

TRITON REGIONAL SCHOOL DISTRICT

***Salisbury Elementary School
- Handbook -***



2014-2015

<http://salisbury.trsd.net>



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Salisbury Elementary School Staff

*Salisbury Elementary School
100 Lafayette Road
Salisbury, MA 01952
Main Office 978-463-5852*

*email: First initial and last name @trsd.net
(example) jmontanari@trsd.net*

Student Absence Direct Line – Dial Main Office and then press 2

*James L. Montanari, Principal
Shannon L. Nolan, Assistant Principal
Joanne Levesque, Administrative Assistant
Cheryl Smith, Office Clerk*

*Terry Arsenault, School Nurse
Lisa Alder, Office Clerk (AM)
Jean Tardiff, Special Education ETC / Teacher*

Pre-Kindergarten **Room #**
Molly Atanasoff (.5) A120
Julie Deschenes A111

Grade 5 **Room #**
Drew Castantini B211
Graham Eaton B215
Beth Sayre-Scibona B214

Kindergarten
Aimee Farrell A112
Jane Keeler A115
Kathleen Orroth A123

Grade 6
Joan Flink B218
Terri Gilbert B227
Ashley Spence B226

Grade 1
Lisa Bissell B123
Maureen Kiesel B151
Maureen Doyle-Winn B143
Laura Savey B170

Special Education Teachers
Lorrie Anderson B205
Jennifer O'Rourke B247
Kara Purdie B221
Chris Grot B134
Amy Wall B202

Grade 2
Kelly Clayton B128
Deborah Dennehy B132
Michelle Howard B131
Bethany Marshall B129

Grade 3
Megan Campbell B135
Sandie Foley B137
Jen Sheats B138
Becky Hathaway B136

Title I **Room #**
Kara Balkus (.5) B162
Kelly Buckley (.8) B134
Katelyn Noonan B162
Cara O'Connor B134
Emily Deutsch B162
Jo Leate B134
Diane Appolloni, Clerk B162

Grade 4
Donna Castantini B203
Toni-Marie Evans B208
Kim Peterson B209

Math Specialist
Kathy Comins B223

Reading Specialist
Darlene White B223



Salisbury Elementary School Staff

Art	Room#	Instructional Assistants	
Shannon O'Brien	B112	<i>Pre-Kindergarten</i>	
		Pam Card (.5)	
		Julie Crampsey	
Curriculum Integration Team		<i>Kindergarten</i>	
Anne O'Brien, <i>Library/Media</i>	C101	Lisa Chapman	
Brendan Stokes, <i>Technology</i>	C110	Neale Dunn	
		Dee Shaw	
		<i>High-Level</i>	
		Terry Griffin	
Music / Instrumental		Karen McNamara(.4)	
Deb Walton	C113	Lorraine Pollard	
Instrumental Music			
Lauren Cyr	C112	<i>Primary</i>	
		Elizabeth Barsalou	
ELL Teacher		Cathy Boyce	
Jeanne Arango	B171	Samantha Howland	
		Ellen Hill-Murphy	
Physical Education		Victoria Skiffington	
Linda Gangemi	C116	Chelsea Zadrowski	
		<i>Intermediate</i>	
Physical Therapist		Maryellen Jamieson	
Lori Kelley	A107	Valerie Ryan	
		<i>High-Level</i>	
Occupational Therapist		Dina Hinton (.6)	
Barbara Oswald	B172	Deb Carbone (.4)	
		Dawn LeSage	
		Linda Roberts	
Speech and Language Pathologist			
Colleen Poulin	B173		
Katherine Katin	B173	Custodial Staff	C121
		Ron Tatro, <i>Head Custodian</i>	
School Psychologist		Larry Allard	
Angela Couse	B141	Leary Chase	
		Don Quill	
Adjustment Counselor			
Sue Golden	B224	Cafeteria Staff	C139
		<i>Tammy Souther, Café Manager</i>	
Social Worker		Jill Doucette	
Ellen Lincoln	B110	Deborah Gaumont	
		Neidsha Rettkowski	
		Cynthia Simerly	



Triton Regional School District

Superintendent's Office: 978-465-2397

Christopher Farmer, Superintendent of Schools
Brian L. 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
Carla Collins, Homeless Liaison
Dan Jewett, Curriculum Coordinator
Debra Jones, Coordinator of Technology
Jeanne Arango, English Language Learners Teacher
Anna Bates, Differentiation Specialist
Lucinda Ward, Food Service Director
Lisa Alder, After School Programs Coordinator

School Committee Members

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

School Committee Meetings

Wednesdays @7:00pm
Triton High School Library
August 27th
September 10th
October 08th
November 12th
December 10th
January 07th
January 12th -15th (SIPs)
January 24th (Workshop)
February 04th
February 11th (Budget)
February 25th (Public Forum)
March 11th
April 08th
May 13th
June 10th



School Council

SALISBURY ELEMENTARY SCHOOL COUNCIL MISSION STATEMENT

Striving for quality and excellence!

The mission of the Salisbury Elementary School Council is to assist the principal in implementing the Core Values of the District while promoting excellence. It is our goal to focus on enhancing parent and community involvement, incorporating technology into the curriculum, securing a safe and clean environment, and ensuring academic, artistic, and social/emotional development for our students. We are committed to developing an educational environment that will foster a respectful, caring climate where every child can become a confident and resourceful learner.

School Council Members

James L. Montanari, Principal (Co-Chair)
Tiffany Nigro, Community Representative
Denise Hudson, Parent
Christine McLellan
Martha Tatro, Parent (Co-Chair)
Deb Dennehy, Teacher
Terri Gilbert, Teacher
Michelle Howard, Teacher

2014 – 2015 Schedule

Thursday, September 18th @3:30 ~Solarium
Thursday, October 16th @3:30 ~ Solarium
Thursday, November 20th @3:30 ~ Solarium
Thursday, December 18th @3:30 ~ Solarium
Thursday, January 15th @3:30 ~ Solarium
Thursday, February 26th @3:30 ~ Solarium
Thursday, March 26th @3:30 ~ Solarium
Thursday, April 30th @3:30 ~ Solarium
Thursday, May 28th @3:30 ~ Solarium
Thursday, June 11th @3:30 ~ Solarium



Salisbury Elementary School Calendar

Month	Day	Description
August	25	New Teacher Orientation
August	26	Staff / Faculty Convocation
<i>August</i>	<i>27</i>	<i>Professional Development Day</i>
<i>August</i>	<i>28</i>	<i>Professional Development Day</i>
September	02	First Day of School
<i>October</i>	<i>03</i>	<i>Professional Development ½ Day (11:40 dismissal)</i>
October	13	Columbus Day (no school)
<i>November</i>	<i>07</i>	<i>Professional Development ½ Day (11:40 dismissal)</i>
November	11	Veterans' Day (no school)
<i>November</i>	<i>26</i>	<i>Beginning of Thanksgiving Break (11:40 dismissal)</i>
November	27-28	Thanksgiving Day Break (no school)
<i>December</i>	<i>11-12</i>	<i>Parent Conferences (11:40am dismissal)</i>
December	22-31	Winter Holiday Vacation (no school)
January	01	New Year's Day (no school)
January	02	Winter Holiday Vacation (no school)
January	05	School Reopens
<i>January</i>	<i>09</i>	<i>Professional Development ½ Day (11:40 dismissal)</i>
January	19	Martin Luther King, Jr. Day (no school)
February	06	<i>Professional Development ½ Day (11:40 dismissal)</i>
February	16-20	Winter Vacation (no school)
<i>March</i>	<i>06</i>	<i>Professional Development ½ Day (11:40 dismissal)</i>
<i>March</i>	<i>19-20</i>	<i>Parent Conferences (11:40am dismissal)</i>
<i>April</i>	<i>03</i>	<i>Good Friday ½ Day (11:40 dismissal)</i>
<i>April</i>	<i>10</i>	<i>Professional Development ½ Day (11:40 dismissal)</i>
April	20-24	Spring Vacation (no school)
<i>May</i>	<i>15</i>	<i>Professional Development ½ Day (11:40 dismissal)</i>
May	25	Memorial Day (no school)
<i>May</i>	<i>29</i>	<i>Professional Development ½ Day (11:40 dismissal)</i>
June	13	Report Cards Home
<i>June</i>	<i>16</i>	<i>Last Day of School ½ Day (11:40 dismissal)</i>
June	23	Last Day of School (adjusted based on snow days – 185 Days)

180 days for students

183 days for faculty



Parents as Partners

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.

Criminal Offender Record Information (CORI)

All adults working with students, including parent volunteers and chaperones, will be required to participate in a criminal background check. All CORI forms must be filled out by **October 31, 2014**.

Chaperones

During the year, classes will have the opportunity to further their educational experiences by participating in field trips. We welcome adult family and friends to chaperone these events/trips. To ensure the safety of the students, chaperones need to focus on the students assigned to them. Therefore, siblings/young children may not attend. A CORI form must be filled out by **October 31, 2014**. *Please Note: A CORI should be filled out before volunteering as a fieldwork chaperone.*

Volunteering at School

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

There will be times when you will see students' behaviors, both academic and social, that are typical. These should not be discussed outside of the classroom environment. Other times you might see behaviors that should be called to the attention of the classroom teacher. All matters of discipline should be addressed by the teacher or office. You may also see students in the nurse's office or observe interactions between students, students and adults, or between adults, either positive or negative. These observations should not be discussed outside of the school environment.

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. Often there is other information of which you are not aware that impacts a situation.

We're sure you'll agree with us that honoring student confidentiality is an important part of safeguarding a positive school experience. *Failure to comply with this request may result in the loss of volunteering opportunities in the schools or during school events.*

Visitors, Volunteers, Parents, and Guardians

All visitors, volunteers, parents, and guardians are expected to report to the school office upon entering the building. There they will sign-in and secure a 'visitors' pass that should be worn at all times while present on school grounds.

Parent Center

Please feel free to visit the Parent Center. The Parent Center is a place for parents to work, meet, talk, and volunteer. Just sign in at the main office and we will be happy to show you☺



Parents as Partners

Keeping in Touch

Teachers and other staff members 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 generally be reached by *phone* before and after school. If you cannot reach a staff member directly, a message can be left on voice mail requesting a return call.

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

E-mail has become a favorite method of communication for many parents and teachers. Before sending e-mail to your child's teacher, please establish whether this method of communication is mutually acceptable. Please do not use it for absences or time-critical information such as changes in your child's dismissal for the day. The staff directory contains an e-mail format for the school – first initial last name @trsd.net.

(*example: jmontanari@trsd.net*)

Parents Teachers Association (PTA)

The Salisbury Parents Teachers Association is an organization of individuals interested in promoting the welfare of children. Throughout the school year, the PTA works on fundraising activities to support enrichment programs and special funding requests. We encourage ALL parents/guardians to become a member and support Salisbury Elementary School's PTA.

Parent Teacher Officers

President, Jennifer Roketenetz, roketenetz@hotmail.com

Vice President, Nikki Stanley mamanikki3@gmail.com

Secretary, Jennifer Ciaramitaro jgciaramitaro@gmail.com

Treasurer, Seija Neumyer seija.neumyer@gmail.com

Meetings ~Parent Center

Tuesday, September 9th @6:00pm

Thursday October 9th @6:00pm

Thursday, November 13th @ 7:45am

Tuesday, December 9th @7:45am

Tuesday, January 6th @7:45am

Thursday, February 12th @3:15pm

Thursday, March 12th @3:15pm

Thursday, April 9th @3:15pm

Thursday, May 14th @7:45am

Thursday, June 4th @6:00pm



Getting There, Being Here & Going Home

School Hours

School start time is 8:10am and dismissal time is 3:10pm. Early dismissal days end at 11:40am. (See School Calendar)

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

Attendance

Consistent school attendance is vital to a student's academic achievement. The amount of time spent receiving classroom instruction directly impacts on 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.

Truancy

Students with excessive unexcused absenteeism 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 6 month period (Massachusetts General Law 76: 1-2).

Consequences for Excessive Absenteeism

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

The school may choose to file a CHINS report (Child In Need of Services) with DSS/DYS/District Court or seek assistance from district courts by filing a 'Failure to Send', which is a criminal complaint that will assess a \$20.00 penalty for each day of non-attendance. A 51A report may also be filed with DCF (Department of Children and Families) 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.



Getting There, Being Here & Going Home

Excused Absences include but are not limited to:

- Personal illness - *(requires documentation from a doctor)*
- Medical appointments - *(requires documentation from doctor)*
- Family bereavement
- Religious holidays
- Absences as approved by the principal
- Suspensions

When a child is absent, his/her parent must notify the school by 8:30am. If no call is received, the school will attempt to call the parent. If the parent or guardian cannot be reached, the Safety Resource Officer / Salisbury Police may be notified to ensure the child's safety.

Unexcused Absences

Absences other than those stated above are considered unexcused.

Parent/Guardian Notes

A parent/guardian note is expected whenever a child has been absent, tardy or dismissed early. *(Please note: this is considered an unexcused absence.)* Each note should include:

- The student's name
- The classroom teacher's name
- The date(s) the child was absent or tardy, or is to be dismissed early
- Whether he/she was absent or tardy or is to be dismissed, and the reason
- If your child is to be dismissed, please also state the time he/she will leave school, and whether he/she will return that day

Medically Excused Absences

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

Family Vacations

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

Riding the Bus

Arriving at school and home safely is a priority for the Triton Regional School District. Working together, **North Reading Transportation, Inc., (978-462-0820)**, 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.***

If there is an unforeseen issue and a bus change is required, ***a note or a call to the Main Office needs to be received by 2:45pm, without exception.*** At 2:45, the Main Office will email a record / list of any changes that day. In addition, all bus drivers will receive a hard-copy of the list.

No changes will happen after 2:45. If a note or call is received after 2:45, the student will remain in the office and wait for the late bus or parent pick-up.



Getting There, Being Here & Going Home

At the Bus Stop

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

On the Bus

Bus drivers will direct students where to sit. ***Kindergarten and First Graders sit up front; followed by Second, Third and Fourth Graders in the middle; with the Fifth and Sixth Graders in the back of the bus.*** Seats will accommodate 2-3 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 that take up too much room. Quiet and friendly conversation is expected for an enjoyable ride. Always remain in the seat you have chosen until it is time to exit and 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. Video cameras may 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 and **North Reading Transportation, Inc., (978-462-0820)**, 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, please call Salisbury Elementary 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.



Getting There, Being Here & Going Home

Interventions for Inappropriate Bus Behavior

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 -Parent/Guardian Notification; Loss of Riding Privileges and/or Assigned Seating

1st Report -Written Notice to Parent/Guardian; Loss of Riding Privileges and/or Assigned Seating

2nd Report -Parent/Guardian Meeting with Administration; Loss of Riding Privileges

Subsequent reports

- Loss of riding privileges

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.*

Arriving by Car

Students arriving by car should be dropped off **between 8:10 and 8:25am** in the designated area (**Parent Parking Lot**). Please observe the no parking signs and exit soon after your child has left your vehicle to allow others to drop off safely. **After 8:30am**, students should be **escorted to the office and be signed-in by an adult** before proceeding to class.

Leaving by Car

At **dismissal**, parents picking up students will need to park in the designated area (**Parent Parking Lot**) and walk to the designated door to pick up their child. If for any reason a parent is late picking up their child at regular dismissal time, the parent should proceed to the main office to locate the child. Parents should also pick up their child at the office for **early dismissal**.

Please write us a note regarding any changes to your son / daughter's schedule. *If an event happens during the day that warrants a change in your son / daughter's schedule, please call the office by 2:30pm.* This will allow us to communicate the necessary information to all involved.

Bikes, Boards, and Wheels

Students may ride bicycles to school. *Once on school grounds, students should get off their bike, and walk their bicycle on the sidewalk all the way to the rack located outside the cafeteria doors where the bike should be secured.* The school is not responsible for theft or vandalism associated with the bicycles. **As indicated by state law, students are expected to wear helmets when using bikes, blades, and boards.**

Skateboards and roller blades etc. may not be used on school grounds.



School Cancellations

No School or Delayed School Openings

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

1. “No School” or delayed school opening announcements (*Triton Regional School District*) are made on the following radio and television stations:

Channels 4, 5 and 7 – Television

Connect-Ed Message will be sent to your phone

2. Starting at 6:00am, notice will be given to these stations that school will either be called off for a full day or that the opening will be delayed.
3. On delayed opening days school will start at 10:10am. 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 lunches will be served and students will be dismissed at the regular time.
4. If weather conditions do not improve or worsen on delayed opening days, a “no school” announcement will be made at 8:00am.
5. The Fire Department whistle procedure on "no school" days is as follows:
 - Signal at 6:30am - Warning Signal - Either school is called off for a full day or delayed opening. (Radio and television stations should be used to clarify).
 - Signal at 8:00am -only if decision has changed from a delayed opening to cancellation for a full day.

Emergency Dismissals

Although extremely unlikely, there is always the possibility that our students may need to be dismissed from SCHOOL EARLY for a number of reasons: extreme heat or cold, a sudden snow storm, power failure, etc.

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

If an emergency occurs, all parents will be notified via Connect-Ed.

Dismissals - In Case of Illness

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



Health Records and Illnesses

Health Services

The 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.

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 Entry Requirements

A child must be a resident of Newbury, Rowley, or Salisbury to be enrolled as a student in the school of that town. When a child transfers to the school system, the grade placement of the previous school system will be honored. No child shall be admitted to kindergarten through sixth grade without proof of residence and physician's certificate or copy of an immunization record from a school in the Commonwealth. All requests for school choice must be made through the Triton Regional School District's Central Office.

School Accident Insurance

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



It's Academic – Effort and Attitude

Pre-Kindergarten

The pre-kindergarten program consists of half day classes for three and four year old children including children identified with special needs. Children must be three years old by August 31st in order to be eligible. An information night which includes preliminary registration is held in early spring. Tuition is charged and financial assistance is available.

Kindergarten

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

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

Kindergarten Transportation

A bus ride is provided for all children attending kindergarten.

AM Bus

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

Mid-Day Bus

The morning kindergarten program is dismissed at 11:10am. The bus driver will not drop off a mid-day child without an adult waiting for the child. In the event that a child is not met at the bus, the child will be transported back to the elementary school. The school will call you to indicate the need to pick the child up at the school office.

Mid-Day Arrival

Mid-day kindergarten student pick up routes will be published in the local newspapers.

PM Bus

Kindergartners riding school buses at the end of the school day will ride the regular elementary school bus serving their neighborhood.

Full Day Kindergarten

Children attending full day kindergarten will ride the regular elementary school bus serving their neighborhood both to and from school.

*Should it be necessary to change your child's bus stop or bus due to Day Care or Emergency situation, **written notice is required.** Office personnel must sign changes before a child is placed on a school bus.*



It's Academic – Effort and Attitude

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 in writing to the principal. *The principal 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. As a collaborative team, we will strive to identify the best learning environment that ensures another successful school year for your child.

Physical Education

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

- Develop and maintain physical fitness levels
- Develop a competency in management of body awareness
- Develop desirable social standards and ethical concepts
- Acquire safety skills and habits

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 physical education class.

Children in grades K-6 should wear safe play clothes and "all purpose" sneakers. No jewelry is to be worn during physical education class. We recommend that all jewelry be left at home on physical education days.



It's Academic – Effort and Attitude

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, printmaking, 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 instruction promotes good singing, the development of the ear, and rhythmic coordination. Children are exposed to the fundamentals and foundations of musical concepts, traditional and varied musical styles. Where possible, music instruction can enhance the general education curriculum.

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

Instrumental Music

Students in grades 4-6 have the opportunity to further their talents by playing a band instrument. Group music lessons are given once a week. In addition, band members will meet after school once a week. There are many opportunities during the school year for band members to perform: community events, concerts, assemblies, district festival and parades.

Concert Dress

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

Assemblies

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

Students are expected to:

- File into assemblies quickly and quietly.
- Listen attentively during programs.
- Show appreciation by clapping hands.



It's Academic – Effort and Attitude

Field Works

During the year, classes will have the opportunity to further their educational experience by participating in a field work that is appropriate for their age and studies.

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 parent/guardian 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.

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

First Trimester

2-6 Interim Progress Reports	October 17th
Marks Close	November 26th
Parent/Teacher Conferences	December 11th and 12th

Second Trimester

1-6 Interim Progress Reports	January 23th
Marks Close	March 6th
Parent/Teacher Conferences	March 19th and 20th

Third Trimester

1-6 Interim Progress Reports	April 17th
Marks Close	June 3rd
Report Cards Home	June 16th

*(adjusted based on snow days)



It's Academic – Effort and Attitude

Parent/Teachers Conferences

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 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 parent/teacher conferences for the 2014 – 2015 school year:

- **December 11th and 12th**
- **March 19th and 20th**

Please note – report cards will be hand delivered to the parent/guardian at the parent/teacher conference.

Parents learn about their child's:

- Special abilities
- Adjustment to school
- Relationship with other children
- Samples of work
- Academic strengths and strengths that need to be developed

Teachers learn about their student's:

- Reaction to school
- Response to the curriculum
- Rules and responsibilities at home
- Peer relationships
- Activities, interests, and hobbies
- Strengths and strengths that need to be developed, as viewed by parents

Non-Custodial Parents

Under the Family Educational Rights and Privacy Act of 1974 (FERPA), non-custodial parents have the same rights of access to school records as custodial parents unless the divorce decree includes a specific court order to the contrary. Therefore, if you are a non-custodial parent and wish to receive copies of your child's progress reports and other school information, please let your child's teacher know ☺



It's Academic – Effort and Attitude

Formal Assessments

Kindergarten

CAP – Concepts about Print
LID – Letter Identification
DRA2 – Developmental Reading Assessment
Writing Benchmark Assessments
DIBELS–Dynamic Indicators - Basic Early Literacy Skills
Math Benchmark Assessments
AIMS Web ~Early Numeracy

Grade 1

DRA2 – Developmental Reading Assessment
DIBELS–Dynamic Indicators - Basic Early Literacy Skills
Math Benchmark Assessments
AIMS Web ~Early Numeracy
Writing Benchmark Assessments

Grade 2

DRA2 – Developmental Reading Assessment
DIBELS–Dynamic Indicators - Basic Early Literacy Skills
Math Benchmark Assessments
AIMS Web ~Concepts, Applications, and Computation
Writing Benchmark Assessments

Grade 3

DRA2 – Developmental Reading Assessment
DIBELS–Dynamic Indicators - Basic Early Literacy Skills
GRADE Group Reading Assessment & Diagnostic Evaluation
Spelling Inventory
AIMS Web ~Concepts, Applications, and Computation
Math Benchmark Assessments
Writing Benchmark Assessments
PARCC – Reading and Math

Grade 4

DRA2 – Developmental Reading Assessment
GRADE Group Reading Assessment & Diagnostic Evaluation
Math Benchmark Assessments
AIMS Web ~Concepts, Applications, and Computation
PARCC – English Language Arts (ELA), Long
Composition and Math

Grade 5

DRA2 – Developmental Reading Assessment
GRADE Group Reading Assessment & Diagnostic Evaluation
Math Benchmark Assessments
AIMS Web ~Concepts, Applications, and Computation
Writing Benchmark Assessments
PARCC – ELA, Math, and Science & Technology

Grade 6

DRA2 – Developmental Reading Assessment
GRADE Group Reading Assessment & Diagnostic Evaluation
Math Benchmark Assessments
Writing Benchmark Assessments
AIMS Web ~Concepts, Applications, and Computation
PARCC – ELA and Math



It's Academic – Effort and Attitude

Reading Strategies

Our literacy program teaches students that reading and writing are vital forms of communication. The goal is for our students to initiate flexibility so that they read and write for meaning at all times. Starting as early as kindergarten, we teach children that written words convey a message. We teach strategies that go beyond just “saying the words” and provide an intellectual challenge that requires thoughtful reflection, not just asking questions.

In Grades K-2

We demonstrate and teach strategies that help children read and write for meaning at all times. Basic strategies include: Does it look right? Does it sound right? Does it make sense? Do the letters and sounds match?

In Grades 3-4

Students build upon reading for meaning at all times and work on higher level thinking skills by making connections and bringing what they know about themselves, the world, and other books into their reading and writing.

In Grades 5-6

Students continue building on previous strategies as they work towards deeper meaning in what they read and what they write. They learn to use questioning to understand more completely and determine importance, as well as synthesizing and inferring in order to predict and draw conclusions as they read and write.

Support for English Language Learners

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

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

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

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



Special Programs

Before and After School Programs

Salisbury Elementary has several before and after school programs in place.

- **Early Bird** is a before school day care that runs from 7:10 to 8:10am each morning.
- **Kids' Club House** is an after school day care that runs from the end of school to 6:00pm each afternoon.
- **Explorations** is a tuition-based program that offers students a selection of enrichment activities.
- **Homework Help** is a program where volunteer teachers offer homework assistance two days a week after school for students in grades 3-6. (*contingent on grant funding*)
- **Tutoring Programs** are offered to small groups and one-on-one tutoring before and after school. Some programs run throughout the summer. The tutoring programs are district-wide with slight variations and are all subject to grant approval each year.

Environmental School

Each year the sixth grade students have the privilege of attending a week long environmental educational program. Parents are responsible for the camp fee and are encouraged to help organize fund-raising events held during the prior school year to defer camp costs. The environmental school includes specific lessons covering the ocean, estuary, salt marsh, and marine bioscope studies. The environmental school helps students develop:

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



Guiding Principles of Student Behavior

Our School Rules:

- **Listen and Follow Directions**
- **Keep Hands, Feet, and Objects to Yourself**
- **Be Respectful and Use Kind Words**

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 rules 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 interests of students.

Majority of students are well behaved 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



Guiding Principles of Student Behavior

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, A-B-C, 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 cases of reasonable suspicion of a student's possession of contraband, the principal or designee can inspect the following items: book bag, desk, personal possessions, etc.

In accordance with state law, we must report to the police department any serious assaults that cause bodily injury. Use or possession of weapons, drugs, or alcohol must also be reported.

Dangerous Weapons

The Education Reform Act of 1993 makes clear that certain serious violations such as possession of dangerous weapons can result in expulsion from school. Dangerous weapons are prohibited within the Triton Regional School District. 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 act in a manner that protects and guarantees the rights of students and parents.

Discipline of Special Needs Students

Please refer to Appendix D 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.).



Support Services

Instructional Support Team (IST)

The IST consists of a core of educators 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. The student's teacher will notify the child's parent/guardian before and after the team meets.

Tutorial Programs – Grades 1-6

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-6

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

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 responsibilities under Section 504, which includes the obligation to identify, evaluate, and, if the student is determined to be eligible under Section 504, to afford access to appropriate educational services.

If the parent or guardian disagrees with the determination made by the professional staff of the school district, he/she has a right to a hearing with an impartial hearing officer. (Please refer to Appendix F for more information)



Support Services

Special Education Services

The Special Education Department provides a variety of services to those students identified under 603 CMR 28.00 of the state regulations. The Individualized Education 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 603 CMR 28.00/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 (I.E.P.) 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.

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

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 6pm 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



Nutrition – Exercise - Appearance

Salisbury Elementary School Lunch Program

Lunch is served daily conforming to the guidelines of the National School Lunch Program.

Lunch/Milk

Lunch is \$2.75 daily. An 8 oz. container of either whole or low-fat milk is served with lunch or is available at \$.50 for cold lunch students. We also offer a “sandwich of the week” that will substitute only for the main dish. All other components of the meal will be served with the sandwich.

Lunch should be purchased on Monday at **\$13.75 for the week** or **\$2.75 per day**. Students are encouraged to purchase the necessary number of meals for the week on Mondays. Any student who has lost his/her lunch money will be allowed to charge 3 times. Once that charge level has been reached, and until the program has been reimbursed the funds due, no further charges will be allowed. ***If a student owes more than \$13.75 (five lunches) the student will receive a sandwich for lunch. This will continue until the bill has been paid.*** *Extenuating circumstances should be made known to the cafeteria manager or Mr. M. at 978-463-5852, immediately.*

Reduced Cost Options

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 any time during the school year. Please contact the office for assistance.

The Automated Lunch Payment System

All of the Triton District cafeteria registers are computerized as part of the My School Bucks PO system. All students and staff receive unique ID numbers, which are entered in at the registers to purchase meals. Parents are strongly encouraged to use this pre-payment system. It helps to increase the efficiency and speed of the lunch lines, and reduces the chance of "forgotten lunch money". Deposits can be made in weekly or monthly amounts and the monies are deducted from the account each time your child enters his/her ID number at the registers. Deposits can also be made on-line at www.myschoolbucks.com. Any child who loses or forgets his/her lunch money and owes more than \$13.75 (grades K-6) will receive an alternate 'cheese sandwich' meal. Any parents who does not want their child to charge meals should notify the food service director or kitchen manager in writing. *Extenuating circumstances should be made known to the café manager, Tammy Souther at 978-463-5852 or tsouther@trsd.net.*

Cafeteria Guidelines

- Remember to pick up everything on the way through the line
- Remind each other to get milk and utensils
- Talk quietly in line and at your table. Remain seated while eating
- Wait quietly to be dismissed and then check your table and floor
- Carefully discard your tray and other trash to avoid spills
- Be sure to always use good manners during lunch



Nutrition – Exercise – Dress Code

Bag Lunches

Bag lunches may be brought from home, but for health, safety, and environmental reasons, **NO** cans or bottles of soda are allowed.

Breakfast

A nutritious breakfast is served daily from 8:10 to 8:25am. **Breakfast may be purchased on a daily basis for \$1.65.** We strongly encourage children to eat breakfast each day.

Recess

Recess is a time of less strenuous activity that provides a needed break from studies. All students have scheduled outdoor recess, weather permitting. All students should come to school dressed appropriately for the weather so they can enjoy themselves outside.

Snacks

Snack breaks are scheduled at the discretion of the teacher. Depending on their schedules, students may have a mid-morning and/or late afternoon snack. **Parents/guardians are reminded that the purpose of ‘Snack Time’ is to send nourishment to the brain and body, therefore, snacks must be HEALTHY☺**

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



Miscellaneous

Items from Home

Students may not bring items to school that have the potential to interfere with the educational process or present a safety issue. Items include, but are not limited to, portable electronic devices, laser pointers, toy weapons, bats, hard balls, toys, etc. Items brought to school will be taken and stored in the office. **Parents will be responsible for coming to the school to retrieve the item.** *(Please Note: Although SES provides playground equipment, many students do bring in their personal basketball, football, etc. Due to safety issues, if the football etc. goes over the fence the student will not be allowed to retrieve it.)*

Cell Phones

The use of cell phones, during school hours, is NOT permitted. If a child has a cell phone, it is to be turned off upon entering the school, stored in their backpacks during the day, and not turned on again until leaving the building. Cell phones being used during the day will be taken and stored in the school office. **Parents will be responsible for coming to the school to retrieve the phone for their child.**

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 may be seen and claimed by owners. At the end of the school year, all unclaimed items are sent to charitable organizations. While the school attempts to maintain reasonable safeguards over the students' property, it cannot guarantee against loss or theft.

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

Publicity

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



District Policies – Appendix A

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

The Triton Regional School District is firmly committed to supporting a school learning environment where all students are treated with dignity and respect. We believe all students should feel safe and welcome as members of our pre-kindergarten 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: ***Sue Golden, Adjustment Counselor (978-463-5852 ext. 2224) and Shannon L. Nolan, Assistant Principal (978-463-5852 ext. 4103) and Brian L. Forget, Title IX Coordinator, Triton Regional School District, at 978-465-2397.***



District Policies – Appendix B

ANTI-BULLYING POLICY

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

Bullying Definition

"Bullying" is defined as the repeated use by one or more students of a written, verbal or electronic expression or a physical act or gesture or any combination thereof, directed at a victim that:

- Causes physical or emotional harm to the victim or damage to the victim's property;
- Places the victim in reasonable fear of harm to himself or of damage to his property;
- Creates a hostile environment at school for the victim;
- Infringes on the rights of the victim at school; or
- Materially and substantially disrupts the education process or the orderly operation of a school. For the purposes of this section, bullying shall include cyber-bullying.

Bullying should not be confused with isolated conflicts between students or staff. Research on bullying identifies it as behavior that occurs repeatedly, that is intended to harm the victim, and that involves a power imbalance between the victim and the person or persons who are bullying.

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

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

Prohibited Behaviors

- On school grounds and property immediately adjacent to school grounds, at a school-sponsored or school-related activity, function, or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased, or used by a school district or school; or through the use of technology or an electronic device owned, leased, or used by a school district or school, and
- At a location, activity, function, or program that is not school-related through the use of technology or an electronic device that is not owned, leased, or used by a school district or school, if the acts create a hostile environment at school for the target or witnesses, infringe on their rights at school, or materially and substantially disrupt the education process or the orderly operation of a school.
- Retaliation against a person who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying is prohibited.

Procedures for Reporting and Responding

- Students, staff, parents/guardians must report any incident of bullying to a school administrator or a member of the school or district staff. If bullying is reported to a member of the school or district staff that person must report the incident to a school administrator.
- Any employee or student who believes that he or she has been subjected to bullying has the right to file a complaint and to receive prompt and appropriate handling of the complaint.
- Bullying may be reported anonymously.
- Reports of bullying shall be made in writing. Younger students may need the assistance of a member of staff in making the report.
- The written report shall be made on the form entitled "District Bullying Incident Report Form" - attached at Annex I. The report forms are available from school offices and the district office.

Investigation

- A school's administration has authority to take disciplinary action or take remedial action when bullying occurs out of school. School administration must intervene if bullying that starts outside of the school creates a hostile environment at school for the target; and/or infringes on the rights of the victim at school; and/or materially and substantially disrupts the education process or the orderly operation of a school.
- Reports of cyber-bullying by electronic or other means, occurring in or out of school will be reviewed and, when a nexus or connection with school exists, will be investigated and may result in discipline. Parents of students alleged to have engaged in cyber-bullying would be requested to attend a meeting at which the activity, words or images subject to the complaint will be reviewed. A student disciplined for cyber-bullying will not be re-admitted to the regular school program until his or her parent(s) attend such meeting.

False Reporting & Retaliation

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

Retaliation in any form against any person who has made or filed a complaint relating to bullying by the aggressor or a third party is forbidden. If it occurs, it may be considered grounds for dismissal of staff personnel and/or removal from the educational setting for a student. A referral to law enforcement may be made.

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

Consequences

Consequences for proven acts of bullying and/or retaliation determined by school administration shall be proportionate to the aggressor's behavior and history of similar misconduct. They may include, but shall not be limited to, expulsion from the school.

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



District Policies – Appendix C

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 five, 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 Schools, 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 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 trancies in a timely manner in accordance with relevant regulations
- Provide opportunities 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 D

DRUG FREE SCHOOLS INFORMATION

Policy on Drug and Alcohol

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

Tobacco Use/Possession Policy

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



District Policies – Appendix E

Discipline of Students with Disabilities

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

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

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

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

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

Should you have any questions regarding the above information, please contact Dave Magee, Administrator of Special Education at 978-465-2397 or via email dmagee@trsd.net.



District Policies – Appendix F

FAPE

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

PARENT NOTICE SECTION 504 OF THE REHABILITATION ACT OF 1973

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

The Triton Regional School District has the responsibility under Section 504, which includes the obligations to identify, evaluate, and, if the student is determined to be eligible under Section 504, to afford access to appropriate educational services.

If the parent 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 the Section 504 Parental Rights Brochure is available by contacting Kimberly Croteau, 504 Coordinator at 978-465-2397 or via email kcroteau@trsd.net.



District Policies – Appendix G

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, David Magee, Administrator of Special Education, at (978) 465-2397 or via email dmagee@trsd.net.*

Title I - Notification to Parents/Guardians

As a parent of a student at Salisbury Elementary School, you have the right to know the professional qualifications of the classroom teachers who instruct your child. Federal law allows you to ask for certain information about your child's classroom teachers, and requires us to give you this information in a timely manner, if you ask for it. Specifically, you have the right to ask for the following information about each of your child's classroom teachers:

- Whether the Massachusetts Department of Education has licensed or qualified the teacher for the grades and subjects he or she teaches
- Whether the Massachusetts Department of Education has decided that the teacher can teach in a classroom without being licensed or qualified under state regulations because of special circumstances
- The teacher's college major, whether the teacher has any advanced degree and, if so, the subject of the degrees
- Whether any instructional assistants provide services to your child and, if they do, their qualifications

If you would like to receive any of this information, please call James L. Montanari, Principal, at 978-463-5852 ext. 4102 or email jmontanari@trsd.net.

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: David Magee, Administrator of Special Education, Triton Regional School District, at 978-465-2397.*

Inquiries concerning the application of non-discrimination policies may also be referred to the Regional Director, Office for Civil Rights, U.S. Department of Education, J.W. McCormack POCH, Room 222, Boston, MA 02109.

AHERA (ASBESTOS POLICY)

AHERA management plans are located in each principal's office. Parents, teachers, employees, and organizations may review these plans.



District Policies – Appendix H

ETHICS REFORM BILL

There are many opportunities to show appreciation for the amazing teachers and staff within the Triton Regional School District. While this is not discouraged, we must also be mindful of the laws governing gifts to public employees. In 2009, the new Ethics Reform Bill (Chapter 28 of the Acts of 2009) was passed by the Massachusetts state legislature. The new law requires mandatory ethics online training for public employees and sets guidelines about the acceptance and giving of gifts for public employees. The law's gift giving and acceptance guidelines have been approved by the Massachusetts Ethics Commission.

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

- A gift of substantial value refers to gifts valued at \$50.00 or more. Annually, public employees may not accept gifts from an individual where the combined value over the year is greater than \$50.00.
- A teacher accepting a gift of less than \$50 from a current student, according to the regulations, may create the appearance of a conflict of interest, and a public disclosure form must be completed and filed in the Office of the Superintendent.
- A teacher may accept a gift of up to \$150 per year from his/her class as long as the gift is from the class and contributors are not identified.
- The ethics laws do not prohibit (therefore there is no dollar value prohibition) a class from giving a gift to the classroom that is to be used for that class and will become property of the school district.
- Co-workers may give and receive holiday and other gifts of substantial value. However, gifts may not be given to direct supervisors or received by supervisors from people they supervise except for gifts valued at \$10 or less, food & refreshments in the workplace, personal hospitality at the employee's home, or infrequent occasions such as marriage, illness, or the birth or adoption of a child.

If you have any questions about the laws or other aspects of this issue, please contact Assistant Superintendent, Brian L. Forget, at bforget@trsd.net.



District Policies – Appendix I

Policy On Homework

1. Purpose Of The Policy

The purpose of this policy is to set expectations regarding the assignment, quality and management of homework. It is based upon a review of research on best practice. Students spend a considerable amount of time on homework assignments, it is therefore important that the time spent is appropriate and productive. The district, schools and teachers all have a responsibility to ensure that homework assignments contribute effectively to student learning while not becoming over-burdensome to students and families.

The School Committee recognizes that many students follow a wide variety of interests outside of school, and that quality time with families is important for a student's development.

2. The Purposes Of Homework

The emphasis of the purpose of homework varies with the maturity of the student.

Elementary students in grades K through 5 should be assigned homework in order to:

- ✓ develop good study habits
- ✓ develop organizational skills
- ✓ foster the attitude that learning takes place outside the classroom
- ✓ practice skills taught in class
- ✓ foster literacy skills

Students in Grades 6 through 12 should be assigned homework in order to:

- ✓ develop independent study and organizational skills
- ✓ provide opportunity for students to review and practice or apply what they have learned
- ✓ prepare for a future lesson or lessons
- ✓ integrate different elements of the curriculum they have experienced
- ✓ supplement or extend the work of the classroom

Students should not be assigned homework:

- ✓ as a matter of routine because it is scheduled *for a particular day*
- ✓ as a punishment
- ✓ for students to teach themselves new concepts/material
- ✓ that requires parents to teach
- ✓ as a significant element of assessing what students know, understand and are able to do

3. Indicators Of A Quality Homework Program

The implementation of a quality homework program requires a concerted effort by school leaders and teachers. Families play an important role in fostering positive student attitudes to homework, and establishing home expectations and an environment conducive to study and reading at home.

School Leadership

- ✓ ensures that there are clear school-wide expectations regarding the importance of homework which are communicated to students and their parents, and reinforced consistently by all teachers
- ✓ ensures that homework is scheduled in such a way that students are not overwhelmed
- ✓ monitors the implementation of good practice

Homework Assignments

- ✓ are relevant to work in the classroom and curriculum content standards
- ✓ are meaningful, engaging, and rigorous
- ✓ are appropriate to the needs of the individual learner (differentiated)
- ✓ can typically be completed within a predictable amount of time
- ✓ foster the development of good study habits, research skills, and reading skills
- ✓ should not be given as a matter of routine nor as a punishment
- ✓ turn to reading as the default assignment

Teachers

- ✓ ensure that students understand and record their assignments
- ✓ ensure that students have the resources to complete the assignment
- ✓ provide appropriate accommodations and modifications for students
- ✓ provide timely feedback to students
- ✓ do not expect parents to be teachers
- ✓ contact parents of students when there is any pattern of late or incomplete homework
- ✓ respect parent advice that a student has tried and done as much as s/he can
- ✓ make accommodations for faith-community observances and celebrations
- ✓ coordinate with other teachers so that students are not overwhelmed by too many assignments or multiple test preparations on any one evening
- ✓ should not give significant weight to homework as a component of a student's grade because homework is not undertaken in a controlled environment
- ✓ modify homework expectations during periods in which students are taking external examinations/tests.

3. How Much Homework And When?

3.1 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.

The table below illustrates the application of the “ten minute rule”.

Elementary Schools		Middle School		High School	
Grade	Time (Minutes)	Grade	Time (Minutes)	Grade	Time (Minutes)
1	About 10	7	about 70 minutes	9	about 90 minutes
2	About 20	8	about 80 minutes	10	about 100 minutes
3	About 30			11	about 110 minutes
4	About 40			12	about 120 minutes
5	About 50				
6	About 60				

It is recognized that students who enroll in Advanced Placement courses should expect to spend more time on homework than other students. However, teachers are expected to ensure that AP students do not become overwhelmed.

It is expected that homework will normally be assigned Monday through Friday.

The middle and high schools are expected to agree, in consultation with their School Councils, a homework subject schedule with the aim of coordinating assignments so that students are not overwhelmed on any one evening.

3.2 Vacations

It is not anticipated that homework will be assigned to elementary or middle school students over vacations. Schools will however provide guidance to families regarding the kind of reading that students should be encouraged to pursue over the summer vacation with the aim avoiding a loss of reading comprehension over that vacation.

The high school is expected to agree, in consultation with its School Council, an approach to vacation homework that will enable students to enjoy their vacation while completing assignments (ideally reading) that are not over-burdensome. In addressing this issue School Councils are encouraged to recognize that students who are following Advanced Placement courses may be expected to undertake some vacation work.

4. Guidance For Parents

The School Committee recognizes that homework is one of the important ways in which families interact with what their children are doing at school.

It is recommended that families:

- ✓ stress the importance of the child applying him/herself diligently to homework assignments
- ✓ try to provide an appropriate place for study
- ✓ help students by establishing family routines that provide a regular time homework
- ✓ help students to balance short-term and long-term assignments
- ✓ help students by asking questions about homework assignments or making suggestions, without doing the homework for the child
- ✓ talk with their child’s teacher if homework is causing difficulty
- ✓ ensure that homework does not deprive the child of essential sleep or other activities important to the student’s development
- ✓ encourage students to read, and discuss what has been read

ENDS

Adopted by the School Committee: August 8, 2012



District Policies – Appendix J

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 Triton 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.
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.