

# Forestdale School



## PARENT STUDENT HANDBOOK

2020-2021

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### **A letter from Principal Dintino**

The planning required to address multiple challenges, educating students and protecting public safety during a pandemic, requires the vision and wisdom of many. We are grateful for the educators, nurses, support staff, administrators, and parents who have given their time and expertise to address and develop plans to safely reopen schools and, as needed, operate remotely. Thank you to all those who have been involved with this undertaking. Also, a special thanks to the members of the administrative team, faculty, staff, and Sandwich Educational Association for collaborating, refining and clarifying this plan.

As you read through this Forestdale School Parent/Student Handbook, you will notice all COVID-19 information is readily available in the beginning pages. You will also notice that due to the pandemic, we will not allow volunteers or visitors in the building.

In addition, Forestdale students, staff, parents, and caregivers deserve tremendous thanks for their support and patience as we've navigated this challenge over the past several months. I appreciate your emails, impromptu chats, and insights provided in our virtual conversations as we experienced distance learning. I know that by working together we will emerge from this even stronger than ever.

With gratitude,

Christopher Dintino

## Quick Reference Page

**Principal** - Christopher Dintino

**School Phone** 508-477-6600

**Assistant Principal** - Sarah Murray

**School Fax** 508-477-7665

**Address** - 131 Route 130, Forestdale, MA 02644

**Hours** - Drop off ~ 8:45am - 9am

School Day: M, T, Th, F ~9am - 3:30pm

**Wednesday School Day ~ at home LEARNING**

Early Dismissal ~ 12:30pm

Delayed Opening ~ 11am

Places to get Information [Forestdale School website](#) [Forestdale School Facebook](#) Twitter - [@FDSchool\\_News](#)

**Cafeteria** [Myschoolbucks.com](#) - You can put money on your child's lunch account and monitor their purchases.

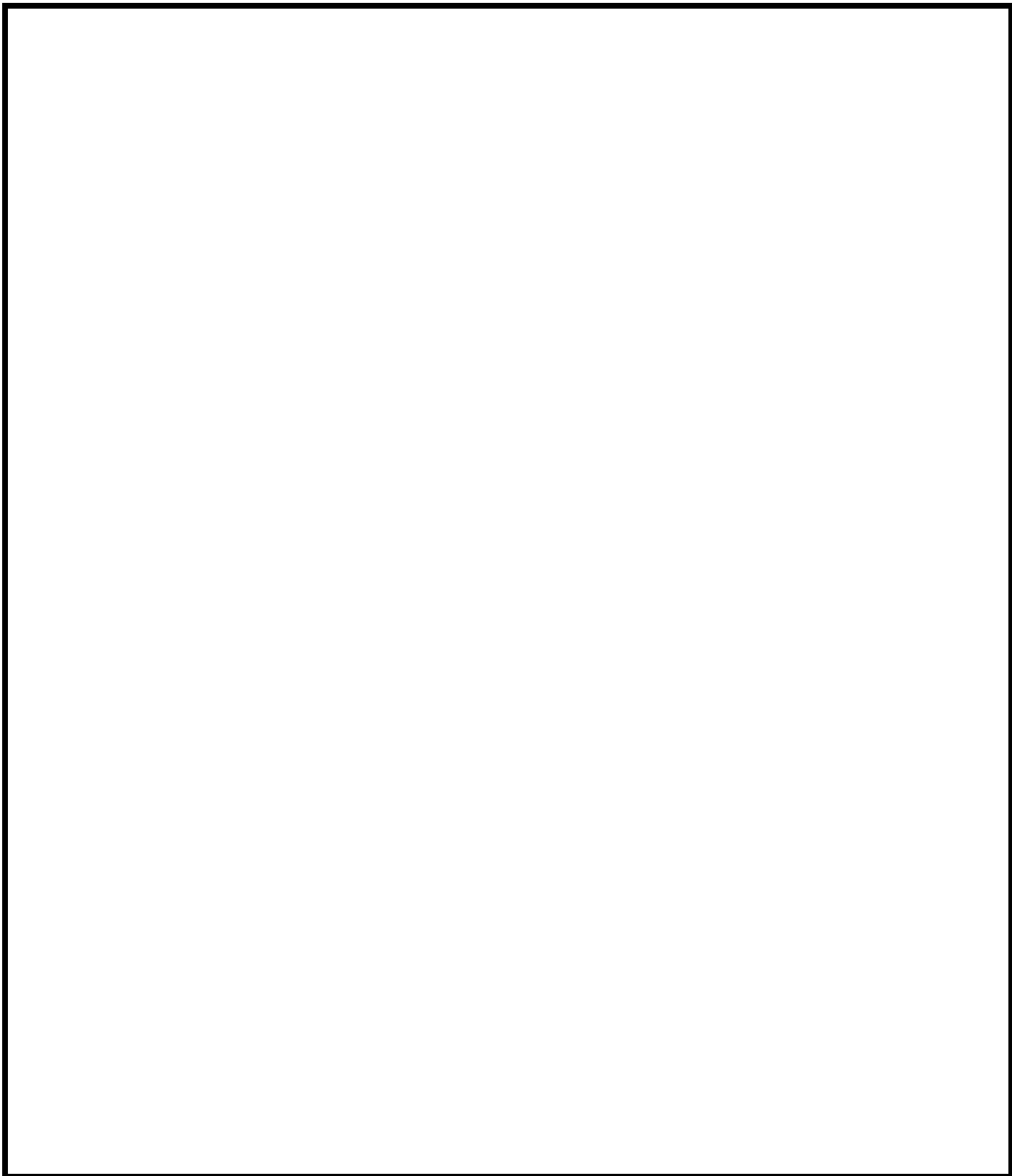
**Breakfast** \$1.75 **Lunch** - \$2.80 **Milk** \$.70 **Menu** – <http://abbeygroup.net>

**Student Absence/Dismissal - PickUp Patrol** is our online system for parents to communicate plan changes, including absences, to the school.

- Parents receive an email with instructions to register for PickUp Patrol.
- Changes may be entered days, weeks, or months in advance, and at any time up until 12pm on the day of the change.
- After 12:00 pm changes will not be accepted except in the case of an emergency.
- Emergency changes are via phone directly to the main office.
- EARLY DISMISSALS MUST BE MADE BETWEEN THE HOURS OF 9AM-1:30PM.
- No dismissals will be allowed between 1:30pm and the end of the school day.
- The end of the school day is a busy time, to ensure the safety of all students, please plan accordingly and limit these exceptions to emergencies **ONLY**. Students will follow the "default" plan if no changes are in PickUp Patrol. Except for school choice students, the default plan for your student is the bus unless you have updated PickUp Patrol to reflect otherwise.

### Commonly Requested Phone Numbers:

- **Nurse's Office** - (508) 477-6600 Ext. 610 or 508-477-2866 (8:45am-3:45pm) FAX: 508-833-8048
- **Special Ed Coordinator** - (508)477-6600 Ext. 613
- **Cafeteria** – (508) 477-6600 Ext. 621
- **School for Early Learning** - (508) 539-7509
- **Integrated Preschool** - (508) 477-6600 ext.198



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## Introduction

The following plan was created in consultation with Sandwich Public Schools district leadership, The Sandwich Education Association and approved by the Sandwich School Committee, in an effort to provide students and parents with a clear list of the principles and expectations that will guide our efforts throughout the 2020-2021 school year. The details put forth in this document are subject to change based on evolving state and federal guidelines.

## Guiding Principles & Philosophy:

- A. **The health and safety of our students and staff is prioritized above all else.** During this public health crisis, we understand that the unexpected illness of a loved one could make it difficult for students to complete learning activities or for teachers to assist their students. We are committed to remaining flexible and supporting our community members so that they can focus on the emotional and physical well-being of themselves and their families.
- B. **We strive to make our online learning resources as equitable as possible,** taking into consideration disparities in access to technology and educational supports at home.
- C. **We are committed to maintaining connections between school staff and students to aid students in their at-home learning experiences.**
- D. The district's remote learning resources have been designed to provide our students with **meaningful educational experiences through blended learning, including synchronous (Google Meets) and asynchronous (including scheduled office hours) methods.**
- E. During this unprecedented time, **our district must be prepared to quickly adapt to evolving recommendations** put forth by the Governor and by the Massachusetts Department of Elementary and Secondary Education (DESE). We will continue to communicate any updates to students and families as they become available.
- F. While the intention of this document is to detail our learning plan and policies when not in school, we feel it is critical to take every opportunity to remind the families we serve that **our staff is here to support the social emotional needs of each child during what we know is a difficult and stressful time.** There is a Student Support Team at each school with compassionate professionals ready to support you and your child. Students who are learning at home and their families are encouraged to partner with our Student Support Team.

## Remote Learning & At Home Learning Acceptable Use Guidelines

### ***Sandwich Public Schools Family And Student Guidelines:***

### ***Appropriate Technology Use During Virtual/Remote Learning Activities***

Sandwich Public Schools is dedicated to providing engaging and effective remote learning opportunities for our students. As part of our remote learning opportunities, SPS is offering many learning activities, classroom presentations and student meetings via virtual platforms. Prior to engaging in these virtual learning activities, presentations and student meetings, the District seeks to clarify guidelines for appropriate technology use during virtual/remote learning activities. These are as follow:

1. The District strictly prohibits screenshots, pictures, audio/video recording and distribution of any virtual educational experience in order to protect student privacy, proactively prevent

potential cyberbullying, prevent the distribution of copyrighted materials and comply with Massachusetts law. Please note that in Massachusetts, it is illegal to record another person through any medium without his or her knowledge.

2. Students, and where appropriate parents/guardians, agree to engage in virtual educational experiences in a quiet, private area to the extent practicable given the circumstances, in order to minimize background noise and distractions and to protect the integrity of student engagement as well as student confidentiality.
3. Parents/guardians and other household members who normally are not privy to day-to-day classroom and group service discussions agree to respect and keep confidential any personal or private information (e.g. disability status) inadvertently discovered about other students due to proximity of virtual education.

As a reminder, the District's Acceptable Use Policy applies to virtual learning, including school-issued devices and networks. The district uses a monitoring tool called BARK in grades 3-12 to help monitor students who may engage in risky or inappropriate online activities. Any time students are working within their school Google Account, BARK is Activated. School administrators monitor BARK when school is in session; we also offer an opportunity for families to access their child's BARK Account.

#### **[Sandwich Public Schools Acceptable Use Policy](#)**

Students will be expected to behave in accordance with school rules of conduct while participating in remote instruction. Cyber-bullying, harassment, discrimination, behavior deemed inappropriate by faculty and administration, and abuse of the remote learning process will not be tolerated.

#### **Supporting your student while they are learning from home in all three models: Hybrid; Family Choice At-Home Learning; Fully Remote**

1. Find a spot that will be quiet, private, and comfortable.
2. Be prepared with the platform used for the grade level.
  - a. For Grades 7-12: Have Google tools setup including: Classroom, email, and calendar. Notifications for these features are to be turned on.
  - b. For Grades 3-6: Have Google tools setup including: Classroom, email, and calendar. Notifications for these features are to be turned on.
  - c. For Grades K-2: Have SeeSaw ready
3. Closely follow the published daily schedule and be on time for Live Sessions.
4. Ensure that what shows up in the background is appropriate for school.
5. Be prepared with the appropriate supplies: computer, earphones, textbooks, notebooks, calculator, writing implements. Elementary & STEM Students may be provided with Math Manipulatives and will want to have those at hand as well.
6. Proactively reach out to your At-Home Learning Teacher with questions and/or concerns.
7. Abide by the Sandwich Public Schools academic integrity expectations: submit only original work, using only permitted materials and documented sources.
8. Participate in the creation of class expectations for At-Home Learning and take responsibility for meeting the expectations.

## **Google Meet Norms: to be further developed collaboratively by teachers and students**

1. As you join the class, please have your video on and your microphone muted. The teacher will be taking attendance first thing and needs to see you.
2. As the class progresses, your teacher will provide instructions about turning the mic off and on. The reason for turning the mic off is to reduce distracting background noises.
3. Your class will develop understandings about how to show engagement and participation with or without having the camera on.
4. Cell phones or other private means of communication should not be in use unless directed by the teacher for educational purposes.
5. Chat functions within a class are for contributing to the class, not side conversations.
6. Students are to disconnect promptly when a video meeting ends. If an individual is unaware of their camera or microphone being on, classmates are expected to let them know.

## **Teaching and Learning**

**Schedules** ~ the following are examples of schedules to illustrate time on learning, and the inclusion of COVID related procedures within each school day. The examples are actual grade 1 and grade 4 classes.

[Example of Forestdale In-Person Schedule](#)

[Example of Forestdale Remote Schedule](#)

[Example of Oak Ridge In-Person Schedule](#)

[Example of Oak Ridge Remote Schedule](#)

**\*At-Home Learning Schedules are being developed**

## **What Families Can Expect:**

- All teachers - Including At-Home Learning staff - will have a Blue Knight page on the district website.
- Updated Learning Plans will be posted on Mondays.
- Teachers will review the weekly Learning Plan and clarify expectations.
- Each class will include Live, interactive Teaching & Learning, off-line independent work, and a class wrap-up.
- Wednesday's Work will be included in the Learning Plan.
- If a student is not participating in their learning and the teacher is unable to connect with them, the teacher will notify the student's parents/guardian, guidance counselor, and assistant principal.
- Teachers will share student academic progress with parents/guardians through the use of PowerSchool or weekly email communication.

[Communication with families](#), as described in the Sandwich Public Schools Reopening Plan

[In Person Reopening Plan](#)

[Remote Plan for All - Elementary](#)

[School Calendar](#)



## 2020-2021 Student Code of Conduct additions during the Coronavirus Pandemic

### Face Coverings:

Students<sup>1</sup> are expected to wear a face covering throughout the day, with scheduled breaks.

***If there is a refusal to wear a face covering, or lack of compliance:***

|                 |   |
|-----------------|---|
| First offense:  | Students will be sent home and will be welcomed back the next day.  |
| Second offense: | Students will be sent home and the administration and parents/guardians will consider whether the student should attend Family Choice At-Home Learning instead of In-Person Learning. |

### Social Distancing:

Students are expected to honor Social Distancing Policies, as they are updated by the CDC, DESE, and the Sandwich Board of Health.

***If there is a refusal to social distance or, lack of compliance:***

|                |  |
|----------------|--|
| First Offense  | Conference with Administrator; parent notification |
| Second Offense | Discretion of Administrator                        |

The Student Handbook policies concerning student discipline remain in effect.

## 2020-2021 Food Service Protocols during the Coronavirus Pandemic

Abbey Group, our food services team, has served thousands of meals to families since the spring. They have been open to our community all summer long, and for that we are thankful. Upon the opening of school, our nutrition team will be able to adapt to any scenario for reopening. We will be prepared to serve breakfast and/or lunch five days a week regardless of whether we are remote or in person. Abbey Group is ready to provide a combination of grab and go and on-site food delivery, dependent upon the needs of our families. Modifications will be required from an operational standpoint to ensure safety.

[Additional details and information about Food Service](#) are in the Sandwich Public Schools Reopening Plan.

**NEW for 2020-2021:** Caretakers of students with food allergies are asked to meet with the school nurse and school administration to develop a plan to safely eat in the classroom.

## 2020-2021 Health and Safety Protocols during the Coronavirus Pandemic

### District and School Safety Protocols

We hope it goes without saying that the health and safety of students and staff are our top priority when making the decision to reopen schools in fall. The following health and safety requirements were

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<sup>1</sup> There are some students with medical exemptions for whom a face covering is not feasible. Additional personal protection will be provided for those students.

developed in collaboration with infectious disease physicians, pediatricians and public health experts from the Massachusetts General Brigham Health System and the Massachusetts chapter of American Academy of Pediatrics.

At this time, these are the health and safety practices that will enable the safe reopening of schools this fall. These requirements will be modified as needed as we head into the fall. In addition to required practices, we have also included guidance on best practices where applicable.

As general background, COVID-19 spreads when people are in relatively close proximity, through respiratory droplets generated through coughing, sneezing, or talking to an infected person. Among the most effective preventive measures – when used consistently and in combination – are masks/face coverings, physical distancing, handwashing, and cleaning frequently touched surfaces.

(<https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/how-covid-spreads.html>)

#### **Additional information<sup>2</sup> about health and safety, including:**

- PPE (Personal Protective Equipment)
- Physical distancing
- Student Groups
- Screening Upon the Entry to School
- Responding to COVID-19 Scenarios
  - Testing, tracing, and isolation

#### **Testing and Treatment Resources**

- If you, or your child, are in need of COVID-19 testing and do not know where to obtain a test, please contact your school nurse.
- If you, or your child, do not have medical insurance or an established primary care provider, please contact your school nurse.

#### **Emergency Contacts**

- Families must provide the school nurse with **at least four** emergency contacts, indicating individuals who will be able to come to the school and pick up their child if they become sick during the school day.
- Dismissing sick children (and staff) in a timely fashion (within 30 minutes) is imperative for the safety of all.
- If the school nurse is unable to reach an emergency contact for a student exhibiting signs and symptoms of COVID-19 while in school in a timely fashion, the student may be transported via EMS to the nearest medical facility for assessment and treatment.

#### **Sandwich Public Schools Health Guidance**

- [Staff Health Self-Assessment](#)
- [Student Health Assessment](#)

#### **Health Office Protocol**

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<sup>2</sup> Sandwich Public Schools Reopening Plans

## Health Protocols from the Sandwich Public Schools Nursing Department

### Student is symptomatic:

- [At Home](#)
- [At School](#)
- [On the Bus](#)
- [Returning to School after Dismissal](#)

### Exposure to COVID-19

- [Individuals Exposed to COVID-19 Positive Individual](#)
- [If Close Contact of Student or Staff Tests Positive for COVID-19](#)
- [Presence of Multiple Cases in the School or District](#)
- [Presence of Significant Number of New Cases in a Municipality](#)
- [State Wise Regression - Previous Reopening Phase](#)

### Staff is symptomatic:

- [At Home](#)
- [At School](#)
- [Student or Staff Tests Positive for COVID-19](#)

## Transportation

The Massachusetts Department of Elementary and Secondary Education (DESE) has shared extensive guidance regarding transportation. The following section is an overview of the most pertinent components of that guidance shared by the DESE and how the SPS will address them.

The safe transportation of students to and from school is a critical part of achieving our return. In developing this supplemental transportation guidance, the health and safety of students and transportation staff remain our top priorities. The district conducted a survey to gather information about whether students would need the service of the bus, or would be able to find alternate transportation. The results of the survey helped the transportation company meet the requirement set out in [DESE](#) guidance. This guidance focused on supporting districts to develop a transportation strategy that provides safe conditions for all students and staff traveling by bus, while also maximizing in-person learning.

## Core health and safety practices

Several core practices will support safe school bus operations this fall:

- **Masks:** All staff and students on the bus, regardless of age, are required to wear masks at all times. Exemptions for students due to medical and/or behavioral reasons – and associated protocols – are further described later in this guidance.
- **Distance:** Students should be seated no more than one student per bench, alternating sides for each row, which allows students to maintain approximately 3 feet of physical distance. Students from the same household will sit together and in closer proximity (e.g., two students per bench). Diagrams are provided later in this guidance.
- **Ventilation:** Keep windows open at all times during operation, unless not possible due to extreme weather conditions.
- **Seat assignments:** Students will be assigned to a single bus and a particular seat.
- **If a student does not adhere to transportation expectations, that student will not be permitted to ride the bus.**

[Additional details about Transportation](#) are in the Sandwich Public Schools Reopening Plan

## **Attendance/Tardiness**

- Attendance is recorded daily by each teacher from either synchronous class meetings or asynchronous independent work. On Wednesdays - Independent Work Days - students are counted present if they submit required work by the date and time required by the teacher and/or if they exhibit appropriate progress on activities where their engagement is expected in an asynchronous context.
- Students who are not present for the beginning of a class when attendance is taken, but show up after the assigned start will be marked tardy.
- The teacher will communicate home and/or convene the student support team if a student is not meeting attendance expectations.
- Excused versus unexcused absences policy can be found in the student handbook.

## **Protocols to manage safe movement and hygiene within the schools**

We have developed plans for management of our facilities and movement within the school buildings to ensure the health and safety of staff and students. There are protocols regarding frequency of cleaning of specific areas of the school, as well as they type of cleaner to be used. There are new protocols about avoiding the sharing of instructional materials. You can read [additional detailed information about Facilities and Operations](#) in the Sandwich Public Schools Reopening Plans.

Links to Additional Guidance and Information

## **Supporting Documents for the Sandwich Public Schools Reopening Plan**

Includes School-specific folders with the Plans for Hybrid Learning (STEM/SHS) and the Plans for In-Person Learning (FD & OR)

## **DESE Guidance**

## Forestdale Arrival and Dismissal Procedures 2020-2021/COVID

### Arrival

Due to limited assigned seating on our busses this year we anticipate a larger number of families transporting their child to and from school. To support the larger volume of vehicles entering the building we have made some adjustments in our procedures.

Families will be given a placard for their vehicle to use during drop-off in the morning and pick-up in the afternoon. Placards will be yellow or red. The color placard your family receives is based on the location of your child's room in the building. If you receive a yellow placard your drop off location will be to the right of our building and if you receive a red placard your child will be dropped on the left side of the building. ***\*If you have children in more than one grade level your placard color will be based on the youngest child's classroom location.***

To accommodate for drop off on the left side of the building we have reversed the direction of traffic to have the passenger door of a car at the sidewalk. Please see the diagram below.



Families with yellow placards that arrive before 8:45 am to drop their child will proceed to the old basketball/tennis court area, to the right of the parking lot, to wait in the Early Drop off Waiting Area. Families arriving early on the "red" placard side will pull up to the gym entrance walkway to wait until 8:45.

### Parent Pick Up/Dismissal

We will still be using Pick Up Patrol for families to arrange student pick up at the end of the day. Please refer to our student/family handbook for more information on pick up patrol. **Note: Because of COVID, busses are restricted and have daily assigned seating, so families must commit to pick-up and can't change their plans to their child taking the bus that day.**

With the increased volume of families picking up their child/children because of bus restrictions, we will now place the priority on dismissing students for parent pick-up first, before our bus students.

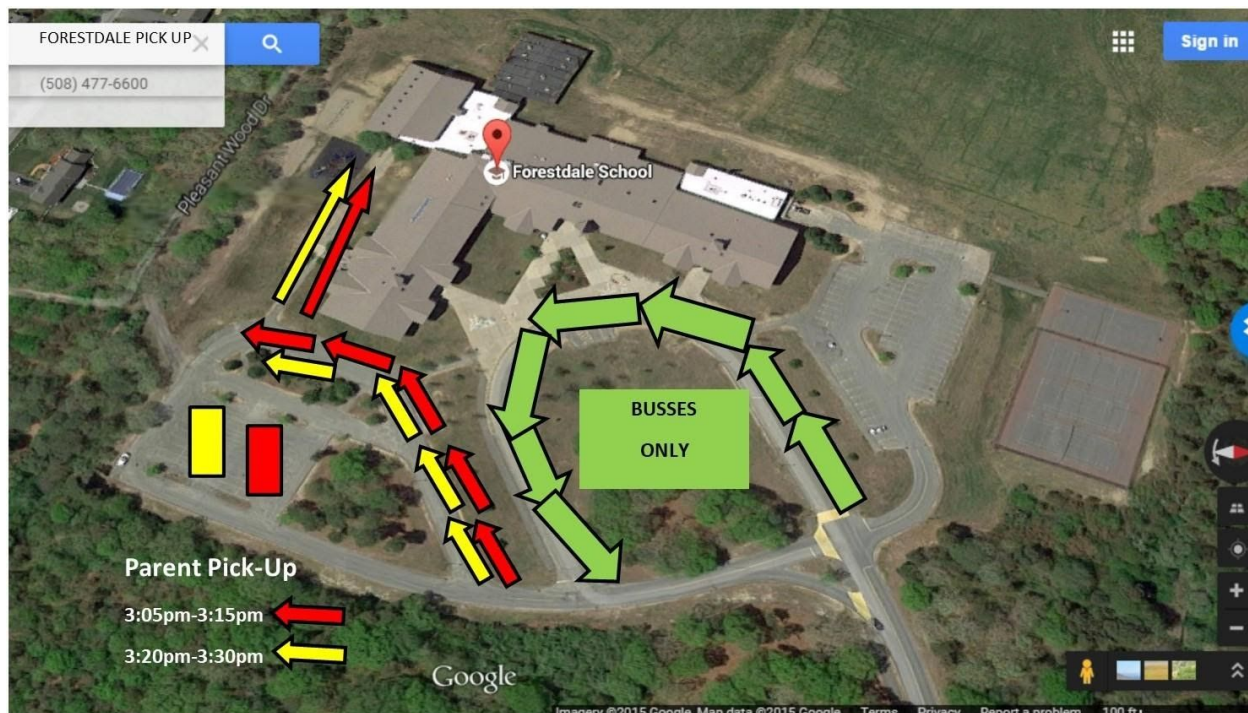


Pick-up times will start as early as 3:05 pm and go until 3:30 pm. Families will enter through the gymnasium entrance, by the playground, wearing a mask. We will only allow 30 adults into the gymnasium at a time to pick up their students.

Using the colored placards families received, students with “red” placards will be dismissed to the gymnasium first, at 3:05-3:15. Families will proceed to the gymnasium to sign their child out (**\*Please bring a photo ID**) and will exit out the locker room doors to the exit doors by the playground. Students will be waiting in the gym, socially distanced at 5 ft. arranged by last name.

Families with “yellow” placards will pick their child up in the gymnasium between 3:20-3:30 pm. Students will be called down to the gymnasium for dismissal at 3:15 pm. Dismissal procedures will be using the same protocols described above.

*\*Yellow and red dismissal times will be rotated throughout the school year.*



## The Sandwich Public School System

Three separate schools are engaged in public education in the Town of Sandwich.

### District

**Superintendent's Office**  
**33 Water Street**  
**Sandwich, MA 02563**  
**508-888-1054**

Dr. Pamela Gould, Superintendent  
Maureen Wiklund, Assistant Superintendent  
BJ McNamara Director of Pupil Services  
Michelle Austin, Director of Finance and Business Operations  
Bryce Harper, Director of Technology  
Jennifer Kirk, Elementary Curriculum Coordinator  
Lynn Gruen, PreK-6 Special Education Coordinator  
Camila Oliveira - ELE Coordinator

### **School Committee Members**

Chair: Don DiGiacomo  
[ddigiacomo@sandwich.k12.ma.us](mailto:ddigiacomo@sandwich.k12.ma.us)  
Vice Chair: Kerri Ames  
[kames@sandwich.k12.ma.us](mailto:kames@sandwich.k12.ma.us)  
Secretary: Kristin Bader  
[kbader@sandwich.k12.ma.us](mailto:kbader@sandwich.k12.ma.us)  
Susan Miller [smiller@sandwich.k12.ma.us](mailto:smiller@sandwich.k12.ma.us)  
Michael Pell [mpell@sandwich.k12.ma.us](mailto:mpell@sandwich.k12.ma.us)  
Burton Fisher [bfisher@sandwich.k12.ma.us](mailto:bfisher@sandwich.k12.ma.us)  
Kevin Sareault [krsareault@sandwich.k12.ma.us](mailto:krsareault@sandwich.k12.ma.us)

### **Sandwich High School Grades 9 - 12**

**508-888-4900**

### **STEM Academy Grades 7 & 8**

**508-888-5300**

James Mulchahy, Principal  
Joshua Tarsky, Assistant Principal  
Jeanne Nelson, Assistant Principal

### **Forestdale School Grades PK-2**

**260 Quaker Meetinghouse Rd.**  
**E. Sandwich, MA 02537**  
**508-833-0111**

Trish Hill - Principal  
Brandy Clifford - Assistant Principal

### Schools

#### **Forestdale School Grades PK-2**

**151 Route 130**

**Sandwich, MA 02644**

**508-477-6600**

**508-888-0911/477-7665 Fax**

**[www.sandwichk12.org/schools/forestdale-school](http://www.sandwichk12.org/schools/forestdale-school)**

Christopher Dintino- Principal  
Sarah Murray - Assistant Principal  
Chris Flannigan - Administrative Assistant  
Maureen Jackson - Administrative Assistant  
Melissa Doherty- Special Education Admin.  
Assistant Anne Edgar - School Psychologist  
Carrie Gonsalves - School Psychologist  
Alyssa Pestilli, Rachel Darsch- Social Workers  
Beth Recker, Liz Lopes - School Nurses

### **Sandwich Elementary School PTA Oak Ridge Staff**

Co-Presidents:

Meredith Fortier [meredithrfortier@hotmail.com](mailto:meredithrfortier@hotmail.com)

Lauren Galvano [laurengalvano@comcast.net](mailto:laurengalvano@comcast.net)

Secretary: Meaghann Toomey

[meaghannkelley@gmail.com](mailto:meaghannkelley@gmail.com)

Treasurer: Angela Stetsont

[reasurer@sandwichpta.org](mailto:reasurer@sandwichpta.org)

Communications Leader

[theresa.martens@gmail.com](mailto:theresa.martens@gmail.com)-+

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## Frequently Asked Questions

**How can I see some of the great things that happen during the school day?** The best way to be able to see daily examples of the great things happening at the Forestdale School is to like our page on Facebook. The easiest way to find our page is to use the search bar in Facebook and search [@ForestdaleElementary](#). We are also on Twitter by searching [@FDSchool\\_News](#).

**What are some important School Procedures for me to know? Publicity (photography, web publishing, videotaping)** - During the school year, there are occasions when students are photographed or may appear in a video made during the school day. For instance, on occasion, the local newspapers wish to cover special class projects or interview students recognized for achievement in a particular area. *\* With regard to web publishing, student names and photographs are not displayed together.* **Parents/guardians opposed to any photographing, web publishing and or videotaping of their child MUST indicate so in a letter to the building principal, Christopher Dintino by September 30, 2020 or within one month after enrolling in Sandwich Public Schools otherwise permissions are assumed.**

**School Busses** – Each student who is a Sandwich resident is designated a bus to take to and from school every day. Students may not change from their designated bus to another bus without approval from the Forestdale School administration.

**Visiting the School** – **During the 20-21 school year, no visitors will be allowed in the building.** At the Forestdale School we work to build a strong community and that includes our students' caregivers. When visiting the school, please park in Visitor Parking areas (marked with signs) which are located in the parking lot to the right when you come in. You must always sign in at the office. Please bring your picture ID with you.

**Dismissal** - Changes to dismissal plans are through the PickUp Patrol application. Always have an I.D. ready when picking up a student.

**Cell Phones/Apple Watches** – Students' cell phones/Apple Watches must remain in their backpacks at all times. Cell phones/Apple Watches may not be used during school hours or while riding on school busses.

**District Calendar** – **Every Wednesday beginning September 23, 2020 and continuing through the end of the school year, will be an At-Home Learning Day.**

**Family Vacations** – The Sandwich Public Schools request that parents make the effort to schedule family vacations during school vacation. Vacation absences are an unexcused absence. While students can make-up paper assignments, they will miss class time, learning activities, and discussions. Currently, school procedure is for students to read each day and keep a journal when on vacation during scheduled school time.

**School Cancellation/Delayed Opening and Early Closing** – Occasionally, during inclement weather when transportation by bus is impossible, school will not be in session. School closing announcements broadcast over local radio stations and WBZ Radio, Boston. Additionally, parents receive an automated message from the school district to your primary phone number. A letter from the Superintendent is

included in the information packets sent home at the beginning of school. In the event of a decision to delay the start of school morning preschool is cancelled.

Delayed Opening 11:00am

Early Dismissal 12:39pm

**Lost and Found** – **Lost and Found will be located in the vestibule in the main entrance.** Please discourage students from bringing toys to school unless they are appropriate for some specific classroom project. Personal belongings, such as toys and games, may result in distraction and could be lost or even stolen. In an effort to recover such losses students and staff are encouraged to turn found items to the “Lost and Found” in the cafeteria. Please mark your child’s name on clothing, lunch boxes and other personal articles that may be misplaced. It is much easier to return these items to the owner if the name is included. Parents are welcome to come in and check the Lost and Found for lost items. Please have students check for missing clothing, lunch boxes, books, etc. promptly. All unclaimed items go to charity on a quarterly basis.

**Dress Code** - Students should dress in a reasonable fashion. While you are free to determine your child’s appearance in school, it must be clean and reflect the weather. Most days students will be outdoors for a recess that lasts up to 25 minutes. If a teacher has a concern regarding the standards of dress, he/she will contact an administrator. The administrator will contact the caregivers. The following standards of dress will apply:

- Outdoor clothing, i.e. hats and coats must be kept in lockers and cubbies and not worn inside of the school building
- Wearing Sunglasses inside the building requires a doctor’s note
- Local and state laws prohibit bare feet
- Clothing with lettering or symbols that are obscene or offensive as determined by the administration are not permitted
- Undergarments may not be showing at any time
- No pajamas or pajama type pants unless promoted by the classroom teacher **Please note:** The administration reserves the right, if necessary, to add other items to this list, especially all items which negatively affect the safety and security of our students and staff.

**How do I volunteer at the school?** **No volunteers will be allowed during the 2020-2021 academic year.** Anyone looking to volunteer at the school must first come to the school and complete a CORI check before being able to volunteer in a classroom. This requires a driver’s license and is good for three years. We have several opportunities for people to volunteer at our school; the best place to start is by opening a dialogue with your child’s teacher and seeing if there are volunteer needs in the classroom. We often look for volunteers in the library as well. Check our Facebook Page for short-term volunteering needs. The PTA is always looking for help at many of the great events they sponsor throughout the year.

**How do I put money on my child’s lunch account?** Caregivers are encouraged to put money in their child’s school lunch account so that purchasing lunch is convenient for the child and the lunch line moves more quickly. Parents may use the [myschoolbucks.com](https://myschoolbucks.com) website to monitor purchases, get a low balance email alert or place money in their child’s account. Parents will need to use the student’s Access ID number (5 numbers) on the Parent Portal Powerschool letter that was received during the summer. Parents may also send a check or money to school. Breakfast \$1.75 Lunch is \$2.80 (grades K-2). Milk may

be purchased for \$.70. Any families experiencing financial difficulties, please find federal applications for free and reduced lunch in the school office and online throughout the year.

### **When do I need to send note?**

**Planned absences** - While we realize it is sometimes necessary to take children out of school for reasons other than illness, please try to schedule family vacations during school vacation and notify the teacher in writing.

**Medical notes:** A doctor's note stating the reason for the absence is required for your students attendance file. While a parent's note is helpful, it does not necessarily excuse the absence.

**Legal Notices:** Immediately provide the school with changes in custodial rights, legal parenting rights, parenting agreements, and or restraining orders so that we can continue to ensure your child's safety. The information is strictly confidential in the office.

### **What are the Forestdale School's Rules and Expectations?**

Here at Forestdale we use Responsive Classroom to build classroom and school wide community. A big part of Responsive Classroom is having students actively engage in creating Expectations (rules) for their classroom each year. Students will also work to build school wide expectations for our Common Spaces through Responsive Classroom. Those Common Spaces include the cafeteria, hallways, bathrooms, playground and bus. The student Code of Conduct details how we respond as a school to students who are unable to follow our community created expectations.

### **What I Need to Know about Safety**

**Visiting:** The main entrance to Forestdale School is the only entry for visitors, parents, and volunteers when entering and exiting the school building. When entering the building, you will stop at the vestibule window, produce your license and receive a visitor badge. Visitor badges must be visible at all times when inside the building.

- Bring your driver's license/picture I.D.
- Check in window is in the vestibule of the main entrance

**Students:** Throughout the year our students practice safety drills for both evacuating the building and staying in place in the classroom.

**What student services does the school offer?** The Forestdale School provides a wide variety of services to support both the academic and social- emotional success of our students. Services: Sheltered English Immersion, Leveled Literacy Intervention, Reading Recovery, Math Intervention, access to the school Social Workers, nurse care, Speech and Language Therapy, Occupational Therapy, Physical Therapy, Adaptive Physical Education, Special Education, Behavior Intervention, Parenting Workshops and Extended Day Care.

### **Who do I call . . .**

**I have an issue or question about something going on in the classroom.** - Your child's teacher is your best point of contact in these situations because they know your child the best and will work with you to resolve issues. Also, remember to call or write when you are pleased as well... teacher's love a little praise too!

**My child is going to be absent from school?** - Please use PickUp Patrol to indicate that your child will be absent. Absence due to a doctor's appointment should be followed with a note from the doctor the following day.

**I need to dismiss my child early.** – **During the 20-21 school year, no early dismissals will be allowed after 1:30pm.** Please enter the dismissal into the PickUp Patrol. Same day early dismissals should be entered at least one hour prior to the dismissal but no later than noon on the day of. If there is an emergency that requires you to dismiss your child after cut-off and before the end of the day, please call the main office at (508) 477-6600.

**If I have questions or information regarding my student's health?** Two nurses staff the Health Office each day. Mrs. Recker and Mrs. Lopes will be able to help you and answer your questions. The nurse's office phone numbers: (508) 477-6600 ext, 610, Direct line (508) 477-2866, Fax (508) 833-8048.

**If I have a question/concern regarding the busses?** Our Assistant Principal, Ms. Sarah Murray, is your first point of contact on all things busses. You may reach Ms. Murray at (508) 477-6600 ext. 609. If you have a concern regarding your bus stop, please email [transportation@sandwich.k12.ma.us](mailto:transportation@sandwich.k12.ma.us)

**If I have a question about the lunch or breakfast program?** The Abbey Group is our food service provider. Our program director is Priscilla Byron. Mrs. Byron may be reached at (508) 477- 6600 ext. 621.

**If I have questions/information about my child's mental health?** You can contact one of our two Social Workers Ms. Pestilli or Ms. Darsch at (508) 477-6600.

**If I have a question about my child's IEP?** - The contact person's name should be on the top of your child's IEP. If you call the school (508) 477-6600, ext. 613, we can connect you with your child's contact person.

**If I have a question about the special education process or where my child is in the evaluation process?** Ms. Gruen is our PreK-6 Special Education Coordinator and can be reached at (508) 477- 600 ext. 134.

**If I have a question about the Integrated Preschool Program (enrollment, tuition, scheduling, etc.)?** Mrs. Jen Munk is our Early Childhood Coordinator and can answer any questions you have about the Integrated Preschool Program. Call her at (508) 477-6600 ext. 198.

**If I have a question about Extended Day options for my child?** Karen McCarthy is the Director of the School for Early Learning and manages the extended day program here at Forestdale. Reach Ms. McCarthy at (508) 539-7509.

**If I have questions about the School for Early Learning?** Karen McCarthy is the Director of the School for Early Learning. She can be reached at (508) 539-7509.

## **School Regulations**

### **Homework**

Our staff spent a good portion of the 2017-2018 school year researching homework, its efficiency for student learning, and its developmental importance in grades Prek-2. Researcher Harris Cooper, who spent decades studying this topic, “there is no evidence that any amount of homework improves academic performance of elementary students”, best, summarizes their results.

Because of our research, we as a school will be limiting homework expectations placed on students. Students will continue to be encouraged to read or read to each day. These times will vary from grade starting at 10-15 minutes in kindergarten and building to 20-30 minutes in grade two. With the remaining time, families are encouraged to foster student’s interests in other areas. We encourage you to assign homework to your students such as: playing outside, playing a board game, helping make dinner, practicing an instrument, writing a letter to a grandparent, digging in the dirt, volunteering, drawing a picture, cleaning their room, riding their bike or working on a puzzle.

Teachers may ask students to bring in objects from home to support class projects and students receiving interventions such as Reading Recovery may have expectations to practice their reading and writing each night as well.

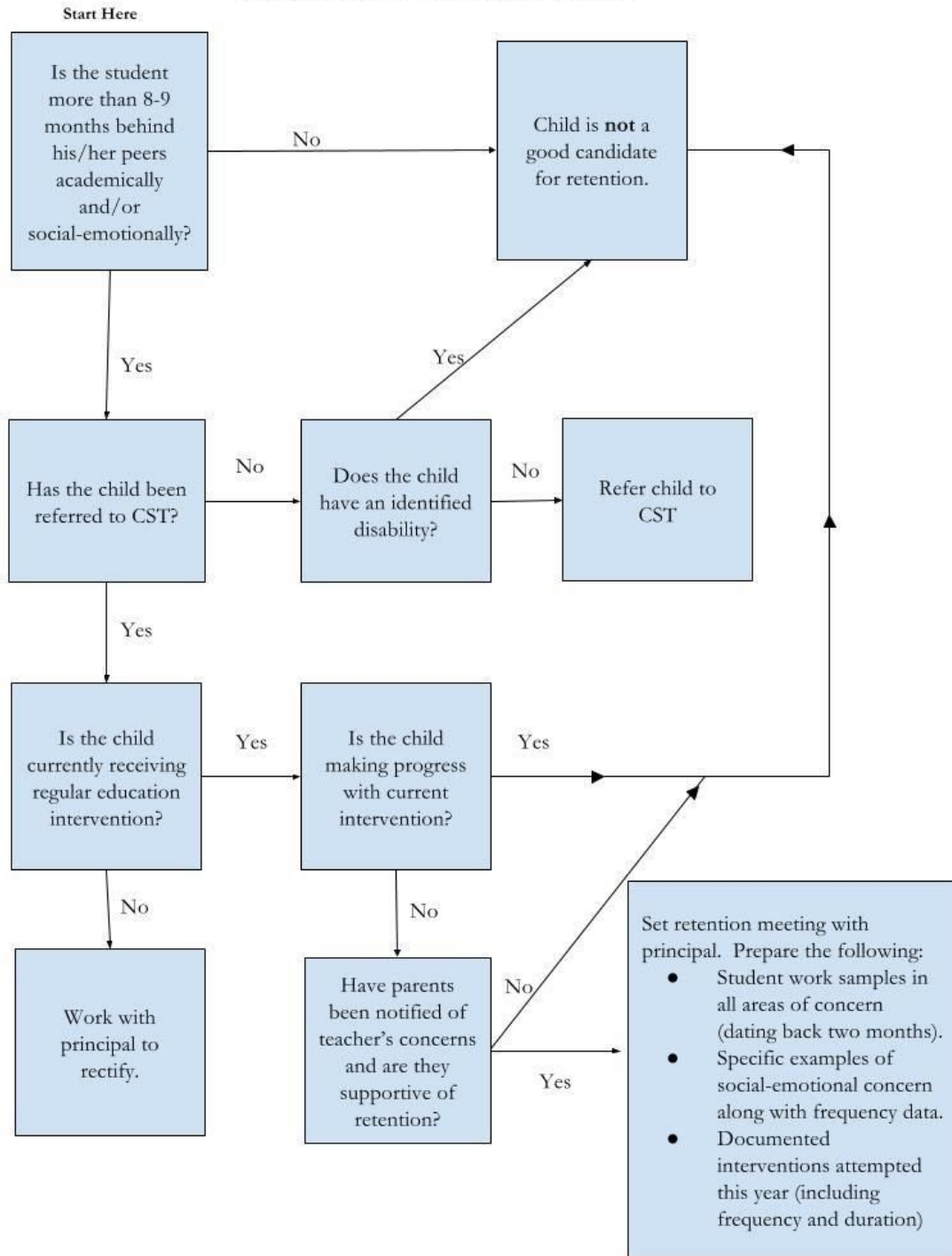
## **Retention**

During the 2015-2016 school year, a group of teachers and administrators worked together to determine how the Forestdale School should address retention. The group poured through an extensive amount of research on this subject, discussed personal experiences and collected input from the rest of the staff. That work pointed the group to one clear conclusion: retention is not an effective way to support the needs of students that are not progressing as expected socially, emotionally or academically. The researched showed again and again that while short term benefits may be realized (first year or two), the long term impacts are not beneficial for students including higher rate of dropout, higher rate of emotional impacts, higher rate of behavioral difficulties, and that low income, males and minority students are retained at a higher rate.

The team also understood that there are exceptions to every rule. Therefore, the team developed a flowchart to help teachers who are considering retention for one of their students. The “Student Retention Flow Chart” follows

## **Student Retention Flow Chart**

## Student Retention Flow Chart



## Helpful School Information

### Support Services Offered to Students

The Forestdale School provides a wide variety of services to support both the academic and social-emotional success of our students.

#### ● English Language Education (ELE) Program

Sandwich Public Schools seek to provide every child, regardless of national origin or home language, equal access to the curriculum. Consequently, students who are Emergent Bilinguals - (English Learners) are provided instructional services designed to meet their unique needs. We have a full time ESL teacher. Interpreter services are available whenever it is needed.

● **Leveled Literacy Intervention - LLI** is a small group reading intervention provided for students that are not currently meeting our expectations for reading proficiency in grades K-2. The intervention is designed to be a short term intervention that will get the student back on level with his/her peers. This is a general education intervention and not to be confused with Special Education.

● **Reading Recovery** - The goal of Reading Recovery is to dramatically reduce the number of first-grade students who have extreme difficulty learning to read and write and to reduce the cost of these learners to educational systems.

● **Math Intervention** - Math Intervention is a small group intervention offered to students in grades K-2 that are not currently meeting our expectations for math proficiency. The intervention is designed to be a short term intervention that will get the student back on level with his/her peers. This is a general education intervention and not to be confused with Special Education.

● **Access to the school Social Workers** - Our two school Social Workers, Mrs. Pestilli and Ms. Darsch are available to support students with a wide variety of school related challenges such as anxiety, work avoidance, self regulation, social interactions and social awareness. Our Social Workers can also support families in connecting with agencies that support families beyond the school. They are also part of our school crisis team.

● **Nursing care - Nursing Care**- Our nurses are on duty from 8:45-3:45 daily. They are also part of our school crisis team. Students who feel ill during school must first get permission from their teacher or adult supervisor before visiting the clinic. If a student is dismissed due to illness or injury, the parent or designee must pick the child up in the nurse's office. Injuries occurring outside the school grounds should be referred to your family physician-please do not refer them to the school nurse. Every accidental injury in school, on the bus, or on the school grounds, no matter how slight, should be reported immediately to the teacher in charge, to the nurse, and if significant, to the main office.

● **Speech and Language Therapy** - This is a specialized service for students with defined Speech or Language deficits. This service is most often provided as part of a child's IEP through Special Education; however, there are exceptions where it can be provided as part of a general education intervention.

● **Occupational Therapy** - This is a specialized service for students with defined motor deficits. This service is most often provided as part of a child's IEP through Special Education; however, there are exceptions where it can be provided as part of a general education intervention.



- **Physical Therapy** - This is a specialized service for students with defined gross motor deficits. This service is most often provided as part of a child's IEP through Special Education; however, there are exceptions where it can be provided as part of a general education intervention.
- **Adaptive Physical Education** - This is a specialized service for students with defined motor deficits and is often in conjunction with Occupational and/or Physical Therapy. Students receiving Adaptive Physical Education are unable to participate in our school's PE program without this support. This service is provided as part of a child's IEP through Special Education.
- **Special Education** - This service is provided as part of a child's IEP and can include the services noted above as well as specialized academic instruction, Discrete Trial Training, social skills training, and a wide variety of other specialized approaches. Please see the Special Education Law section on page 31 for more detailed information on qualification for Special Education.
- **Behavior Intervention** - While the vast majority of behavior issues are handled through gentle reminders in the classroom and Responsive Classroom discussion led by the teacher, some students require some more direct support in meeting school and classroom expectations. Our school Social Workers are utilized initially to work with students and staff to foster self-regulation among our students. Additionally, our school shares a behaviorist with the Oak Ridge School that can provide a more detailed analysis and develop a behavior plan as needed.
- **Parenting Workshops** - Our School has historically provided the parents with several opportunities to further develop their parenting skills in response to an ever-changing set of demands on parents in today's world.
- **Community Connections** - The Sandwich Partnership for Families is located in the Wing School and the coordinator, Mrs. Lauren Melillo, can help families connect with a wide variety of community services designed to support families.
- **Extended Day** - Some parents need care for their child that extends beyond the school day. Our school offers a tuition-based program that can provide care from 7 a.m. until 6 p.m. For more information, please call (508) 539-7509.
- **Child Study Team** - When a staff member has a concern about a student's progress in meeting academic standards, behavioral standards, or social-emotional standards, that staff member can request a Child Study Team meeting. In these meetings a group of staff come together to examine the difficulties being experienced by the student and work together to come up with adjustments.

## Health: Nurses' Office

**OUR SCHOOL NURSES (508-477-2866)** Ms. Lopes and Ms. Recker- our school nurses are available from 8:45 to 3:45 daily.

The nurses supervise the following special health services:

- Vision and Hearing Screening – Kindergarten, Grade 1 and Grade 2
- Yearly Recording of Weight, Height, and BMI – Grade 1
- Fluoride Rinse Program- Grade 2

## SCHOOL HEALTH POLICIES

### Illnesses

For the health and safety of all the students at Forestdale School, please notify the health office with any diagnosed communicable illnesses.

If your child has a contagious illness they should remain home:

- until they are fever free (temp under 100.0) for 24 hours **without fever reducing medication** or they are free from vomiting for 24 hours, antibiotics have been given for at least 24 hours and your health care provider has given permission for your child to return to school. **Injuries**
  - Injuries occurring outside school hours should be made known to the nurse's office. These include injuries requiring crutches, wheelchairs, casts. Students with injuries that impact the curriculum/PE/recess will need a note from their physician documenting the injury and any accommodations needed in school. A clearance note from the physician is also needed for the student to resume full activities.
  - Please note, injuries impacting mobility may affect bus travel and student's participation in field trips, please contact the school nurse to create a plan for these instances.

### Health Status Prior to Entering School

- The school nurses will be notified when a student registers for school.
- Prior to the child's admission to school, the parent will complete the Health Status Information worksheet, provide a copy of a current physical examination done within the past 12 months, and provide the school with a copy of the child's immunization history. Children will be unable to enter school without proof of immunizations.
- The nurses will review the child's immunizations and medical history and will determine the following:
  1. That immunizations are up-to-date, referral to primary care if needed.
  2. Identify last physical exam on file: refer if needed.
  3. Identify major health issues and develop an individualized healthcare plan for students with special health care needs.
  4. Identify child's primary care provider and dental provider: refer if needed.
  5. Identify child's health insurance provider: refer to state's public health insurance programs if needed.

**Regulations Concerning the Dispensing of Medication in School** The purpose of this policy is to comply with current Massachusetts State Regulations relating to education and to provide a safe, consistent, and reasonable approach to the administration of medication to students during school hours.

- Whenever possible medication should be taken at home.
- All medication to be administered in school, whether prescription or non-prescription must be accompanied by a written authorization from the parent and a physician's written order.
- All medications should be brought to the school nurse by a parent or guardian in the original container, clearly labeled with the student's name, name of medication, daily dosage, time the medication is to be taken, and other pertinent information.
- Medication shall be stored under the supervision of the school nurse.
- Under no circumstances may medication be kept by a student on his/her person, at their desk or locker, or anywhere in the school other than the designated Health Office. Any medication found in any area other than that specified will be confiscated.
- Medication, not reclaimed at the end of treatment or at the end of the school year, will be discarded.
- The school nurse shall maintain a record of medication administered to include the name of the student, the medication and the date and time dispensed.

**Medical Concerns for Field Trips** To ensure the safety of students with health/medical concerns, the following policy has been developed as a procedure to address these concerns on a field trip.

- When possible, a parent will be invited to attend the field trip to administer their child's medication or assist with their health needs.
- If a parent is unable to attend the field trip and a medication cannot be omitted for the duration of the field trip, the nurse will make arrangements with the parents as to when and by whom (Teacher/ESP) the medication will be given.
- If the parent is unable to attend, the teacher is unable to administer the medication, the medication cannot be omitted, or the health concern addressed, arrangements will be made for nurse coverage for the field trip.
- If all of the above have failed, and the nursing staff feels it is not possible to provide for the safety of the student on the field trip, the field trip will be cancelled.

### **Head Lice**

- Please notify the school nurse if your child becomes infected with head lice.
- Student's may return to school when treatment is completed, there are no live bugs, and parents are working towards removing all nits.

### **After School Activities - There will not be any After-School Activities in 2020-2021**

- Students participating in after school activities are under the supervision of the program running the activity.
- Parents should be aware that there is no nursing staff on duty after the school day.
- Parents of students with specific needs are instructed to contact the school nurse to obtain a copy of the Extra-Curricular Emergency Medical Information Form. Once completed, parents can share this form with the advisor/instructor of the after school activity.

## Bullying

The Forestdale School works each day to create a safe and friendly environment for students. This includes explicit work by all staff to prevent situations of bullying and respond appropriately if bullying should occur in our school. Bullying is defined in the State of Massachusetts as:

"Bullying", the **repeated** use by one or more students or by a member of a school staff of a written, verbal or electronic expression or a physical act or gesture or any combination thereof, directed at a victim that: (i) causes physical or emotional harm to the victim or damage to the victim's property; (ii) places the victim in reasonable fear of harm to himself or of damage to his property; (iii) creates a hostile environment at school for the victim; (iv) infringes on the rights of the victim at school; or (v) materially and substantially disrupts the education process or the orderly operation of a school. For the purposes of this section, bullying shall include cyber-bullying.

The Forestdale School and its staff will work closely with families to address and rectify issues of bullying, as it is not tolerated in our school. We will accomplish this by following the Sandwich Public School's Bullying Plan. For information on the Sandwich Public School's Bullying Plan, caregivers can follow this link: [http://sandwich.finalsite.com/uploaded/Administration/pupilservices/Bullying\\_2.pdf](http://sandwich.finalsite.com/uploaded/Administration/pupilservices/Bullying_2.pdf)

For the Sandwich Public Schools **Bully Reporting Form**, please see Appendix A in the Bullying Plan found in the link above.

## Attendance

**Attendance matters as early as kindergarten.** Studies show many children who miss too many days in kindergarten and first grade can struggle academically in later years. They often have trouble mastering reading by the end of third grade.

It is the caregiver's responsibility to report every absence. To avoid an unwanted absence robocall from our Safety Call back system, please enter your child's absence into the Pick Up Patrol app by 9:15 each day. In order to obtain the best possible education, it is important that students attend school on a daily basis and arrive on time. Regular classroom participation is necessary to achieve the best possible learning situation for every student. This policy statement was developed to encourage good attendance and to discourage tardiness. Our goal is to maximize every student's opportunity to learn.

The school administration is responsible for determining whether an absence is excused or unexcused. These guidelines will help in that decision-making; however, they do not represent an exhaustive list.

### Excused Absences:

- Illness: A doctor's/parent note of reason for absence is required for your student's attendance file.
- Medical appointments or treatments: Will require a doctor's note for the student's attendance file.
- Religious holidays: A parent note is required for the student's attendance file
- Death in Family: A parent note is required for the student's attendance file.
- Personal or family emergency: A parent note is required for the student's attendance file.

### Unexcused Absences:

- Non-Medical appointments.
- Absence for any other reason that does not meet the criteria of an excused absence.
- A student who is absent from school without notice.

**Chronic Absenteeism:** Massachusetts General Laws, Chapter 76, Section 2, states that: a child is considered truant if more than seven (7) full days or fourteen (14) partial days are missed in a 6 month period. The Commonwealth of Massachusetts mandates that all children under the age of sixteen (16) attend school regularly in order to acquire the skills they need to succeed in life.

A growing body of research indicates missing 10% of the school year to date or more for any reason including excuse/unexcused absence and suspension places students at a significant risk of negative outcomes, including academic difficulty and failure.

Once a student's absences have reached 10% of the school days attended the school will notify the parent, through a letter or phone call, that the student has missed 10% of the school year to date. Families will be reminded of the importance of regular school attendance. If the student continues to display poor attendance, a conference with the parents and school administration will be scheduled to assess barriers to school attendance, and develop a plan to improve the student's attendance.

**Tardiness:** Being on time is a life skill important to each student's future, and schools share the responsibility to teach the importance of this skill. Tardiness of individual students interrupts instructional time for all students. Promptness to class allows the teachers to begin the instruction on time for everyone.

Tardiness to school is defined as not being physically in the classroom at 9:00 am.

- Tardy is excused for the same reasons as absences would be excused, subject to proper documentation.
- Medical appointment cards must be presented at the time of a student's arrival to school.
- Three unexcused tardies is equal to 1 unexcused absence
- Three unexcused absences or more, due to tardiness, will result in a parent/guardian meeting with school administration.
- Students need to be signed in by a parent/guardian (or someone designated by the parent/guardian on the emergency card) upon entering the building after 9:00 am.
- At their discretion, the administrators may excuse tardiness due to extreme weather or traffic conditions.

**Early Dismissal:** Parents are requested to schedule appointments after 3:30 p.m. to avoid the need for an early dismissal. If it becomes necessary for the student to be released from school for a doctor/dental appointment or other unavoidable emergencies, the following procedure should be followed:

- Early dismissals should be entered into PickUp as early as possible and no later than noon on the day of.
- All students must be signed out by a parent/guardian after showing an I.D. (or someone designated by the parent/guardian on the emergency card) in the office before leaving the building.

**Dismissal:** In a school of over 650 children aged 3-7, it is important for caregivers to clearly communicate the dismissal plans for their students. It is also important that changes in those plans be updated regularly and promptly. This is a caregiver responsibility.

This school year, we will again be using a web-based application to facilitate this process. Before the beginning of the school year, returning parents will update their student's default plan in the PickUp Patrol application. Parents of new students will set up an account in the PickUp Patrol application. Set up may be completed on your phone or home computer via an email sent from the school, but the **link only lasts for 48 hours.**

Parents then use this application to set the default pick up plan for their child. Any changes to the child's dismissal plan should be entered by **noon** each day. The staff then receives a detailed email each day with each student's dismissal plan for that day. We will dismiss the child according to the plan in Pick Up Patrol. We cannot rely on the word of the child or any other means. We have safety protocols in place to ensure each child is either safely returned to their caregiver or to the school each day should a caregiver forget to update the dismissal plan.

**Birthdays - Food & Invitations** As outlined in our District's No Food in the Classroom Policy "Non-curriculum related classroom based parties and celebrations are food free." Please do not send food products into the classroom to in celebration of your child's birthday. The policy in its entirety can be found at: <https://www.sandwichk12.org/students-families/health-services/resources-for-families>

Additionally, we ask that if you send invitations to school, please include the entire class. If you are unable to do this, please send invitations through mail or some other form of distribution.

### **Student Code of Conduct K-6**

This is the Code of Conduct for all students attending the Sandwich K – 6 schools. The Code of Conduct applies to students while on school premises, including school buses, or at school-sponsored or school-related events. The Code of Conduct lists prohibited conduct and a range of possible consequences for a violation of the Code. The severity of the consequence will depend upon the severity of the student's misconduct.

The following list is a list of prohibited conduct. The list is not exhaustive as it is impossible to anticipate every eventuality that could result in discipline. Students should realize that if they engage in behavior that is inconsistent with maintaining an appropriate educational environment, they subject themselves to possible disciplinary action.

Note that any suspected criminal activity may be referred to the appropriate law enforcement authorities. Such referral is separate and distinct from discipline that may be imposed in the school setting. However, for student's information, "notification of authorities" is referenced next to those actions that may be criminal in nature and thus are likely to result in referral to law enforcement authorities.

## **OFFENSES AND RANGE OF ADMINISTRATIVE ACTION**

In addition, a student may be suspended/expelled if charged/convicted of a felony based on actions that may not have occurred on school premises or at school-approved or school-related events.

### **STUDENT SUSPENSION/EXPULSION**

#### **A. Short-Term Suspension**

Unless a student presents a danger or substantial disruption to the educational process, the student shall receive the following prior to suspension of one to ten days:

- 1) oral or written notice of the charges against him/her;
- 2) if the student denies the charges, an oral or written explanation of the evidence against him/her; and
- 3) an opportunity for hearing with a parent/guardian.

In the case where the student's presence presents a danger or substantial disruption to the educational process, this process will occur immediately after – rather than before – the suspension.

The principal or assistant principal will attempt to notify a parent or guardian of the suspension by telephone. Written confirmation of the suspension will be provided. If the suspension is imposed during the school day, the parent or guardian may be required to transport the student home.

#### **B. Expulsion or Long-Term Suspension**

Prior to expulsion or suspension for more than ten days, the student shall receive:

- 1) written notice of the charges against him/her;
- 2) written explanation of the evidence against him/her;
- Forestdale School Parent/Student Handbook **20**
- 3) an opportunity for a hearing with parent /guardian;
- 4) the right to be represented by an attorney or advocate at the hearing (at the student's expense); 5) the right to cross-examine the school district's witnesses and to present witnesses and other evidence on his/her own behalf; and
- 6) A reasonably prompt written decision, including specific grounds for the decision.

The school department will make a record of the hearing (by tape recorder or other appropriate means) and will make a copy for the student upon request. The school department will translate the notices and the hearing into the student's/parent's primary language if necessary for their understanding of the hearing.

All hearings involving possible long-term suspension will be held before the principal, with appeal to the Superintendent of Schools. In the case of a student charged with possession of a dangerous weapon or a controlled substance on school premises or at school-sponsored or school-related events, or with assault of staff, the hearing will be held before the Principal, with appeal to the Superintendent of Schools. This is in accordance with M.G.L. c. 71, Section 37H. Notwithstanding the above, students who face possible long-term suspension or expulsion based on a felony conviction or charge will be disciplined in accordance with M.G.L. c. 71, Section 37H1/2.

#### **C. Make-Up Work**

A suspended student will have the opportunity to complete any class work missed during the period of suspension, including, but not limited to examinations. However, a time limit equal to the number of days of suspension will apply to the completion of such work.

#### **D. School Activities**

Suspended students are prohibited from being on school premises during the period of suspension unless the principal otherwise permits. Suspended students may not attend or participate in any form of extra- curricular activities from the imposition of the suspension through midnight of the last day of the suspension.

#### **E. Re-admission Conference**

The school will inform a suspended student's parent or guardian of the date, time and place for a readmission conference. This conference must occur before a student is re- admitted to school.

**SPECIAL NEEDS STUDENTS** The Individuals with Disabilities Education Act (IDEA) and related regulations provide eligible students with certain procedural rights and protections in the context of student discipline. A brief overview of these rights is provided below.

In general, special education students may be excluded from their programs, just as any other student can be, for up to ten school days per year. However, when a special education student is excluded from his/her program for more than ten school days in the school year, the student's special education Team must develop a functional behavioral assessment plan. In many instances, the Team also may be required to determine whether the student's behavior was related to his/her disability (a "manifestation determination").

If the Team determines the behavior was not related to the student's disability, the school may discipline the student according to the school's code of student conduct, except that the district must continue to provide the student with educational services during the period of suspension or expulsion. However, if the Team determines that the behavior was related to the disability, the student may not be excluded from the current educational placement (except in the case of weapons or drugs) until the Team develops and the parent(s) consent(s) to a new IEP.

In the event a student possesses, uses, sells or solicits a controlled substance or possesses a weapon at school or a school function, a school may place a student in an interim alternative education setting for up to 45 days. Hearing officers may also order the placement of a student in an appropriate interim setting for up to 45 days upon determination that the current placement is substantially likely to result in injury to the student or others.

When a parent disagrees with the Team's decision on the "manifestation determination" or with a decision regarding placement, the parent has a right to request an expedited due process hearing from Bureau of Special Education Appeals.

Additional information regarding the procedural protections for special education students can be obtained from the school principal or the Director of Special Education at 508-888-1054 ext.

**Chapter 71, Section 37H** Notwithstanding any general or special law to the contrary, all student handbooks shall contain the following provisions:

- a) Any student who is found on school premises or at school-sponsored or school-related events, including athletic games, in possession of a dangerous weapon, including but not limited to, a gun or knife; or a controlled substance as defined in chapter ninety-four C, including, but not limited to, marijuana, cocaine, and heroin, may be subject to expulsion from the school or school district by the principal.



b) Any student, who assaults a principal, assistant principal, teacher, teacher's aide or other educational staff on school premises or at school-sponsored or school-related events, including athletic games, may be subject to expulsion from the school or school district by the principal.

c) Any student who is charged with a violation of either paragraph (a) or (b) shall be notified in writing of an opportunity for a hearing; provided, however, that the student may have representation, along with the opportunity to present evidence and witnesses at said hearing before the principal.

After said hearing, a principal may, in his discretion, decide to suspend rather than expel a student who has been determined by the principal to have violated either paragraph (a) or (b).

d) Any student who has been expelled from a school district pursuant to these provisions shall have the right to appeal to the superintendent. The expelled student shall have ten days from the date of the expulsion in which to notify the superintendent of his appeal. The student has the right to counsel at a hearing before the superintendent. The subject matter of the appeal shall not be limited solely to a factual determination of whether the student has violated any provisions of this section.

e) When a student is expelled under the provisions of this section, no school or school district within the commonwealth shall be required to admit such students or to provide educational services to said student. If the student does apply for admission to another school or school district, the superintendent of school district to which the application is made may request and shall receive from the superintendent of the school expelling said student a written statement of the reasons for said expulsion.

**Chapter 71, Section 37H1/2 *Felony Complaint or Conviction of Student; suspension; Expulsion/ Right to Appeal*** Notwithstanding the provisions of section eighty-four and sections sixteen and seventeen of chapter seventy-six:

Upon the issuance of a criminal complaint charging a student with a felony or upon the issuance of a felony delinquency complaint against a student, the principal or headmaster of a school in which the student is enrolled may suspend such student for a period of time determined appropriate by said principal or headmaster if said principal or headmaster determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school.

[The student shall receive written notification of the charges and the reasons for such suspension prior to such suspension taking effect. The student shall also receive written notification of this right to appeal the process for appealing such suspension; provided, however, that such suspension shall remain in effect prior to any appeal hearing conducted by the superintendent.

The student shall have the right to appeal the suspension to the superintendent. The student shall notify the superintendent in writing of his request for an appeal no later than five calendar days following the effective date of the suspension. The superintendent shall hold a hearing with the student and the student's parent or guardian within three calendar days of the student's request for an appeal. At the hearing, the student shall have the right to present oral and written testimony on his behalf, and shall have the right to counsel. The superintendent shall have the authority to overturn or alter the decision of the principal or headmaster, including recommending an alternate educational program for the student. The superintendent shall render a decision on the appeal within five calendar days of the hearing. Such decision shall be the final decision of the city, town or regional school district with regard to the suspension.

Upon a student being convicted of a felony or upon an adjudication or admission in court of guilt with respect to such a felony or felony delinquency, the principal or headmaster of a school in which the

student is enrolled may expel said student if such principal or headmaster determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school. The student shall receive written notification of the charges and reasons for such expulsion prior to such expulsion taking effect. The student shall also receive written notification of this right to appeal and the process for appealing such expulsion; provided, however, that the expulsion shall remain in effect prior to any appeal hearing conducted by the superintendent.

The student shall have the right to appeal the expulsion to the superintendent. The student shall notify the superintendent, in writing, of his request for an appeal no later than five calendar days following the effective date of the expulsion. The superintendent shall hold a hearing with the student and the student's parent or guardian within three calendar days of the expulsion. At the hearing, the student shall have the right to present oral and written testimony on his behalf, and shall have the right to counsel. The superintendent shall have the authority to overturn or alter the decision of the principal or headmaster, including recommending an alternate educational program for the student. The superintendent shall render a decision on the appeal within five calendar days of the hearing. Such decision shall be the final decision of the city, town, or regional school district with regard to the expulsion.

#### **Alternatives to Suspension under Section 37H3/4**

In every case of student misconduct for which suspension may be imposed, a principal shall exercise discretion in deciding the consequence for the offense; 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 and Hearing under Section 37H3/4**

1. Except as provided in 603 CMR 53.07 and 603 CMR 53.10, a principal may not impose a suspension as a consequence for a disciplinary offense without first providing the student and the parent oral and written notice, and providing the student an opportunity for a hearing on the charge and the parent an opportunity to participate in such hearing.
2. The principal shall provide oral and written notice to the student and the parent in English and in the primary language of the home if other than English, or other means of communication where appropriate. The notice shall set forth in plain language:
  - 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:
    - i. the rights set forth in 603 CMR 53.08 (3)(b); and
    - ii. the right to appeal the principal's decision to the superintendent.
3. The principal shall make reasonable efforts to notify the parent orally of the opportunity to attend the hearing. To conduct a hearing without the parent present, the principal must be able

to document reasonable efforts to include the parent. The principal is presumed to have made reasonable efforts if the principal has sent written notice and has documented at least two (2) attempts to contact the parent in the manner specified by the parent for emergency notification.

4. Written notice to the parent may be made by hand delivery, first-class mail, certified mail, email to an address provided by the parent for school communications, or any other method of delivery agreed to by the principal and parent.

#### **Emergency Removal under Section 37H3/4**

1. Nothing in these regulations shall prevent a principal from removing 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 in writing of the removal and the reason for it, and describe the danger 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:

- a. 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 set forth in 603 CMR 53.06(2);
- b. Provide written notice to the student and parent as provided in 603 CMR 53.06(2);
- c. Provide the student an opportunity for a hearing with the principal that complies with 603 CMR 53.08(2) or 53.08(3), as applicable, 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.
- d. 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 603 CMR 53.08(2)(c) and 53.08(2)(d) or 603 CMR 53.08(3)(c) and 53.08(3)(d), as applicable.

2. A principal may not remove a student from school on an emergency basis for a disciplinary offense until adequate provisions have been made for the student's safety and transportation.

#### **Principal's Hearing under Section 37H3/4**

1. The principal shall determine the extent of the rights to be afforded the student at a disciplinary hearing based on the anticipated consequences for the disciplinary offense. If the consequence may be long-term suspension from school, the principal shall afford the student, at a minimum, all the rights set forth in 603 CMR 53.08(3) in addition to those rights afforded to students who may face a short-term suspension from school.

##### **2. Principal Hearing – Short-term Suspension**

- a. The purpose of the hearing with the principal is 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 603 CMR 53.05. 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.

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

c. 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 provided in 603 CMR 53.13(1). The determination shall be in writing and may be in the form of an update to the original written notice.

d. 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.

### 3. Principal Hearing – Long-term Suspension

a. The purpose of the hearing is the same as the purpose of a short-term suspension hearing.

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

i. 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;

ii. the right to be represented by counsel or a lay person of the student's choice, at the student's/parent's expense;

iii. 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; iv. the right to cross-examine witnesses presented by the school district;

v. 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.

c. 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.

d. Based on the evidence, the principal shall determine whether the student committed the disciplinary offense, and, if so, after considering mitigating circumstances and alternatives to suspension as set forth in 603 CMR 53.05, 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:

i. Identify the disciplinary offense, the date on which the hearing took place, and the participants at the hearing;

ii. Set out the key facts and conclusions reached by the principal;

iii. Identify the length and effective date of the suspension, as well as a date of return to school;

iv. Include notice of the student's opportunity to receive education services to make academic progress during the period of removal from school as provided in 603 CMR 53.13(4)(a);

v. 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, or other means of communication where appropriate, and shall include the following information stated in plain language:

1. 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
  2. the long-term suspension will remain in effect unless and until the superintendent decides to reverse the principal's determination on appeal.
- e. 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, whether short-term or long-term, before the suspension takes effect.

#### **Superintendent's Hearing under Section 37H3/4**

1. 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.
2. The student or parent shall file a notice of appeal with the superintendent within the time period set forth 603 CMR 53.08 (3) (c) 5.a). 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.
3. 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.
4. 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.
5. 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.
6. The student shall have all the rights afforded the student at the principal's hearing for long-term suspension under 603 CMR 53.08(3)(b).
7. The superintendent shall issue a written decision within five (5) calendar days of the hearing which meets the requirements of 603 CMR 53.08(3)(c)1 through 5. 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.
8. The decision of the superintendent shall be the final decision of the school district, charter school, or virtual school, with regard to the suspension.

#### **In-School Suspension under Section 37H3/4**

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

2. 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 603 CMR 53.10(3) through 603 CMR 53.10(5) and the student has the opportunity to make academic progress as set forth in 603 CMR 53.13(1).
3. 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 10 days, cumulatively or consecutively, in a school year.
4. 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 (2) attempts to do so, such attempts shall constitute reasonable efforts for purposes of orally informing the parent of the in-school suspension.
5. 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.

**Exclusion from Extracurricular Activities and School-Sponsored Events** The principal may remove a student from privileges, such as extracurricular activities and attendance at school-sponsored events, based on the student's misconduct. Such a removal is not subject to the procedures in G.L. c. 71, § 37H3/4 or 603 CMR 53.00.

#### **Disciplinary Offenses under Section 37H or 37H1/2**

1. School districts shall adopt disciplinary policies and procedures applicable to a student who is accused of a disciplinary offense under G.L. c. 71, §§37H or 37H- 1/2. Such policies and procedures shall be consistent with the applicable statute and provide due process of law.
2. The principal may remove a student who has committed a disciplinary offense under G.L. c. 71, §§37H or 37H1/2 from school for more than ninety (90) days in a school year.
3. Any student who is removed from school for a disciplinary offense under G.L. c. 71, §37H or §37H1/2 shall have an opportunity to receive education services and make academic progress during the period of removal, as provided in 603 CMR 53.13.

#### **Education Services and Academic Progress under Sections 37H, 37H1/2, and 37H3/4**

1. Any student who is serving an in-school suspension, short-term suspension, long-term suspension, or expulsion shall have the opportunity to earn credits, as applicable, 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 when such suspension or expulsion is imposed.
2. 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.

3. 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 G.L. c 69, §§ 1D and 1F.

4. Notice of Education Services for Students in Long-Term Suspension and Expulsion; Enrollment Reporting.

- a. 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.
- b. 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.

**STUDENT SEARCHES:** Searches of the students, their hand-carried belongings, lockers or desks may be conducted by the building principal or assistant principal if search is based on reasonable suspicion that a substance or object is present which is potentially harmful to that student and others.

#### **Special Education Law and Policy/Procedural Information for Parents**

The Special Education program was developed to meet the special learning needs of children within the Sandwich Public Schools. As well as experienced teachers of Special Education, there is a School Psychologist, a School Counselor and a Speech and Language Therapist to assist in serving children with special needs.

CHAPTER 766 - Special Education The Massachusetts Comprehensive Special Education Act, commonly called Chapter 766, became effective, September 1, 1974. Chapter 766 assures all children with special needs the specific education, training and assistance they require within their own school or system of cooperative schools.

Any child with special needs between the ages of three and twenty-two, who has not received a High School diploma or its equivalent, can be referred by a parent or guardian, teacher, physician or qualified person for evaluation. Children covered by this law are those children who, because of temporary or more permanent adjustment difficulties or attributes arising from intellectual, sensory, emotional or physical factors, cerebral dysfunctions, perceptual factors, or other specific learning impairments, or any combination thereof, is unable to progress effectively in a regular education program.

The child's needs are identified by an evaluation team comprised of qualified personnel, appropriate services are recommended by the team and are implemented only with parental consent. The child's program is continually evaluated for its effectiveness.

Within the Sandwich School Department, all children are screened upon entering Kindergarten to determine if they have any potential learning problems. Older children are evaluated upon request. For information regarding Special Education students and discipline, please see the [Code of Conduct](#).





## **SANDWICH PUBLIC SCHOOLS**

### **Information and Communication Technologies**

#### **Acceptable Use Policy Regulations**

To ensure that our students become proficient in the information and communication technologies (ICT) competencies essential for success in a 21st century learning environment, the Sandwich Public Schools provide a variety of resources in support of our instructional and administrative programs. Students and staff may also, at times, use their own personal information and communication technologies for educational purposes. Therefore, it is incumbent upon all members of the school community to use technology responsibly, ethically and with respect for the work of others.

Access to ICT resources is a privilege and not a right. To ensure that ICT resources remain available and in working order, the Sandwich Public Schools have established an Acceptable Use Policy (AUP) and Regulations which define the procedures and parameters under which these resources may be used by all staff, students and volunteers. To accommodate future needs and circumstances, the AUP, procedures and guidelines related to ICT resources will be regularly reviewed, updated and distributed.

So that all users remain informed of our expectations and appropriate usage of ICT resources, the Sandwich Public Schools will: 1) ensure all new students and staff receive access to age appropriate ICT resources and tools during the enrollment and hiring process, as well as ongoing training in their safe, responsible, and effective use; and 2) provide orientation annually for students and staff on ICT resources and the district AUP. In order to initiate and maintain access to ICT resources, all users must submit annually a signed Acceptable Use Agreement (detailed below), non-adherence of which may result in loss of non-course related access and/or appropriate disciplinary and/or legal action. Violations of the AUP are deemed as violations of school behavioral expectations and codes.

**Internet Use and ICT Access** Internet access is available in the Sandwich Public Schools for the purposes of educational communication and research and for administrative organizational purposes. Communications via ICT resources are often public in nature and general school rules for behavior and communications apply. It is expected that users will at all times comply with district standards and will act in a responsible and legal manner, in accordance with district standards, as well as with state and federal laws.

Professional development opportunities to enhance the Internet skills of district personnel will be provided and rules related to the Internet will be included in each school's student and faculty handbooks. The Administration will take measures to assure the safety and security of students when using e-mail, chat rooms, and other forms of direct electronic communications; prohibit unauthorized access, including "hacking" and other unlawful activities online; prohibit unauthorized disclosure, use, and dissemination of personally identifiable information regarding students; and to restrict students' access to online materials harmful to minors.

Users are prohibited from attaching personal devices to Sandwich ICT resources (excluding portable memory media) or installing personal software on any ICT resource without prior permission from a Technology Integrator, Library Media Specialist, Technology ESP, or any other member of the ICT Department.

#### **Monitoring and Privacy Issues**

To provide ready access for all users, age-appropriate material, an Internet environment that is safe and appropriate for the maturity level and need of student users, and to proactively maintain and

secure increasingly complex ICT resources and systems the district, as the owner of the ICT resources, reserves the right to monitor and review the use of these ICT resources and will do so as needed to ensure that the systems are being used for district related educational purposes and to maximize use of the systems for such.

It is important that all users and parents understand this and recognize that monitoring access, among other things:

- maximizes the safety and security of people and resources by supporting a positive learning and work environment safe from harassment, intimidation or threats
- discourages breaches of confidentiality, copyright infringements and inappropriate file downloads and print requests
- promotes appropriate Internet access, electronic communication messages (such as email, blogs, chats and discussion forums).

Therefore, all users must be aware that they should not have any expectation of personal privacy in the use of these ICT resources. Personal information, however, is not publicly accessible outside of the school network. Password systems implemented by the district are designed solely to provide system security from unauthorized users, not to provide privacy to the individual system user. This provision applies to all users of the district's ICT resources, including any incidental personal use permitted in accordance with these regulations.

### **Publishing Guidelines**

The premise that all individuals are authors and distributors of content is an underlying basis of 21st Century Learning. District and school use of ICT Resources to distribute intellectual property, images, videos and information shall be related to school curriculum and instruction, school-authorized activities, and other information relating to school and district goals.

It is the district's intent that such broadcasts and publications be educationally relevant to the goals of the school district while providing for the safety and security of all students and staff.

- All distributed content shall follow standards for ethical behavior in regard to information and communication technologies by showing respect for the principles of intellectual freedom, intellectual property rights and the responsible use of the information and communication technologies.

It is understood that all distributed content may be accessible beyond the Sandwich Public Schools community and viewed by a global audience.

- All content shall be age appropriate to safeguard students by shielding the identification of students' identification and locations. Content may include names of individuals; however identifying information, such as names of family members, e-mail addresses, addresses and phone numbers will remain private.
- All content should be free of any spelling or grammatical errors.

Content shall not contain objectionable material or point to objectionable material. The determination of what constitutes objectionable material shall be made on a case by case basis, as determined by the district administration and building principals.

The distribution of content shall follow Copyright Law and Fair Use Guidelines.

- All content representing the school district shall follow district policies and state/federal laws pertaining to content standards, student records, copyright, and technical Page 3 of 4 standards.

Anyone who is aware of problems with, or misuse of these ICT resources, or has a question regarding the proper use of these ICT resources, should see a teacher or administrator immediately.

Most importantly, the School Committee and the Administration urge any person who receives any harassing, threatening, intimidating or other improper message through ICT Resources to immediately report it.

For more information about the use of technology in the Sandwich School District, contact the Superintendent of Schools at 508.888.1054, ext 111.

Sandwich Public Schools Information and Communication Technologies Acceptable Use Agreement ICT users are permitted to use the district's ICT resources for legitimate educational purposes. Personal use of district ICT resources is prohibited.

In addition, if a particular behavior or activity is generally prohibited by law, by School Committee policy or by school rules or regulations, use of ICT resources for the purpose of carrying out such behavior or activity is thereby prohibited.

By signing below, ICT users (and, for students, their parent/guardian) agree to always adhere to the following standards and expectations for conduct:

1. Behave ethically and responsibly when using ICT resources
  - a) Refrain from using proxy gateways, or similar technologies, to bypass the ICT monitoring and filtering.
  - b) Handle ICT resources and equipment with care. Refrain from deleting, destroying, modifying, abusing, or moving resources without permission or accessing unauthorized ICT resources.
  - c) Do not breach or disable network security mechanisms or compromise network stability or security in any way nor download or modify computer software in violation of the district's licensure agreement(s) and/or without authorization from the ICT Department.
2. Use ICT resources, transmit communications or access information only for legitimate, educationally relevant purposes and to access educationally appropriate content.
  - a) Refrain from sending any form of communication that breaches the district's confidentiality requirements, or the confidentiality of students.
  - b) Refrain from sending any form of communication that harasses, threatens or is discriminatory.
  - c) Refrain from accessing any material that is obscene, harmful to minors or prohibited by law.
  - d) Refrain from using social network tools for personal use.
3. Respect the privacy of others and treat information created by others as the private property of the creator.
  - a) Maintain confidentiality of your username and password by not sharing it with others and not using another person's username and password.
  - b) Maintain the integrity of files and data by not trespassing, modifying, copying or deleting files of other users without their consent.
  - c) Protect the confidentiality and safety of others when sharing work and images.
  - d) Respect copyright and fair use laws; these policies and procedures apply in digital contexts, as well. Plagiarism is prohibited.