosure form."



TRSD Bullying Prevention Plan-Appendix I

The Anti-Bullying Plan set out below (pursuant to M.G.L. Chapter 71, Section 370), reflects the district's Core Values: respect, integrity, and excellence for all.

Core Values

Consistent with these Core Values the district expects that:

- ✓ all members of the school community will treat each other in a civil manner and with respect for differences;
- ✓ all students will be provided with a safe learning environment that is free from bullying and cyberbullying. This commitment is an integral part of our comprehensive efforts to promote learning, and to prevent and eliminate all forms of bullying and other harmful and disruptive behavior that can impede the learning process;
- ✓ schools will take specific steps to create a safe, supportive environment for vulnerable populations in the school community (such as students with disabilities, students who are gay, lesbian, bisexual, or transgender, and homeless students), and provide all students with the skills, knowledge, and strategies to prevent or respond to bullying, harassment, or teasing;
- ✓ any unlawful or disruptive behavior, including any form of bullying, cyberbullying, or retaliation, in our school buildings, on school grounds, or in school-related activities, will not be tolerated;
- ✓ all reports and complaints of bullying, cyberbullying, and retaliation will be the subject of a rigorous investigation; and
- ✓ Principals will take operational responsibility for the implementation of the plan on a day-to-day basis.

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:

- a) causes physical or emotional harm to the victim or damage to the victim's property;
- b) places the victim in reasonable fear of harm to himself or of damage to his property;
- c) creates a hostile environment at school for the victim;
- d) infringes on the rights of the victim at school; or
- e) 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 assumes the identity of another person; or (ii) the knowing impersonation of another person as the author of posted content or messages, if the creation or impersonation creates any of the conditions enumerated in clauses (a) to (e) inclusive, of the definition of bullying. Cyber-bullying shall also include the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons, if the distribution or posting creates any of the conditions enumerated in the above clauses (a) to (e) inclusive, of the definition of bullying.

Prohibited Behaviors

Acts of bullying, which include cyberbullying, are prohibited:

- a) 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
- b) 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.
- c) retaliation against a person who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying is prohibited.

Reporting and Responding

- a) It is a violation of district policy for any administrator, teacher or other employee, or any student to engage in or condone bullying in school or to fail to report or otherwise take reasonable corrective measures when they become aware of an incident of bullying as defined in Section I above.
- b) 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.
- c) 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.
- d) Bullying may be reported anonymously.
- e) Reports of bullying shall be made in writing. Younger students may need the assistance of a member of staff in making the report.
- f) 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.



Notice for Directory Information-Append. J

Notice for Directory Information (2014-2015)

The Family Educational Rights and Privacy Act (FERPA), a Federal law, requires that the Triton Regional School District, with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your child's education records. However, the Triton Regional School District may disclose appropriately designated "directory information" without written consent, unless you have advised the District to the contrary in accordance with District procedures. The primary purpose of directory information is to allow the Triton Regional School District to include this type of information from your child's education records in certain school publications. Examples include:

- A playbill, showing your student's role in a drama production;
- The annual yearbook;
- Honor roll or other recognition lists;
- Graduation programs; and
- Sports activity sheets, such as for wrestling, showing weight and height of team members.

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. In addition, two federal laws require local educational agencies (LEAs) receiving assistance under the Elementary and Secondary Education Act of 1965 (ESEA) to provide military recruiters, upon request, with three directory information categories – names, addresses and telephone listings – unless parents have advised the LEA that they do not want their student's information disclosed without their prior written consent.¹

If you do not want the Triton Regional School District to disclose directory information from your child's education records without your prior written consent, you must notify your child's school office in writing by September 12, 2014. The Triton Regional School District has designated the following information as directory information: (Note: an LEA may, but does not have to, include all the information listed below.)

- Student's name
- Participation in officially recognized activities and sports
- Address
- Telephone listing
- Weight and height of members of athletic teams
- Electronic mail address
- Photograph
- Degrees, honors, and awards received
- Date and place of birth
- Dates of attendance
- Grade level

¹These laws are: Section 9528 of the ESEA (20 U.S.C. 7908), as amended by the No Child Left Behind Act of 2001 (P.L. 107-110), the education bill, and 10 U.S.C. 503, as amended by section 544, the National Defense Authorization Act for Fiscal Year 2002 (P.L. 107-107), the legislation that provides funding for the Nation's armed forces.



Handbook Signature Sheet

INSTRUCTIONS: The Pine Grove School Parent/Student Handbook can be found on the Pine Grove School website www.trsd.net . This Handbook Signature Sheet has room to list each child. Please complete The Handbook Signature Sheet after you have read the Parent/Student Handbook with your child/children. The youngest or only child must return the completed signature sheet to his/her teacher. Your support and cooperation is most appreciated. We understand that some families do not have access to email for online information and need to receive paper copies of all notices. If this is the case for you, please complete the “Request for Paper Documents”

Our family has read and discussed the 2014-2015 Parent and Student Handbook.

1. We understand the expectations of the school community regarding behavior in the following areas:
 - Guidelines for student behavior pgs. 29-31.
 - Procedures and expectations for riding the bus pgs. 17 and 18.
 - Triton District Internet Access and Computer Network Policy pgs. 51 and 52.

2. 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.

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

Signed,

Parent or Guardian

Parent or Guardian

Date

Child and Grade

Child and Grade

Child and Grade

