



Williamsburg Schools
Anne T. Dunphy School
2016-2017
Family Handbook



WILLIAMSBURG ELEMENTARY SCHOOLS

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**Anne T. Dunphy
School**

(413) 268-8421

www.burgyschool.org

Fax (413) 268-8420

Dear Families and students,

With the teachers and staff, I welcome you to the Williamsburg School District and to the Anne T. Dunphy School!

This Family Handbook has been designed to acquaint you with the philosophy, goals, and procedures of the Williamsburg School community. We encourage you to familiarize yourself and your child with these guidelines and important information. In the past two years, the school council, staff, and Williamsburg School Committee have had the opportunity to work revise and create this document. This document remains a “draft” which we will continue to revise. I would encourage you to notify the school of areas within the handbook that contain errors or can be strengthened for clearer understanding.

The Williamsburg Schools are committed to building within each student a strong educational foundation and successfully preparing them to meet challenges of the future. Our goal is to help each student grow in knowledge, skills, attitudes, and habits. Teachers encourage initiative, individual and group responsibility, critical thinking and creativity. We expect that all students will develop a strong sense of community. They will feel membership in the community of their classrooms, their school, and their town.

It is our intention to work closely with all children and parents/guardians in order to ensure that all students achieve their personal best. We have high expectations for all students and hope that each child will leave this school with an excitement for learning and a motivation to excel. Please do not hesitate to contact me concerning how you might become more involved in your child’s experience in the Williamsburg Schools

Sincerely,

Stacey Jenkins, Principal

COMMUNITY PROFILE

A Brief Profile & History of the Town of Williamsburg and the Village of Haydenville

Williamsburg is a scenic, quiet little town at the "foothills" of the Berkshires and is the last stop on the Pioneer Valley bus system that connects the town to Northampton, Amherst and all of the rest of the educational, cultural and market opportunities that abound throughout the Pioneer Valley.



The current population descends from the agrarian settlers who cleared and harvested the hardwood forest in the latter eighteenth century. These hearty pioneers intermarried with the influx of industrialists and immigrant mill workers who followed the industrial revolution up the river in the early-nineteenth century. Modern-day Williamsburg, with centers at "Burgy" and Haydenville, is populated by educators, artists, professionals and the many others who have come to enjoy the peace and tranquility of this rural New England town of approximately twenty-six hundred residents.

The fabric of the town's character, today, owes much to the events of its past, an unusual history that has gone largely untold for generations. In 1874, the bustling mill town suffered a calamitous industrial disaster when the huge, poorly constructed reservoir burst, demolishing many mills, businesses and homes, and sweeping away 139 lives along the course of the Mill River. Heroes, riding before the inundation, saved hundreds of lives. Volunteers retrieved the dead and revived the villages. Only a few of the mills were rebuilt; only Skinner's silk industry removed to another location and many mill workers looked for employment elsewhere. This whole story, carefully researched, is wonderfully chronicled in the AASLH award-winning book, /In The Shadow of the Dam/ (by Elizabeth M. Sharpe - 2004) and in American Phoenix (by Sarah S. Kilborne – 2012)."

Time, of course, has healed those scars and the active and vibrant main street corridor features remarkable examples of Greek revival architecture of private homes and public buildings.

Everywhere today, the effects of volunteerism can be seen in the museums, libraries, schools, and activities of the youth and seniors alike. There remains a helping-hand attitude on every corner and a persisting live-and-let-live attitude that rises above the complexities of the outside world. There is an ongoing spirit, a civic pride, that encourages gifts and endowments in a time honored tradition and a certain solidarity in the organization of the town, its people, and the institutions and societies they have formed.

While the inhabitants of Williamsburg are aware of and honor their past, they are forward thinking folks, succeeding at making their town prosper at present while busily preparing it for the future.

- Ralmon Jon Black, Historical Commissioner
(revised by Tom Adams, 2009)

Insert Anne T. Dunphy biography here

Anne T. Dunphy Schools Philosophy Statement

We wish to guide our children toward a lifelong love of learning for its own sake; toward a vision of the future founded on lessons of the past; toward reverence for health of mind and body; toward dedication to principles of truth, friendship, and justice in human affairs; and toward a desire to enjoy, to enhance, and to preserve the beauty of the world in which their children will one day live.

Therefore, the staff at the Anne T. Dunphy School commit themselves to the following goals:

- Create a non-judgmental environment that treats mistakes as a valuable part of learning and encourages creativity.
- Foster excitement for independent learning and encourage students to share their knowledge by helping others.
- Establish clear, consistent expectations and provide the necessary guidance so that students will learn to be responsible and contributing members of the school community.
- Create an environment of mutual trust and respect that promotes self-esteem, dignity, cooperation and the ability to resolve conflicts non-violently.
- Recognize, respect and value the diversity of cultures, abilities and opinions within the community.
- Promote a professional climate that enhances respect for diverse teaching styles and subjects through communication, collegiality and staff development.
- Encourage an open atmosphere that involves parents and community in school activities.
- Support a variety of activities that teaches students the attitudes and skills necessary for life-long learning.
- Develop integrated curricula to help the students recognize the interrelationships of various subjects and be able to apply the common concepts.
- Assess the effectiveness of these goals on a regular basis in order to modify either the program or the mission statement.

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General Information

SCHOOL COMMITTEE

Williamsburg Schools
2016-2017

David Chase

Kayla Gilman-Solomon

Keira Durrett

Paul Rudof

Meg Taylor

*See monthly calendars for scheduled meetings & locations.
Typically the committee meets the third Wednesday of each month.*

SCHOOL COUNCIL

The Commonwealth of Massachusetts enacted legislation that calls for the establishment of a School Council for each elementary, secondary, and independent vocational school in the Commonwealth. Each council is to have the following categories of membership: school representatives (including principal), parents, and community representatives who are not teachers or parents of students at the school.

Councils are to assist principals in adopting educational goals for the school, identifying the educational/programmatic needs of the students attending the school, and formulating a school improvement plan. As openings arise in the School Council, nominations are sought through the newsletter. If necessary, an election is held either at Open House or during a PTO meeting, allowing the community to elect the parent representatives.

2016-2017 Members:

Stacey Jenkins, Principal

Mary Ellen Woods, Staff representative

Amelia Wright, Staff representative

David Chase, School Committee representative

Keira Durrett, Parent representative

Jane Riley, Parent Representative

VACANCY, Community representative

PTO (Parent-Teacher Organization)

The Williamsburg PTO is an active group that supports and enriches the experiences of our students. Meetings are generally held on the second Monday of each month and are advertised in the school newsletter. All parents in the school are members of the PTO!

PTO Board Members 2016-2017
Amber Smith-Harder, President
Karen O'Connell, Vice President
Alyson Black, Treasurer
Julia Garrido, Secretary
Dominique Rampton
Becky Houlihan
Meg Taylor

SCHOOL ADMINISTRATION

Stacey Jenkins, Principal Williamsburg Schools
Phone: (413) 268-8421
sjenkins@hr-k12.org

Craig Jurgensen, Superintendent
Phone: (413) 527-7200
cjurgensen@hr-k12.org

Williamsburg shares the services of a Superintendent of Schools as well as other District personnel. The Superintendent's Office is housed at Hampshire Regional High School at 19 Stage Road, Westhampton. The other elementary schools with which we collaborate are:

Westhampton Elementary, Westhampton
New Hingham Regional Elementary, Chesterfield/Goshen
William E. Norris Elementary, Southampton
R.H. Conwell Elementary, Worthington

At the completion of their sixth grade year, students from these five elementary schools come together into the middle and high school programs of Hampshire Regional High School, located at 19 Stage Road in Westhampton.

SCHOOL HOURS

Students should not arrive earlier than 8:15 a. m. Supervision is not available before this time. Students gather on the playground area with supervision from 8:15-8:30. In inclement weather, students come inside as they arrive.

An **after school program** is offered at the Williamsburg Schools run by Bonnie's Program. Brochures regarding Bonnie's are available in the school office. You may also contact Bonnie's Program directly at 923-1243.

Kindergarten through Grade 6

8:30-3:00

Preschool

8:30-12:00 Morning Session (Mon-Thurs)

8:30-3:00 Full Day Session (Mon-Thurs)

No preschool program on Fridays

See Preschool Brochure for more information on our Preschool program

Early Release Days (K-6)

8:30-11:45

Recess Schedule

10:20-10:40 Grades K,1,2,3

At times throughout the year, classrooms may opt not to take part in this recess.

11:30-12:00 Grades 4,5,6

12:00-12:30 Grades K, 1, 2, 3

See preschool schedule for specific times

Lunch Schedule

12:00-12:30 Grades 4,5,6

12:30-1:00 Grades K, 1, 2, 3

See preschool schedule for specific times

Lunch is not served on ½ days

FACULTY AND STAFF

Stacey Jenkins.....	Principal
Tina Baker	School Secretary
Malaina Hollister	Special Education Secretary
Karen Hendry.....	Nurse
Lori McAvoy	Nurse
Michael O'Brien	Custodian
Chet Lulek.....	Evening Custodian
Charlie Inman.....	Evening Custodian
Renee Harvey	Cafeteria Manager
Tina Washington.....	Cafeteria Support
Melissa Miller.....	Cafeteria Support
Lucy Gertz	Preschool Teacher
Anne Gelbard	Preschool Assistant Teacher
Robin Gurdak-Foley.....	Kindergarten Teacher
Rita Luce	Grade 1 Teacher
Johanna Korpita	Grade 2 Teacher
Karen Schweitzer	Grade 3 Teacher
Nancy Millette.....	Grade 4 Teacher
Katherine Joyce	Grade 5 Teacher
Amelia Wright.....	Grade 5 Teacher
Jen Black	Grade 6 Teacher
Lisa Peloquin.....	Grade 6 Teacher
Annie Ryan.....	Classroom Paraprofessional
Nancy Forester	Classroom Paraprofessional
Chrissa Young.....	Classroom Paraprofessional
Steve Romanowski	Classroom Paraprofessional

Natalee Dias.....	Art Teacher
Julia Shippee.....	Music Teacher
Michael O'Connell.....	Physical Education Teacher
John Heffernan.....	Technology Integration Specialist
Hope Guardenier	Gardening Specialist
Katie Krol.....	Meekins Library Specialist
Anne Bussler	Out-of-School Enrichment Coordinator
Pam Berube Ridenour	Special Education Teacher
Mary Ellen Woods	Special Education Teacher & Speech Language Pathologist
Michelle McCaffrey	Behavior Specialist
Sherrie Marti.....	Speech Language Pathologist
Heather Punksa.....	Reading Teacher
MJ Long.....	Reading Teacher
Susan Milsom	ELL Support
Rhonda Brooks.....	Occupational Therapist
Karen Paltz	Physical Therapist
Ruth Garbett	School Psychologist
Sarah Huntington	Adjustment Counselor

CONTACT US

School staff can be contacted at 268-8421. Most staff members have a voice mailbox as well. When calling, use the dial by name directory to leave a message. **Phone messages that are important for that day (such as dismissal changes) should be left for Mrs. Baker in the office, not in the classroom teacher's voicemail.**

School staff can also be emailed. All district staff members' email addresses are structured as follows:

first initial last name @hr-k12.org

Example: Stacey Jenkins' email is sjenkins@hr-k12.org

PROCESS OF COMMUNICATION & COMPLAINTS

Concerns & complaints from students and/or their parents are encouraged to follow the order below whenever possible:

1. Talk with the teacher for clarification of problem.
2. Meet with the teacher and if no satisfactory solution is found then meet with:
 - a) Principal
 - b) Superintendent
 - c) Full School Committee

Following the above order will help to expedite the procedure in that the individual(s) closest to the situation can most likely be those expected to help with the resolution.

Although no member of the community will be denied the right to bring their complaints to the School Committee, they will be referred through the proper administrative channels for solution before investigation or action by the School Committee. Exceptions will be made when the complaints concern School Committee actions or School Committee operations only.

If a complaint, which was presented to the Committee and referred back through the proper channels, is adjusted before it comes back to the School Committee, a report of the disposition of the matter will be made to the Committee and then placed in the official files.

Matters referred to the Superintendent and/or School Committee must be in writing and should be specific in terms of the action desired.

The School Committee expects the professional staff to receive complaints courteously and to make a proper reply to the complainant.

A Public Complaint form can be found on the school website (www.burgy.org) within the School Committee information.

Questions or concerns regarding bus matters should be addressed to Mike at Durham Bus Co. at 529-1127.

CURRICULUM

The instructional program in the elementary school is designed to help encourage the pursuit of life long learning and to help the individual develop to the limits of his/her capacity the ability to enjoy a socially responsible life. This is primarily accomplished through the pursuit of excellence in the areas of reading, handwriting, spelling, oral and written language, mathematics, social studies, science, art, music, health, physical education, and computer education.

The Massachusetts Curriculum Frameworks provide a foundation for ongoing curriculum development. Teachers and administration work collaboratively to develop curriculum that aligns with the state frameworks. Teachers implement this curriculum in a creative and thought-provoking manner based upon sound educational theory and each teacher's special talents and strengths.

Your child's classroom teacher offers instruction in reading, writing, language arts, mathematics, science, and social studies. Teachers use a variety of materials and methods to meet the needs of all their students. The four elementary schools that make up the Hampshire Regional District are aligned with the Massachusetts Curriculum Frameworks. Beginning September 2014, all elementary schools implemented enVisionMATH 2015, Kindergarten thru sixth grade. To learn more about your child's curriculum, please contact the building principal or Gail Lucey at 413-437-5579; gluceyhr-k12.org.

CALENDARS

A current Williamsburg School District Calendar has been provided for your family's reference. It is also available on the school's website: www.burgyschool.org
This calendar lists all early release, in-service days, holidays, and vacations. You can also access the district calendar on our school's website.

In addition, Williamsburg Schools' events will be communicated to you through classroom and school newsletters. The school's newsletter, *The Planet*, is typically sent home every other Thursday along with other school notices.

NEWSLETTERS

This year we will continue to use a system in which all notices will be sent home with students each Thursday. It is especially important that families check students' backpacks each Thursday, as the folder will contain the weekly menu and lunch order forms, a weekly school update, as well as other notices and classroom communication. In general, we will send home one notice per family. This notice will come home with the youngest student in the family.

It is our hope that all school, district, and community notices will be sent home on Thursdays. Therefore, we ask for cooperation from outside groups in providing their notices to the school no later than Wednesday.

Although the majority of school communication will be sent home on Thursdays, it is important to have your child check his/her backpack each night for homework assignments, as well as occasional notices that cannot be sent on Thursday.

NO SCHOOL ANNOUNCEMENTS

If there is a "no school" or delayed opening announcement for the Williamsburg Elementary School (Hampshire Regional School District), due to inclement weather or other conditions, it will be made over the following stations:

Radio stations: WHAI, WMAS, WYRY, WHYN, WRSI, WTSA, WCAT, WKUT, WPVQ.
Television stations: Channels 22, 40 and 3.

In addition a phone call from the district's "Connect Ed" system will be placed in order to notify families of a delay, cancellation, or closing. In order to maintain clear communication for emergencies, **please notify the school of updated phone numbers.**

The announcement will be made utilizing the media at approximately 6:00 a.m. If a delay announcement is made, please continue to monitor the news for a potential school closing. In the event of a two hour delayed opening, students participating in the morning-only session of preschool will not attend on that day.

HOME AND SCHOOL COLLABORATION

It is our belief that student achievement will improve as a result of collaboration between the school and its families. Parent and teacher communication is encouraged. The following are some suggestions that may help to increase the academic success of your children:

- Closely read communication sent from school
- Sign and return all papers that require a signature.
- Encourage positive attitudes toward school.
- Be certain that your child is absent only when necessary.
- See that your child arrives to school on time.
- Attend parent-teacher conferences.
- Encourage your children to prioritize their activities, putting school work first.
- Read to your child and encourage your child to read each day.
- **Praise children often and have high expectations for their success**

ATTENDANCE PROCEDURES

We cannot stress too greatly the importance of your child being in school everyday, on time, if he / she is to achieve the greatest success in his / her work. Regular attendance is expected of all students. It is impossible to completely make up everything that is missed. A typical school day is filled with learning that is not limited to books, i.e. group projects, discussions, and activities. Paper work can be made up, but the valuable learning opportunities cannot. However, when children are sick, they should stay home from school. If your child will be absent or tardy, please call the school before 9:30 A.M.

Please make every attempt to have your child at school on time. This means your child should be in their classroom before the school day start time ~ not just entering the building. Our day is scheduled and when a child is late, something is missed. Each absence or tardy is recorded. Parents and students are reminded that the number of school absences is reported on the Report Card at the end of each marking period. In addition to this, every effort will be made to notify parents by letter when absences begin to be excessive. Parents are strongly urged to assist the school by supporting its attendance policy.

EXCUSED ABSENCES

From time to time, absence from school is unavoidable and legitimate. The following are the only acceptable excuses for absences:

1. Personal illness and/or hospitalization (after 3 consecutive days, a doctor's note and/or school nurse examination may be required);
2. Serious illness or death in the family;
3. A religious obligation;
4. Medical appointments that cannot be made at a time other than during school hours;
5. Severe storm or impassable roads;
6. Approved school activities;
7. Court appearance;

Any other reason for absence is unexcused.

PLANNED ABSENCES

By June the School Committee establishes the specific dates for school to be in session for the following academic year in order to allow parents and students adequate time to schedule trips and family vacations to coincide with periods in which school is not in session. By doing so, the Committee recognizes the importance of students' consistent and prompt attendance to school.

We recognize the value of family trips and travel as worthwhile experiences. However, it is important to strike a balance between family time and the negative consequences of falling behind and missing classroom instruction. Classroom experiences cannot be duplicated with make up work. We offer the following guidelines for you and your child when an extended absence is anticipated:

- If at all possible, schedule your vacation during a regularly scheduled school vacation.
- Parents should notify their child's teacher at least two weeks in advance of the planned absence. The teacher will then review your child's progress and suggest the best plan to compensate for missed learning experiences. Teachers may decide to provide assignments during the absence; however, teachers are not required to provide alternative assignments, re-teach work, or tutor students when they return.

RESPONSE TO EXCESSIVE ABSENCES OR TARDINESS

Following 5 incidences of absence or tardiness – letter home from principal reminding parents/guardians of the attendance policy and their responsibility in supporting it.

Following 10 incidences of absence or tardiness – certified letter home from principal requesting meeting to develop plan to improve attendance.

Following 15 incidences of absence or tardiness – certified letter home from principal requesting meeting to revisit plan to improve attendance; possible referral to Department of Children and Families

Coming & Going

DISMISSAL

Written permission from the parent/guardian is required for a child to change regular dismissal procedures - regardless of their grade level.

A NOTE IS REQUIRED IN THE FOLLOWING INSTANCES:

- 1. If a child must leave school at any time other than the regular dismissal time.**
- 2. If a child who regularly rides the school bus is to be picked up by anyone, including a parent.**
- 3. If a child who regularly rides the school bus plans to walk or ride a bicycle home or to another destination.**
- 4. If a child rides a bus to any destination other than his/her regularly scheduled bus stop. (Such a request may not always be possible, depending on the capacity of the bus. Please watch for information in The Planet.)**

If the school does not receive a written notification for transportation changes, your child will be placed on her/his regular bus.

If you are picking up your child before 3:00, please report to the office and sign him/her out. The school secretary will call your child to the office.

Dismissal for students in Kindergarten through sixth grade at the Anne T. Dunphy School begins at 3:00. Students may walk, bike, or ride the bus. Students may also be picked up, however we encourage families to make use of the bus service provided by the school district.

Students riding the bus will be accompanied out the main entrance and will board the buses on the bus circle.

Students walking or biking will be accompanied by a staff member across Main Street (Route 9). If parents are meeting their children to walk/bike home with them, they can meet outside of the school door at dismissal.

Students being picked up will meet their families on the sidewalk to the right of the main entrance (near the gym entrance door).

WALKERS & BICYCLES

Many of our children walk to school. It is important that these children know the route to school and families may want to accompany young children the first few trips. A crossing guard is provided from 8:10-8:40 each morning to help children safely cross Main Street (Route 9). In the afternoon, a staff member accompanies students across Main Street (Route 9) and up the sidewalk to ensure them a safe start to their trip home. If students are demonstrating unsafe behavior during these times, an alternate family arrival and dismissal plan may be necessary.

Parents are encouraged to review the following pedestrian safety rules with their children:

1. Always cross at crosswalks.
2. Look left-right-left for moving cars before crossing.
3. Make sure the driver sees you. Make eye contact with the driver.
4. Cross only when the road is clear.
5. Keep on looking for cars even as you are crossing the street.
6. Walk when you cross; don't run.
7. Always walk facing the oncoming traffic.
8. Use the crossing guard location.

Children, with parental permission, may ride bicycles to school. Helmets must be worn in compliance with Massachusetts State Law. If students are not wearing helmets while riding bikes or scooters, they may lose the privilege of riding to school. We urge parents to review safe riding procedures and perform a regular safety inspection of bicycles. Students are reminded to walk their bikes on the school grounds during the school day. There is to be no riding during the school day including recesses.

BUS POLICIES AND GUIDELINES

In late August the policies, guidelines, rules, bus routes and school calendar are available at the school's main office. This also lists the bus company's pick up times, bus number and route taken. The bus company used is Durham School Services at 529-1127. Questions or concerns regarding bus matters should be addressed to the bus company.

Prior to Loading:

1. Be at the stopping place five minutes prior to designated pick up time and ready to get into the bus with the least possible delay in order to keep the bus on schedule and to minimize traffic hazards.
1. Students loading the bus on a street where the bus passes in both directions are to wait until the bus passes on their side so they will not have to cross the road.
2. Students having to cross the road when loading and discharging are to cross in front of the bus, upon the driver's signal. All pupils are advised to use extreme caution by looking at traffic both ways before crossing.
3. Do not stand or play in the roadway while waiting for the bus.
4. Remain at least five feet from the bus when it stops to pick up, and move forward only when the door opens.
5. After boarding the bus, take a seat as quickly as possible.

While on the Bus:

1. Do not bring animals, glass, reptiles, or prohibited or illegal items on the bus.
2. Obey the bus operator at all times while under his or her supervision.
3. Maintain an acceptable manner of conduct at all times. Yelling, smoking, vulgarity, boisterous behavior, spitting, or throwing objects out of windows or other insubordinate behavior will not be permitted.
4. Remain seated while the bus is in motion.
5. Do not extend any part of the body out of the bus windows at any time.
6. Keep aisles clear of lunch boxes, musical instruments, books, etc.
7. Assist the bus driver in keeping the bus clean by not eating or drinking while on the bus.
8. Do not deface or damage any part of the bus.
9. Remain absolutely quiet when approaching a railroad crossing.
10. Do not play a radio or other audio devices on the bus.
11. Do not tamper or try to operate either the service door or the emergency door; this is the responsibility of the bus operator.

School personnel are responsible for students while they are being transported on school buses. The same rules and expectations for appropriate student behavior in school remain in effect while students ride the school bus. To ensure the safety of students, the privilege of school bus transportation is subject to withdrawal for any student whose conduct is distracting to the bus driver. The bus driver, in conjunction with the Administration has the responsibility for and has full authority over the conduct of students on the bus. The bus driver will report each infraction by submitting a Bus Conduct Report to the Administration on the same day as the occurrence, if possible. Reported incidents will be reviewed by the Administration and appropriate disciplinary action will be taken. Serious violations will result in the loss of bus privileges. If a student is suspended from riding the bus it is the responsibility of the student and their parent or guardian to provide transportation to and from school.

SECURITY OF THE BUILDING

Except for student arrival and dismissal times, the doors of the building will be locked during the day. A buzzer to the right of the front door will notify Mrs. Baker that a visitor would like to enter the building. When visiting our building, it is important to sign in at the main office.

EMERGENCY RESPONSE PLANS

The Williamsburg Schools have a response plan in place in the event of an emergency. We will continue to periodically have drills so that everyone understands the procedures.

Fire Drills will be held throughout the school year. Students should exit the building in an orderly fashion. It is very important that each student remain calm and attentive. Each classroom has a prescribed exit plan. Once all the students have cleared the building and have reported to designated outside meeting areas they should wait for further instructions from their classroom teacher. We appreciate the support of the Williamsburg Fire Department in planning these drills.

With the support of local and state police departments, we also hold Lockdown Drills each year. A lockdown procedure is a response to various threats either inside or outside of the building. Procedures for these drills are practiced with children. We

may every attempt to use care in our discussions with students so that we do not provoke any undue anxiety or create any situation in which children would be fearful. We approach this practice much as we approach fire drills ~ as a practice to keep us safe in an emergency.

PARKING

To ensure the safety of the children, it is important that parents or visitors park in designated parking spaces. This process is equally as important during arrival and dismissal periods. Cars should never park in the designated bus lane in front of the school. Please exercise caution in the parking lot during arrival, as there are many cars and children walking. Thank you for your cooperation in regard to this very important matter.

At school events, parking may be a challenge. Families may want to consider using street parking, as well as parking in the Helen E. James parking lot and walking across the back path.

During Our Day

SCHOOL LUNCH PROGRAM

Students may bring their own lunches, purchase milk only, or buy a school lunch. Prices for lunch and milk are subject to change as voted by the School Committee.

2016-2017 Lunch Prices

	Lunch	Milk
Adult	\$4.00	\$.50
Child	\$3.00	\$.50
Child reduced	\$.40	\$.50

Nutritional, well-balanced lunches are provided. Free and reduced lunches are provided for children whose parents meet the appropriate criteria established by the Massachusetts Department of Education. Applications for free or reduced lunches are distributed to all students in September and may be obtained at any time throughout the year from the school office.

A lunch calendar will be sent home each week. This weekly calendar may shift to a monthly calendar as Ms. Harvey gets settled into her kitchen. Lunch order forms will be sent home with the menu as well. Order forms and payment should be returned to school promptly so that the cafeteria manager can plan lunches each week. This year we will be transitioning to a new program that will allow families to pay for school lunch on line. Please watch for details to be sent home about this new process.

If children forget or lose their lunch or lunch money, a lunch may be charged. When a balance begins to accrue on a student's account, a pink lunch slip will be sent home in the Thursday Folder. **The expectation is that families will pay that balance within the**

next week.

Students take their lunch period in our cafeteria commons with occasional lunches at our outside picnic tables in nice weather. Children are asked not to bring candy, gum and soda for lunch. Seating in the cafeteria is at the discretion of the Lunchroom Supervisors.

The lunch supervisor dismisses each student individually, however, students should never feel rushed and may remain eating for the entire lunch period if they choose to do so. Each student is responsible for maintaining his/her individual table place. When they have finished eating they will deposit the recyclables, trash, and compost in the designated containers on each floor.

After students clear their tables they may visit quietly at tables until the Supervisor excuses them. It is expected that rules of good health, good manners, and common sense be used during this lunch period.

Family members are welcome to have lunch with their children at any time during the year but it is important that you call the office to reserve lunch before 9:30 that morning.

It is important to pay for your child's lunches weekly, and thanks to the many of you who do.

MEAL PAYMENT PROCEDURE:

1. After 5 school days of non-payment – Notice sent home from cafeteria manager
2. After 10 school days of non-payment – Notice sent by building principal and sent through U.S. mail
3. After 15 school days of non-payment – Letter from Hampshire Regional School District Central Office stating the amount owed and requesting payment in one week.
4. By June 15 of each year, letter will request payment to be made for money owed that school year. Receipt of report card or diploma could be contingent upon payment of all debts.

It is very important to keep your lunch payment current. You are always welcome to apply for free/reduced lunch at any time during the school year.

TEXTBOOKS AND SUPPLIES

All textbooks and curricular materials are supplied at the expense of the district. These books and materials are the property of the district and are loaned to the pupils. When pupils lose, destroy, or damage any school books, school equipment or school property, parents are responsible and shall be asked by the school personnel to make restitution. The teacher will inform the parent of any supplies students may need to replace.

Oftentimes, families like to purchase items to support their student's classroom. Teachers may communicate these needs directly to families, or may send home a suggested supply list prior to the start of the school year. If at any time a family would like support in providing educational supplies for their child(ren), please let the school know.

LIBRARY

Students in the Williamsburg Schools visit the Meekins Library every other week. Students are provided with a library card that can also be used outside of school during family visits to the library. Students are responsible for returning any overdue books. If a book is not returned, he/she is responsible for the cost of the book. If a library book is damaged, the replacement charge applies.

VISITORS

You have entrusted us with the care and well-being of your children, and we take this responsibility seriously. We must do everything possible to ensure that your children are safe while they are at school. Everything we do is with this in mind and all safety procedures must be followed without exception.

The Anne T. Dunphy School is a wonderful place and we wish to keep it a safe place. Please understand that we do not always recognize every face and even if the office staff may recognize you, others in the building may not. For the safety of the children, the following guidelines must be employed at all times.

To ensure the safety of all our students at the Anne T. Dunphy School, all visitors/volunteers will use the main entrance, report directly to the office where they need to sign in and obtain a visitor pass.

Visits to our school and/or classrooms by parents are welcomed. They allow parents the opportunity of observing the teaching and learning process. All school visits must be scheduled in advance with the classroom teacher.

VOLUNTEERS

Volunteers within our school provide teachers and other staff members with volunteer assistance by members of the community who have expressed a desire to help provide quality educational services in the Williamsburg Schools. Volunteers will assist teachers by fulfilling tasks that teachers or administrators have specifically requested. The purpose is to supplement and enrich the school program at the direction of the professional staff. We have a variety of needs in the following areas: school library, recess or lunch supervision, chaperoning, and in the classroom.

Parent volunteers are most welcome at the Anne T. Dunphy School. If you are interested in volunteering in our school, contact the classroom teacher or call the Principal's Office at 268-8421 if you have time to offer. When arriving to volunteer, please sign in at the office. Thank you in advance for any assistance you may be willing to provide.

CORI

M.G.L. c. 71, § 38R requires all schools to conduct criminal background checks on current and prospective employees and volunteers, including those who regularly provide school related transportation to students, who may have direct and unmonitored contact with children. CORI must be obtained from the CHSB at least every three years during an individual's term of employment or service. In addition, M.G.L. c. 6, § 172I, requires schools to obtain CORI of employees of taxicab companies that have contracted with the schools to provide transportation to pupils under M.G.L. c. 71, § 7A. Contracting taxicab companies are required to submit the names of employees who may have direct and unmonitored contact with pupils to the appropriate school committee or school superintendent prior to those drivers transporting any pupil. [Note: Volunteers are not subject to the fingerprint-based state and national criminal record check required for all school and contractor employees.]

The law also allows schools to conduct CORI checks on subcontractors or laborers commissioned to do work on school grounds that may have direct and unmonitored contact with children. This includes school bus or van drivers employed by a transportation company under contract with the district to provide transportation services to students.

BEHAVIOR EXPECTATIONS:

- Respect is our guiding principle. It is expected that children and adults will treat each other with respect. We strive to use supportive language and a respectful tone. We model and expect kindness and good manners.
- Teachers, staff, and students at the Williamsburg Schools work together in a proactive way to promote appropriate behavior. We help each other understand and reflect on our behavior. Children are empowered to solve their own problems and, when appropriate, are involved in determining consequences for their behavior.
- Developing social and emotional skills is a priority in our school. Children need time and guidance in practicing cooperation, negotiation, problem solving, communication and empathy in various school settings. To support our children in development of these skills, our school uses *Second Step* and *Steps to Respect* curriculum programs.
- A major goal for establishing rules is that students develop mechanisms for self-control such as the ability to attend, the ability to use words rather than force, and the ability to make appropriate choices.
- Rules for each classroom are established by teachers and students at the beginning of each school year. In establishing rules together, we build a foundation upon which our community develops. There are also school-wide rules generated by the children.

CONSEQUENCES FOR INAPPROPRIATE BEHAVIOR:

When students do not follow school rules, consequences are respectful, related, logical, and reasonable. If necessary, parents or guardians will be informed.

- ❖ In instances of disruptive behavior, the student may be:
 - given a reminder or warning
 - timed out in the classroom
 - timed out in a neighboring classroom
 - brought to the office to speak with the principal and
 - parent or guardian may be called
- ❖ In instances in which a student endangers another person, that student shall be brought to the principal immediately. In all such cases, the student's family will be notified of the incident. The student may serve an in-school suspension. Repeated or extreme aggressive acts will be handled at the discretion of the principal (or head teacher) and may result in an out-of-school suspension.
- ❖ In instances in which property is damaged, stolen or destroyed, the consequences shall be determined by the principal and attending teacher.
- ❖ In repeated or extreme instances in which a student uses hurtful language (put-downs, bullying, swearing, name calling) toward other students, teachers, or staff, that student shall be brought to the principal immediately. The student's parent or guardian will be notified of the incident. Repeated incidents may result in further discipline, up to and including suspension.

RECESS

Recess is designed to give your children vigorous exercise, a time to be active and learn to play cooperatively. During regularly scheduled recess periods, there will be adults on the playground. Students are asked to stay within sight of the adults and if they need any special attention, they should see the adult on duty first. All children are required to participate and a doctor's note is necessary for staying inside on outside recess days. During the winter months please be sure that children dress appropriately for the weather conditions.

HOMEWORK

Homework assignments are used to reinforce, to enrich, and to provide the student with the opportunity to prepare subject matter independently. Homework may be

assigned in grades one through six as needed. In general, homework will not exceed the following allocations per night:

Kindergarten – occasional, ten minutes

Grade one – fifteen minutes

Grade two - twenty minutes

Grade three - thirty minutes

Grade four - forty minutes

Grade five - fifty minutes

Grade six - sixty minutes

If a child is consistently exceeding these guidelines or having difficulty with the work, please contact your child's teacher. Parents need to be aware of the difference between homework and unfinished daily work which may also need to be completed at home.

Students in grades four, five, and six are provided with a weekly planner. Teachers incorporate the use of this planner in their classrooms to help students develop responsibility. Generally homework is not given on Friday, however, there may be long term projects assigned which require students to set aside blocks of work time per night. These projects provide students with the opportunity to budget their time to complete assignments. Parents or guardians will be notified if a student continuously fails to complete homework assignments on time. If necessary, the teacher may request a meeting with the student/parents to create a plan to ensure the future completion of homework assignments.

Homework Tips:

- Provide a quiet place to do homework.
- Set aside a specific time to do homework.
- See that study area is well equipped with pens-pencils, paper, ruler, markers, glue, dictionary.
- Look over homework assignments to check for understanding.
- Encourage students to work independently, but be available assist during homework time.

ELECTRONIC DEVICES

We encourage families to carefully consider the ramifications of sending electronic devices to school with children. These devices, such as games, radios, tape/CD players, iPods, cell phones, beepers, or other electronic devices can often cause distraction and may be confiscated in those cases. Students bringing cell phones to school must ensure that they are turned

off during school hours. The school cannot accept responsibility for these devices and we would encourage families to keep these items at home. If it is deemed necessary, school staff may keep these items during the school day. Parents may be asked to retrieve these items from the school office if they become a disruption.

INSTRUMENTAL MUSIC PROGRAM

This year we will continue our instrumental music program for our students in grades 4, 5, and 6. Lessons will occur each Tuesday, as well as a group ensemble experience (band) during the mid-day recess. Students will be responsible to complete any work missed during their weekly lesson. Students and families will also be responsible for home practice sessions throughout the week.

Rental arrangements can be made through Gerry's Music Shop. If you have rental questions, please contact Gerry's directly. Weekly visits are made to the school for instrument repair.

If your child would like to participate in this program but your family would require some financial assistance, please contact the school. We are committed to supporting this experience for students.

OUT-OF-SCHOOL ENRICHMENT

Our school runs an out-of-school enrichment program that typically runs in six-week sessions throughout the year. Programs generally occur on Wednesday afternoons and run until 4:30. Information and registration forms are sent to families and sessions are filled on a first-come, first serve basis. Financial assistance is available to support families. This is our fourth year of this program, and we are eager for feedback. If you have suggestions for after school sessions, or have thoughts about potential instructors, please contact Anne Bussler, our Enrichment Coordinator at abussler@hr-k12.org.

Throughout the Year

PARENT/TEACHER CONFERENCES

Scheduled Parent-Teacher Conferences are held in the October & March. At this time, your child's progress will be discussed. You are encouraged to make every effort to attend. Additionally, you may request a meeting with your child's teacher at any point throughout the year.

While report cards give valuable information in summary form, they can never take the place of personal contact. Only in a conference can the many aspects of the child's educational development and growth be fully explained and discussed between the people who know the child best - the parents and the teacher.

Parents are welcome and encouraged to come to school to talk with teachers. However, in the interest of not interrupting the children's school day, we ask parent or guardians to call school to arrange a mutually convenient time to speak with teachers.

REPORT CARDS

Student evaluation reports are sent home three times per year; December, March & June. Parents should look for these evaluations. Specific dates will be published in The Planet and on the school calendar.

Report cards and parent/teacher conferences are some of the ways that teachers communicate with parents and guardians about students' academic and social growth. If parents have any questions after checking a student's report card, they should contact their child's teacher.

PICTURES

School pictures, both individual and class, are taken each fall. Pictures are taken by the Williamsburg Photo Collaborative and are generally taken in

early October. Information regarding this process will be sent home prior to this date.

LOST AND FOUND

All unclaimed clothing items are kept in a specific area within the school. It is recommended that name labels be placed on sweaters, jackets, and other items for easier return. Parents are urged to visit the school to claim lost articles. Small items are kept in the office. The school accepts no responsibility for items lost. Several times throughout the year unclaimed clothing is donated.

BIRTHDAY CELEBRATIONS

Children's birthdays are often recognized by school staff. Please contact your child's teacher if this practice is contrary to your personal beliefs.

Parents are asked to contact their child's teacher if they wish to make arrangements to recognize their child's birthday during the school day. Please familiarize yourself with any student allergy information shared by the school nurse to help plan snacks your child might share with his/her class.

Parents are also asked to refrain from having their child distribute party invitations in school unless invitation has been extended to every student in the classroom. This can be uncomfortable for excluded children. Our PTO publishes a comprehensive family directory that can be helpful for sending invitations.

CLASS PLACEMENT

Our highest priority in the Williamsburg Schools is to honor the learning needs of *all* students and the placement of students into individual classrooms is one of our most important responsibilities.

Many factors are taken into consideration when making these important decisions ~ including having an academic balance of students, a class size

balance, a proportionate number of boys and girls, a match between learning and teaching styles, a consideration of peer relationships and the need for special support services and/or remedial services. Additional considerations may include input from parents, prior educational experiences, work habits, and social relationships. It is a thoughtful and complex process.

The staff working with our students will devote a great deal of time and energy to this task so that a careful and thoughtful placement can be made for every student. Our goal is for every child to be in a supportive, challenging, and successful environment. We know this can be accomplished best when we create balanced, teachable classroom groups. A team of teachers, from both sending and receiving grade levels, working with the building principal, determines classroom placements.

We realize that, even after understanding the thoughtful process in which the staff participates, parents may still wish to make available information that they would like to have considered in making these decisions (student strengths, areas of challenge, learning style, etc.). Parents' input will be used along with the other factors listed above in making placement decisions. The information given to us will be used in a confidential manner. However, please note that it will be shared with all staff making your child's placement decision and it will be given to the new teacher to be used in becoming better acquainted with your child.

We welcome your input about your child's individual learning needs, and we trust that you understand that your comments constitute one of the many factors that we consider in forming classes. Also, please realize that we do not soliciting requests for specific teachers. The final decision on class placements resides with the school.

OPEN HOUSE

Open House at the Williamsburg Schools is generally held in early October. This is an opportunity for you to visit your child's classroom and become acquainted with your child's teacher and educational program. Individual conferences are not possible at this time but may be arranged. Information regarding Open House will be sent home prior to the event

MCAS TESTING

The Massachusetts Comprehensive Assessment System (MCAS) provides tests that are administered each spring to students in grades 3 through 8 and grade 10. The tests reflect the curriculum outlined in the Massachusetts Curriculum Frameworks. These tests will evaluate the student's ability to think critically and to problem solve. If you would like your own copy of prior questions, please visit the Massachusetts Department of Elementary and Secondary Education's website at <http://profiles.doe.mass.edu/home.asp>.

FIELD TRIPS, SCHOOL EVENTS, DISTRICT EVENTS

Trips to sites throughout the area can be an important enrichment activity within the scope of the classroom curriculum. Trips connected to classroom curricula will be planned by school staff. Notices and permission slips will be sent home for each individual field trip.

In addition, the location of the Anne T. Dunphy School allows for exciting enrichment activities right here in Williamsburg! A walking field trip permission form will be sent home in September. This will allow classroom teachers to access the wonderful environment surrounding our school.

Children are expected to participate in all school-sponsored or district-sponsored events. These events may be graduation exercises, fine arts concerts, band/music performances, field trips, or other similar events. These activities are scheduled as part of our regular approved curriculum, and, as such, attendance by the children is expected. If you elect not to have your child participate in a scheduled field trip or district event, your family may need to make alternate arrangements for your child.

Williamsburg

School

Health

Information



SCHOOL NURSE

The school nurse provides care to all of the children and the staff at the Williamsburg School. The school nurse functions with the support of the school physician and under the school health guidelines provided by Massachusetts Department of Public Health (MDPH). The school nurse will assess each child's illness individually. Children may be sent home according to the nurses' discretion and according to MDPH law and Hampshire Regional School District guidelines. We ask parents to carefully assess their child prior to sending him/her to school if they think the child might be ill. **Please see our "Attendance Guidelines During Times of Illness or Infection"** for reference when trying to make a decision. The school nurse is also accountable for managing the student health records and immunizations per MDPH law and guidelines. Throughout the school year the school nurse will also provide direct student instruction in the classroom regarding various health issues.

If you have any questions, please feel free to contact the nurse at 268-8421.

If your child has a health diagnosis that may affect his/her school day and/or ability to access the curriculum without accommodations, please contact the school nurse as soon as possible. The nurse will help with identifying accommodations needed for your child during the school day. The school nurse will create an individual health care plan (IHCP) for your child. The nurse can also assist with the implementation of a 504 Plan if one is determined necessary. Health diagnoses requiring an IHCP or a 504 Plan can be either chronic or acute and temporary. Please contact the nurse if you have any concerns about your child's health condition and his/her ability to participate in the academic setting.

PHYSICAL EXAM & IMMUNIZATION REQUIREMENTS

Physical examinations performed by a physician, physician assistant or nurse practitioner must be on file with the school nurse upon entering school as a new student, entering kindergarten, and then again in grade 4. The date the physical exam was done must be within one year prior to the entrance to school or within 30 days after school entry. Students will then be asked for documentation of a physical prior to entering grade 7 and again in grade 10.

Immunizations are required for all students prior to entering school. They are then collected throughout the child's schooling at required intervals by the state. The only exemptions for the immunization requirement are for religious or medical contraindication purposes and

the reason must be provided in writing to the school nurse by the parent/guardian or by the child's physician if it is a medical exemption. This documentation is collected once and stays on file in the child's health record. State law does not allow philosophical exemptions, for immunizations.

MEDICATION

The nurse manages medication administration and/or the delegation of medication if needed. Parents are reminded to contact the school nurse if their child will need medication during school hours. All medication must be brought into school by a responsible adult and given directly to the school nurse unless other arrangements have been made with the school nurse prior to the medication being brought to school. In the interest of safety, the school asks parents/guardians to provide the name of any daily medication their child receives on the student emergency form at the beginning of the year or to contact the nurse directly to insure confidentiality.

The school also requests that if a child receives any medication for an acute condition or for/during a procedure prior to coming to school the same day that the school nurse be notified before the child is left at school for the day. A physician's note allowing the child to return to school on the same day will be requested regarding any procedure and/or medication given on the same day a child returns to school. If a physician's note is not provided and/or the child is not able to participate safely in the school day the child will be sent home by the school nurse. Please be advised that some medications can alter a child's ability to perform motor skills or participate mindfully in the classroom and in the interest of safety for your child it is important to communicate with the school nurse. **For more information see "Guidelines for Medication Administration in School".**

RETURNING TO SCHOOL AFTER MEDICAL TREATMENT OR HOSPITALIZATION

If your child has had a medical or dental surgery/procedure or has had a serious medical emergency that required a visit to the emergency department and/or hospitalization, a parent/guardian must contact the school nurse prior to the student returning to school.

A parent/guardian must provide written documentation from a medical provider (MD, PA, NP) that indicates that the student is medically cleared for the return to school, explains any restrictions/accommodations while in school, and states any other pertinent information important to the safety and well being of the student.

FIRST AID & CPR

If the school nurse is not present in the building when a student arrives at the health office, trained personnel may provide immediate first aid if needed and the nurse will be contacted in the other building. Various school staff members are trained in first aid and CPR in order to assist with emergencies. School personnel are trained in epinephrine administration in the case of a severe allergic reaction.

SCHOOL HEALTH SCREENINGS

The school nurse is responsible for MDPH mandate screenings. Parents are responsible for following up with the appropriate healthcare provider and returning referral paperwork to the school nurse for placement of documentation of consultation in the child's school health record. A student can be exempt from an annual MPDH school mandated screening if the parent states in writing to the school nurse his/her request to exclude his/her child from a screening and can provide a physician documentation of the screening(s) being done within the past

- **KINDERGARTEN VISION SCREENING**

Per state law, pre-kindergarten vision screening must be done at your child's pediatrician's office. Upon entering kindergarten or within thirty days after school entry, parents/guardians need to present documentation to the school nurse from their child's pediatrician showing that their child's vision was screened. If the child failed that initial vision screen or has a diagnosed neurodevelopment delay evidence of a comprehensive eye exam shall be provided to the school nurse.

- **VISION AND HEARING SCREENING**

Vision screening is done annually through grade 5. Hearing is screened in the year of school entry and annually through grade 3. Referrals are sent home to parents if their child does not meet the standards set by the Massachusetts Department of Public Health for the current school screening year.

- **GROWTH AND DEVELOPMENT SCREENING**

The state mandates screening of body mass index (BMI) and corresponding percentile in grades 1 and 4. Students in grades 1 and 4 will have their height and weight done and their BMI and corresponding percentile calculated. These results will be sent home via mail to parents/guardians in grades 1 and 4 only and should be opened by a parent/guardian. Notification about the BMI screening will be posted in the school's newsletter before it is done.

- **POSTURAL SCREENING**

The nurse provides postural screening for students in grades 5 and 6. Referrals are sent home to parents if their child does not meet the standards set by the Massachusetts Department of Public Health. If a healthcare provider is already monitoring your child for a postural condition he or she may be exempted from the school's screening by providing annual documentation from the monitoring provider.

THE SCHOOL PHYSICIAN

The school physician provides standing orders for the nurse, and consultation as needed to the nurse and/or school committee.

GUIDELINES FOR MEDICATION ADMINISTRATION IN SCHOOL

- Medication **MUST** be brought to and from school by a parent/guardian or responsible adult.
- **All medication must be in its original prescription labeled bottle or original manufacturer container.** Medication will not be accepted any other way.
- ALL medication will be kept locked in the nurse's office.
- No more than a thirty-day supply of medication should be delivered to the school.
- **A physician's written order is mandatory** for any medication (inhaler, epi-pen, lactase enzyme, Ritalin, vitamins, allergy medication, homeopathic treatments, etc) whether over-the-counter or prescription.

There are only two exceptions to having as physician's order:

1. Your child may be given regular strength (or according to body weight) acetaminophen (Tylenol), ibuprofen (Advil, Motrin), Benadryl, and/or calamine lotion with only a parent/guardian

consent because there is a standing order in place from the school physician.

2. Your child has been prescribed an antibiotic for ten days or less and you have sent in only the doses needed during school hours in the original prescription bottle with written parent consent.

- **A parent consent form MUST be completed and signed** before a child can receive any medication in school. Completing and signing the emergency information sheet at the beginning of the school year or completing a separate parent consent form can give consent for standing order medications provided in school. A list of standing orders is available upon request.
- A medication administration plan also needs to be signed by a parent/guardian.
- Medication will be administered by the school nurse or by her designee as allowed by MDPH and FDA medication delegation licensure with parent consent.

The guidelines above follow MDPH (105 CMR 210.000) and exist solely to protect the health and safety of your child. If you have any questions or need to obtain forms necessary for medication administration during school hours, please contact the school nurse at 268-8421.

ATTENDANCE GUIDELINES DURING TIMES OF ILLNESS OR INFECTION

Student with non-emergency illness:

Students should only be in school when they can fully participate in their educational program. Therefore, students with the following should stay at home and/or will be referred home by the school nurse:

If a student has a fever of 100 degrees or higher, the student should stay home until he or she is **fever free for 24 hours without the use of fever-controlling medicine**.

A student with a persistent cough, excessive discharge from the nose or eyes, a sore throat, an earache, a severe headache and/or general malaise or fever should stay home until the condition subsides.

If a student vomits and / or has diarrhea, he or she should be kept home for 24 hours **after the last episode of vomiting and/or diarrhea without the use of medication.**

If a student has impetigo, the student must stay home for 24 hours after taking the first dose of medication. The sores should be covered until all lesions have crusted completely.

If a student has head lice, he or she may return to school after using a physician recommended lice treatment and nits have been removed. The school nurse must check the student before returning to the classroom.

If a student has a skin problem such as a rash or an infected sore, please provide a note from the student's doctor to the school nurse stating that the student has been diagnosed and treated by a physician before returning to school.

If a student has conjunctivitis, (an inflammation of the eye where the white part of the eye becomes pink and there is often itching, drainage, and crust formation on the eyelid during the night), the student should be seen by a doctor for proper diagnosis and may return to school after receiving antibiotic treatment for 24 hours.

If a student has strep throat, the student may return to school after any **fever has resolved and he or she has received the appropriate antibiotic treatment for 24 hours.**

If a student is seen as unable to participate fully in the school day for any reason; the nurse will perform an assessment to determine whether the student should be sent home. In some cases a note from the physician may be requested.

All communicable (contagious) diseases (chickenpox, scabies,) must be reported to the school nurse, who will, if the disease is reportable, report it to the local Board of Health. Any student who has had a communicable disease must report to the school nurse before returning to the classroom.

By following the above guidelines set forth by the MDPH, we strive to provide a healthy environment for everyone in the school community. If your student has a specific chronic condition the

school will make every effort possible to work with you and your student.

HEALTH EDUCATION

The school nurse coordinates with teachers to provide instruction regarding the health topics. Our goal is to provide reassurance to your child about his/her growth and development and to provide basic health facts to help ease anxiety as your child enters puberty. Although we are opening the door for communication with your child about sensitive topic areas we will of course encourage him or her to come to you for support and guidance. By working together with you we hope to ease your child's transition into the teen years. We will continue to foster a safe environment for learning by providing up to date information in a positive learning environment.

"No. Section 32A requires schools to notify parents of curricula which primarily involve human sexual education or human sexuality issues, and of their right to review program instruction materials and exempt their children from any portion of these curricula. Neither § 32A nor any other law requires consent from parents before students may take a course involving sex education.

Parents may exempt their children from curriculum covered by § 32A by written notification to the school principal. No specific form letter is required. The parent should specify the course, class or school assembly from which the child is to be exempted. As long as the course or school program primarily involves human sexual education or human sexuality issues, the exemption is to be granted upon request."

<http://www.doe.mass.edu/lawsregs/advisory/c7132adv.html>

Wellness

Demonstrating commitment to the full development of our students, the Anne T. Dunphy School Committee endorses a Wellness Policy which defines the goals and the means to further our students' understanding of the important role that good nutritional choices and physical activity will have on their lives. Central to this policy statement is the belief that success will be achieved from the combined efforts and encouragement of teachers, administrators, staff, and parents. We recognize wellness is a critical component that enhances a student's academic performance. The complete "School District Wellness Program" policy is available on the School's website.

Additional Policies & Procedures

ELECTRONIC RESOURCES ACCEPTABLE USE POLICY

The Williamsburg Schools have established certain protocols to ensure the safety of the school community, the security of the computer network, and compliance with applicable law. A copy may be obtained by calling the office.

RESPONSE TO INTERVENTION

The Anne T. Dunphy School uses Response to Intervention (RTI) to identify students at risk academically in English language arts and/or math. RTI provides timely intervention, monitors student progress, and adjusts the degree and nature of the intervention depending on a student's responsiveness. It is an instructional model for intervening early within general education and serves as one component in the process by which students are identified with learning disabilities that receive special education and related services. RTI consists of 3 levels (tiers) of intervention, each increasing according to the individual student needs.

The elementary schools are working to align their RTI programs with the Massachusetts Tiered System of support (MTSS). This model provides a framework for school improvement that focuses on system level change across the classroom, school, and district to meet the academic and non-academic needs of all students, including students with disabilities, English language learners, and students who are academically advanced. It guides both the provision of high-quality core educational experiences in a safe and supportive learning environment for all students and

academic and/or non-academic targeted interventions/supports for students who experience difficulties and for students who have already demonstrated mastery of the concept and skills being taught. The Massachusetts Tiered System of Support encourages schools to work toward an integrated approach to support students' academic and social-emotional competencies. All students receive academic instruction and behavioral supports that include differentiation and extension activities and are guided by the three [Universal Design for Learning](#) principles (multiple means of representation, multiple means of action and expressions, and multiple means of engagement).

SPECIAL EDUCATION

The Massachusetts Special Education Act of 1972 ensures that all children with special needs between the ages of three and twenty-two will receive a free appropriate education in the least restrictive environment. These disabilities include pupils with temporary or permanent intellectual or emotional problems; sensory or physical impairments including vision or hearing problems, speech or communication disorders, cerebral or perceptual dysfunctions or other specific learning difficulties or combinations of them that interfere with the student's ability to progress effectively in regular education programs. The Williamsburg Schools makes every effort to educate all the students in our schools if possible. We believe that the environment of the community school is the most normalizing and enriching. To this end attempts are made to do the following:

- ◆ To find and evaluate at the earliest possible time all children with learning problems
- ◆ To develop an Individual Education Plan (I. E. P.) for each child who has a disability that significantly impacts his/her educational progress
- ◆ To provide these services within the local schools whenever possible

To accomplish the above responsibilities, Williamsburg Schools have initiated several procedures to identify and remediate children's learning problems:

- ◆ All parents of three and four year old children are notified of yearly screenings to determine learning issues. Communication with local agencies is ongoing to help identify any children not yet enrolled who may have potential special needs. All parents of pre-school aged children may at any time call to arrange such a screening.
- ◆ A Child Study Team meets throughout the year where teachers or parents may meet with the Principal and other teachers to discuss children who are not being successful in the classroom. Adaptations and modifications are discussed and implemented. Occasionally Special Education referrals may be made from this group.
- ◆ Evaluations are carried out by the school evaluation team. The members may include parents, the principal, the school psychologist, speech-language pathologist, classroom teachers, and the school nurse. Overseeing the process is the Director of Special Education. A team chairperson is designated to organize the meeting, and to act as a parent liaison. Parent involvement is both mandatory and encouraged.

This program benefits many students allowing them to be as successful as possible. At the Williamsburg Schools the Special Education Department consists of a special education teacher, school psychologist, speech-language pathologist, occupational and physical therapists and several special education aides, and assistants.

If you have specific concerns about your child's academic development, please do not hesitate to contact the teacher or principal.

Section 504

Any person who (1) has a physical or mental impairment that *substantially limits* one or more major life activities, (2) has a record of such an impairment, or (3) is regarded as having such an impairment. Major life activities include walking, seeing, hearing, eating, sleeping, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, working, caring for oneself, and performing manual tasks.

A major life activity also includes the “operation of a major bodily function,” including but not limited to functions of the immune system, normal cell growth, digestive bowel bladder, neurological, brain, respiratory, circulatory, endocrine, and reproductive functions.

Students with disabilities who do not qualify for special education under IDEA, may qualify under Section 504. These disabilities might include students with Attention Deficit Disorder (ADD), students with AIDS, heart conditions, and other physical disabilities such as severe asthma, juvenile diabetes, severe arthritis, cerebral palsy, etc. All of these conditions under 504 allow a student to receive the necessary related services to make their education comparable to non-disabled students.

Eligibility for services under Section 504 must be determined. It is never automatic. There are two levels of protection under Section 504. (1) If a child has an impairment or disability, the child is protected against discrimination by Section 504. (2) If it is determined that the impairment *substantially limits* the child’s ability to learn, then the child is entitled to a Section 504 Individual Accommodation Plan. Section 504 eligibility is not automatically bestowed on a student who is referred for a special education evaluation and is subsequently found to be ineligible. Services given to students under Section 504 are considered the responsibility of regular education, as they are not in need of basic skills help and can function with adjustments in the regular classroom.

DISCIPLINE OF ALL STUDENTS (INCLUSIVE OF SPECIAL EDUCATION AND SECTION 504)

All students are expected to follow the rules and regulations set forth in this handbook. Chapter 71B of the Massachusetts General Laws, known as 603 CMR 28.00 and the Individuals with Disabilities Education Act (IDEA) 20 U.S.C. Section 1400 and 34 CFR Section 300, require that additional provisions be made for students who have been found by an evaluation team to have a disability and whose program is described in an

Individualized Education Program (IEP) or 504 Accommodation Plan. The following additional requirements apply to the discipline of students with special needs students and students with 504 Accommodation Plans:

- Any modifications of the discipline code will be identified in the student's IEP or 504 Accommodation Plan.
- The principal will notify the Special Education Administrator/504 Coordinator of the suspendable offense of any student with a disability and a record will be kept of such notices.
- When it is known that the suspension(s) of a student with a disability will accumulate beyond 10 days in a school year, a review of the IEP/504 Accommodation Plan will be held to determine the appropriateness of the student's placement or program. The team will make a finding as to the relationship between the student's misconduct and his/her handicapping condition and:
 - Develop or review a functional behavioral assessment.
 - Determine if the misconduct is a manifestation of the disability.
 - Consider a modified program or alternate placement for the student.
 - Consider an amendment to provide for the delivery of services during the suspension and any needed modification of the IEP/504 Accommodation Plan.

In addition, the Department of Education will be notified when required by law, and the procedures promulgated by the Department of Education for requesting approval of the alternative plan will be followed.

Parents will be provided with written notice of their rights under special education regulations.

If the School District has knowledge that a student may have a disability and if that student has been referred for evaluation to determine eligibility for special education or section 504, that student will be entitled to all of the protections for a student with a disability until the eligibility process is completed.

SUSPENSION

In the case of extreme disregard for school policies and rules a student may be suspended for a number of days. This response to misbehavior is serious consequence. **During the period of suspension the student may not attend any extra-curricular activities either as a participant or a spectator in which the school is involved. Students are expected to make up all work missed.**

In-School Suspension – at the discretion of administration, students may be assigned an in-school suspension instead of an out-of-school suspension. The student would be in a separate room for the day monitored by the administrative staff and / or a substitute teacher and be required to do school work for the day.

Social Suspension – A student under Social Suspension will attend school but is not allowed to attend any school functions for the duration of the suspension. This would include sporting events, dances, field trips, assemblies, etc.

Procedure

1. Charges

- a. A student facing suspension shall be given oral or written notice of the charge(s) against him / her.
- b. The student shall also be given an explanation of the basis for the charge(s) and shall be informed of his / her right to present his / her side.

2. Hearing

- a. The student shall be given an opportunity to explain his / her version of the incident or situation upon which the charge is based.
- b. This hearing must precede rather than follow the suspension.
- c. Such a hearing does not require that school officials give the student the opportunity to secure counsel, nor for confrontation and cross-examination of witnesses.

3. Exceptions

If a student's continued presence in school might endanger persons or property or threaten disruption of the academic process, he or she may be immediately ejected. In this case, notice of suspension hearing must be sent to the parents within 24 hours of removal.

4. Alternatives to school suspension may include community service and/or Saturday school.

EXPULSION

An expulsion is a permanent suspension from school. This means a student would never again be able to attend any school in the Hampshire Regional School District. Some of the reasons for expulsion are:

- a) Any student who is found on school premises or at school-sponsored or school-related events, including athletic games, in possession of a dangerous weapon, including, but not limited to, a gun or knife; (see *Weapons* under *Code of Discipline*) or a controlled substance as defined in chapter ninety-four C, including, but not limited to, marijuana, cocaine, and heroin.
- b) Any student who assaults a Principal, Assistant Principal, teacher,

teacher's aide or other educational staff on school premises or at school-sponsored or school-related events, including athletic games.

c) Any student who is in habitual violation of school regulations, and / or restricts the education of others, and / or consistently jeopardizes the welfare of others, and fails to positively modify his or her behavior or improve on past negative attitude and performance.

d) Any student who is charged with an offense that warrants an expulsion shall be notified in writing of an opportunity for a hearing. At the hearing the student may have representation and the opportunity to present evidence and witnesses. After the hearing, the Principal will decide whether to expel or suspend the student. Any student who has been expelled has the right to appeal to the Superintendent within ten days from the date of the expulsion. The student has the right to counsel before the Superintendent.

Williamsburg Schools ADA Grievance Procedure

This grievance procedure is established to meet the requirements of the Americans with Disabilities Act. It may be used by anyone who wishes to file a complaint alleging discrimination in employment practices and policies of the provision of services, activities, programs, or benefits by Hampshire Regional School District.

The complaint should be in writing or on audiotape and contain information about the alleged discrimination including name, address, phone number of complainant and location, date, and description of the problem. Alternative means of filing complaints, such as personal interview, will be made available for persons with disabilities upon request.

The grievant and / or his / her designee should submit the complaint as soon as possible but no later than 60 calendar days after the alleged violation to:

**Irene Ryan, Pupil Services Director
Hampshire Regional School District
19 Stage Road
Westhampton, MA 01027**

Within 15 calendar days after receipt of the complaint, the ADA Coordinator will meet with the complainant to discuss the complaint and possible resolutions. Within 15 calendar days after the meeting, the ADA Coordinator will respond in writing and, where appropriate, in a format accessible (e.g. large print, Braille, audiotape) to the complainant.

The response will explain the position of the Hampshire Regional School District and offer options for substantive resolution of the complaint.

If the response by the ADA Coordinator does not satisfactorily resolve the issue, the complainant and/or his/her designee may appeal the decision of the ADA Coordinator within 15 days after receipt of the response to the Superintendent of Schools.

Within 15 calendar days after receipt of the appeal, the Superintendent will meet with the complainant to discuss the complaint and possible resolutions. Within 15 calendar days after the meeting the Superintendent will respond in writing in a format accessible to the complainant with a final resolution of the complaint.

Individuals always have the legal right to file a complaint independent of the grievance procedure with an appropriate agency if they so choose.

English Language Learners

State and federal guidelines require that students in public schools whose native language is not English and who are currently unable to perform ordinary class work in English be placed in specially designed programs of English Language development to assist them in learning English and in learning subject matter content. At the start of the 2003-2004 academic year, Massachusetts began to implement the amendments of MGL 71 A by requiring that Limited English Proficient (LEP) students receive sheltered English immersion (SEI) until the reach district criteria in English language proficiency allowing for their placement in the mainstream classroom.

SEI is content area instruction taught by teachers trained to use specialized techniques that assist ELL students to understand the content and language of the subject areas. SEI classrooms are those in which nearly all classroom instruction and activities are conducted in English, but with the curriculum and presentation designed for children who are learning English as their second language. Books and other instructional materials are in English. All reading, writing and content matter are taught in English. In addition, the following are key elements of Sheltered English Immersion:

- Teachers of English Language Learners (ELL) students are required to have specialized training in how to work effectively with non-English speaking students.
- Classroom instruction in English based on the MA Curriculum Frameworks/Common Core and the World-Class Instructional

Design and Assessment (WIDA) English Language Proficiency Standards.

- Sheltered English Immersion allows teachers and tutors to provide native language assistance to students in order to clarify the content of the curriculum.
- Annual testing in reading, writing, speaking and listening is required for every student in Sheltered English Immersion.

HOME EDUCATION (Home Schooling)

Parents and guardians may choose to educate their children at home. School district policy outlines the process. Parents who plan to educate children at home who are between their sixth and sixteenth birthday must inform the Superintendent prior to commencing a home education program. Factors considered by the superintendent and school committee in deciding whether or not to recommend approval of a home education program are:

- (1) a description of the instructional program to be taught, including subjects, time allocations, instructional aids and educational experiences to be used
- (2) the academic background, life experiences and / or other qualifications of those who will be instructing the child or children as they relate to the instructional program described in item 1
- (3) the method of assessment to be used [including a brief explanation of each assessment method including daily logs, journals, progress reports, portfolios or dated work samples, an independent report made by someone acceptable to both the superintendent and the parents, Standardized test results, consultation with the superintendent or appropriate school principal, or any other method agreed to by both superintendent and home educator(s)]
- (4) confirmation that the home-education program will provide a minimum of 900 elementary or 990 secondary hours of instruction.

Use of School Facilities

Community groups or individuals may make arrangements to use the school facilities after school hours by submitting a facilities request form and submitting it to the office. Arrangements must be approved by the

Principal. For further information and a facilities request form, please contact the school office.

PHYSICAL RESTRAINT IN A PUBLICLY FUNDED PROGRAM

1. The district has developed and implemented staff training at least annually on the use of physical restraint consistent with regulatory requirements. Such training occurs within the first month of each school year and, for employees hired after the school year begins, within a month of their employment.
2. At the beginning of each school year, each school identifies staff authorized to serve as school-wide resources to help ensure the proper administration of physical restraint. Staff so identified have completed in-depth training in the use of physical restraint consistent with 603 CMR 46.03(3) and (4).
3. The Anne T. Dunphy School administers physical restraint on students only when needed to protect a student and /or a member of the school community from imminent, serious, physical harm. The district implements restraint procedures consistent with Department of Elementary and Secondary Education regulations in order to prevent or minimize any harm to the student as a result of the use of physical restraint.
4. Anne T. Dunphy has developed written procedures regarding appropriate responses to student behavior that may require immediate intervention. Such procedures are annually reviewed and provided to school staff and made available to parents of enrolled students.
5. Anne T. Dunphy has developed and implemented reporting requirements and procedures for administrators, parents and the Department consistent with the regulations.
6. Anne T. Dunphy has developed and implemented any applicable individual waiver procedures consistent with the regulations and amendments of July 2015.
M.G.L. c. 71, s. 37G; 603 CMR 46.00

Safety, Security and Violence

The district is committed to maintaining an orderly educational environment, and to using administrative procedures that keep schools and offices free from disruption and prevent unauthorized persons from entering school property. The purpose of this policy is to promote mutual respect, civility and orderly conduct among employees, students, parents and the public. It is not intended to deprive any person of his/her right to

freedom of expression, but only to maintain a safe and harassment-free workplace and learning environment for students and staff. In seeking to have its employees be seen as positive role models for children and youth in our communities, the district seeks public cooperation in encouraging positive communication, and discouraging volatile, hostile or aggressive actions by anyone.

- Any individual who disrupts, or threatens to disrupt school or office operations, threatens the health or safety of students or staff, willfully causes property damage, uses loud or offensive language which could provoke a violent reaction from others, or who has otherwise established a continued pattern of unauthorized entry on school property, will be directed to leave school property promptly by the school Principal or designee.
- If any member of the public uses obscenities or speaks in a demanding, loud, insulting or demeaning manner, the Administrator or employee to whom the remarks are directed will calmly and politely ask the speaker to communicate in a civil manner. If the abusing party does not correct the behavior, the employee will verbally notify the offending person that their meeting, conference, discussion or phone conversation is terminated, and if on school property, the offending person will be directed to leave the premises.
- If an individual directed to leave under the above conditions does not do so promptly, the Principal or designee shall inform the offending party that charges may be filed for violating Massachusetts General Laws Chapter 272, Section 40, *Disturbance of School or Public Meeting*, and that law enforcement officials will be notified.
- When violence is directed against employees, or theft against property, employees will promptly report the occurrence to their Principal or designee and complete an Incident Report.
- When any attack, assault or threat is made against employees or their supervisors on school property or at school-sponsored activities, an Incident Report must be completed and filed with law enforcement officials.
- When it is determined that a member of the public has, or is likely to violate these provisions, the employee will immediately notify the supervisor and file an Incident Report. If possible, the offending party should be given a copy of this policy at the time of the occurrence.
- Application of this policy and reporting procedure is also encouraged in any situation or circumstance where it is observed that laws are knowingly being violated in the school.

Weapons

MGL c.269, s.10 prohibits carrying of a "firearm" on school grounds. For the purposes of this paragraph, "firearm" shall mean any pistol, revolver, rifle or smoothbore arm from which a shot, bullet or pellet can be discharged.

Whoever, not being a law enforcement officer and notwithstanding any license obtained by the person pursuant to chapter 140, carries on the person a firearm, loaded or unloaded, or other dangerous weapon in any building or on the grounds of any elementary or secondary school, college or university without the written authorization of the board or officer in charge of the elementary or secondary school, college or university shall be punished by a fine of not more than \$1,000 or by imprisonment for not more than 2 years or both. A law enforcement officer may arrest without a warrant and detain a person found carrying a firearm in violation of this paragraph.

Any officer in charge of an elementary or secondary school, college or university or any faculty member or administrative officer of an elementary or secondary school, college or university that fails to report a violation of this paragraph shall be guilty of a misdemeanor and punished by a fine of not more than \$500.

HAMPSHIRE REGIONAL SCHOOL DISTRICT SEXUAL HARASSMENT , BULLYING & HAZING POLICY

The schools of the Hampshire Regional School District including Westhampton, Southampton, and Williamsburg elementary schools and the Chesterfield-Goshen and Hampshire Regional High School expect that all members of the school community will treat each other in a civil manner and with respect for differences.

The Hampshire Regional Schools are committed to providing all students with a safe learning environment that is free from bullying and cyberbullying. This commitment is an integral part of our comprehensive efforts to promote learning, and to prevent and eliminate all forms of bullying and other harmful and disruptive behavior that can impede the learning process.

The first step in Bullying Prevention is our school's social emotional curriculum. Our district has made this aspect of curriculum explicit by including social emotional and responsibility standards in the district Standards-Based report card. Social and emotional learning does not happen in a vacuum but is fully integrated into the school day. Also important is the connection of social and emotional learning in our community and among our families.

As students learn to recognize and manage their emotions, set and achieve positive goals, demonstrate caring and concern for others, establish and maintain positive relationships, make responsible decisions and handle interpersonal situations effectively, bullying will be less apt to occur. In addition, a socially connected and emotionally resilient student body will not support bullying.

The Bullying Prevention Plan developed in the district is another tool that helps support the district's broad based efforts to support student learning in a safe and caring environment. The Bullying Prevention and Intervention Plan ("Plan") is a comprehensive approach to addressing bullying and cyberbullying, and the Hampshire Regional District Schools are committed to working with students, staff, families, law enforcement agencies, and the community to prevent issues of violence. In consultation with these constituencies, we have established this Plan for preventing, intervening, and responding to incidents of bullying, cyberbullying, and retaliation. The principal is responsible for the implementation and oversight of the Bullying Prevention and Intervention Plan.

Bullying is defined as "the repeated use by one or more students or by a member of a school staff including, but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional of a written, verbal or electronic expression or a physical act or gesture or any combination thereof, directed at a target that: (i) causes physical or emotional harm to the target or damage to the target's property; (ii) places the target in reasonable fear of harm to himself or of damage to his property; (iii) creates a hostile environment at school for the target; (iv) infringes on the rights of the target at school; or (v) materially and substantially disrupts the education process or the orderly operation of a school. Aggressor is now defined as student or member of a school staff including, but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, and athletic coach, advisor to an extracurricular activity or paraprofessional who engages in bullying or retaliation."

The District's complete Bullying Prevention and Intervention Plan (BPIP)

is posted on our website. The BPIP includes contact and reporting information. Any parent wishing to file a claim / concern or seeking assistance outside of the district may do so with the Department of Elementary and Secondary Education Program Resolution System (PRS). That information can be found at: <http://www.doe.mass.edu/pqa>, emails can be sent to compliance@doe.mass.edu or individuals can call 781-338-3700. Hard copies of this information are also available at the Superintendent's office.

Prohibiting Bullying, Cyberbullying and Retaliation

Bullying shall be prohibited: (i) on school grounds, 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 (ii) at a location, activity, function or program that is not school-related, or through the use of technology or an electronic device that is not owned, leased or used by a school district or school, if the bullying 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. Nothing contained herein shall require schools to staff any non-school related activities, functions, or programs.

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

Reporting Procedures for students, staff, parents, guardians and others

The Hampshire Regional Schools will follow and take action, as appropriate and necessary, consistent with the Memorandum of Understanding between the Hampshire Regional Schools, the Chesterfield, Goshen, Southampton, Westhampton, and Williamsburg Police Departments, the Massachusetts State Police and the Northwestern District Attorney's Office.

Reports of bullying or retaliation may be made by staff, students, parents or guardians, or others, and may be oral or written. Oral reports made by or to a staff member shall be recorded in writing. All staff members are required to report immediately to the principal or designee any instance

of bullying or retaliation the staff member becomes aware of or witnesses. Reports made by students, parents or guardians, or other individuals who are not Hampshire Regional Schools staff members may be made anonymously.

Acts of bullying, which include cyberbullying, are prohibited: (i) on school grounds and property immediately adjacent to school grounds, at a school sponsored or school-related activity, function, or a 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 (ii) 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 also prohibited

The full Bullying Intervention and Prevention plan is available on our school website. We are happy to provide you with a hard copy upon request.

The Anne T. Dunphy School is committed to providing a learning environment in which dating violence is not tolerated. Dating violence or relationship abuse is defined as the intentional use of physical, sexual, verbal or emotional abuse by a person to harm, threaten, intimidate, or control another person in a dating relationship. Dating violence is a pattern of coercive behavior that one partner exerts over the other for the purpose of establishing and maintaining power and control. Students who believe they are in danger are encouraged to seek a restraining order to protect themselves from injury.

Some of the warning signs of dating violence include, but are not limited to, constantly worrying about making a boyfriend / girlfriend angry, giving up things that had previously been important to them, showing signs of physical abuse (bruises / cuts), pressured into having a sexual relationship, having to be available to a boyfriend / girlfriend at all times, and becoming isolated from family and friends.

When a report of dating violence occurring on school property or at a school related event, the administration will investigate and, when appropriate, also notify authorities of the alleged incident. Given the

circumstances, the investigation of the incident will be conducted to maintain the confidentiality of the victim to the greatest extent possible. Limited disclosure may be necessary to complete a thorough investigation. If the administration determines that there has been an incident of dating violence, the consequence will reflect the behavior. Discipline may range from counseling, detention, or suspension from school.

PROTOCOL AND GUIDELINES FOR MANAGEMENT OF LIFE-THREATENING FOOD ALLERGIES IN THE HAMPSHIRE REGIONAL SCHOOL DISTRICT

PURPOSE AND GOAL

The goal of the Hampshire Regional School District regarding Life-Threatening Food Allergies (LTA) is to engage in a system-wide effort to:

- Prevent any occurrence of life-threatening food-based allergic reactions
- Prepare for any allergic reactions to food
- Respond appropriately to any food allergy emergencies that arise

The Hampshire Regional School District cannot guarantee to provide a food allergen-free environment for all students with life-threatening allergies, or prevent any harm to students in emergencies. The goal is to minimize the risk of exposure to food allergens that pose a threat to those students, educate the community, and maintain and regularly update a system-wide protocol.

The sections below highlight the major responsibilities of the various groups, but each child's plan will be individualized and therefore not all responsibilities can be spelled out in this protocol.

RESPONSIBILITIES OF THE HAMPSHIRE REGIONAL SCHOOL DISTRICT ADMINISTRATION

The superintendent and his/her staff shall be responsible for the following:

1. Develop and implement a system-wide emergency plan for addressing life-threatening food-based allergic reactions.

RESPONSIBILITIES OF THE SCHOOL PRINCIPAL

To the extent possible, the principal shall be responsible for the following:

Inform parents that the school is a peanut and tree nut-safe school.

Identify a core team that includes, but is not limited to, the principal, school nurse, teacher(s) and food service manager who will work with the family and student with a LTA.

Communicate with the parent/guardian of the student with a LTA and the core team prior to the start of the school year or as soon as possible after diagnosis to develop an Allergy Action Plan (AAP)/Individual Health Care Plan (IHCP).

- Ensure that with written parent/guardian permission the school nurse familiarizes teachers with the AAP/IHCPs of the student and any other staff members who have contact with the student on a need-to-know basis.
- Ensure that with written parent/guardian permission and within the first week of school, a picture of each student with a LTA will be taken and disseminated to the staff (unless the school receives written refusal from the parent/guardian for photograph participation).
- Ensure that with written parent/guardian permission and within the first week of school, a picture of each student with a LTA will be taken and disseminated to the appropriate school bus drivers.
- Collaborate with the school nurse to provide in-service training and education for staff regarding life-threatening allergies, possible symptoms, risk reduction procedures and emergency procedures including a demonstration on how to use an EpiPen.
- Collaborate with the school nurse and classroom teacher to establish allergy-specific restrictions on food for celebrations in classrooms with students who have a LTA.
- Discuss the protocol that explains LTAs and the application of the protocol at school during kindergarten parent orientation and at seventh grade parent orientation.
- Post the school's emergency protocol on LTAs in appropriate locations.
- Ensure that EpiPens (belonging to the school and those prescribed to students) are available in the nurse's office and in other clearly designated locations as specified in the AAP/IHCP.
- Ensure that the student's AAP/IHCP is available in the nurse's office and recommend that the parent/guardian attach the child's photograph to the AAP/IHCP.
- Provide and maintain peanut/nut-safe tables in the school cafeteria as specified in the student's AAP/IHCP.
- Ensure that the peanut/nut-safe tables are labeled and cleaned according to the district's protocol.
- Include in the school's emergency response plan a written plan outlining emergency procedures for managing life-threatening allergic reactions.
- Ensure that a contingency plan is in place in the case of a substitute teacher, nurse, or food service personnel.
- Consult with custodial and food service staff to develop protocols for cleaning classrooms, cafeteria, and other areas of the building to ensure that the threat of allergens is minimized.
- Participate in the planning of a student's re-entry into school after an anaphylactic reaction.
- Inform building user groups of the peanut/tree nut-safe restrictions through the building use form.

RESPONSIBILITIES OF THE SCHOOL NURSE

The school nurse is the primary coordinator of each student's AAP/IHCP. Each school nurse will have the following responsibilities:

1. Prior to the start of the school year or as soon as possible after diagnosis meet with the parent/guardian of a student with a LTA, the school

- principal and classroom teacher to develop an AAP/ IHCP for the student.
2. Within the first week of school provide in-service training and education for staff, including school bus drivers regarding LTAs, symptoms, risk reduction procedures and emergency procedures including a demonstration on how to use an EpiPen.
 3. Familiarize teachers with the AAP/IHCPs of their students and any other staff member who has contact with the student on a need-to-know basis.
 4. With parent/guardian permission post the student's AAP with a photo in the food service work area.
 5. With parent/guardian permission provide the student's AAP for the classroom teacher to be included in the substitute teacher's binder.
 6. Maintain updated AAP/IHCPs in the nurse's office.
 7. Post the school's emergency protocol and the locations of EpiPens in the school building.
 8. Follow the Department of Public Health regulations governing the administration of prescription medications and the regulations that permit registration of non-licensed personnel to be trained and to administer an EpiPen.
 9. Invite the parent/guardian of the child with a LTA to accompany his/her child on field trips.
 10. Conduct periodic anaphylaxis drills similar to a fire drill as part of the school's emergency plan.
 11. Carry a stock EpiPen during all school evacuations.
 12. Inform the school principal and parent/guardian if a student experiences an allergic reaction that has not been previously diagnosed.
 13. Participate in the planning of a student's re-entry into school after an anaphylactic reaction.

RESPONSIBILITIES OF THE PARENT/GUARDIAN OF A CHILD WITH A LIFE-THREATENING ALLERGY

Each parent of a student with a Life-Threatening Allergy shall have the following responsibilities:

1. Inform the school nurse of the child's allergies prior to the opening of school or as soon as possible after diagnosis.
2. Provide a written statement clearly documenting the allergy from the child's primary care health provider or allergist using the Food Allergy Action Plan (AAP) as a guide.
3. Sign a release for the school nurse to consult with the family physician/allergist and all medical providers.
4. Provide the school with the licensed provider's written documentation if there are changes in the child's life-threatening food allergy status.
5. Meet with the school nurse, principal and classroom teacher to develop an AAP/IHCP for the student.
6. Provide current emergency contact information.
7. Provide the school with a list of foods and ingredients to be avoided.
8. Complete and submit all required medication forms.

9. Provide the school nurse with sufficient up-to-date emergency medications (including EpiPens) so medication can be placed in all required locations for the current school year.
10. Consider providing a MEDIC ALERT ID for their child.
11. Accompany their child on field trips and out-of-school activities whenever possible.
12. Provide a bag of snacks for their child's classroom along with safe foods for special occasions.
13. Teach their child (as age appropriate) to:
 - a. Take as much responsibility as possible for avoiding allergens.
 - b. Know where the EpiPen is kept and who has access to the EpiPen.
 - c. Learn to recognize the first symptoms of an allergic/anaphylactic reaction.
 - d. Communicate clearly as soon as he/she feels a reaction is starting.
 - e. Carry his/her EpiPen when appropriate.
 - f. Not share snacks, lunches, drinks and utensils.
 - g. Read food labels as age-appropriate.
 - h. Refuse any food with known allergens or unknown ingredients.
 - i. Understand the importance of hand washing before and after eating.
 - j. Report teasing and/or bullying that may relate to the child's disability.
 - k. Take as much responsibility as possible for his/her child's safety.

RESPONSIBILITIES OF A STUDENT WITH A LIFE-THREATENING FOOD ALLERGY

Each student with a Life -Threatening Food Allergy shall be responsible for the following:

1. Take responsibility for avoiding food allergens.
2. Refrain from sharing or trading food, drinks or utensils.
3. Wash hands before and after eating.
4. Learn to recognize symptoms of an allergic food reaction.
5. Promptly inform an adult as soon as accidental exposure occurs and/or symptoms appear.
6. Develop a relationship with the school nurse and/or another trusted adult in the school to assist in identifying issues related to the management of the food allergy in the school.

RESPONSIBILITIES OF THE CLASSROOM TEACHER/SPECIALIST

Each teacher shall have the following responsibilities:

1. Receive and review the AAP/IHCP in collaboration with the nurse and parent/guardian of any student in their classroom with life-threatening allergies.
2. Request that the classroom has a functioning communication device for communication with the nurse and office.
3. Participate in an in-service training on life-threatening allergies, symptoms, risk reduction procedures, emergency procedures and demonstration on how to administer an EpiPen.

4. Ensure that volunteers, paraprofessionals, specialists and substitute teachers working with the class are informed of a student's life-threatening food allergy and necessary safeguards.
5. Prepare a substitute teacher file and include a copy of the student's AAP to be placed in an identified location in the classroom.
6. Collaborate with the nurse and parent/guardian of the child with a LTA to establish a classroom protocol regarding the management of food in the classroom.
7. Prohibit students from sharing/trading food, drinks and utensils.
8. Inform parents/guardians of any special celebrations in the classroom as a reminder to send appropriate food.
9. Limit use of food for rewards.
10. Encourage the parent/guardian of a child with a LTA to send in a box of "safe" snacks for their child.
11. Reinforce appropriate hand washing before and after eating.
12. Collaborate with the school nurse when planning details of a field trip.

RESPONSIBILITIES OF FOOD SERVICE PERSONNEL

The food service department shall have the following responsibilities:

1. Participate in an in-service training on LTAs including risk reduction procedures, recognition of a possible allergic reaction and emergency procedures including a demonstration on how to administer an EpiPen.
2. Eliminate foods containing peanut, tree nuts and nut by-products from the school menu and a la carte offerings.
3. Compile a list of ingredients used in the foods prepared by the food service department.
4. With consent of the parent/guardian post in the food service work area the student's AAP with the child's photo.
5. Request that the cafeteria has a functioning communication device to contact the nurse and main office.
6. Provide advance copies of the school menu to parent/guardian and notify them if the menu has changed.
7. Label peanut/nut-safe tables.
8. Monitor no food, drink or utensil trading/sharing during school snacks/meals.
9. Provide an in-service training for food service staff regarding safe food handling practices including cross-contamination.
10. Train food service staff and their substitutes in food service procedures regarding the management of life-threatening food allergies, including how to read food labels and recognize food allergens.
11. Provide food service employees with non-latex gloves.

RESPONSIBILITIES OF SCHOOL TRANSPORTATION

All school bus drivers shall be informed that she/he is transporting a child with a Life-Threatening Allergy. The school bus driver shall have the following responsibilities:

1. Attend training on LTAs including risk reduction procedures, recognition of a possible allergic reaction, demonstration on how to use

- an EpiPen and implementation of school bus emergency plan procedures.
- 2. Request that each bus has an emergency communication device (e.g., cell phones, two-way radios, etc.).
- 3. Maintain and reinforce policy of no eating or drinking on the bus.
- 4. Offer preferential seating to children with LTA as specified in the student's AAP/IHCP.
- 5. With parent/guardian permission meet with the school nurse to review the student's AAP/IHCP.

RESPONSIBILITIES DURING RECESS AND PHYSICAL EDUCATION CLASSES

During recess and physical education classes (where a child has a Life-Threatening Allergy), the school shall have the following responsibilities:

- 1. Ensure that at least one adult will supervise children during recess and physical educational class.
- 2. Carry an EpiPen outside if specified in the student's AAP/IHCP.
- 3. Carry an emergency communication device to contact the school nurse and main office.

NOTICE OF NON-DISCRIMINATION

Notice to Parents(s) and Guardian(s):

Pursuant to MGL Ch. 76 S.5 it is the policy of the Hampshire Regional School District to offer all programs, activities and employment without regard to race, color, sex, religion, national origin, sexual orientation, gender identity, or disability.

If the school district determines that harassment or discrimination has occurred, the student may run the risk of such penalties as loss of privileges, including social suspension, detentions, suspensions, probationary status, prosecution in court, and expulsion. A student can incur such penalties for impeding a disciplinary investigation.

If you have questions or concerns please contact *Mrs. Irene Ryan* who is the *District's Coordinator* for *Title VI, Title IX and Section 504*.

**Irene Ryan
19 Stage Road
Westhampton, MA 01027
(413) 527-7200**

STUDENT RECORDS

Except where the regulations specifically authorize access by third parties, no individuals or organizations other than the parent, eligible student and school personnel working directly with the student are allowed to have access to information in the student record without the specific, informed, written consent of the parent or eligible student.

The Student Record Regulations adopted by the Board of Education apply to all public elementary and secondary schools in Massachusetts. The regulations are designed to ensure parents' and students' rights of confidentiality, inspection, amendment, and destruction of student records, and to assist school authorities in carrying out their responsibilities under state and federal law. The regulations apply to all information kept by a school or school district on a student in a way that the student may be individually identified.

In accordance with federal regulations and for the benefit of parents and students in the school district, protocol is aligned with rights regarding educational records and confidentiality. A student and a parent have the right to inspect and review educational records. (FERPA 99.4).

To request a copy of your child's student records:

1. Contact the school principal and inform him/her that you would like to review your student's educational records. You must give written consent before any personally identifiable information is released about your student to anyone other than the parent/guardian.
2. Allow the school five days to copy and provide the requested information. There may be a small fee to cover the copying.

If you feel the educational record is misleading or inaccurate, you can request an amendment to the part of record that is inaccurate in writing with the School Principal:

1. Inform the school principal that you have discovered inaccurate or misleading information and would like it amended or removed.
2. Allow the school district five to 10 working days to decide whether your request is valid.
3. If the school district disagrees with the request, you can file for a hearing with the school district to voice your concerns.
4. If, as a result of the hearing, the school district decides that the information is inaccurate or misleading, the school will amend the record and inform you of the amendment in writing.
5. If, as a result of the hearing, the school district decides the information is accurate and not misleading, they will notify you of the right to place a statement in the record explaining why you feel the information is misleading or incorrect.
6. The school district is obligated to place a copy of your statement in the educational record.

The Anne T. Dunphy School trains school personnel on the provisions of the Family Educational Rights and Privacy Act, M.G.L. c. 71, s. 34H, and 603 CMR 23.00 and on the importance of information privacy and confidentiality.

Student Records: Non-Custodial Parent

As required by Massachusetts General Law Chapter 71, Section 34H, a non-custodial parent may have access to the student record in accordance with law and Department of Education regulations. The school district will follow the law and the regulations developed by the Massachusetts Department of Education to standardize the process by which public schools provide student records to parents who do not have physical custody of the students ("noncustodial parents"). As required by M.G.L. c.71, §34H, a non-custodial parent may have access to the student record in accordance with the following provisions.

- (a) A non-custodial parent is eligible to obtain access to the student record unless:
 - 1. the parent has been denied legal custody based on a threat to the safety of the student or to the custodial parent, or
 - 2. the parent has been denied visitation or has been ordered to supervised visitation, or
 - 3. the parent's access to the student or to the custodial parent has been restricted by a temporary or permanent protective order, unless the protective order (or any subsequent order modifying the protective order) specifically allows access to the information contained in the student record.
- (b) The school shall place in the student's record documents indicating that a non-custodial parent's access to the student's record is limited or restricted pursuant to 603 CMR 23.07(5)(a).
- (c) In order to obtain access, the non-custodial parent must submit a written request for the student record to the school principal.
- (d) Upon receipt of the request the school must immediately notify the custodial parent by certified and first class mail, in English and the primary language of the custodial parent, that it will provide the non-custodial parent with access after 21 days, unless the custodial parent provides the principal with documentation that the non-custodial parent is not eligible to obtain access as set forth in 603 CMR 23.07 (5)(a).
- (e) The school must delete the electronic and postal address and telephone number of the student and custodial parent from student records provided to non-custodial parents. In addition, such records must be marked to indicate that they shall not be used to enroll the student in another school.
- (f) Upon receipt of a court order, which prohibits the distribution of information pursuant to G.L. c. 71, §34H, the school shall notify the non-custodial parent that it shall cease to provide access to the student record to

the non-custodial parent.

Student Records Regulations/FERPA

The Massachusetts Student Records Regulations were created to ensure rights of confidentiality, inspection, amendment and destruction of student records and to help schools adhere to the law. The rights specified in the regulations are the rights of the student's parents or guardians if the student is under 14 years of age or has not yet entered 9th grade. If the student is between 14 and 17 years of age or has entered the 9th grade, the student can also exercise those rights.

The right to file a complaint with the U.S. Department of Education concerning alleged failures by the District to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

Family Policy Compliance Office
U. S. Department of Education 600 Independence Avenue, SW
Washington, DC 20202-4605