

**Walpole Public Elementary Schools
Student and Parent
Handbook
and
Code of Conduct
2021-2022**

“Striving for Excellence”



**Walpole Public Schools
135 School Street
Walpole, MA
508-660-7200 x 5261**

Bridget A. Gough, Ed.D., Superintendent of Schools

Revised – September 2020

TRANSLATION OF IMPORTANT DOCUMENTS

The following statement should be copied in the language spoken in the student's home if it is other than English and attached to important documents, such as student handbook, notices of PAC meetings, etc. If parents request translation, please contact the Director of Curriculum, Instruction and Grants immediately.

English

This is important information. If you need translation, please contact your child's school.

Spanish

Esta información es importante. Si usted necesita una traducción, favor de ponerse en contacto con la escuela de su hijo.

French

Voici des renseignements importants. Si vous avez besoin de la traduction, contactez s'il vous plaît l'école de votre enfant.

Portuguese

Isto é a informação importante. Se você precisar de tradução, por favor contate com a escola da sua criança.

Russian

Это важные сведения. Если вы нуждаетесь в переводе, контактируйте пожалуйста со школой вашего ребенка.

Arabic

هذه معلومات مهمة. إذا كنت تحتاج إلى ترجمة الرجاء الإتصال بمدرسة طفلك على الرقم التالي

Mandarin Chinese

這個消息很重要。假如須要
翻譯成中文請給學校聯絡。



Walpole Public Schools

135 School St.

Walpole, MA 02081

Bridget A. Gough, Ed.D.; Superintendent of Schools

508 660 7200, Ext. 5261

“Striving for Excellence”

Welcome to the Elementary Schools of Walpole!

Boyden School

Brendan Dearborn, Principal

1852 Washington Street

South Walpole, MA 02072

508 660 7216

Fax: 660 7217

<http://www.walpole.k12.ma.us/boy/>

Elm Street School

Carrie Ruggiero, Principal

415 Elm Street

Walpole, MA 02081

508 660 7374

Fax: 508 660 7379

<http://www.walpole.k12.ma.us/elm/>

Fisher School

Brian Bemiss, Principal

65 Gould Street

Walpole, MA 02081

508 660 7234

Fax: 508-660-7233

<http://walpole.k12.ma.us/fis/>

Old Post Road School

David Barner, Principal

99 Old Post Road

Walpole, MA 02081

508 660 7219

Fax: 508-660-3114

<https://www.walpole.k12.ma.us/opr/>



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WALPOLE PUBLIC SCHOOLS

School Starting and Ending Times 2019-2020

School	Drop-off time	Starting Time	Ending Time
Walpole High School	7:20 a.m.	7:30 a.m.	2:05 p.m.
Middle Schools	7:35 a.m.	7:45 a.m.	2:30 p.m.
Boyden/Fisher	8:15 a.m.	8:25 a.m.	2:55 p.m.
Half Day Kindergarten	8:15 a.m.	8:25 a.m.	11:40 a.m.
Elm/Old Post Road School	8:45 a.m.	8:55 a.m.	3:25 p.m.
Half Day Kindergarten	8:45 a.m.	8:55 a.m.	12:10 p.m.

Early Release Dismissal Times

It is important to provide staff in-service opportunities in order to update curriculum, provide training, and improve the quality of services. Students are dismissed early in order for staff to participate in these professional development opportunities.

NOTE: Students will not be eating lunch at school on early release days.

The following schedule indicates the dismissal time at each school on early release days:

Dismissal Time

Walpole High School	11:01 a.m.
Middle Schools	11:30 a.m.
Boyden/Fisher Schools	11:55 a.m.
Kindergarten	11:55 a.m.
Elm/Old Post Road Schools	12:25 p.m.
Kindergarten	12:25 p.m.

Year 3 of 3 year switch

Mission Statement	<i>Walpole Public Schools educates all students to achieve success.</i>
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The Vision of the Walpole Public Schools

Vision Statement	<p><i>The Walpole Public Schools is a diverse learning community that empowers students and staff to maximize their full potential. Our professional and caring staff is committed to providing a rigorous education to ensure our students achieve individual success. Through a collaborative partnership with community and families, Walpole Public Schools educates all our students to become responsible, contributing global citizens and life-long learners.</i></p> <p><i>To reach these goals, the Walpole Public Schools provides students with the tools they need to succeed in a complex global society. We challenge every student to master a rigorous curriculum taught by highly qualified, enthusiastic, and inspirational educators. We embrace innovation and technology, and we provide the facilities to support learning.</i></p> <p><i>Our students learn future ready skills that enable them to be effective communicators, critical and creative thinkers, and problem-solvers. The Walpole Public Schools is a positive and safe learning environment where students' physical and emotional well-being and success are paramount.</i></p> <p><i>We are committed to maintaining our role as a leader in public education at the local, state, and national level.</i></p>
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Guiding Beliefs

We believe ...

- *all students want to learn;*
- *learning is a lifelong process;*
- *all students can learn and achieve success;*
- *the measure of success is individual;*
- *emotional intelligence is a foundation of student success*
- *students are contributing members to the local community and interconnected global society;*
- *our schools are safe, inclusive, collaborative, and respectful learning environments;*
- *effort, perseverance, and responsibility are fundamental to success;*
- *the diversity in our community is critical to the educational experience of all learners;*
- *student growth is a shared responsibility among students, families, school, and community.*

District Goals from WPS Strategic Plan 2019-2024

1. To provide engaging curriculum, differentiated instruction, and ongoing assessments for all students.
 - 1.1 Create consistent, coherent, and sustainable curriculum maps for PreK – 12.
 - 1.2 Provide personalized learning through flexible instructional practice that fosters growth for all students.
 - 1.3 Utilize qualitative and quantitative data to inform instruction and improve practice.
2. To foster and strengthen the social-emotional well-being of the school community in order to develop responsible and engaged citizens.
 - 2.1 Identify and provide professional development and resources for families, students, and staff.
 - 2.2 Embed consistent social emotional learning practices across curriculum.
 - 2.3 Engage, educate, and partner with students, families and communities.
 - 2.4 Develop ethical students who value multiple perspectives and demonstrate responsible citizenship in the school and community.
3. To demonstrate a high level of Cultural Proficiency as evidenced by active promotion of diversity in all aspects of instruction, learning, and participation, thus ensuring equity for all and full inclusion of members of the educational and greater community.
 - 3.1 Focused leadership to analyze and promote diversity, equity, and inclusion in Walpole Public Schools.
 - 3.2 Create a shared community vision of belonging where everyone feels accepted, valued, heard and encouraged to participate as their authentic selves.
 - 3.3 Infuse diversity, equity, and inclusion within the curricular and co-curricular activities and instruction.
4. To ensure that facilities and resources support student learning and well-being.
 - 4.1 Effectively provide for the safety, health and welfare of all members of the Walpole school community.
 - 4.2 Identify and plan for future ready facilities projects.
 - 4.3 Identify, secure and responsibly manage sustainable funding for all school department needs.

School Committee

The School Committee is an elected body of seven whose principal responsibilities are to:

- Determine policies
- Review School Improvement Plans
- Establish and monitor a budget to support programs
- Hire and evaluate the Superintendent
- Conduct meetings that are open to the public

School Committee Members

William Buckley, Jr., Chairperson

Kristen Syrek, Vice Chairperson

Sean Ahern

Mark Breen

Kari Denitzio

Nancy Gallivan

Jennifer Geosits

The Walpole School Committee is the governing body of our school system. Their meetings are scheduled on the first and third Thursday of the month at 7:30 p.m. These meetings are open to the public. Exact times and agendas are posted in the Clerk's Office, Town Hall.

School Council

The School Council is an elected group which:

- Acts as an advisory to the building Principal
- Develops the goals for the Building School Improvement Plan
- Sets measurable goals and objectives and identifies data collection to inform the School Committee and community
- Provides a communication vehicle which includes principal, faculty, and parents
- Reviews the building budget
- Develops and reviews policies and procedures at the building level
- All meetings are open to the public

There are vacancies for parent representatives and a community representative to be elected yearly



Parent Advisory Committee (PAC)

The Parent Advisory Committee (PAC) for each school is an organized group which:

- Serves as liaison for communication between principal, teachers, and parents
- Provides input to the Principal regarding issues at the building level
- Provides fundraising activities to support enrichment programs for the students and supplement the school budget
- Organizes the volunteer support services to the school
- Conducts PAC meetings that are usually scheduled monthly at each elementary school. Please refer to school calendars for the September-May dates. (PAC meetings are not held in December.) All meetings are open to the public.



Communication

School-Related Problems and Concerns

From time to time, parents may wish to bring problems or concerns to the attention of appropriate school officials. To assist parents in this regard, the following general guidelines may be helpful:

1. Any concern regarding a school-related matter should first be raised by the parent with the staff member most directly involved. For instance, questions regarding the content of instructional materials or homework assignments should be raised with the teacher involved.
2. If the matter remains unresolved, the parent may wish to speak with the building Principal. Appointments can be scheduled by contacting the office of the principal involved.
3. If the matter is still unresolved, the parent may wish to speak to the Superintendent. For an appointment, contact the Superintendent's Office.
4. If the matter still remains unsolved, the parent may wish to bring it to the attention of the School Committee by communicating directly with the Chairperson of the School Committee.

We urge that parents use the progressive steps outlined above as most problems can be addressed satisfactorily by the teacher or other staff member most directly involved. Starting out at the top inevitably results in no decision and the matter being remanded to the staff member most directly involved.

The following are examples (not an all-inclusive list) of issues which are more appropriately addressed at the levels indicated.

1. **Teachers**
 - a. Student homework assignments, quizzes, and tests;
 - b. Course content, instructional materials, academic progress, and extra help;
 - c. Issues related to classroom discipline, relationships with other pupils and the teacher;
 - d. Athletic issues with the teacher/coach involved and then, to the Athletic Director.
2. **Guidance Counselors**
 - a. Problems between school and home; teacher and pupil; pupil and other pupils;
 - b. Personal matters relating to student development, behaviors, and interactions with others.

3. Principals

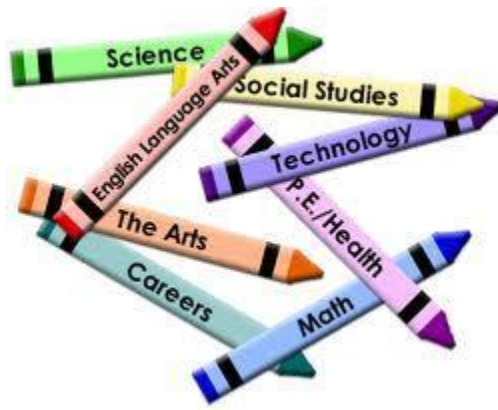
- a. Any issue arising out of a school building when no other staff member can be specifically identified;
- b. Student placement issues (in a class, program, instructional level);
- c. Instructional and co-curricular program issues (athletics, music, drama, etc.);
- d. Matters related to the physical plant;
- e. Complaints, dissatisfaction, or concerns regarding school personnel;
- f. Student records; school-wide discipline issues; bus conduct issues.

4. Superintendent/Assistant to the Superintendent

- a. Questions regarding School Committee policies and administrative procedures;
- b. School Committee meeting and agenda items;
- c. Any school system records or documents;
- d. Budgetary matters;
- e. Hiring and supervision of staff;
- f. Complaints, dissatisfaction, or concerns regarding school personnel or services which have not been resolved at the Principal's level;
- g. Suggestions or requests for change in the curriculum;
- h. Transportation matters (if not resolved by transportation coordinator/business manager).

5. School Committee

- a. Matters pertaining to policy (class size; student trips; fund-raising activities, etc.);
- b. Requests specific courses and programs are included in the program of studies;
- c. Complaints regarding the Superintendent;
- d. School Committee minutes and agenda items (Chairperson of School Committee);
- e. Budgetary matters; long-range planning (facilities, programs, etc.).



Instructional Program

The curriculum of the elementary schools is carefully planned and evaluated by our professional staff to insure an updated and well-balanced program for each child.

The areas of instruction for grades K-5 pupils include language arts (including reading, writing, literature, listening, grammar, handwriting and spelling), mathematics, social studies, science, physical education, art, music, social emotional learning and computer skills. Copies of the Massachusetts Curriculum Frameworks for all major curriculum areas are available for parents on the Massachusetts Department of Elementary and Secondary Education website.

Acceptable Use Policy Description

The use of the computers in the school is carefully monitored by staff for appropriate use. Students are expected to follow the guidelines of the Acceptable Use Policy (AUP), which provides regulations about the use of the computer and access to the Internet. The Acceptable Use Policy is available at the end of this Handbook. We must have a signed AUP form in order for a student to have access to networked computer software.

Animals

Animals are not allowed in school with the exception of special programs and service animals approved by the principal. Please note that animals on the playground will be reported to the Animal Officer, in which case the owner will be subject to a fine. Please remember that there is a leash law.

Food

Food items are not allowed to be brought to school to be provided to or distributed to other students.

Chapter 766 - Special Education

During the learning process, an individual must receive, organize, and store information in such a manner that it can be used again. Difficulties may occur in any or all of these aspects of learning and may become evident in areas such as speaking, listening, reading, writing, spelling, or

arithmetic. In order to meet the needs of these children, our program includes screening, diagnosis, and specialized instruction by certified specialists.

IST (Instructional Support Team) is a team of education faculty that is facilitated by the Principal or his/her designee. When a parent is concerned about a student's development or progress, h/she should discuss the concerns with the teacher. A teacher may also have concerns and should notify the Principal or his/her designee and request an IST Meeting. The teacher will complete and submit the IST referral form to the Team to initiate the process of examining student needs and exploring strategies and resources to assist the student's development. The Team will convene, identify strategies or resources to support the student's development, project student progress in specific areas within specified time frames (usually 6-8 weeks) and propose measurable benchmarks for determining student progress. Membership of the IST is voluntary. The IST process will be completed simultaneously even if the parent has requested a referral to Special Education.

The Building Evaluation Team (BET) Chairperson, together with staff, such as, Moderate Special Needs Specialists, Speech Therapist, Occupational Therapist, the School Psychologist, School Nurse, Guidance Counselor and other relevant specialists implement the special education regulations regarding evaluations of students with special needs. The BET works closely with the staff to coordinate the efforts of the home, school, and relevant agencies to develop programs for children with special needs. As a member of the team, parents' involvement in the diagnosis of their child's needs and in the planning of an appropriate educational program is most important.

Code of Conduct

One of the goals of educating young children is to teach them the responsibility of making appropriate choices in their behavior. Rules are developed by staff and students for individual classrooms as well as the entire building. These rules reinforce the necessity of safety, personal respect, and self-discipline. Making appropriate choices is recognized in a variety of ways including verbal praise, notes home, and tangible rewards. Making inappropriate choices results in various consequences. Parents should call their child's teacher when they have a question or concern. Regulations regarding suspension policies are also outlined. The Code of Conduct for all elementary students is in the appendix. Please review it with your child.

Dress Code

Student attire contributes to a positive learning environment. Students should come to school dressed in clothing appropriate to the season and the schoolwork environment. Clothing displaying offensive pictures, words, or slogans (i.e., promoting alcohol, drugs, violence, weapons, etc.) is not allowed. Clothing that exposes the midriff or undergarments, spaghetti straps, and very short shorts are not allowed. Physical activity is encouraged every day through recesses and physical education classes. Students are strongly encouraged to wear sneakers every day to avoid injury. Flip-flops, sandals, and footwear with wheels are discouraged. Students may bring shoes/boots for special activities/winter weather.

Emergency Drills

All elementary schools work closely with our community Fire and Police Departments to prepare for emergency situations by conducting drills. These drills prepare students and staff for emergencies in and out of the school building.

Extended Day Program, Devin Clifford, Director

The Walpole Extended Day Program offers child care before and after school. The program, sponsored by the Walpole Public Schools, is held at each of the four elementary schools for children in kindergarten through fifth grade on school days only. Vacation camps may be scheduled if there is sufficient enrollment. (Extended day services are not available after ½ day morning Kindergarten.) Further information and applications are available online:

http://www.walpole.ma.us/District_Home_page/extended_day.htm

or, by contacting the Extended Day Program Office at the Elm St. School (508) 660-7361

Guidance

The Counselor at each school works with students, parents and teachers for a variety of reasons. Their responsibilities may include helping students who are experiencing personal difficulties; (such as: divorce, death, bullying, making friends, high anxiety); helping parents and teachers with concerns about students; teaching guidance lessons to students in all classrooms. Parents are encouraged to contact the counselor if there are any questions or concerns.

Home Tutors

Home tutors are available at the town's expense for those students who will be absent for more than 14 days because of illness or accident. Please contact the principal, guidance counselor, or nurse if this need arises.

Homework

The purpose of homework is to review and practice lessons, prepare for class, and develop skills. Homework helps the students to apply learning and to develop self-discipline and personal responsibility. Homework also informs about the child's instructional needs.

It is the responsibility of the parent to:

- Encourage your child to accept responsibility for completing home assignments
- Encourage and guide your child with assigned homework
- Make sure your child really needs help before offering to assist; provide necessary assistance and add a positive supportive attitude for completing assignments
- Show an active interest in your child's homework
- Help your child define an appropriate routine and environment for completing assignments
- Read and discuss the homework expectations with your child
- Communicate concerns/questions/issues with your child's teacher any time during the year
- Help your child see the connection of homework to learning and daily life skills
- Facilitate access to material necessary for the completion of home assignments; e.g. take them to the library
- Recognize homework is not limited to writing assignments but may include: studying, reading, researching, interviewing, etc.
- Set a high priority in the home for homework

In addition to daily reading, the following chart lists the homework assignment frequency and minutes per night expected of the students:

Grade K	Daily at home read aloud	15 minutes/night
Grade 1	2 times/week	10 minutes/night

Grade 2	2 times/week	15 minutes/night
Grade 3	3-4 times/week	20-30 minutes/night
Grade 4	3-4 times/week	30-45 minutes/night
Grade 5	4 times/week	45 minutes/night

Instructional Trips

Students will have the opportunity to take field trips to various places during the elementary school years. These enriching and educational trips are carefully planned and supervised and are provided at a reasonable cost to the parent. The trips are aligned with curriculum frameworks. Financial assistance is available as needed. Requests for financial assistance are kept in strict confidence. Direct any such requests to the Principal, Guidance Counselor or Classroom Teacher.

Media Services

The Media Center supplies the materials and equipment needed to support the school's instructional program and contain organized collections of many different kinds of educational resources to help provide for the diversity of children's interests, levels of skills, and ways of learning.

Students use the Media Center on both an informal and scheduled basis, as an extension of their classroom experience. It is important for children to have the opportunity to develop skills in locating, evaluating, and using information so they may become increasingly self-directed, independent learners.

Materials selected for school media centers, as well as individual classroom collections, follow Walpole School Committee policy as well as the American Library Association's Library Bill of Rights, both of which state:

- Collections are provided for the interest, information and enlightenment of all students the library services.
- Libraries work to provide materials and information presenting all points of view on current and historical issues.
 - All materials are reviewed to ensure that they are free from bias and represent all students.
- Materials in the school library have been selected for students ages 5-11 following these guidelines.
- Adult guardians of students are encouraged to discuss with their children the books they have chosen to read independently and supervise the materials their child selects from school and classroom collections.

Reading Services/Title One

Reading Specialists or Title One teachers may work with students individually and in small groups following diagnostic assessment, in order to help them improve their reading and/or math skills. Attention is often concentrated in areas of vocabulary, word analysis, comprehension, and oral and silent reading. The length of time a student spends with the specialists is determined by individual needs. Parents will be notified if their child is recommended for these services. In addition, Title One staff may provide support in math in grades K-3. Reading Specialists also offer consultation to teachers. Title One is a federally funded program, which provides extra support to children who may be having difficulty. It is not a special education service.

Report Cards/Parent Conferences

All schools K-5 will follow a semester timeline. This means that students' progress reports will be sent home 2 times a year. Parents will receive these in January and June.

Formal parent/teacher conferences will be scheduled in the fall and spring to discuss student progress. However, parents who have questions or concerns are encouraged to request a conference with the teacher or principal any time during the year. Parents and teachers will make a time that is mutually convenient for both the parent and the teacher.

Retention

Because children develop intellectually and physically at different rates, it is necessary to evaluate each child's progress on an individual basis. Most children require a year to mature and to master the basic skills of that grade. The Walpole Public Schools does not endorse retention except in specific individual cases. Extensive research regarding the negative impact of retention supports the practice to determine and provide the type of instruction and intervention required to enable student progress. The decision to repeat a child will be made only after a careful analysis of the child's growth in all areas by the child's teacher, parent, and the principal, and any other educator who works with the child.

School Resource Police Officer

This Police Officer works with students, parents, teachers, and community agencies to promote and maintain a safe, secure and healthy learning environment. The officer is a resource to teachers, parents and students for conferences, dealing with individual problems, discipline issues, communication with families about difficult situations, dealing with excessive tardiness, absenteeism and truancy, if the need arises. The officer will promote principles of good citizenship and community responsibility and encourage students to feel comfortable about speaking to authoritative figures.



Volunteer Programs

Volunteers are invaluable! Volunteering is a very important aspect of your child's education. Additionally, it provides you with an opportunity to contribute to the activities necessary to operate an effective school.

We encourage parents to volunteer in a variety of ways - either directly in the school during school hours or helping with other tasks outside of the school day. No matter how you can help, all assistance is very much needed and appreciated by the school. Notices will be sent home during the year offering opportunities for parents to volunteer. We encourage you to consider some time during the year you can help either in school or at home.

Volunteer Guidelines

Entering and Leaving the Building: Enter the building by the main lobby door only and report to the office. At the office, please sign in and take a volunteer label. This identifies you as a worker in the building. At the end of your time, please sign out. Please do not visit other parts of the building (such as the playground) if it is not part of your volunteer assignment.

Absences: Please be sure to call the office if you will be absent on any day. The staff depends on the volunteers once they are assigned, and it is helpful for their planning if they know you are unable to come.

Responsibilities of Your Volunteer Task: Most volunteer duties have a staff member or PAC Chairperson who can answer specific questions as they come up during the year. If you are unsure, please call your Volunteer Coordinator or the Principal.

Confidentiality: When you are working in the building, information you may hear about students is considered confidential and should not be repeated or discussed.

Concerns/Questions: If any situation arises in the building that you have concerns about, please contact the teacher or Principal. It is important to us that we maintain communication within the building between staff and volunteers to insure that the program is working well.

Changes: If during the year you cannot continue the volunteer position for any reason, please let the Chairperson or the office know immediately so we can find a replacement.

Visiting Classrooms: Please remember that during your time in the building, classes are in session and should not be interrupted by parents. Although you may want to just stop by for a minute to give your child something or to chat, it likely will not be a very appropriate time for the class to be interrupted. You may leave items in the office for delivery.

Discipline: Most areas of the building, including classrooms, will have rules displayed. If you see inappropriate behavior while you are working, please report it to the nearest staff member or to the office. Please intercede immediately if safety is a concern.



Policies and Procedures

Attendance

It is imperative that the scheduled times for school are maintained, as missing even 5 minutes can be disruptive to a child's schedule. Regular attendance and prompt arrival at school are essential for a child to make progress in school. However, children should not arrive at school any earlier than ten minutes before the start time. If you arrive earlier, please wait with your child in your car.

If a child is absent or tardy, it is necessary that you send a note of explanation upon his/her return to school. Please call your child's school's **call-in answering machine** whenever a student is absent. If the school is not notified, the parent will be contacted. If a doctor's note is submitted to the office explaining the absence, then the absence will be excused.

Research indicates that consistent attendance has a strong correlation to a student's educational progress. Families should plan vacations during school vacation periods to insure the continuity of teaching. It is impossible to replace classroom instruction with worksheets or other materials. Children miss valuable teaching time each day they are not in school. Teachers are not responsible for providing work if students take vacations during school time.

If there are unusual circumstances and your child must be absent, make-up work may be given ahead of time. It is the responsibility of the child, with parents' help, to make up the work as quickly as possible.

Note: It is imperative that all students participate in all Gr. 3-5 MCAS testing. Please refer to the school calendar for dates.

Student Absence Notification Program

Each Principal or designee will notify a student's parent/guardian within 3 days of the student's absence in the event the parent/guardian has not informed the school of the absence.

Each Principal or designee shall make a reasonable effort to meet with any student, and that student's parent/guardian, who has missed five (5) or more unexcused school days (a school day shall be equal to two (2) or more class periods in the same day) in a school year. The meeting shall be to develop action steps to improve student attendance and shall be developed jointly by the Principal or designee, the student, and the student's parent/guardian. The parties may seek input from other relevant school staff and/or officials from relevant public safety, health and human services, housing, and nonprofit agencies.

Dismissal of Students

If you desire to have your child excused before the end of the school day, he/she must bring a written request from home. Dismissals should be limited to dental and doctor's appointments. It is also necessary that you inform the teacher/office if your child is to be picked up by someone other than a parent. All children dismissed early must be picked up at the main office. If your decision to pick up your child from school is last minute, please telephone the school office. Please remember that phone calls are difficult in a busy school. Written notes to the teacher facilitate the correct handling of dismissals. Do not rely on email for last minute changes, as staff will likely not check email until after dismissal.

No dismissals, unless there is a medical emergency, will occur within 15 minutes prior to the end of school as this is a very busy time for classes and school, in general.

Bicycles

Students in grades 4 & 5 may ride bicycles unsupervised to school with the exception of students at Elm Street School. It is not permitted there due to safety concerns on Route 27.

No child is permitted to ride bicycles during snow or other inclement weather. All bikes must be placed in the rack with a lock and chain. The school system is not responsible for lost or stolen

bicycles. Bicycle riding on the playground area is not permitted. State law requires that students wear helmets for safety.

All bicycle riders must conform to the automobile highway regulations as established by the Commonwealth. A list of these rules and regulations may be obtained at the Walpole Police Station. No skateboards, roller blades, or scooters are allowed.

Transportation

Bus transportation is provided for all students who live further than two miles from the school. Students who live within two miles of the school may also ride the bus, but need to pay a transportation fee.

A bus pass is required for all students who ride the bus and is available at the Transportation Office on the second floor of Town Hall. (660-7200, Ext. 5276)
(wpstransportation@walpole.k12.ma.us)

Bus Conduct and Safety Rules

1. While at the bus stop, remain well back from the road.
2. Wait until the bus comes to a complete stop and the bus driver signals to get on the bus.
3. Enter and exit the bus carefully - walking - no pushing, shoving or rushing.
4. Keep hands and feet to yourself.
5. Keep the aisle clear of feet and other objects.
6. Speak quietly and kindly while on the bus.
7. Stay in your seat at all times.
8. Keep hands inside the windows.
9. No eating or drinking is allowed.
10. Remember to take all your belongings off the bus.
11. Follow the bus driver's directions the first time given.

The Bus Regulations may be found in the appendix. Please review these regulations with your child(ren).

Cellular Phones/Electronic Devices

Students may not use cellular phones or other electronic devices during the day. If students need to have one of the above devices for an out of school purpose, the device must be kept turned off and remain in the backpack. If a student is found to have an electronic device in his or her possession, outside of the backpack, it will be kept in the office until a parent is able to pick it up.

Distribution of Student Information to Non-Custodial Parents

(Massachusetts General Laws, Chapter 71, Section 34H)

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 their children ("non-custodial parents"). The purpose of this policy is to protect parental rights while ensuring the safety of all parties. 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.

Early Dismissal of School

Early dismissal of students during the school day is very rare. This is done only if severe weather conditions occur after the students have arrived or other emergencies such as loss of heat, etc. When the entire school is dismissed early by the Superintendent, telephone calls will be made by our automated emergency phone notification system to the numbers listed in the Phone 1, Phone 2 and Phone 3 section of the Student Profile, and an email will be sent to all subscribers of the Principal's Newsletter. Emergency contact information is invaluable in these situations. Please be sure to keep the school informed about changes in contact information throughout the year.

Emergency Forms

All students must have an Emergency Form completed for the school. This provides the necessary information for the school if parents need to be contacted for any reason. Any changes on the form during the school year must be sent to the office to insure accuracy of information. This includes cell phone numbers, changes in employment telephone numbers, etc.

Please include as many options as possible for people who have permission to pick up the child at any time during the school year. Cars break down, people get stuck in traffic, and other unforeseen circumstances do occur. The school will not release a child to anyone without parental consent. Simultaneously, the school would like to ease children's concerns and be able to assure that they will be going home soon with a familiar family member or friend.

Entrance Age

In an attempt to permit children to enter kindergarten or first grade at the time most appropriate for them, the School Committee has established the following policy on entrance age:

Children who will be five years of age before September 1st of the school year during which they wish to enroll will be eligible to enter kindergarten in September.

Children who will be six years of age before September 1st of the school year during which they wish to enroll will be eligible to enter first grade in September.

Initial admission of children in grades 2 to 5 will involve a consideration of both chronological age and the readiness of the children to do the work of those grades.

Financial Assistance

Some financial assistance is available for families who may need this support. Please speak to the child's teacher, the guidance counselor, the nurse or the principal. All requests are confidential. The PAC provides some funding and other funding is often available from community agencies. This includes items such as field trip fees, as well as items such as winter coats or backpacks. Additionally, the school participates in the Federal Free & Reduced Lunch Program. Information is available in each school's office.

Bullying Prevention and Intervention Plan

Please click here for the [Bullying Prevention and Intervention Plan](#)

Hazing

An Act Prohibiting the Practice of Hazing Chap. 536, Chap. 269 Sec. 17-19.

Hazing is prohibited at all schools, in accordance with the state law abolishing this practice.

"Hazing" means "any conduct or method of initiation into any student organization, whether on public or private property, which willfully or recklessly endangers the physical or mental health of any student or other person."

Lost and Found

There is a designated place at all schools for lost and found articles. Each year many of these articles are left unclaimed and donated to agencies such as Goodwill. It is recommended that all of your child's clothing, lunch boxes, backpacks, etc., be clearly marked with their name to insure prompt return to the rightful owner. Please check periodically in case your child's belongings are there.

No School Procedures/Delayed Opening

If school will be cancelled, or the start time is delayed, a phone call will be made by our automated emergency phone notification system to the number listed in the Phone 1 section of the Student Profile. An email will be sent to all subscribers of the Principal's email.

Announcements will also be posted on the district-wide website. <http://www.walpole.k12.ma.us>
. Announcements will also be made on WBZ radio and Channels 4, 5, 7, 25 on television.

Please do NOT call the police station about possible school closings as this will tie up emergency lines. Please do NOT call the school, as this also will tie up our phone lines.

In some cases, there may be a delayed start in the opening of school in order to clean the roads/sidewalks of snow. Please do not send your child(ren) in earlier than the delayed opening as there is no staff to supervise the children.

No Smoking Policy

Legislation has required that all schools are "smoke free" environments. The school has been posted to designate that there will be no smoking in the building or on school grounds. This includes the parking lot and playground. Therefore, smoking is not allowed in private cars on school property. We appreciate your cooperation.

Parental Notification Law

In accordance with Massachusetts law, a parent has the right to exempt their child from any portion of the curriculum that primarily involves human sexual education or human sexuality issues. To receive such exemption, a parent must send a written request to the Principal requesting an exemption for their child. No student who is exempted from this portion of the curriculum will be penalized. If you would like an outline of any such curriculum, please contact the Principal or School Nurse.

Physical Restraint Regulations

All Walpole schools strive to maintain safe learning environments for all students and staff. As part of a comprehensive approach to safety, all schools have a physical restraint policy in place with procedures, which follow the Department of Education Regulations (766 Reg. 603 CMR 46.00). Specific procedures are carried out by qualified, trained staff and parents are notified. For further information, contact your child's school.

Security

Security is an important concern for everyone and several procedures are to be followed by all visitors.

- All visitors, including parents, must report to the main office upon entering the building. There is a visitor log book to sign, and a visitor's pass to wear.
- No unauthorized people, including parents, are allowed on the playground during school hours.
- All volunteers working in our schools, or chaperoning field trips, must complete a CORI form which is available in the main office. This is a "Criminal Offender Record Information" check. It must be renewed every three years.

School Breakfast/Lunch Program

A breakfast/lunch program, prepared to fulfill the requirements of the National School Lunch Program, is available in all Walpole Schools. Menus are posted on the school nutrition website.

Students who are at school at lunchtime are welcome to purchase breakfast/lunch and/or milk in the Cafetorium. Families will receive information from our Food Services Program about our cash-free system. Families pay in advance and students use a pin number instead of cash. That

amount is automatically deducted from their account. Money will not be accepted. It is imperative that parents review their account and keep payments current.

Walpole participates in the federal free and reduced lunch program. Applications are available in the school office and confidentiality is guaranteed.

Student Directory Information

The Walpole Public Schools hereby designate the following information as "directory information": students' names, grade or class, year of expected graduation, participation in school sponsored activities, student work, honors, awards, post graduate plans relative to further education and/or careers. Directory information will be disseminated without further notice during any school year in which the student is enrolled in the school district unless the parents or student, age 18 or older, notify the Superintendent of Schools in writing, of the fact that he or she does not wish the school to disseminate some or all "directory information" to third parties. Third parties may include newspapers, television, local cable, or the school or district web site. Once dissemination has been restricted, said restriction will remain in effect unless a subsequent written notification releases the school to disseminate some or all "directory information." Restriction upon the dissemination of "directory information" must be sent to the Superintendent of Schools at 135 School St., Walpole, MA 02081, no later than October 1.

Student Records

Federal and state laws provide parents and eligible students (those who are age 14 or older) with rights of confidentiality, access, and amendment relating to student records with 24 hours notice.

Access and Amendment: A parent or eligible student has a right to access student records and to seek their amendment if the parent or eligible student believes them to be inaccurate, misleading, or otherwise in violation of the student's privacy rights. In order to obtain access or to seek an amendment to student records, please contact the building Principal.

Confidentiality: Release of student records generally requires consent of the parent or eligible student. However, the Regulations provide certain exceptions. For example, staff employed or under contract to the district have access to records as needed to perform their duties. The Walpole Public Schools also releases a student's complete student record to authorized school personnel of a school to which a student seeks or intends to transfer without further notice to, or receipt of consent from, the eligible student or parent.

Transfers, Change of Address, Telephone Numbers

Parents should notify the school of any change of address, telephone number (including cell phones and email addresses), or other pertinent information as soon as possible. When a transfer from our school is expected, we would appreciate advance notice so that the child's records may be completed and forwarded to the new school. It is important that the class and teacher also have the opportunity to say "Good-bye" and to help the child make the transition. This will aid in the child's adjustment to his/her new environment.

Non-Discrimination Policy

It is the role of the Walpole Public Schools to provide a safe and secure learning environment for all its students without distinction based on race, religion, ethnicity, disability, gender, gender identity, sexual orientation, or homelessness. Discrimination, sexual and bias-motivated harassment, and violations of civil rights disrupt the educational process and will not be

tolerated. Because of the importance of this issue, this policy provides explicit definitions clarifying the scope and intent of the policies and procedures for its implementation.

It shall be a violation for any student, teacher, administrator or other school personnel to engage in sexual or bias-related harassment (referred to as “wrongful harassment”) or to violate the civil rights of any pupil, teacher, administrator, or other school personnel. A failure of such personnel to address conduct, which violates this policy, also constitutes a violation of civil rights. Conduct amounting to a hate crime is a particularly serious infraction that will result in referral to law enforcement agencies.

Each school will act to investigate all complaints, formal or informal, verbal or written, of sexual or bias-related harassment or violations of civil rights and will take appropriate action against any pupil, teacher, administrator, or other school personnel who is found in violation.

The Walpole Public Schools strives to provide a safe, respectful, and supportive learning environment in which all students can thrive and succeed in its schools. The Walpole Public Schools prohibits discrimination on the basis of race, color, sex, gender identity, religion, national origin, sexual orientation, or homelessness and ensures that all students have equal rights of access and equal enjoyment of the opportunities, advantages, privileges, and courses of study.

In addition, the Building Principal is charged with ensuring that educational programs comply with all aspects of law pertaining to the educational rights of students with qualifying disabilities.

Inquiries or complaints should be directed to the Building Principal. Issues or complaints that cannot be resolved at the building level can be brought to the attention of the district Coordinator for Nondiscrimination Compliance or to the Massachusetts Department of Education or to the U.S. Department of Education, Office for Civil Rights.

The grievance procedures set forth can be used to resolve any discrimination complaints alleging non-compliance with any of the above statutes and related regulations.

Grievance Procedure

Any student or employee of the Walpole Public Schools who believes that he/she has been excluded from participation, denied benefits, or subjected to discrimination in regard to any program or activity of the Walpole Public Schools, shall bring any complaint to the attention of the school principal when such complaint arises from an alleged discriminatory practice occurring in a school or related to a school program or policy. The principal or the principal’s designated civil rights administrator will investigate the complaint and respond, in writing, within seven calendar days.

If the complaint is not satisfactorily resolved, a written complaint may be forwarded to the Walpole Public Schools Coordinator for Nondiscrimination Compliance. The written complaint must state the circumstances that gave rise to the alleged grievance and must be filed within seven calendar days of the receipt of a response from the school principal or designee.

The district’s Coordinator for Nondiscrimination Compliance will conduct a hearing and respond in writing within fourteen calendar days.

If a parent, student, or employee disagrees with the decision or proposed resolution made by the Coordinator for Nondiscrimination Compliance, the grievant may appeal, in writing, to the Superintendent of Schools, or to the Walpole School Committee.

Such appeal must be received by the Superintendent or the School Committee chairperson within seven calendar days of the response from the Coordinator for Nondiscrimination Compliance.

Complaints not originating from school-based programs, policies or practices should be brought to the attention of the administrator in charge of the work or policy unit. This administrator will act as the principal does in school-based complaints and will adhere to the same timelines. The procedure followed is the same as with a school-based complaint.

Walpole Public Schools Contacts:

Civil Rights Coordinator:	Bridget A. Gough, Ed.D.	508-660-7200 x 5261
Title I Coordinator:	William Hahn	508-660-7200 x 5275
Title II Coordinator:	William Hahn	508-660-7200 x 5275
Title VI Coordinator:	William Hahn	508-660-7200 x 5275
Title IX Coordinator:	John J. Queally, Ph.D.	508-660-7200 x 5267
Section 504 Coordinator	John J. Queally, Ph.D.	508-660-7200 x 5267
Nondiscrimination Compliance	William Hahn	508-660-7200 x 5275

Contact information for state and federal agencies:

MA Department of Elementary and Secondary Education

Bureau of Special Education Appeals
75 Pleasant St.
Malden, MA 02148

U.S. Department of Education Office for Civil Rights

Edward McCormack Bldg, Room 701
Post Office Square
Boston, MA 02109

Massachusetts Commission Against Discrimination

One Ashburton Place
6th Floor, Room 601
Boston, MA 02108

United States Equal Opportunity Commission

John F. Kennedy Federal Building
475 Government Center
Boston, MA 02203

Definitions/Summary

Title VI of the Civil Rights Act of 1964

Title VI prohibits discrimination based on race, color, and national origin.

Title VII of the Civil Rights Act of 1964

Title VII prohibits employment discrimination based on race, color, religion, sex, and national origin.

Title IX

No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under an education program or activity receiving federal assistance.

Chapter 622

No person shall be excluded from or discriminated against in admission to a public school of any town, or in obtaining the advantages, privileges, and courses of study in such public school on account of race, color, sex, religion, national origin, or sexual orientation.

The American with Disabilities Act of 1990

The ADA prohibits discrimination by any public entity against persons with disabilities.

<http://www.jan.wvu.edu/links/adalinks/htm>

Section 504 of the Rehabilitation Act of 1973

Section 504 prohibits discrimination on the basis of disability.

<http://www.ed.gov/offices/OCR/regs/34cfr104.html>

The Walpole Public Schools complies with Section 504 of the Rehabilitation Act of 1973 which protects the rights of individuals with disabilities in programs and activities that receive federal funding. Section 504 regulations require the provision of free and appropriate public education to eligible students, reasonable accommodations, and procedural safeguards. Grievance procedures are available upon request. Inquiries concerning the application of Section 504 may be referred to Dr. John J. Queally, Director of Student Services, 135 School Street, Walpole, MA 02081, 508-660-7200 x5267, or to the Office for Civil Rights, Department of Health, Education and Welfare, Washington, DC, 20201.

The Age Discrimination Act of 1975

The Age Act prohibits discrimination on the basis of age.

<http://www.ed.gov/offices/OCR/age.html>

Sexual Harassment and Unlawful Discrimination Policy

It is the policy of the School Committee to maintain a work and education environment in the Walpole Public Schools that is free of sexual harassment and of discriminatory actions based on the race, color, age, gender, sexual orientation, religion, ethnic or national origin, disability, veteran's status, or any other status protected by law. Unlawful employment discrimination and sexual harassment by employees or students will not be tolerated. Any concern related to the implementation of this policy (or a request for a copy of the full policy) may be addressed directly to the school principal or to the Superintendent of Schools (508-660-7200 x5261). Complaints should be directed to Director of Personnel Services, Dr. John J. Queally, @ 508-660-7200, Ext. 5267. No one will be reprimanded or punished in any way for initiating a good-faith inquiry or complaint. The Boston Office of the Massachusetts Commission Against Discrimination is located at One Ashburton Place, Boston, MA 02108.

Chapter 622 of Massachusetts General Laws and Title IX of the Federal Education Amendments of 1972

Regulations governing the application of Chapter 622 of the Massachusetts General Laws, Acts of 1971, were issued in June 1975. Chapter 622 specifies that "No person shall be excluded from or discriminated against in admission to a public school of any town, or in obtaining the

advantages, privileges, and courses of study in such public school on account of race, color, sex, religion, national origin, or sexual orientation.” These regulations focus on services, programs, and opportunities offered to students.

The Chapter 622 Regulations address five areas of school policy: school admissions, admission to courses of study, guidance, course content, and extra curricular and athletic activities.

Title IX

The U.S. Department of Education’s Office for Civil Rights (OCR) enforces, among other statutes, Title IX of the Education Amendments of 1972. Title IX protects people from discrimination based on sex in education programs or activities that receive Federal financial assistance. Title IX states that:

No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.

In August 2020, new regulations regarding Title IX became active. These regulations included a new definition of sexual harassment which consists of the following elements:

1. Any instance of quid pro quo harassment by a employee; or
2. Unwelcome conduct on the basis of sex, including unwelcome conduct based on sex stereotyping or on the basis of traditional notions of masculinity and femininity, that is sufficiently severe and pervasive and objectively offensive conduct, effectively denying a person equal educational access; or
3. Any instance of sexual assault, dating violence, domestic violence, or stalking as defined by the Clery Act and the Violence Against Women Act.

A copy of this policy and/or any regulations or inquiries regarding Title IX may be obtained by contacting the office of the Director of Student Services, 135 School St., Walpole, MA 02081. 508-660-5271.



School Health Services

There is a full time nurse at each of the Walpole Public Schools. The school nurse's priority is always the health and safety of each student.

Activity Restrictions

It is the responsibility of the parent/guardian to notify the school nurse of any activity restrictions for a child. A note from the health care provider is required if a student is to miss physical education classes for more than one week. The physician's note should include the kind of activity restriction and duration of the restriction. Any student who returns to school, for any reason, with a cast, sling, ace wrap, or crutches must be seen by the school nurse before the start of classes. Students who have a cast, hard splint, air boot, or other protective covering to promote healing of an injury may not participate in active recess or physical education classes. Active recess is defined as full participation in recess without restriction. A student may participate in quiet outdoor recess with the nurse's permission. Quiet outdoor recess is defined as sitting at a designated area outside with a friend or friends to play board games, read books, do jigsaw puzzles, etc. If a student who participates in quiet outdoor recess is unable to remain at the designated area the student will need to stay indoors during recess. The decision on whether a student must remain indoors will be made by the principal with input from the nurse. Limitations on student participation in recess and physical education are imposed in order to avoid further injury to the student and / or their classmates. Students may return to active participation once a physician has determined that the student is sufficiently healed and the cast, hard splint, air boot, or other protective covering have been removed. At this time the student must provide a note from a physician stating that the student may participate in all activities without restrictions.

First Aid - One of the nurse's responsibilities is to provide first aid for injuries and illnesses that occur within the school day. Treatment for injuries occurring outside of school is the responsibility of the parents.

Illness - Children who are ill with a temperature over 100, or who have diarrhea, nausea and vomiting, undiagnosed rashes, uncontrolled coughing, impetigo, or conjunctivitis should remain at home. ***If your child is ill with a fever they must be "Fever Free" for 24 hours WITHOUT the use of TYLENOL, MOTRIN, or any other fever reducing medication before they can return to school. If your child has a viral stomach illness with symptoms such as nausea, vomiting, or diarrhea, please keep them home for an additional 24 hours after symptoms have subsided.***

If your child has been diagnosed with an infection requiring antibiotic treatment such as Strep Throat, Conjunctivitis, Impetigo, etc. they must be treated with the antibiotic for at least 24 hours before returning to school. In addition for Conjunctivitis, your child's eyes must be free of drainage. For Impetigo, lesions may not be oozing.

Health Issues

Although a child may not be receiving medication or treatment at school, health concerns may still impact learning. It is important to notify the nurse of any new allergies or conditions that develop, especially those that require medication.

Health Records – The nurse maintains a health record for each student. It includes immunizations and results of vision, hearing, and postural screenings. Height, weight, physical

examination records and any medical problems or histories are also included. All students must have a physician's certificate of proper immunization according to the General Laws of the State of Massachusetts and a current physical exam in order to enter school. All new students in grades K – 5 also need to have a health history completed by a parent or guardian. In addition, Kindergarten students must provide to the school an updated physical exam including a MA Visual Acuity exam and record of a lead screening. Parents of students in Grade 4 will need to complete an updated health history form.

Health Screening - All students in grades 1 - 5 have their vision checked annually. K students are required to submit proof of Massachusetts Visual Acuity Test that has been performed at their primary care physician's office. Grade K - 3 students have their hearing checked as well. Students are weighed and measured in Grades 1 and 4. In addition, Postural screening for Scoliosis is done in grade 5. If you do not wish for your child to participate in the mandatory health screenings, you must send written notice to the school nurse or principal prior to the screening.

Immunization Laws- Massachusetts law requires successful immunization against Diphtheria, Tetanus, Pertussis, Poliomyelitis, Measles, Mumps, Rubella, Hepatitis B, and Varicella by vaccine or a doctor's certificate of disease. The following are the immunizations required for all schools grades K through 5 **PRIOR** to entrance:

Minimal Immunization Requirement Kindergarten –

DTAP/DTP	5 doses
Polio	4 doses
MMR	2 doses
Hepatitis B	3 doses
Varicella	2 doses

Medication Policy

The Walpole School System requires that the following forms must be on file in your child's health record before we begin to give any medication at school, including non-prescription or over-the-counter medication:

Signed consent by the parent or guardian to give the medicine
Medication order signed by your child's physician

The written medication order form (available at the school health office or online at the Health Services website) should be taken or faxed to your child's licensed prescriber (physician, nurse practitioner, etc.) for completion and returned to the school nurse. The only medications that are exempt from this requirement are acetaminophen and ibuprofen, for which we have a standing protocol. All medications must be delivered to the school nurse by an adult, and a parent permission form must be signed. All medication orders must be renewed at the beginning of each academic year. For short-term prescription medications requiring administration for ten school days or less, the pharmacy-labeled container may be used in lieu of a licensed prescriber's order.

Medicines should be delivered to the school in a pharmacy or manufacturer-labeled container by the parent or designated adult. At no time should a student carry medication to school. Please ask your pharmacy to provide separate bottles for school and home. No more than a thirty -day supply of medicine may be delivered to the school.

When your child needs medication to be given during the school day, please act quickly to follow these policies so we may begin to give the medication as soon as possible. Whenever possible, medication should be scheduled at times other than school hours. If a child is on antibiotics to be given three times a day, it is generally not necessary to receive the medication at school. The child may receive medication at breakfast, upon return from school, and at bedtime. Exceptions will be made for students who go to extended- day, or other after school care programs.

Medical Treatments

The school nurse will perform medical treatments that need to be done at regular intervals during the school day. Written parental permission and written medical orders from the health care provider are necessary.(ex. nebulizer treatments, G-tube feedings)

Pediculosis (Lice)

If a case of head lice is reported to the school nurse a letter is sent home to all students in that grade informing them of the case of head lice. If time permits, the nurse checks children in that child's class for lice or nits. Parents/guardians are expected to check their children on a regular basis.

Physical Examination Requirements

Every child entering kindergarten and grade 7 is required by State law to have a physical examination. All students new to the school need to submit a copy of a recent (less than one year old) physical exam before they may begin.

Postural Screening

Postural screening, also known as screening for Scoliosis, is required by law, for all children in public schools grades 5-9. Postural defects are a significant health problem in otherwise healthy adolescents. Because these defects often develop slowly and without pain to the child, screening to detect them at an early stage is an important preventative public health strategy.

Parent consent to access public health insurance (MassHealth or Medicaid)

The school district is allowed to use public health insurance (MassHealth or Medicaid) to pay for some special education services included in a student's IEP for students covered by public health insurance. Before the school district accesses MassHealth for the first time, the school district must give you written notice that it is going to seek this reimbursement, and get your voluntary consent in writing for it. The notice will tell you that special education services are always provided at no cost to you or your family; will make clear that your consent will not lead to any changes in your child's MassHealth benefits or eligibility; will describe what information about your student will be shared in order to access MassHealth; remind you that your consent can be withdrawn at any time; and make clear that there will be no changes to your student's special education services or program if you withdraw or do not provide your consent. If you move or your student becomes enrolled in another district, then the new school district will ask you to provide consent again.

Beginning July 1, 2019, the MassHealth School Based Medicaid Program (SBMP) will be expanded to support partial payment reimbursement for services that are provided under other specialized plans, in addition to IEP's. The expanded program will allow for payment through

MassHealth for services provided to students pursuant to an Individual Health Care Plan (IHCP); an Individual Family Service Plan (IFSP); a Section 504 plan, or services that are otherwise medically necessary. There are no changes to the current requirements governing payment for services provided pursuant to an IEP. Personally identifiable information will continue to be exchanged in order to access MassHealth, and a parent can still withdraw their consent at any time and such withdrawal will not result in any change or denial of special education, IHCP, IFSP, or Section 504 plan services, nor will there be any cost to the parent.

***Please refer to the district website
<http://www.walpole.k12.ma.us>
for any current updates about health issues***

Walpole Public Schools

Acceptable Use Policy

K-12 Student Use of Electronic Resources

To All Parents/Guardians of Students in Grades K-12: Please read this agreement with your child and then sign in the appropriate locations. Students in Grades 4 through 12 must also sign this Agreement.

Introduction

The Walpole Public Schools is pleased to offer our students access to the district computer network, electronic resources, electronic mail, and the Internet. This Acceptable Use Policy outlines the appropriate uses for technology in the district, and activities not permitted. All parents/guardians must sign this Agreement, insure their child(ren) in Grades 4-12 also sign this Agreement, and return it to their school. Any questions or concerns about this agreement, or any aspect of the computer network or electronic resources should be referred to your school's Principal.

General Network and Technology Use

The network and technology in the Walpole Public Schools is provided to students for educational purposes, and will be used to support the learning process. All students will be provided a network login ID and password that they should not share with other students. Students are expected to take individual responsibility for his or her appropriate use of the Internet and electronic resources, and follow all conditions and rules of technology use as presented by the Walpole Public Schools. Any violation of the conditions and rules may result in disciplinary and/or legal action.

Internet/Electronic Resources

Access to the Internet and electronic resources will enable students to use thousands of libraries and databases to facilitate learning and information exchange. Students should be warned that some material accessible via the Internet might contain items that are illegal, defamatory, inaccurate or potentially offensive to some people. Filtering software is in use, but no filtering system is capable of blocking 100% of the inappropriate material available on the Internet. We believe that the benefits to students and staff from access to the Internet, in the form of information resources and opportunities for collaboration, exceed the risks or disadvantages. Ultimately, teachers, parents and guardians of minors are responsible for setting and conveying the standards that their children should follow when using media and information sources.

Students should have no expectation of privacy in their use of electronic resources provided by, or accessed in the district. All data storage areas including, but not limited to workstations, external drives, network storage, Internet browsing history and computer sessions etc, may be accessed and reviewed by network administrators and administration to maintain system integrity and insure that the system is used responsibly.

Student Users' Privileges and Responsibilities – Conditions and Rules

A. Student Users of Walpole Public Schools equipment may:

- Use authorized hardware and software, under teacher direction, for educational purposes only;
- Access information from outside resources, under teacher direction, for educational purposes only;
- Access district networks and the Internet to retrieve information, under teacher direction, for; educational purposes only
- Use computer and network storage for files and teacher approved downloads, for educational purposes only;
- Use only those electronic communication tools - including social networking resources, blogs, wikis, podcasts, email - that have the explicit prior approval of the school Principal and classroom teacher, for educational purposes only.

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B. Student Users of Walpole Public Schools equipment are responsible for:

- Utilizing technology in the school only under teacher direction and supervision, for facilitating learning and enhancing educational information exchange consistent with the educational mission of the Walpole Public Schools;
- Maintaining the privacy of passwords and they are prohibited from publishing or discussing passwords, including passwords used for network access, X2 Aspen, and web-based subscriptions;
- Maintaining the privacy of personal information for all students;
- Keeping all inappropriate materials, inappropriate text or image files, or files dangerous to the integrity of the school's network, equipment, and software from entering the school via the Internet, removable media, or other means;
- Abiding by the rules of Network etiquette (Netiquette):
 - Be polite and respectful in all forms of communication;

- Use appropriate language and graphics;
- No swearing, vulgarities, suggestive, obscene, belligerent, offensive or threatening language;
- Adhering to all copyright guidelines and avoiding plagiarism;
- Not engaging in harassment or bullying;
- Preventing damage to computers, printers, etc. from food or drink or from acts of negligence or vandalism;
- Obtaining permission from the teacher, Technical Support Specialist, and/or Principal before using any personal electronic devices, including removable USB/Firewire drives.

C. The activities listed below are not permitted:

- Using a code, accessing a file, or retrieving any stored communication unless given the appropriate authorization to do so;
- Using or attaching any personal electronic devices (including cell phones, iPods, any Internet or network enabled devices) without the explicit consent of the school Principal;
- Sending or displaying offensive messages or pictures;
- Using obscene language;
- Harassing, insulting or attacking others including acts of cyber bullying;
- Accessing or using non-educational websites, or transferring, copying, or downloading any non-educational material, that do not support a specific assignment or teacher-authorized work;
- Participating in any communications that facilitate any illegal activities or violate any other laws;
- Damaging or modifying computers, computer systems or computer networks;
- Removing hardware and/or software from school premises without prior written consent from the school Principal or his/her designee;
- Violating copyright laws or committing plagiarism;
- Using others' passwords;
- Impersonating another user;
- Sharing or publishing any personal information of oneself or any student or staff member on the Internet or through other electronic means:
 - No personal addresses, phone numbers, email, screen names or login information;
 - No identifiable photographs unless appropriate written consent has been provided by the parent/guardian;
 - Only the first name and last initial may be used to identify students when approved for publishing or posting;

- Trespassing in others' folders, work or files;
- Intentionally wasting shared resources (including network, printers);
- Using the network for commercial purposes, personal or financial gain, or fraud;
- Intentional use of software, other websites or proxies to bypass the Internet filtering technology;
- Downloading, installing or storing files for personal use (including image and music files).

Consequences: Failure to adhere to these guidelines, conditions and rules of this Acceptable Use Policy will result in disciplinary and/or legal action, according to the Code of Conduct. The ultimate consequences are at the discretion of the Superintendent of Schools.

Disclaimer The Walpole Public Schools make no warranties of any kind for the technology services provided. The user will be responsible for repair or replacement of equipment damaged by malicious or inappropriate use as defined by this policy. Protection of data is the responsibility of the user. The district will not be responsible

for any loss in service or data. Use of all technology and networks is at one's own risk. The school system is not responsible for verifying accuracy of any information obtained through the technology or network.

Teacher Responsibilities

- Provide developmentally appropriate instruction and guidance to students as they make use of the network, Internet, and electronic information resources in support of educational goals
- Inform students of their responsibilities as users of the district network prior to gaining access to that network, either as an individual user or as a member of a class or group
- Verify parent consent prior to posting student pictures or student work on websites; identify students by first name, last initial only
- Respond to student infractions/violations of the Acceptable Use Policy according to the Code of Conduct

Principal Responsibilities

- Include Acceptable Use Policy in Student Handbook, insure distribution and receipt of parent/student signatures
- Notify teachers of students who do not have written consent to have pictures or information posted on websites
- Respond to student infractions/violations of the Acceptable Use Policy according to the Code of Conduct

District Responsibilities

- Ensure that filtering software is in use to meet the guidelines of the Child Internet Protection Act (CIPA)
- Maintain an archive of staff electronic mail
- Periodically review and update Acceptable Use Policies

Student Responsibilities

- Immediately notify the teacher if:
 - You access an Internet site that displays inappropriate material
 - You receive a pop-up message that warns you of a computer or virus problem
 - You receive any message that makes you uncomfortable or feel threatened

- Avoid plagiarism or violations of academic integrity;
- Treat others with respect online, just as you would in any other school setting.

Parent/Guardian Responsibilities

- Discuss these rules with your son or daughter to ensure he or she understands them
- Immediately notify the school Principal if your child expresses concern or shares information about inappropriate content or uncomfortable/threatening messages
- Support the school in enforcing these guidelines
- Provide a similar framework for your child's use of computers outside of school, and communicate with your child regarding Internet safety on an ongoing basis

Changes in the Acceptable Use Policy: The Walpole Public Schools reserve the right to change this policy at any time.

STUDENT USER AGREEMENT FORM

This user agreement must be renewed each academic year.

Student User's Name (*please print*) _____

School _____ Grade _____

PARENT/GUARDIAN SPONSOR

I have read the Walpole Public Schools Acceptable Use Policy for K-12 Student Use of Electronic Resources and appropriately reviewed this document with my child. In consideration for the privilege of using the district's system/network, and in consideration for having access to the public networks, I hereby release the district, its operators, and institutions with which they are affiliated from any and all claims and damages of any nature arising from my child's use of, or inability to use, the system/network, including, without limitation, the type of damage identified in the district's policy and administrative procedures.

_____ I give permission for my child's name (first name, last initial only) to appear on a district or classroom sponsored website should one be developed.

_____ I give permission for my child's photo to appear on a district or classroom sponsored website should one be developed.

Signature of parent/guardian: _____ Date _____

Students in Grades 4-12 must read this statement and sign below:

I have read the Walpole Public Schools Acceptable Use Policy and agree to abide by its conditions, rules and guidelines. I understand that violation of these provisions may result in disciplinary action, according to the Code of Conduct, including but not limited to suspension or revocation of privileges, suspension or expulsion from school, and/or legal action.

Signature: _____ Date _____

Walpole Public Schools

Pre-K through Grade 5 Code of Conduct

1.0 PHILOSOPHY

The Walpole Public Schools strive to foster an atmosphere that focuses on developing self-discipline and behavioral responsibility. These are seen as key factors in helping students to direct their own efforts effectively toward educational growth and worthy citizenship. The Pre- Kindergarten through Grade 5 Code of Conduct has been developed outlining a discipline and behavioral responsibility program. It defines rights and responsibilities indicating appropriate behavior and logical consequences which will benefit the total school community.

The following foundations are necessary to implement a successful Code of Conduct:

- Active involvement of parents/guardians, staff, and students in the Code's development, in-service, implementation, and evaluation.
- Identification of common issues of discipline and behavioral responsibility addressed on a consistent, developmental basis, allowing for flexibility.
- A strong emphasis on the development of age-appropriate self-discipline allowing students to assume responsibility for their own behavior, make decisions, attempt to solve their own problems, and further enhance their self-image.
- A comprehensive approach utilizing positive reinforcement, communication with home, and/or logical consequences for inappropriate behaviors.
- The development of a school climate which allows teachers to teach and students to learn.

The responsibility for conduct is in the hands of each individual student with the guidance of parents and staff. When an action by a student is not in accordance with an accepted standard, specified consequences

shall be applied as outlined in the following pages. Used properly by students, parents/guardians, staff, and administrators, this document should be an instrument which will help provide an atmosphere that will enable students to achieve the goal of an education which prepares them to be ethical thinkers who are responsible, caring citizens.

2.0 GENERAL RIGHTS AND RESPONSIBILITIES

The Code of Conduct is that set of policies, rules and regulations and their enforcement by which order is established for the benefit of all. The underlying purpose of the Code is to aid students, parents, staff and administrators to develop an atmosphere which is conducive to the growth and development of all. It is understood that the rights of each group are, by definition, the responsibilities of the other groups. It is also understood that there are inherent responsibilities with each right. We believe that discipline is learned and therefore, can and should be taught in school as well as at home. Appropriate behavior of students is therefore a shared commitment that requires certain responsibilities on the part of all of us.

2.1 RIGHTS AND RESPONSIBILITIES OF STUDENTS

Students have the right to an education of the highest standard.

Students therefore have the responsibility to:

- Be prepared to learn in school.
- Apply their abilities and efforts to receive maximum benefits from their education.

Students have the right to be respected by other students, staff, administration, and school community. They have the obligation to respond to disciplinary action in a responsible manner.

Students therefore have the responsibility to:

- Exercise self-discipline and respect when dealing with other students, staff, administration, and school community.
- Work with other students, staff, administration, and the school community to achieve the goals of the Code of Conduct.
- Adhere to the Code of Conduct.

Students have the right to physical safety, protection of personal property, and safe, secure, and sanitary facilities.

Students therefore have the responsibility to:

- Protect their own and others' safety.
- Respect property of all individuals and the school.

Students may exercise the rights of free speech, assembly, press, and association in accordance with established laws.

Students therefore have the responsibility to:

- Exercise these rights in a responsible manner.
- Refrain from any expression which is libelous, obscene, or likely to disrupt school or classroom activity.

Students have the right to personal privacy, including the right to determine their own appearance subject to reasonable rules necessary to maintain health, safety, and an educational atmosphere. Students therefore have the responsibility to:

- Respect the personal privacy and personal differences of others.
- Dress in accordance with the rules necessary to maintain health, safety, and an educational atmosphere.

Students have the right to consult with administrators and staff.

Students therefore have the responsibility to:

- Engage in consultation in a manner consistent with the policies of the Code of Conduct.

2.2 RIGHTS AND RESPONSIBILITIES OF PARENTS/GUARDIANS

Parents /guardians have the right to expect that their children will be provided with a learning environment of the highest quality.

Parents/guardians therefore have the responsibility to:

- Ensure that their children attend school regularly, prepared to learn.
- Support administration and staff in the implementation of the Code of Conduct.
- Foster in their children positive attitudes toward self, others, and the school community.
- Develop in their children a respect for proper authority.
- Prepare their children to assume responsibility for their own behavior.
- Recognize that the school staff acts on behalf of parents/guardians while their children are in school or involved in school-related activities.

Parents/guardians have the right to participate in the system of rules and regulations governing their children's school conduct.

Parents/guardians therefore have the responsibility to:

- Work with the school to maintain a fair and consistent Code of Conduct.
- Read and understand the Code of Conduct.
- Help their children understand and adhere to the Code of Conduct.

Parents/guardians have the right to be informed in a respectful and considerate manner of disciplinary concerns regarding their children.

Parents/guardians therefore have the responsibility to:

- Respond to any communication from the school as soon as possible.
- Share the responsibility for their children's compliance with the Code of Conduct.
- Encourage their children to accept the consequences of disciplinary actions.
- Support their children by communicating with the school staff regularly.
- Attend individual or group conferences.
- Understand their legal rights in regard to student disciplinary records.

2.3 RIGHTS AND RESPONSIBILITIES OF STAFF

Staff has the right to a suitable environment in which to carry out duties.

Staff therefore has the responsibility to:

- Maintain a positive learning environment.

- Exhibit competency, creativity, and self-control.
- Demonstrate qualities conducive to the educational process.

Staff has the right to the respect and concern of students, other staff members, administration, and school community.

Staff therefore has the responsibility to:

- Respect each member of the school community.
- Demonstrate understanding and concern for the individual student and his/her needs.

Staff has the right to work with administration to develop and implement a means of encouraging students' self-discipline and personal growth.

Staff therefore has the responsibility to:

- Inspire in students the desire for personal growth.
- Cooperate with administration in guiding students toward the development of self-discipline.
- Work with administration, staff, students, and school community in recommending modifications to the Code of Conduct.

Staff has the right to work with administration to set up a system of disseminating rules and regulations.

Staff therefore has the responsibility to:

- Keep informed about current rules and regulations.
- Cooperate with administration in disseminating rules and regulations.
- Inform administration regarding infractions.

Staff has the right to protection of personal property.

Staff therefore has the responsibility to:

- Enforce the rules and regulations of the Code of Conduct.

Staff has the right to be informed about any physical or behavioral difficulties of students when relevant.

Staff therefore has the responsibility to:

- Communicate with students, parents/guardians, other staff members, and administration.
- Modify programs as needed.

Staff has the right to the protection of their mental and physical well-being.

Staff therefore has the responsibility to:

- Adhere to professional standards in relationships with students, other staff members, administrators, and school community.
- Consult with appropriate staff members or administration regarding current issues/concerns.

2.4 RIGHTS AND RESPONSIBILITIES OF ADMINISTRATORS

The administrator has the right to expect the students, staff, and school community to read and/or to be

informed about and supportive of the Code of Conduct.

The administrator therefore has the responsibility to:

- Inform students, staff, parents/guardians, and school community of the Code of Conduct.
- Implement the Code of Conduct.
- Contact and involve parents/guardians regarding disciplinary matters.
- Maintain an appropriate record of disciplinary actions.
- Provide due process for each infraction.
- Work with students, parents/guardians, staff, and school community to evaluate and recommend modifications to the Code of Conduct.

The administrator has the right to expect staff to carry out the Code of Conduct.

The administrator therefore has the responsibility to:

- Support efforts of the staff in implementation of the Code of Conduct.

The administrator has the right to a safe and secure working environment.

The administrator therefore has the responsibility to:

- Protect the mental and physical well-being of all students and staff.
- Be knowledgeable about and maintain the security of the building.

The administrator has the right to be involved at an appropriate level of communication in disciplinary actions.

The administrator therefore has the responsibility to:

- Involve and communicate at an appropriate level with students, parents/guardians, staff, and district administration.

The administrator has the right to be treated respectfully by students, parents/guardians, staff, and members of the school community.

The administrator therefore has the responsibility to:

- Treat all students, parents/guardians, staff, and members of the school community in a considerate and respectful manner.

3.0 SPECIFIC RIGHTS, RESPONSIBILITIES AND CONSEQUENCES

The students of Walpole Public Schools are guaranteed the rights established in this section of the Code of Conduct. Every right implies responsibilities which ensure benefits to all. It is expected that all rights will be exercised wisely and all responsibilities will be met. Failure to do so will result in logical consequences. The student's chronological age and developmental level will be considered when determining consequences. Logical consequences for infractions of the Code of Conduct are classified into three categories for the purpose of this document:

COMMUNICATION

- Conference with student(s)
- Verbal and/or written notification to parent/guardian
- Conference including, but not limited to, student(s), parent(s)/guardian(s), staff, and/or administrator(s)
- Notification of appropriate law enforcement authority, depending upon the nature and severity of the incident

RESTRICTIONS

- Time out station
- Loss of privileges including, but not limited to: recess, cafeteria privileges, bus riding, bike riding
- Restitution
- Correction of infraction
- Program of make-up work

SUSPENSION

In every case of student misconduct for which suspension may be imposed, a Principal shall consider ways to re-engage the student in learning; and avoid using long-term suspension from school as a consequence until alternatives have been tried. Alternatives may include the use of evidence-based strategies and programs such as mediation, conflict resolution, restorative justice, and positive behavioral interventions and supports.

Notice of Suspension

Except for emergency removal or an in-school suspension of less than ten (10) days, a Principal must provide the student and the parent oral and written notice, and provide the student an opportunity for a hearing and the parent an opportunity to participate in such hearing before imposing suspension as a consequence for misconduct. The Principal shall provide both oral and written notice to the student and parent(s) in English and in the primary language of the home if other than English. The notice shall include: (a) the disciplinary offense; (b) the basis for the charge; (c) the potential consequences, including the potential length of the student's suspension; (d) the opportunity for the student to have a hearing with the principal concerning the proposed suspension, including the opportunity to dispute the charges and to present the student's explanation of the alleged incident, and for the parent to attend the hearing; (e) the date, time, and location of the hearing; (f) the right of the student and the student's parent to interpreter services at the hearing if needed to participate; (g) if the student may be placed on long-term suspension following the hearing with the principal: 1. the rights set forth in 603 CMR 53.08 (3)(b); and 2. the right to appeal the Principal's decision to the Superintendent. To conduct a hearing without a parent present, the Principal must be able to document reasonable efforts to include the parent.

Emergency Removal

A Principal may remove a student from school temporarily when a student is charged with a disciplinary offense and the continued presence of the student poses a danger to persons or property, or materially and substantially disrupts the order of the school, and, in the Principal's judgment, there is no alternative available to alleviate the danger or disruption.

The Principal shall immediately notify the Superintendent or designee in writing of the removal including a description of the danger or disruption presented by the student.

The temporary removal shall not exceed two (2) school days following the day of the emergency removal, during which time the Principal shall:

- Make immediate and reasonable efforts to orally notify the student and the student's parent of the emergency removal, the reason for the need for emergency removal, and the other matters required in the notice;
- Provide written notice to the student and parent as required above;
- Provide the student an opportunity for a hearing with the Principal that complies with applicable regulations, and the parent an opportunity to attend the hearing, before the expiration of the two (2) school days, unless an extension of time for hearing is otherwise agreed to by the Principal, student, and parent;
- Render a decision orally on the same day as the hearing, and in writing no later than the following school day, which meets the requirements of applicable law and regulation.

A Principal shall also ensure adequate provisions have been made for the student's safety and transportation prior to removal.

In School Suspension – Not More Than Ten (10) Days Consecutively or Cumulatively

The Principal may use in-school suspension as an alternative to short-term suspension for disciplinary offenses.

The Principal may impose an in-school suspension for a disciplinary offense under this provision, provided that the Principal follows the process set forth in regulation and the student has the opportunity to make academic progress as required by law and regulation.

The principal shall inform the student of the disciplinary offense charged and the basis for the charge, and provide the student an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident. If the principal determines that the student committed the disciplinary offense, the principal shall inform the student of the length of the student's in-school suspension, which shall not exceed ten (10) days, cumulatively or consecutively, in a school year.

On the same day as the in-school suspension decision, the principal shall make reasonable efforts to notify the parent orally of the disciplinary offense, the reasons for concluding that the student committed the infraction, and the length of the in-school suspension. The Principal shall also invite the parent to a meeting to discuss the student's academic performance and behavior, strategies for student engagement, and possible responses to the behavior. Such meeting shall be scheduled on the day of the suspension if possible, and if not, as soon thereafter as possible. If the principal is unable to reach the parent after making and documenting at least two (2) attempts to do so, such attempts shall constitute reasonable efforts for purposes of orally informing the parent of the in-school suspension.

The Principal shall send written notice to the student and parent about the in-school suspension, including the reason and the length of the in-school suspension, and inviting the parent to a meeting with the Principal for the purpose set forth in 603 CMR 53.10(4), if such meeting has not already occurred. The Principal shall deliver such notice on the day of the suspension by hand-delivery, certified mail, first-class mail, email to an address provided by the parent for school communications, or by other method of delivery agreed to by the Principal and the parent.

Principal's Hearing – Short Term Suspension of up to Ten (10) Days

The hearing with the Principal shall be to hear and consider information regarding the alleged incident for which the student may be suspended, provide the student an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident, determine if the student committed the

disciplinary offense, and if so, the consequences for the infraction.

At a minimum, the Principal shall discuss the disciplinary offense, the basis for the charge, and any other pertinent information.

The student also shall have an opportunity to present information, including mitigating facts, that the Principal should consider in determining whether other remedies and consequences may be appropriate as set forth in law and regulation.

The Principal shall provide the parent, if present, an opportunity to discuss the student's conduct and offer information, including mitigating circumstances, that the Principal should consider in determining consequences for the student.

The Principal shall, based on the available information, including mitigating circumstances, determine whether the student committed the disciplinary offense, and, if so, what remedy or consequence will be imposed.

The Principal shall notify the student and parent of the determination and the reasons for it, and, if the student is suspended, the type and duration of suspension and the opportunity to make up assignments and such other school work as needed to make academic progress during the period of removal, as required by law and regulation. The determination shall be in writing and may be in the form of an update to the original written notice.

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

Principal's Hearing – Long Term Suspension of more than ten (10) days but less than ninety (90) days (consecutive or cumulative)

The hearing with the Principal shall be to hear and consider information regarding the alleged incident for which the student may be suspended, provide the student an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident, determine if the student committed the disciplinary offense, and if so, the consequences for the infraction.

At a minimum, in addition to the rights afforded a student in a short-term suspension hearing, the student shall have the following rights:

- In advance of the hearing, the opportunity to review the student's record and the documents upon which the Principal may rely in making a determination to suspend the student or not;
- The right to be represented by counsel or a lay person of the student's choice, at the student's/parent's expense;
- The right to produce witnesses on his or her behalf and to present the student's explanation of the alleged incident, but the student may not be compelled to do so;
- The right to cross-examine witnesses presented by the school district;
- The right to request that the hearing be recorded by the Principal, and to receive a copy of the audio recording upon request.

If the student or parent requests an audio recording, the Principal shall inform all participants before the hearing that an audio record will be made and a copy will be provided to the student and parent upon request.

The Principal shall provide the parent, if present, an opportunity to discuss the student's conduct and offer information, including mitigating circumstances, that the Principal should consider in determining

consequences for the student.

The Principal shall, based on the evidence, determine whether the student committed the disciplinary offense, and, if so, after considering mitigating circumstances and alternatives to suspension as required by law and regulation, what remedy or consequence will be imposed, in place of or in addition to a long-term suspension. The Principal shall send the written determination to the student and parent by hand-delivery, certified mail, first-class mail, email to an address provided by the parent for school communications, or any other method of delivery agreed to by the Principal and the parent.

If the Principal decides to suspend the student, the written determination shall:

- Identify the disciplinary offense, the date on which the hearing took place, and the participants at the hearing;
- Set out the key facts and conclusions reached by the Principal;
- Identify the length and effective date of the suspension, as well as a date of return to school;
- Include notice of the student's opportunity to receive education services to make academic progress during the period of removal from school as required by law and regulation;
- Inform the student of the right to appeal the Principal's decision to the Superintendent or designee, but only if the Principal has imposed a long-term suspension.

Notice of the right of appeal shall be in English and the primary language of the home if other than English, and shall include the following information:

The process for appealing the decision, including that the student or parent must file a written notice of appeal with the Superintendent within five (5) calendar days of the effective date of the long-term suspension; provided that within the five (5) calendar days, the student or parent may request and receive from the Superintendent an extension of time for filing the written notice for up to seven (7) additional calendar days; and that the long-term suspension will remain in effect unless and until the Superintendent decides to reverse the Principal's determination on appeal.

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

Superintendent's Hearing

A student who is placed on long-term suspension following a hearing with the Principal shall have the right to appeal the Principal's decision to the Superintendent.

The student or parent shall file a notice of appeal with the Superintendent within the time period noted above (see Principal's hearing – Suspension of more than ten (10) days). If the appeal is not timely filed, the Superintendent may deny the appeal, or may allow the appeal in his or her discretion, for good cause.

The Superintendent shall hold the hearing within three (3) school days of the student's request, unless the student or parent requests an extension of up to seven (7) additional calendar days, in which case the Superintendent shall grant the extension.

The Superintendent shall make a good faith effort to include the parent in the hearing. The Superintendent shall be presumed to have made a good faith effort if he or she has made efforts to find a day and time for the hearing that would allow the parent and Superintendent to participate. The Superintendent shall send written notice to the parent of the date, time, and location of the hearing.

The Superintendent shall conduct a hearing to determine whether the student committed the disciplinary offense of which the student is accused, and if so, what the consequence shall be. The Superintendent

shall arrange for an audio recording of the hearing, a copy of which shall be provided to the student or parent upon request. The Superintendent shall inform all participants before the hearing that an audio record will be made of the hearing and a copy will be provided to the student and parent upon request. The student shall have all the rights afforded the student at the Principal's hearing for long-term suspension.

The Superintendent shall issue a written decision within five (5) calendar days of the hearing which meets the requirements of law and regulation. If the Superintendent determines that the student committed the disciplinary offense, the Superintendent may impose the same or a lesser consequence than the Principal, but shall not impose a suspension greater than that imposed by the Principal's decision. The decision of the Superintendent shall be the final decision of the school district with regard to the suspension.

Expulsion

Expulsion is defined as the removal of a student from school for more than ninety (90) schooldays, indefinitely, or permanently as allowed by law for possession of a dangerous weapon; possession of a controlled substance; assault on a member of the educational staff; or a felony charge or felony delinquency complaint or conviction, or adjudication or admission of guilt with respect to such felony, if a Principal determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school.

Any student alleged to have committed one of these acts shall be afforded the same due process rights as for a long term suspension. Any student expelled from school for such an offense shall be afforded an opportunity to receive educational services and make academic progress.

Academic Progress

Any student who is suspended or expelled shall have the opportunity to earn credits, make up assignments, tests, papers, and other school work as needed to make academic progress during the period of his or her removal from the classroom or school. The Principal shall inform the student and parent of this opportunity in writing, in English and in the primary language of the home, when such suspension or expulsion is imposed.

Any student who is expelled or suspended from school for more than ten (10) consecutive days, whether in school or out of school, shall have an opportunity to receive education services and make academic progress toward meeting state and local requirements, through the school-wide education service plan.

The Principal shall develop a school-wide education service plan describing the education services that the school district will make available to students who are expelled or suspended from school for more than ten (10) consecutive days. The plan shall include the process for notifying such students and their parents of the services and arranging such services. Education services shall be based on, and be provided in a manner consistent with, the academic standards and curriculum frameworks established for all students under the law.

The Principal shall notify the parent and student of the opportunity to receive education services at the time the student is expelled or placed on long-term suspension. Notice shall be provided in English and in the primary language spoken in the student's home if other than English, or other means of communication where appropriate. The notice shall include a list of the specific education services that are available to the student and contact information for a school district staff member who can provide more detailed information.

For each student expelled or suspended from school for more than ten (10) consecutive days, whether in-school or out-of-school, the school district shall document the student's enrollment in education

services. For data reporting purposes, the school shall track and report attendance, academic progress, and such other data as directed by the Department of Elementary and Secondary Education.

The Principal of each school shall periodically review discipline data by selected student populations, including but not limited to race and ethnicity, gender, socioeconomic status, English language learner status, and student with a disability status in accordance with law and regulation.

LEGAL REFS.: M.G.L 71:37H; 71:37H ½; 71:37H ¾

3.1 ATTENDANCE

Students have the right to attend public school.

Students therefore have the responsibility to:

- Arrive at school and class on time.
- Attend all classes and assigned activities prepared to learn.
- Students may not be tardy, absent or dismissed from school except for:
 - o Personal illness as determined by parent/guardian
 - o Family bereavement
 - o Religious holiday
 - o Medical appointment
 - o Legal proceedings

Each tardy or absence requires a dated and signed explanatory note from parent/guardian within 24 hours or on date of return to school in the case of absence.

- Students may not leave school during the school day without being dismissed by a school authority.
- Students may not be late to a class or scheduled activity.
- Students may not wander in the corridors or loiter in the boys' or girls' rooms before, during, or after school.

Consequences as listed in Section 3.0 will be imposed according to the severity of the incident.

It is the responsibility of the student to make up all missed assignments, tests, or quizzes. Absence from school for vacation purposes is prohibited. Student vacations or family obligations must be scheduled in accordance with the school calendar.

Should parents keep a student out of school, resulting in an unexcused absence, they are assuming the responsibility of assuring that the student makes up the work. Since assignments are based on material that has been previously taught, work will not be identified until after the student returns to school.

Teachers will not be required to provide make-up instruction or tutorial sessions.

Student Absence Notification Program

Each Principal will notify a student's parent/guardian within 3 days of the student's absence in the event the parent/guardian has not informed the school of the absence.

Each Principal or designee shall make a reasonable effort to meet with any student, and that student's parent/guardian, who has missed five (5) or more unexcused school days (a school day shall be equal to two (2) or more class periods in the same day) in a school year. The meeting shall be to develop action steps to improve student attendance and shall be developed jointly by the Principal or designee, the student, and the student's parent/guardian. The parties may seek input from other relevant school staff

and/or officials from relevant public safety, health and human service, housing, and nonprofit agencies.

Dropout Prevention

Any student who has not graduated from high school will not be considered permanently removed from school unless the Principal or his/her designee has sent a notice to the student, and the student's parent/guardian. The notice shall be sent within five (5) days of the tenth consecutive day of absence and shall offer at least two (2) dates and times within the next ten (10) days for an exit interview with the Superintendent or designee, the student, and the student's parent/guardian. The notice shall be in both English and the primary language of the home, if applicable. The notice shall include contact information for scheduling the exit interview and shall indicate the parties shall reach an agreement on the date/time of the interview within the ten (10) day timeframe. The timeframe may be extended at the request of the parent/guardian and no extension for the meeting date shall exceed fourteen (14) days.

The Superintendent or designee may proceed with any interview without a parent/guardian present, provided the Superintendent has documented a good faith effort to include the parent/guardian.

The Superintendent or designee shall convene a team of school staff to participate in the exit interview and shall provide information to the student and, if applicable, the student's parent/guardian on the detrimental effects of early withdrawal from school, the benefits of earning a high school diploma, and the alternative education programs and services available to the student.

3.2 TRAVELING TO AND FROM SCHOOL

The policies outlined in the Code of Conduct are in effect from when students leave home for school in the morning until they return home at the end of the day.

Students will not be allowed in any undesignated area of the building before or after school without written permission from a teacher.

Students are expected to go directly home unless parental notification has been made to the school office.

Students have the right to:

Walk to and from school without fear of physical harm or destruction of personal property.

Students therefore have the responsibility to:

- Walk directly to and from school in a courteous manner, without loitering on the streets or areas adjacent to the school or trespassing on private property.
- To walk on side of street where a sidewalk is provided, crossing only at corners, crosswalks, or with crossing guards.
- To walk against traffic where a sidewalk is not provided, crossing only at corners, crosswalks, or with crossing guards.

Students have the right to:

Ride a school bus to and from school as stipulated by the School Committee.

Students therefore have the responsibility to:

- Adhere to the rules outlined in the Walpole Public Schools Bus Regulations. Link: [Bus Rules and Regulations](#)

Students have the right to:

Ride a bicycle to and from school. (This applies only to students in grades 4&5.)

Students therefore have the responsibility to:

- Submit a permission slip signed by parent/guardian.
- Wear a bicycle helmet at all times when riding a bike.
- Follow the rules of the road for bicycle riders.
- Ride bicycles in a manner safe to self and others.
- Refrain from trespassing on private property.
- Walk bicycle on school property to and from bike rack.
- Park bicycle in designated area and use lock to secure in place.

Consequences as listed in Section 3.0 will be imposed according to the severity of the incident.

3.3 HONESTY AND OPEN COMMUNICATION

Students have the right to:

Open and honest communication from teachers, other students, staff, and administrators

Students therefore have the responsibility to:

- Be an honest and responsible person as indicated by the following:
 - o Students may not forge notes or other official paperwork for themselves or others.
 - o Students may not cheat on any quiz, test, homework, or other exercise.
 - o Students will comply with the Acceptable Use Policy of the Walpole Public Schools, which prohibits the misuse of computer technology, equipment, or information.

Consequences as listed in section 3.0 will be imposed according to the severity of the incident.

- In addition, the following may be imposed:
 - o The principal/assistant principal and parent/guardian will be informed.
 - o The student will receive a failing grade on quiz, test, homework or other exercise.
 - o Computer privileges may be denied.
 - o A parent/guardian conference may be required.

3.4 ATTITUDE, BEHAVIOR AND LANGUAGE

Students have the right to:

Courteous, respectful treatment at all times while on school grounds, on buses, while traveling to and from school, and during school related activities.

Students therefore have the following responsibilities:

- Students may not refuse any reasonable request made by a staff member.
- Students may not use rude, profane, obscene, or improper language/gestures in school at any time.
- Students may not demonstrate rudeness or disrespect to another student or staff member.
- Students may not jeopardize the health or safety of students and staff.

Consequences as listed in Section 3.0 will be imposed according to the severity of the incident.

Students may not curse, swear, or direct any obscenity towards a staff member for any reason or under any circumstance. (The maximum consequence may be imposed.)

If a student initiates a false alarm or inappropriate call to 911, it may result in a suspension from school. The student and parent/guardian will be required to meet with administration. The appropriate law enforcement authorities will be notified.

3.5 PHYSICAL CONTACT AND THREATS

Students have the right to:

Attend school and school functions without the fear of physical and/or emotional harm.

Students therefore have the following responsibilities:

- Students are prohibited from:
 - o Bullying
 - o Harassing
 - o Making threats or causing physical/ emotional harm.
 - o Asking other students to harass, threaten, or hurt another student or staff member.
 - o Possessing and bringing any item to school which can be considered a weapon, a danger to individuals or school property, or is illegal for a student to possess.

Consequences as listed in section 3.0 will be imposed according to the severity of the incident.

The Walpole Public Schools are dedicated to eliminating any and all forms of harassment. Students and parents/guardians are encouraged to report all incidents to an adult at school as soon as possible. All complaints will be treated seriously and efficiently with the utmost confidentiality.

3.6 PERSONAL PROPERTY

Students have the right to:

Determine one's own appearance as long as it is not a threat to the health, security, and safety of others, or disruptive to the educational process.

Students therefore have the responsibility to:

- Maintain a personal appearance that is not detrimental to the health, security, and safety of others and oneself, or disruptive to the educational process.
- Students are prohibited from:
 - o Wearing clothes or accessories which are vulgar, rude, unsafe, illegal, or disruptive to the educational process. (Inappropriate dress includes, but is not limited to: chains, hats, suggestive/ revealing clothing, clothing with offensive language or graphics ~ i.e. violent, sexual, prejudicial, alcohol, or pro-drug messages.)
 - o Possessing and/or using any tobacco products in school, on school grounds, school buses, while traveling to and from school, or at any school related activities.
 - o Conspiring to/or possessing, selling, transferring, or using illicit drugs, alcohol, chemicals, or narcotics in school, on school grounds, school buses, while traveling to and from school, or at any school related activities.

Students have the right to:

The protection of personal property

Students therefore have the responsibility to:

- To secure one's own belongings
- To respect the personal property of others.

Consequences as listed in Section 3.0 will be imposed according to the severity of the incident.

3.7 SCHOOL PROPERTY

Students have the right to:

A clean, safe, and secure school environment

Students therefore have the responsibility to:

- Respect and protect school property at all times and in all places.

Students have the right to:

To books and equipment in satisfactory condition

Students therefore have the responsibility to:

- Use books and equipment properly, in accordance with school rules.
- Cover and care for books which are assigned to students.
- Exercise proper care of assigned school equipment (lockers, cubbies, desks, science/math/physical education equipment, etc.)

Students have the right to:

To the use of clean lavatory facilities

Students therefore have the responsibility to:

- Use those facilities respectfully and in the manner for which they were designed.

Consequences as listed in Section 3.0 will be imposed according to the severity of the incident.

Deliberate damage to school property will require restitution. Vandalism is a serious offense, which may result in suspension. Law enforcement authority may be notified.

3.8 CAFETERIA

Students have the right to:

Be able to enter and leave the cafeteria in an orderly manner and to eat in safe, secure, and orderly surroundings.

Students therefore have the responsibility to:

- Enter and leave the cafeteria quietly and in an orderly manner.
- Act politely and respectfully to all persons in the cafeteria.
- Follow designated school rules for cafeteria behavior.
- Maintain a clean and healthy environment by cleaning spills and disposing of trash responsibly.
- Return trays and utensils to assigned areas.
- Consume food in the cafeteria and not carry it elsewhere, except with specific permission.
- Refrain from borrowing from or lending money to other students.

Consequences as listed in section 3.0 will be imposed according to the severity of the incident.

3.9 PLAYGROUND / RECESS

Students have the right to:

A safe, secure, enjoyable playground and/or recess

Students therefore have the responsibility to:

- Respect the authority of any person(s) supervising playground.
- To follow designated school rules for acceptable recess/ playground behavior.

Consequences as listed in section 3.0 will be imposed according to the severity of the incident.

3.10 ASSEMBLIES

Students have the right to:

See and hear the person(s) or program presented

Students therefore have the responsibility to:

- Listen attentively and sit quietly during the program.
- Demonstrate appreciation in an appropriate manner.

Consequences as listed in section 3.0 will be imposed according to the severity of the incident.

3.11 FIRES AND FIRE DRILLS

Students have the right to:

Exit the building safely and quickly.

Students therefore have the responsibility to:

- Know the fire drill routes and rules as posted and instructed by school staff.
- Walk quietly and in an orderly manner from the building to designated area.
- Follow directions given by the staff member in charge.

Consequences as listed in section 3.0 will be imposed according to the severity of the incident.

3.12 FIELD TRIPS

Students have the right to:

Benefit from safe, successful, curriculum- related field trips

Students therefore have the responsibility to:

- Provide written parent/guardian permission.
- Follow all bus conduct rules.
- Respond respectfully to all persons and chaperones associated with field trip.
- Follow all “special rules” which may be needed for individual field trips.
- Exhibit appropriate behavior in accordance with Code of Conduct.

Consequences as listed in section 3.0 will be imposed according to the severity of the incident. In addition, future field trip privileges may be denied.

4.0 MASSACHUSETTS DEPARTMENT OF EDUCATION, DIVISION OF SPECIAL EDUCATION, POLICY REGARDING DISCIPLINE AND SUSPENSION OF SPECIAL EDUCATION STUDENTS

All students are expected to meet the requirements for behavior as set forth in this Code of Conduct. Chapter 71B of the Massachusetts General Laws, known as Chapter 766, requires that additional provisions be made for students who have been found by an evaluation team to have special needs and

whose program is described in an Individualized Education Program (IEP). The following additional requirements apply to the discipline of special needs students:

6.1 Procedures

- The IEP for every special needs student will indicate whether the student can be expected to meet the regular discipline code or if the student's disability requires a modification. Any modification is described in the student's IEP.
- The principal or designee will notify the local Special Education Director of the offense, which is subject to the suspension of the special needs student, and a record will be kept of such notice.
- When it is determined that the suspension(s) of a special needs student will accumulate to ten (10) days in a school year, a review of the student's IEP as provided in Section 333 of the Chapter 766 Regulations will be held to determine the appropriateness of a student's program or placement. The TEAM will make a finding as to the relationship between the student's misconduct and his/her disability and either:
 - o Design a modified program for the student, or
 - o Write an amendment to provide for the delivery of special education service during the suspension and any needed modification of the IEP relative to the discipline code expectations.

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

GLOSSARY OF TERMS

Bullying

Bullying is defined as the act of one or more individuals intimidating one or more persons through verbal, physical, mental, or written interactions. Examples of bullying include, but are not exclusive to:

- Intimidation, either physical or psychological.
- Threats of any kind stated or implied.
- Assaults on students, including those that are verbal, physical, psychological and emotional.
- Attacks on student property.

Ethical Relating to human character and conduct, of distinction between right and wrong, and moral duty and obligations to the community.

Expulsion

An exclusion from the public school for the remainder of a term, semester, academic year, or permanently, subject to formal procedures as outlined in Massachusetts General Laws Chapter 71, Section 37H and Chapter 76, Section 17.

Harassment

Harassment includes insults, name-calling, off-color jokes, threats, comments, innuendoes, notes, display of pictures or symbols, gestures, or other conduct which offends or shows disrespect to others based upon race, color, religion, national origin, age, gender, sexual orientation, or disability.

What one person may consider acceptable behavior may be reasonably viewed as harassment by another person. Therefore, individuals should consider how their words or actions might reasonably be viewed by other individuals. It is also important for individuals to make it clear to others when a particular behavior or communication is unwelcome, intimidating, hostile, or offensive.

Individualized Education Program (IEP)

Shall mean a written statement, developed and approved in accordance with federal special education law in a form established by the Department of Education that identifies a student's special education needs and describes the services that a school district shall provide to meet those needs.

IEP TEAM

Includes the parent(s)/guardian(s) of the student, at least one regular education teacher, at least one special education teacher, a representative of the public school who is qualified to provide or supervise specially designed instruction to meet the needs of students with disabilities, an individual who can interpret instructional implications of evaluation results, other individuals who have knowledge or expertise regarding the student, and, if appropriate, the student.

Restitution

Replacement cost of item or article.

Restriction

Limitation of participation in activities provided for the general school population.

School Community

Includes, but is not limited to, students, parents/guardians, all staff, bus drivers, volunteers, substitute teachers, and school committee members.

Suspension

An administrative action which results in a temporary exclusion of a student from the educational program. Suspensions may be imposed for a time period of one class duration up to ten full days.

- In school suspension – the exclusion from the educational program is served within the school building in a designated setting other than the regular classroom.
- Out-of-school suspension – the student is excluded from his/her educational program and may not enter the school building for a designated period of time.

Tardiness

A student is tardy (late) for school/class when he/she is not present at the stated beginning of the school day.

Vandalism

Malicious damage to or destruction of property.

***Please print this page, complete it, and return it to school.
Thank you.***

I have received and read:

___ **The Walpole Public Elementary School Student and Parent Handbook**

___ **The Code of Conduct**

___ **Bus Rules and Regulations (linked within this document)**

Student's Name: _____ **Grade:** _____

Student's Name: _____ **Grade:** _____

Student's Name: _____ **Grade:** _____

Signature of Parent or Guardian

Date