

# WRENTHAM PUBLIC SCHOOLS

## *PARENT AND STUDENT HANDBOOK*

*2015 - 2016*



### Vision Statement

The vision of the Wrentham Public Schools, in partnership with families and the community, is to educate the whole child, ensuring academic success, while developing the individual talents and skills of all its students. Our students will become reflective, life long learners, who are respectful and responsible contributors to a global society.

### Mission Statement

The mission of the Wrentham Public Schools, in partnership with families and the community, is to establish a safe, supportive, and structured environment in which our students can achieve individual success. To assist our students in becoming reflective, life long learners, the Wrentham Public Schools will provide multi-faceted learning experiences through highly effective, consistent teaching practices and curriculum. Opportunities will be provided for students to make connections between their actions and the world around them.

### Core Values

Respect \* Communication \* Collaboration \*  
Responsibility \* Continuous Growth and Learning



## Wrentham Public Schools

Office of the Superintendent  
120 Taunton Street  
Wrentham, Massachusetts 02093

Allan Cameron, Ph.D.  
Superintendent  
[camerona@wrentham.k12.ma.us](mailto:camerona@wrentham.k12.ma.us)  
(508) 384-5430

August 27, 2015

Dear WPS Families,

On behalf of the Wrentham School Committee and the entire staff of the Wrentham Public Schools, it is my pleasure to welcome you to Wrentham Public Schools. This handbook was developed by a committee of administrators, teachers, and parents to provide you with the information you need for the 2015-2016 school year. All of our students are expected to observe the procedures set forth in this handbook.

The administrators, faculty, and staff members of the Wrentham Public Schools are invested in the success of each one of our students. We believe students benefit when students, parents, teachers, administrators, school staff members, and members of the community collaborate to support continuous growth and learning. We look forward to working with you throughout the school year.

Your child's teacher is the first person to contact with questions or concerns. If you have additional questions or need further clarification, please contact Delaney School Principal Colleen Wagstaff or Roderick School Principal Vanessa Beauchaine. I am also available and would love to talk with you. We can be reached by email or phone: 508-384-5430.

The staff and I look forward to sharing in the partnership of your child's education.

Sincerely,

Allan Cameron, Ph.D.  
Superintendent

Core Values

Respect · Communication · Collaboration · Responsibility · Continuous Growth and Learning

# Wrentham Public Schools

## Parent and Student Handbook 2015-2016

If you require any portion of this handbook translated into your native language, or require an interpreter at school-based meetings, please contact the Wrentham Public Schools Superintendent @ 508-384-5430.

### Spanish:

Si usted necesita de cualquier parte de este manual traducido en su idioma nativo o si necesita de un intérprete en las reuniones que tomarán lugar en la escuela, por favor entre en contacto con el superintendente @ 508-384-5430.

### Portuguese:

Se você precisar de qualquer parte deste manual traduzida em sua língua nativa, ou se necessitar de um intérprete nas reuniões que terão lugar na escola, por favor entre em contato com o superintendente @ 508-384-5430.

### Thai:

ถ้ท่านประสงค์ให้ส่วนใดในหนังสือฉบับแปล  
ภาษาไทยของท่าน  
หรือประสงค์ใช้บริการในการขอประชุม  
ผ้ควมคม 508-384-5439

ทางโรงเรียนนครนายกติดต่อ  
ดร.เจฟฟรีย์ มาร์สเดน

### Arabic:

نلا روتكد بتكم لصتا ،تسردملا تاعامتجا للاذ كدعاسل مجرتم ىلإ تجاتح اذا وا ،كتغى ىلإ مجرتل ليلدلا اذه عزذ ىلإ تجاتح اذا  
مقرلا ىلإ نوريماك ٩٣٤٥٤٨٣٨٠٥.  
508-384-5430

### Nondiscrimination Statement

Wrentham Public Schools does not discriminate on the basis of race, color, sex, gender identity, religion, national origin, sexual orientation, disability, homelessness, or any other category protected by federal or state law.

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## District Information

The Wrentham Public Schools consists of four buildings in a campus setting. Students are escorted by adults when they walk between the schools.

<b>Delaney School</b>	<b>Janelli Annex</b>	<b>Vogel School</b>	<b>Roderick School</b>
Pre-K, K & Grade 1	Superintendent's Office	Special Subjects	Grades 4, 5, & 6
Student Services Office	Grades 2 & 3	Auditorium	
ELA / Math Coaches	Gibbons Gym	Technology Office	
Food Services	Curriculum Director		

### School Committee Members

Dr. Tracey Murphy, Chair  
Mr. Eric Greenberg, Vice Chair  
Mrs. Danielle Schmitz, Secretary  
Mr. Edward Goddard, Esq.  
Mrs. Erin DeStefano

From the [Massachusetts Department of Elementary and Secondary Education](#) website: "The School Committee establishes educational goals and policies for the schools in the district, consistent with the requirements of law and the statewide goals and standards established by the Board of Education. The School Committee has oversight of and responsibility for the school system, sets the direction in which the system must go, and establishes criteria to determine if its goals and policies are being met."

The Wrentham School Committee meets in the Roderick School library at least once per month during the school year. The meetings start at 7:00 p.m. and are open to the public. The meeting dates for 2015-2016 are: August 25, September 15, October 20, November 17, December 8, January 12, February 9, March 8, March 29, April 12, May 10, June 7, and June 21.

#### *Superintendent's Office*

Phone: 508-384-5430 Fax: 508-384-5444

Dr. Allan Cameron, Superintendent - [camerona@wrentham.k12.ma.us](mailto:camerona@wrentham.k12.ma.us)  
Mrs. Laurie Dumas, Administrative Assistant - [dumasl@wrentham.k12.ma.us](mailto:dumasl@wrentham.k12.ma.us)  
Mrs. Beth Gilbert, Business Manager - [gilbertb@wrentham.k12.ma.us](mailto:gilbertb@wrentham.k12.ma.us)  
Mrs. Nancy Nickerson, Bookkeeper - [nickersonn@wrentham.k12.ma.us](mailto:nickersonn@wrentham.k12.ma.us)

#### *Delaney School Office*

Phone: 508-384-5430 Fax: 508-384-5445

Mrs. Colleen Wagstaff, Principal - [wagstaffc@wrentham.k12.ma.us](mailto:wagstaffc@wrentham.k12.ma.us)  
Mrs. Toni Rando, Administrative Assistant - [randot@wrentham.k12.ma.us](mailto:randot@wrentham.k12.ma.us)  
Mrs. Irene Best, Administrative Assistant - [besti@wrentham.k12.ma.us](mailto:besti@wrentham.k12.ma.us)  
Mrs. Kerry Richardson, School Nurse - [richardsonk@wrentham.k12.ma.us](mailto:richardsonk@wrentham.k12.ma.us)

#### *Roderick School Office*

Phone: 508-384-5435 Fax: 508-384-5446

Dr. Vanessa Beauchaine, Principal - [beauchainev@wrentham.k12.ma.us](mailto:beauchainev@wrentham.k12.ma.us)  
Mrs. Linda Chambers, Administrative Assistant - [chambersl@wrentham.k12.ma.us](mailto:chambersl@wrentham.k12.ma.us)



Mrs. Julie Cashman, School Nurse - [cashmanj@wrentham.k12.ma.us](mailto:cashmanj@wrentham.k12.ma.us)

Mrs. Lisa Scollins, School Nurse - [scollinsl@wrentham.k12.ma.us](mailto:scollinsl@wrentham.k12.ma.us)

### *Office of Student Services*

Phone: 508-384-5430 Fax: 508-384-9632

Mrs. Karen McNamara, Director of Student Services - [mcnamarak@wrentham.k12.ma.us](mailto:mcnamarak@wrentham.k12.ma.us)

Ms. Casey Geary, Student Services Coordinator - [gearyc@wrentham.k12.ma.us](mailto:gearyc@wrentham.k12.ma.us)

Mrs. Deb Webster, Administrative Assistant - [websterd@wrentham.k12.ma.us](mailto:websterd@wrentham.k12.ma.us)

### *Office of Technology*

Phone: 508-384-5430 Fax: 508-384- 5445

Mr. Sean Ahern, Director of Technology - [aherns@wrentham.k12.ma.us](mailto:aherns@wrentham.k12.ma.us)

Mr. Scott Massey - Network/Technician - [masseys@wrentham.k12.ma.us](mailto:masseys@wrentham.k12.ma.us)

Ms. Christina Gilbert – Website/Technician - [gilbertc@wrentham.k12.ma.us](mailto:gilbertc@wrentham.k12.ma.us)

Mr. Timothy Bickford - IT/Technician - [bickfordt@wrentham.k12.ma.us](mailto:bickfordt@wrentham.k12.ma.us)

### *Office of Food Services*

Mrs. Judy White, Director of Food Services - [whitej@wrentham.k12.ma.us](mailto:whitej@wrentham.k12.ma.us)

### *Maintenance Supervisor*

Mr. Glenn Gillespie – [gillespieg@wrentham.k12.ma.us](mailto:gillespieg@wrentham.k12.ma.us)

## **Attendance Regulations**

### *Entrance Age*

The Commonwealth of Massachusetts requires that any person of elementary school age attend school each day that it is in session. Wrentham Public Schools has established age requirements based on the Massachusetts General Laws and sound educational practice.

#### **Kindergarten**

All students who will be five years of age by August 31<sup>st</sup> of the same school year are eligible to enter kindergarten.

#### **First Grade**

All students who will be six years of age by August 31<sup>st</sup> of the same school year are eligible to enter first grade. Exceptions shall be made by the superintendent for new students who have successfully completed kindergarten in another public school district or an accredited kindergarten program.

### *Arrival and Dismissal*

Classes begin at 8:20 a.m. Those students who ride with parents or walk should arrive at school **no earlier** than 8:10 a.m. At this time students should go directly to their classroom. After 8:20 a.m. parents are required to check their student in at the appropriate office. Students are dismissed at 2:45 p.m.

1. If you are dropping off or picking up your student, please do not enter or park in the Roderick School driveway due to school bus traffic.
2. Cars are prohibited from parking in the fire lanes.
3. Please note, parents must send a note with the student at the beginning of the day if he/she is to be dismissed before the end of the school day.

### *Attendance*

All students are expected to be in attendance each day unless they are ill, a family emergency arises, or for a religious observance. Blackboard Connect will monitor your student's attendance. When a student is absent from school for three consecutive days and the teacher has not been notified as to the reason for the absence, the school nurse will contact the student's home. Students returning to school after a communicable disease and/or five consecutive days absent must also have a doctor's note and report to the school nurse before returning to the classroom. Parents of students who are continually absent (6 or more days per term) will be contacted in writing by the principal.

### *Tardiness*

Whenever a student arrives late to school he/she must report to the Delaney, Janelli Annex, or Roderick Office and be signed in by a parent. Students who arrive at school after 8:20 a.m. will be marked "tardy". We encourage all students to be punctual as arriving late to school is disruptive to a student and the student's classroom. Chronic tardiness (6 or more in a term) will be addressed in writing by the principal.

### *Early Dismissal*

Parents must come into the office for a student who is to be dismissed. If a student is to be dismissed during the school day, a note is required. Every attempt should be made to schedule doctor and dental appointments around school hours, so as to not interfere with the learning process.

The person picking up the student for early dismissal is expected to meet the student at the Delaney, Janelli Annex, or Roderick School office and sign the student out of school before leaving the building.

### *Early Release Days*

On early release days, school is dismissed at 12:00 p.m. No lunch will be served on these days. Parent conferences in the fall (December) and spring (March) are held on two early release days. The Wednesday prior to Thanksgiving is also a scheduled early release day. Please refer to the school calendar for the exact dates. Morning kindergarten will be released at the regular time on early release days: 11:05 a.m.

### *Vacations*

There are three scheduled weeks of vacations during each school year. These vacations take place during December, February, and April. Please refer to the school calendar for the exact dates. We ask parents to make every effort to plan family vacations according to the school schedule. Vacations taken during school time will be counted as unexcused absences. Parents should notify the school in writing prior to any vacation. Students are responsible for any make-up work. This work is to be completed upon the student's return during an agreed amount of time set by the classroom teacher. Most of the assignments given to students are a direct extension of classroom instruction; therefore teachers will not be required to assign work in advance.

### *School Cancellations and Delays*

Blackboard Connect will be used to notify parents of school cancellations and/or delays by telephone. When the superintendent cancels school, local radio and television stations will be notified. Parents may tune into Fox 25, WBZ 4, or WHDH 5.

### *Withdrawal of Students*

If you are moving and are withdrawing your student from school, please come to the main office a few days prior to the withdrawal date in order to complete the necessary paperwork. (i.e. the official transfer slip and request for school records form.)

## *Homeschool Application*

Parents who wish to withdraw their students to teach them at home must complete the application procedure outlined in Wrentham School Committee Policy Guide and available on the [School Committee page](#) of the Wrentham Public Schools website. Please contact the Director of Curriculum, Instruction, and Assessment if you have any questions about the process.

## **Health Services**

### *Physical Examination*

All students entering kindergarten and fourth grade are required to have a physical examination. This should be completed by your family physician. Written verification of the physical examination is required to be part of every student's Health Record.

### *Screenings*

The following screening tests are mandated:

1. Vision
2. Hearing
3. Postural Screening of all 5<sup>th</sup> and 6<sup>th</sup> grade students
4. Body Mass Index (BMI) Screening of all 1<sup>st</sup> and 4<sup>th</sup> grade students

A parent or guardian will be notified if the student fails any of these tests.

### *Life Threatening Allergy (LTA)*

Parents of students with an LTA must contact the school nurse to implement the procedures outlined in our Life Threatening Allergy Policy. This policy can be viewed at [www.wrentham.k12.ma.us](http://www.wrentham.k12.ma.us) on the [School Committee page](#).

### *Illness*

Students who are ill should not attend school, especially if they have a fever or any other symptoms which might indicate that they might be ill. If your student becomes ill during the day, parents/guardians will be notified. School personnel will care for your child until a parent or guardian can arrive at the school.

Students returning to school following an illness should be completely recovered and able to participate in the school program, including physical education and recess. Upon a student's return to school, parents must send in a note explaining the nature and duration of the illness.

### *Head Lice*

Occasionally, one of the problems that students have is head lice (pediculosis). Head lice are easily transmitted from one person to another.

1. When a student is suspected of having head lice, the school nurse will examine the student. If the results are positive, the parents will be notified by the nurse.
2. All of the students in that class will then be examined for infestation. The nurse will also examine any siblings attending Wrentham Public Schools.
3. A student will not be readmitted until he/she has been examined by the nurse and is free of nits.
4. A notice will be sent home with all students in the classroom or the entire building depending on the number of students involved.

### *Immunization*

In accordance with Massachusetts State Law, Chapter 76, and Section 15:

“All school students must be successfully vaccinated against and immunized against diphtheria, pertussis, tetanus, measles, mumps, rubella, varicella, and poliomyelitis and such other communicable diseases as may be specified from time to time by the Department, unless there are medical or religious contraindications.”

Therefore, no student may enter the Wrentham Public Schools until the school nurse has all of the necessary immunization certifications.

Dates are required, including both month and year of the immunizations, plus the physician’s signature. State law also requires that every student entering kindergarten must present evidence of being screened for lead poisoning.

### *Medication*

Medicating students in pre-kindergarten through grade six is the responsibility of the students’ parents and their physicians.

Medication cannot be administered to students without a **Medication Administration Form** signed by a parent or guardian and, in the case of prescription medications, by the licensed prescriber. The medication must be sent to the school nurse with the appropriate form and the medication must be in an original, clearly marked container. Medication Administration Forms are available in the Nurse’s Office and all medication must be transported to school by a parent or guardian or their adult designee.

1. All parents who require that their students be medicated during school hours are to contact the nurse by telephone or in writing. The nurse will give the parent the proper forms to be filled out and signed. If a drug is a prescribed medication, both the physician and the parent must sign the school forms. Under no circumstances should any medication be brought to school without first contacting the school nurse, who will then make a medication delivery plan with the parent.
2. All medicines must be delivered to the nurse by the parent, and medication will be placed in a secured area. **Absolutely no medication is to be brought to the school by the student.**

The medicine is to be in a prescription bottle from the pharmacy, bearing the following information:

**Name of Student**  
**Name of Drug**  
**Dose of Drug and instructions on administration**  
**Name of Physician**  
**Date**

In the case of students who have known adverse reactions to insect bites, and the parents have provided the school with the medication (Epi-pen or ANA kit), the nurse will instruct the teacher and principal in the proper administration if the nurse is not in the building when needed. Medication on field trips is the responsibility of the parents. Teachers are not responsible for administering daily medication to students while out of school on a field trip.

### *Wellness Policy*

The Wrentham Public Schools recognizes the important relationship between wellness, academic success, and lifelong health. The intent of this policy is to outline the school’s commitment in support of wellness in the areas of nutrition, physical activity and other school based activities that promote health and wellness.

Wrentham Public Schools developed a Wellness Policy in accord with section 204 of Public Law – June 30, 2004: Child Nutrition and WIC Reauthorization Act of 2004. Please visit the [School Committee section](#) of the Wrentham Public Schools website to read the policy.

### *Wellness Policy Food Implementation Procedure, 2015-2016*

The Wellness Committee of Wrentham Public Schools is comprised of district and school administrators, school nurses, classroom teachers, PE teachers, students’ families, and members of the community. The purpose of the Wellness Committee is to review and recommend to the School Committee policies and procedures that promote student health, protect students with food allergies, and are consistent with federal and state laws.

To comply with the expectations outlined in Massachusetts General Law c 111 223 “An Act Relative to School Nutrition”, foster student safety, and promote equitable student experiences in all classes, **no food is allowed in classrooms other than students’ individual snacks and lunches**. Teachers and parents are encouraged to choose non-food items for celebrations.

Exceptions to the above may be made at the discretion of the building principal for special events. Teachers must submit a *WPS Wellness Policy Food Event Request Form* to the principal at least 2 weeks prior to the event for approval by the principal and school nurse. Food items must be safe for students with food allergies and comply with the expectations outlined in Massachusetts General Law c 111 223 “An Act Relative to School Nutrition:

- Water, low-fat milk, and 8 ounces of 100% juice
- Fresh fruit and vegetables
- Snacks made of at least 51% whole grain, 200 calories or fewer per serving, and pre-packaged
- No artificial sweeteners or trans fats

Accommodations will be made to ensure all students can participate safely in classroom events that involve food.

Parents are encouraged to contact the school nurse or principal if they have any questions or feedback about the Wellness Policy Implementation Procedure. The Wellness Committee meets throughout the school year to update the Wellness Policy Implementation Procedure. Please let your nurse or principal know what works well and what we can improve.

## **Security and Your Student’s Safety**

### *Building Security*

The safety of all students is of the utmost importance to the administration, faculty, and staff of the Wrentham Public Schools. Please note that all doors are locked during school hours and remain locked until after dismissal. The only doors at each school that provide access for visitors and volunteers during the school day are the exterior doors closest to each office. A doorbell will alert our office staff to your presence.

Outside of the regular school day, a school building may be open to accommodate the use of school facilities for previously approved school sponsored or community sponsored events. Only those people participating in the approved programs may enter the building. Participants may use only the approved area, the direct route to that area, and the nearest restrooms. Adult supervisors of activities are responsible for maintaining proper procedures for the safety and security of participants and for the proper use of school facilities.

Access to school buildings and grounds outside of regular operating hours will be limited to personnel whose work requires it. An adequate key control system will be established, which will limit access to buildings to authorized personnel and will safeguard against the chance of entrance to buildings by unauthorized persons.

### *School Visitors and C.O.R.I. Requirements*

Visitors and parent/community volunteers in our schools enhance the learning process; however, they also increase the number of people who enter the school buildings. In order to provide for the safety of students and staff, these procedures are to be followed by all visitors to the schools, including parents, guardians, designated caregivers, volunteers, and other visitor to the schools.

**All visitors (including parents) to our schools MUST report to the office of the school building being visited before proceeding to any other section of the building.**

This pertains to each and every visitor, even if the visitor is a person such as a volunteer who visits the school on a regular basis.

All visitors will be required to sign in and wear a “visitor’s badge” which must be visible to all. Visitors must sign out when leaving the building.

Please note that visitors will not be allowed to go to a classroom unless arrangements have been made with the teacher ahead of time. This allows for a non-disruptive classroom environment.

Visitors entering the school at dismissal time will enter and exit through the designated doors at the **Delaney cafeteria**, and will be required to show a valid driver’s license to staff which will be matched to the daily dismissal list generated by parent permission.

All people wishing to volunteer in classrooms and other learning spaces must complete and adhere to the *Volunteer Expectations, 2015-2016*, which may be obtained in any of the school offices. We encourage parents to contact their students’ teachers or the building principal with questions.

All school volunteers will be subject to a Criminal Offense Record Information (C.O.R.I.) check. The superintendent can authorize additional C.O.R.I. checks as deemed necessary. The C.O.R.I. process must be completed prior to a volunteer providing service.

## **Parent/School Partnership**

### *Communication*

Frequent communication between the students’ parents and teachers is an essential component of an effective education program. Parents are encouraged to contact teachers when they have questions, concerns, or compliments. Parents should contact the principal if communication with the student’s teacher does not resolve an issue. The teachers’ and principals’ email addresses are located in this handbook.

### *Class Assignments*

Many factors and perspectives are considered when a student is placed in a particular class. We encourage parents to share information with principals about class assignments. The principals will consider parent feedback prior to making class placement decisions. While parents may provide information regarding their student’s learning style during the placement process, they may not request a specific teacher.

## *Emergency Information Forms*

Each September, parents are required to update emergency information form for each student. These forms will be sent home with your student. We ask parents to notify the school as soon as possible when changing addresses, telephone numbers, or e-mail addresses during the school year.

## *Open House*

Open House is held in each school by the end of September. School principals will inform parents of the specific dates and times. At Open House, teachers give an overview of the curriculum, explain classroom rules and procedures, and answer general questions as they pertain to their classroom. This is not intended to be used for individual conferences. Open House is designed for parents and is not appropriate for students.

## *Report Cards and Parent/Teacher Conferences*

WPS provides parents of students in kindergarten through grade 6 with feedback on student progress throughout the school year via report cards and parent/teacher conferences. Over the next two school years, WPS will undergo a report card review process. The purpose of the review is to ensure that the report cards align with the Massachusetts Curriculum Frameworks (including the Common Core State Standards), communicate relevant information clearly to parents, and demonstrate student growth. Changes to the report cards will be piloted over the next two school years. Students' parents will have opportunities to provide feedback on the changes.

Starting in the 2015-2016 school year, all students in pre-kindergarten through grade 6 will have new report card line items in English/language arts, math, and personal development. The line items are consistent with the Massachusetts Curriculum Frameworks, show growth in key standards among grades, and share more information about students' progress with parents. Parent information sessions will be hosted during the school year.

## *Report Card and Conference Schedule for 2015-2016*

**Term 1:** Report cards are sent home on Friday, December 11

**Fall Conferences:** Thursday, December 17 (evening) and Friday, December 18 (afternoon)

**Term 2:** Report cards are sent home on Monday, March 28

**Spring Conferences:** Thursday, March 31 (evening) and Friday, April 1 (afternoon)

**Term 3:** Report cards are sent home on the last day of school

## *School Volunteers*

We appreciate the partnership that has developed between the school and the community. All people wishing to volunteer in classrooms and other learning spaces must complete and adhere to the *Volunteer Expectations, 2015-2016*, which may be obtained in any of the school offices. We encourage parents to contact their students' teachers or the building principal with questions. All school volunteers will be subject to a Criminal Offense Record Information (C.O.R.I.) check. The superintendent can authorize additional C.O.R.I. checks as deemed necessary. The C.O.R.I. process must be completed prior to a volunteer providing service.

**Confidentiality of student information and observations is to be maintained by volunteers at all times.**

## *Parent-Teacher Organization*

The PTO is a non-profit group that organizes events and raises funds for enrichment programs and materials for the students and schools. You can contact the PTO Board members by sending a note to your student's classroom teacher or by calling the officers directly.

**2015-2016 School Year PTO Board:**

President	Lindsay McDonald	508-384-5952
Vice President	Stephanie Canavan Emily Gebhardt	508-735-4772 508-384-8606
Treasurer	Sandie Cooms	404-849-1073
Secretary	Shannon Roach	774-847-9337
Teacher Representative	Jenn Moon Margo Quaglia	508-613-0696 508-226-1777

The PTO is an invaluable asset to our school community with many wonderful activities and programs. Through their monthly newsletter, the PTO will inform you of upcoming events. Anyone who becomes a part of our elementary school community also becomes a member of the PTO. You may choose how you want to participate, how much time you can give, and when. Any type and amount of help you can give is greatly appreciated. A nominal amount in the form of dues is requested of all families to support PTO activities. Please check out the PTO calendar online by clicking on the link from the Wrentham Public School website, and contact the PTO chairperson if you would like to help out.

### *W.E.S.T.*

The Wrentham Elementary Schools Trust (W.E.S.T) is a 501(c) 3 non-profit organization incorporated to supplement the Wrentham Public Schools with additional programs, and materials for students pre-kindergarten through grade 6. The organization has a Board of Directors that represents parents, community members, school committee members, and staff of the Wrentham Public Schools.

Contact information:

[www.WrenthamWest.org](http://www.WrenthamWest.org)

### *Gift Policy*

The administrators, faculty, and staff members are familiar with the code of ethics that applies to their professions and adhere to it in their relationships with students, parent/guardians, co-workers, and officials of the school system. The acceptance of personal gifts by school personnel from school suppliers, from parents, and/or students can be subject to misinterpretation and a source of embarrassment to the school district and all persons involved. Therefore, no school employee may accept a gift of substantial value from a student, parent, or vendor.

The courts and the MA State Ethics Commission have deemed “substantial value” to be \$50 or more. Additional compensation, waived fees, discounts, gift certificates meals, entertainment event tickets, golf, gift baskets, and payment of travel expenses are considered gifts. In addition, free or discounted services such as construction or accounting work are considered gifts. A number of smaller gifts from one person or family that value more than \$50 may not be accepted. When families, students or others wish to express personal appreciation to a teacher or other staff member, the school urges them to find modes of expression that do not involve personal gifts.

LEGAL, REFS. M.G.L.71:67; 268A:1 et seq.

## **Student Life**

### *Books, Materials, Supplies*

Students are given a school supply list for the upcoming year on the last day of school. There may be an annual



fee assessed to parents for supplementary learning materials such as Scholastic News, Weekly Reader, Music Recorder and Book, etc. Parents will be notified in advance of such costs. We encourage parents who cannot afford the additional fees to contact the building principal.

### *Homework*

Homework, both written and unwritten, is an integral part of the education program and will be given on a nightly basis based on Wrentham School Committee policy. Students will be held accountable for all assignments.

### *School Lunch Program*

The school lunch program meets the state wellness guidelines. Students may purchase lunch in the cafeteria or bring a lunch from home. Milk or juice may be purchased separately. During the first week of school, all students will be given an application for free or reduced lunches to take home to their parents. We ask parents/guardians to complete this form and return it to school. The cafeteria offers a point of sale program that allows parents to pre-pay funds in a lunch account. This allows parents to pay ahead by the month or for the year. Details are located on the [Food Services section](#) of the Wrentham Public Schools website.

### *Field Trips*

Parents are required to sign a field trip permission slip in order for their student to go on a trip. Students may be asked to pay a fee to help defray the costs of the trip. PTO funds are used to offset the cost of buses for most trips. Parents may also be asked to fill out a walking permission slip. We encourage parents who cannot afford the cost of a field trip to contact the building principal.

### *Grade 6 Camp Bournedale*

As part of the school program, grade 6 students participate in a five day Outdoor Education Program, usually during October, at Camp Bournedale in Plymouth, MA.

The students experience five days of outdoor education with the hope that they will appreciate their surroundings. They will also participate in a socialization experience with their peers and teachers away from the formality of the classroom.

Response to the program in the past has been extremely favorable. Students who do not attend will have regular classes at the Roderick School. The camp determines the cost. Financial assistance is available based on need. We encourage parents who cannot afford the cost of Camp Bournedale to contact the building principal.

### *School Bus and Bicycle Information*

#### **Bus Routes**

Students are assigned to ride school buses that will pick them up and drop them off in close proximity to their homes. **Students are not allowed to ride a bus other than their assigned bus unless a written request is approved by a principal.** Such approval will only be given for day care purposes.

Bus routes are established under the direction of the superintendent in cooperation with the bus contractor. An authorized bus stop is available within a reasonable walking distance to the home of every student.

Bus routes are developed to minimize the total time a student spends on the school bus. Authorized bus stops are located at convenient intervals in places where students may be loaded, unloaded, cross roads, and wait for arrival of buses under the safest possible conditions.

## **Bus Fee**

All students living two miles and closer to 120 Taunton Street are required to pay a yearly bus fee of \$125 per student with a family cap of \$300. Students who have paid will be issued a bus pass to attach to their school bag.

## **Bicycles**

Students may ride bicycles to school if they have written permission from their parents/guardians. Children riding bicycles must:

1. Wear an official bicycle helmet as required by Massachusetts General Law.
2. Avoid the bus circle.
3. Use the bicycle rack located behind the Roderick School or by the Janelli Annex to store their bicycles during school hours. The school recommends that all students lock their bicycles before entering school for the day.

The bicycle privilege may be denied or rescinded at the principal's discretion. The Wrentham Public Schools is not responsible for the safety or care of bicycles.

### *Secondary Schools*

Secondary school students living in Wrentham attend the King Philip Regional School District.

The King Philip Regional Middle School  
18 King Street  
Norfolk, MA 02056  
Telephone: 508-541-7324

The King Philip Regional High School  
201 Franklin Street  
Wrentham, MA 02093  
Telephone: 508-384-1000

The KP Regional School District serves students in Wrentham, Norfolk, and Plainville.

## **Student Behavior**

### *Core Values*

All students are expected to follow the Core Values of the Wrentham Public Schools: Respect, Communication, Collaboration, Responsibility, and Continuous Growth and Learning

School rules governing behavior in classrooms, in the cafeteria, at recess, in the hallways, in the bathrooms, at assemblies, on the bus, and on bicycles have been developed by a committee consisting of administrators, teachers, and parents. These rules and expectations are regularly reviewed and updated.

### *School Expectations*

1. Students shall enter the school buildings by the designated door as instructed by the adult on duty.
2. Students will go directly to their homerooms when entering the school in the morning. Tardy students must report to the office before going to homeroom.

3. Students are to wipe feet on mats upon entering the building and stamp feet, as necessary, to remove dirt and mud from soles of sneakers and shoes.
4. Students will only leave their classroom with permission from a teacher.
5. Students will not fight, push, or trip other students.
6. Students will not possess alcohol, tobacco, other drugs, or dangerous items of any kind.
7. Students will not be allowed gum or hard candy (to prevent choking) in school without principal permission.
8. Students will not be in possession of any electronic devices without principal permission.

### *Classroom Expectations*

1. Students must promptly and cooperatively follow the teacher's directions and classroom rules.
2. Students should complete their work and allow each of their classmates to do the same by respecting the rights of all individuals within the school environment.
3. Students will follow specific expectations established by their classroom teachers.

### *Cafeteria Expectations*

It is necessary to maintain a calm and orderly atmosphere in the cafeteria. In accordance with the Wrentham School Committee Wellness Policy, students are encouraged to eat nutritious lunches.

1. Students are expected to follow behind their teacher until they are in the lunch line or at their table.
2. Students are expected to be polite and use table manners.
3. Students must remain seated at their tables until they are given permission by an adult to return trays, dispose of trash, or purchase a snack.
4. Students are to sit and not kneel on their chairs or stools.
5. When students finish eating, they are to raise their hands until an adult allows them to proceed directly to recess.
6. Students are responsible for keeping their lunch area (i.e. table, floor) clear and to pick up any debris before leaving the cafeteria.
7. Appropriate behavior includes quiet conversation in a normal tone of voice.
8. Students are not to reenter the classroom unless they are given permission by their classroom teacher.

### *Recess / Playground Expectations*

1. There is to be no pushing, hitting, play-fighting, fighting, or piggy-back riding.
2. Students are to line up and proceed outside to recess in a quiet and orderly manner.
3. Students are to follow the directions of the adult on duty.
4. Students should know the boundaries of the play area and are not to go beyond them.
5. Students should not be near the school building while outside for recess as this could distract students who are in class.
6. Students are not to reenter the building during recess without the permission of the adult on duty.
7. Students must share the playground facilities and equipment.
8. Hardball sports equipment such as baseballs, baseball bats, lacrosse sticks, tennis rackets, and softballs are not allowed without prior permission from the principal.
9. Standing on swings and slides is not permitted.
10. When the bell rings to end recess, students are to line up promptly so they may enter the building in an orderly manner.

11. All injuries must be reported immediately to an adult on duty.
12. Any student may lose his/her recess privileges if one or more of the playground rules are broken.

### *Indoor Recess Expectations*

The adults on duty will prepare the class for indoor recess by providing a variety of activities to keep students occupied.

1. Students should remain seated in their assigned rooms. They are not allowed in hallways or other classrooms without permission from the adult on duty.
2. Students may not engage in activities that present a threat to safety or property.
3. Students should follow the directions of the adult on duty.

### *Hallway Expectations*

1. Students are to walk at all times, keep to the right, and move in an orderly manner.
2. Students are to avoid touching the walls and should not touch objects or displays on the corridor walls.

### *Bathroom Expectations*

1. Students should notify an adult before they go to the bathroom.
2. Students are not to linger in the bathrooms.
3. Good health habits are to be practiced by washing hands before leaving the bathrooms.
4. Crayons, pencils, or pens are not permitted in the bathrooms.
5. Paper towels should not be placed in toilets.
6. Students must not stand on toilet seats or other fixtures, climb on partitions, or harm any of the other fixtures in any way.
7. Vandalism or defacement of any of the bathrooms in any way will be subject to appropriate disciplinary consequences. Payment for repair or replacement will be the responsibility of the student's parents/guardians.

### *Assembly Expectations*

1. During an assembly program students should be attentive and courteous.
2. Students should remain seated and quiet during assembly programs, unless asked to participate.

### *Internet Use*

No student will be permitted to access the Internet without having a signed the **Internet/Intranet Acceptable Use Policy Signature Page** on file. The use of the Internet is a privilege, not a right, and inappropriate use will result in a cancellation of those privileges. The principal will determine what inappropriate use is.

### *Dress Code*

Students shall dress appropriately for school using common sense guidelines. Clothing that distracts from the educational process will not be permitted. The final decision regarding the appropriateness of clothing for school shall be at the discretion of the school principal.

### *Bus Expectations*

The purpose of the school bus is to transport students to and from school in a safe manner. To that end, there are laws, policies, and expectations for student behavior on the bus. Massachusetts state law requires all students to stay seated until the bus comes to a complete stop. Wrentham School Committee policies EC-1, ECA-1 through ECA-4, ECB-1 and ECB-2, EE, and EL address bus transportation. You may access the Wrentham School Committee Policy Statements at [www.wrentham.k12.ma.us](http://www.wrentham.k12.ma.us). All students are expected to follow the WPS core

values of respect, communication, collaboration, responsibility, and continuous growth and learning while riding the bus.

To help ensure student safety, Wrentham school buses are equipped with security cameras. The buses have signs advising students and the general public that security cameras are in use. The recordings are stored in a secure location accessible only by the superintendent, superintendent's designee, and law enforcement personnel if necessary. The recordings will be saved for one week and used for disciplinary investigations, security, or law enforcement purposes. Please inform the principal of any incidents on the bus.

### **Waiting for the Bus**

- Be on time for the bus.
- Observe all safety precautions while waiting for the bus:
  - Do not play in the roads
  - If possible, avoid crossing streets
  - Whenever you must cross a street, do so only if you are sure that no moving vehicles are approaching from either direction
  - Do not push, pull, or chase any other students
  - Avoid trespassing on private property
- As your bus approaches, line up at least six feet off the road/street, and do not approach the bus until it has stopped and the driver has opened the door. Again, avoid pushing others in the line.

### **Loading the Bus**

- Get on your bus quickly and be seated at once. Be sure that none of your belongings are in the aisles.
- Listen carefully and obey all directions issued by the driver.

### **Riding the Bus**

- Do not eat food on the bus.
- Do not throw anything on the bus.
- Avoid extending your arms or any other parts of your body out of the windows.
- Do not change seats while the bus is moving.
- Avoid shouting, foul language, and other excessive noise that may distract the driver.
- Help keep the bus clean.
- Be courteous to other students and to the driver.
- Listen carefully and obey any directions issued by the driver.
- Upon boarding the bus in the morning, remain on the bus until arrival at school.
- Students will not be in possession of any electronic devices
- Students who disembark from the bus in the afternoon prior to arriving at their original morning pick-up point will not be allowed back on the bus again that day.

### **Unloading the Bus**

- Do not leave your seat until the bus has come to a complete stop and the driver has opened the door.
- Obey any directions issued by the driver.
- Leave the bus quickly but in a courteous manner without pushing other students.
- If you must cross a street as you leave the school bus, be sure to walk in front of the bus (never in back) at distance of at least 12 feet out from the front of the bus. If you get too close to the front of the bus, the driver will not be able to see you, and a serious accident could occur.
- Observe all safety precautions as you travel from your bus stop to your home.

## **Violation of the bus rules may result in a loss of bus privileges.**

All students must behave appropriately as passengers of a school bus. Clearly understood and well-enforced rules are necessary for the successful management of students who ride school buses.

Students who disobey the bus rules will receive a written warning and the warning will be distributed to the parents, school staff members, and bus driver. The school staff members will take appropriate action as indicated on the warning form. On the second offense, the student will be suspended from bus privileges for up to 10 school days if the student is found to be responsible after the administrator's investigation. After a third offense the student will be suspended from bus privileges for up to 20 school days.

### **Accident Procedure**

1. Students should remain calm and quiet and listen carefully to the driver's instructions.
2. If the driver is incapacitated and there are no teachers or chaperones present, and the bus has come to a complete stop, students in the fifth and sixth grade may:
  - open the front door
  - evacuate the bus if necessary
  - encourage fellow students to remain at the scene
  - sound the horn
  - not move injured persons unless absolutely necessary, for example in the event of fire, smoke, gasoline odor or the bus is stopped on railroad tracks or in water
  - keep injured persons still, warm, and as comfortable as possible

We encourage parents with any questions regarding the school bus or any discipline procedure to contact the principal.

## **Disciplinary Procedures**

### *Progressive Discipline*

Everything that happens in school, including discipline, is educational. Our goal is to teach students that everyone makes bad choices. We must take responsibility for our mistakes, learn from them, and try not to repeat the mistake in the future. We endeavor to apply the appropriate consequence for each student and situation.

Students usually conduct themselves in an appropriate manner. However, there are instances when students do not adhere to our Core Values and Expectations for Student Behaviors.

Infrequent or minor infractions of school rules and regulations will generally be handled by the classroom teacher. Continuous minor infractions and/or serious infractions of school rules and regulations will likely result in the involvement of the principal in the disciplinary process.

The school will enforce the following general procedure or cycle of progressive consequences for inappropriate student behavior:

1. **Verbal warning** or reprimand by the appropriate staff member or principal.
2. **Verbal reprimand** and appropriate disciplinary measures (e.g. loss of recess privileges) by staff member.
3. The student may be kept after school with advance written or verbal notification of the parent or guardian.

4. **Office Discipline Slip** - The student is referred to the principal by the classroom teacher concerning a particular incident or behavior. They will generally discuss the situation with the student, reprimand the student, and if necessary, administer an appropriate disciplinary measure (e.g. loss of recess privileges).
5. **Office Detention** - Two offenses in an eight week period by a student will result in an office detention, which is the detainment of a student after school with prior notification of the parent or guardian by the principal.
6. **Conference** - with parent/guardian, teacher, principal, and/or other staff members as appropriate.

### *Suspension*

Suspension occurs when a student does not follow certain school rules which significantly affect their lives, the lives of other students, and the care of school property. If a student is suspended, his/her parents will be notified immediately by telephone and also by letter. This letter will inform the parents of the reason for suspension, how long it is for, whether internal or external, and the date the student will return to school. The parent or guardian will accompany the student upon his return to school for a conference with the principal. The superintendent will also be notified about the suspensions when they occur.

- a. **Internal Suspension** - Student is removed from participating in class, but is required to perform his/her daily work in the office.
- b. **External Suspension** - Student is removed from participating in class and is at home. All missed school work must be made up.

### *Expulsion*

The principal has the authority to expel a student who is found on school premises or at school-related events, including athletic games, in possession of a dangerous weapon or a controlled substance, or a student who assaults school personnel on premises or at school-sponsored or school-related events, including athletic games. Due process will be followed as outlined in Section 37H of M.G.L. Chapter 71.

Principals may waive progressive discipline depending on the circumstances of the incident.

### *Discipline of Students with Disabilities*

All students are expected to meet the requirements for behavior as set forth in this handbook. Chapter 71B of the Massachusetts General Laws requires that additional provisions be made for students who have been found by an evaluation TEAM to have a disability, and whose program is described in either an Individualized Education Program (IEP) or a Section 504 plan. The following additional requirements apply to the discipline of students with disabilities.

1. When the TEAM determines that, due to a student's disability, the student is unable to meet the requirements of the regular discipline code, it will be clearly indicated on the IEP or Section 504 plan.
2. The principal (or designee) will notify the Special Education Office of a suspension for a student with disabilities, and a record will be kept of such notices.
3. When it is known that the suspension(s) of a student with a disability will accumulate to ten days in a school year, a review of the IEP or Section 504 plan will be held to determine the appropriateness of the student's accommodations, modifications, and placement of program. The TEAM will make a finding as to the relationship between the student's misconduct and his/her handicapping condition, and revise the IEP or Section 504 plan as necessary.

## Civil Rights Policy

Wrentham Public Schools is committed to promoting multi-cultural understanding, appreciation, and harmony in the schools. We strive to ensure that no student is denied access to any educational program or other activity, including extracurricular activities, for reason of race, color, educational background, national origin, religion, gender, sexual orientation, homelessness, or other reason that violates the law. We comply with all applicable state and federal law, including state and federal civil rights and anti-discrimination laws relating to the employment practices, the educational programs and all other activities of the Wrentham Public Schools. Students and staff members of the Wrentham Public Schools shall not, at any time, do or say anything that would in any way tend to cast aspersion on the race, color, ethnic background, national origin, religion, gender, sexual orientation, or homelessness of any individual or group.

### *Complaint Procedures*

Students shall report to a staff member any act or statement of which he/she becomes aware that would, in any way, tend to cast aspersion on race, color, sexual orientation, ethnic background, national origin, religion, homelessness, or gender of any individual, whether or not such statement or behavior is directed toward or otherwise involves him/her or a racial, ethnic, national religious or gender group of which he/she is a member.

### *Investigative Procedures*

1. Any violation of this Civil Rights Policy alleged to have been committed by one or more students shall be promptly investigated by the principal or designee to determine whether a violation occurred.
2. All members of the staff and all students shall cooperate fully with any investigation or other inquiry pertaining to an alleged violation of the Civil Rights Policy.
3. Disciplinary action will be imposed in accordance with procedural requirements in all cases in which a complaint is substantiated. The disciplinary actions may include, but are not limited to oral or written warnings, suspensions or expulsion from school.

### *Harassment Policy*

Wrentham Public Schools is committed to maintaining an environment free of harassment based on race, color, religion, national origin, age, gender, sexual orientation, homelessness, or disability. Harassment by administrators, certified and support personnel, students, vendors and other individuals at school or at school sponsored events is strictly prohibited. Wrentham Public Schools requires all employees, students, and other members of the school community to conduct themselves in an appropriate manner with respect for their fellow employees, students and all members of the school community.

### *Definition of Harassment*

In general, harassment includes communications such as jokes, comments, innuendoes, notes, display of pictures or symbols, gestures, or other types of conduct which offend or show disrespect to others based upon race, color, religion, national origin, age, gender identity, sexual orientation, homelessness, or disability.

By law, the particular communication or conduct is viewed from the perspective of a reasonable person with the characteristic on which the harassment is based. What one person may consider acceptable behavior may reasonably be viewed as harassment by another person. Therefore, individuals should consider how their words and actions might reasonably be viewed by other individuals. It is important for individuals to make it clear to others when a particular behavior or communication is unwelcome, intimidating, hostile or offensive. **LEGAL REFS: Title VII, Section 703, Civil Rights Act of 1964 as amended 45 Federal Regulation 74676 issued by**



### **Sexual Harassment**

While all types of harassment are prohibited, sexual harassment requires particular attention. Sexual harassment is a form of gender discrimination and violates Title VII of the Civil Rights Act, Title IX of the Federal Education Amendments of 1972, as well as Massachusetts General Laws, Chapter 151C. Sexual harassment includes sexual advances, requests for sexual favors, and/or other verbal or physical conduct of a sexual nature when:

1. Acceptance of or submission to such conduct is made either explicitly or implicitly a term or condition of the employment or education.
2. The individual's response to such conduct is used as a basis for employment decisions affecting a student.
3. Such conduct interferes with an individual's job duties, education or participation in extra-curricular activities.
4. The conduct creates an intimidating, hostile or offensive work or school environment.

### **Harassment and Retaliation Prohibited**

Harassment in any form or for any reason is absolutely forbidden. This includes harassment by administrators, certified and support personnel, students, vendors, and other individuals in school or at school related events. In addition, retaliation against any individual who has brought harassment or other inappropriate behavior to the attention of the school or an individual who cooperates in the investigation of a complaint is unlawful and will not be tolerated.

Persons who engage in harassment or retaliation may be subject to disciplinary action, including, but not limited to reprimand, suspension, termination/expulsion or other sanctions as determined by the school administration and/or school committee, subject to applicable procedural requirements.

### *Investigation*

If you believe you may have been harassed, or if you witness or learn about the harassment of another individual, you should inform the principal, his/her designee, or a guidance counselor as soon as possible.

If you do not wish to discuss the issue with him/her or if he/she does not address the problem in an effective manner, you should inform Superintendent Allan Cameron or Student Services Director Karen McNamara. Dr. Cameron's office is located in the Janelli Annex building of the Delaney School at 120 Taunton Street, Wrentham, MA, 02093. The telephone number is 508-384-5430. Mrs. McNamara's office is located in the Delaney School, 120 Taunton Street, Wrentham, MA, 02093, and her phone number is 508-384-5430.

The state agency responsible for enforcing the laws prohibiting harassment is the Massachusetts Commission Against Discrimination (MCAD). The MCAD is located at One Ashburton Place, Boston, MA 02108. The agency responsible for enforcing federal laws prohibiting harassment is the Equal Employment Opportunity Commission. The EEOC is located at 475 Government Center, Boston, MA 02203.

Wrentham Public Schools will promptly investigate every complaint of harassment. Confidentiality will be maintained in the investigation process to the extent possible. If it is determined that harassment has occurred, appropriate action will be taken to end the harassment and to ensure that it is not repeated.

In certain cases, harassment of a student may constitute student abuse under Massachusetts law. Wrentham Public Schools will comply with all legal requirements governing the reporting of suspected cases of student

abuse.

### *Closure of a Complaint*

When an investigation has been completed, school personnel will inform the complainant of the results and file a report with the Office of the Superintendent.

### *Physical Restraint*

The authority, scope, purpose, and construction of the use of physical restraint are promulgated by the State Board of Education 603 CMR 46.00, in effect April 2, 2001. The purpose of this regulation is to ensure that every student participating in a Massachusetts public education program is free from the unreasonable use of physical restraint.

Physical restraint is the use of bodily force to limit a student's freedom of movement. It is only recommended as a last resort when all verbal and other communication techniques have been exhausted, and when the student presents a danger to him/herself or to others. Physical restraint is not to be used as a form of discipline or punishment for non-compliance with staff requests or schools rules.

The primary intervention options used by staff when a student exhibits escalating behavior will be utilized to assist the student to regain behavioral control, such as providing verbal redirection and setting reasonable limits. Therapeutic time-out or an emergency counseling session may also prove helpful. However, if a student exhibits behavior that is aggressive and staff assesses the student to be in danger to himself/herself or others, physical restraint may be initiated. Parents are notified by telephone and provided a copy of the incident report. Such reports are maintained in the student's permanent record.

Selected school district staff has participated in in-depth training and are certified in nonviolent restraint techniques each year. All school staff will be given an orientation, regarding the physical restraint protocol, consistent with the Massachusetts Department of Education regulations. Training will be provided at each school building. The protocol will be available for review in each school's main office and included in each school's Parent and Student Handbook.

The Massachusetts laws pertaining to physical restraint will change in January of 2016. The practices of Wrentham Public School staff members will change in accordance with the new legal parameters.

## **Bullying and Cyberbullying Policy**

Students and staff members are prohibited from engaging in any form of harassment, intimidation, or bullying of other students or staff members. Harassment or bullying can take many forms, including physical actions, verbal taunts or threats, written or electronic communications, or Internet postings or communications, made either directly to the individual, or made to others about the individual. These actions are prohibited where they have the effect of physically or emotionally harming another individual, interfering with another student's education, threatening the overall educational environment, and/or disrupting the operation of school.

Bullying may take a variety of forms. It is unacceptable in a school or work environment. As a result no student or employee shall be subjected to harassment, intimidation, bullying, or cyberbullying in any public educational institute:

1. "Bullying and cyberbullying" means unwelcome written, electronic, verbal or physical acts or gestures where a student or employee feels coerced, intimidated, harassed or threatened and under the circumstances (1) may cause a reasonable person to suffer physical or emotional harm to a

student or employee, (2) may cause damage to another student's or employee's property, or (3) may cause a disruptive or hostile school environment. The behavior must interfere with an employee's ability to perform his or her duties or with a student's academic performance or ability to learn, or interfere with a student's ability to participate in or benefit from services, activities, or privileges:

- a. That are being offered through the school district; or
  - b. During any education program or activity; or
  - c. While in school, on school equipment or property, in school vehicles, on school buses, at designated school bus stops, at school sponsored activities, or at school sanctioned events; or
  - d. Through the use of data, telephone or computer software that is accessed through a computer, computer system, or computer network or any public education institute.
2. As used in this Section, "electronics communication" means any communication through any electronic device, including a telephone, cell phone, computer, etc. Students should be aware that Internet communications, including communications on social networking websites and blogs, may still violate this policy even when they are made using a student's private computer outside of school hours.
  3. The district will promptly and reasonably investigate allegations of harassment, including bullying. The Principal of each building will be responsible for handling all complaints by students alleging harassment, including bullying.

A copy of the State Approved Bullying Intervention Prevention Plan is in each office and on our website. Please report any incidents of suspected bullying to your child's teacher or principal as soon as possible.

### *McKinney-Vento Homeless Education Assistance Act*

The McKinney-Vento Homeless Education Assistance Act is a federal law that ensures immediate enrollment and educational stability for homeless children and youth. McKinney-Vento provides federal funding to states for the purpose of supporting district programs that serve homeless students. The McKinney-Vento Homeless Education Act requires that school districts immediately enroll homeless students in school, even if they don't have documents usually required for enrollment, such as school records, medical records, or proof of residency. Homeless students must be provided with services and educational programs comparable to those received by other students, and for which they meet eligibility criteria.

According to McKinney-Vento: anyone who lacks fixed, regular, and adequate nighttime residence is homeless. This includes students who are

- Living in shelters,
- Living in campgrounds, parks, cars, public buildings,
- Doubled up with friends or relatives,
- Abandoned in a hospital
- Unaccompanied youth, or
- Awaiting Foster care.

### *Educational Rights of Homeless Students*

- School selection, the right to remain in the last school attended or enroll locally
- Transportation back to the last school attended
- Immediate enrollment with or without records
- Right to dispute the school's enrollment decisions
- Equal access to attend and participate in all school courses, activities, and events

- Free lunch (and breakfast if provided)

### School Selection

The intent of the McKinney-Vento Homeless Assistance Act is to minimize the amount of time that homeless children and youth are out of school and educational gaps. It strongly encourages children to remain in the last school attended (also known as the school of origin) to the extent feasible.

- The law acknowledges that that may not always be possible and ensures immediate enrollment of homeless students in any school housed children in the same area are eligible to attend.
- The parent/legal guardian is the educational decision maker and determines where the child will be enrolled. In the case of an unaccompanied youth, the youth decides.
- Homeless students have the right to remain enrolled in their school until the end of the academic year in which they become permanently house.

The Director of Student Services has been designated as the district's Homeless Education liaison: Karen R. McNamara, Director of Student Services, 120 Taunton Street, Wrentham, MA 02093: 508-384-5430

## **Student Support Services**

### *Preschool Screening*

Wrentham Public Schools conducts screenings for preschool age students anytime throughout the school year when requested by parents, or other referring agencies. Each year in March, the district conducts a large-scale screening for those students who have applied for the district's Project Blossom preschool program. The Brigance Early Childhood Screen, as well as a vision screening, is administered by the preschool special education teachers and speech/language therapists. Hearing screening is also available if necessary. Parents complete questionnaires that include details about their child's early development, self-help, and social/emotional skills. The children are briefly observed in an informal play setting to assess their social skills. Results from the screening are sent in letter form to parents indicating that their child's skills are either developmentally appropriate, or that re-screening is recommended in the fall, or that further assessments are recommended through a special education evaluation.

### *Kindergarten Screening*

A full screening is conducted each year in June for those children who have registered for the kindergarten program. Kindergarten teachers, special educators, and related service therapists work in teams of four to administer the DIAL-4 (Developmental Indicators for the Assessment of Learning – Fourth Edition.) to all students. A vision and hearing screening is also included, facilitated by the school nurse. Parents complete questionnaires that include details about their child's early development, self-help, and social/emotional skills. Results from the screening are sent in letter form to parents indicating that their child's skills are either developmentally appropriate, or that their child's progress will be monitored in a specific area, or that further assessments are recommended through a special education evaluation. Classroom strategies and/or home activities may also be provided to address areas of relative weakness.

### *Student Support Teams*

Each elementary school has a Student Support Team (SST) which meets regularly to determine strategies for struggling students based on a tiered approach. Students are provided with increasing levels and intensity of support through general education interventions. Team members include the building principal, literacy specialist, school adjustment counselor, and a coordinator. Related services providers (S/L, OT, PT) may also be invited if appropriate. At the end of each SST meeting, a summary form is created with an action plan that

includes strategies for the teacher, and may include recommendations for observations or screenings by related service providers, or reading/math specialists. A follow-up meeting is typically scheduled within 6-8 weeks.

If at any time during the process it is suspected that a student may have a disability, the SST makes a referral for a special education evaluation. The principals and SST coordinators meet with the Director of Student Services throughout the school year to review appropriate accommodations and interventions, as well as any students referred for an evaluation. All supporting general education documentation is provided to the special education evaluation team when a student is referred for a special education evaluation.

### **Instructional support services:**

- Title I Reading
- Literacy and Math Specialists
- Enrichment Specialist
- English Learner Education
- Counseling Support Services
- Behavioral Support Plans
- Related Service Short-Term Interventions (S/L, OT, PT)
- Computer-Based Skill Reinforcement Programs

The general education instructional supports that are provided to students each year will be documented by their classroom teachers on a chart that is attached to every student's permanent record file.

#### *Title I*

Title I of the Elementary and Secondary Education Act provides financial assistance to state and local educational agencies to meet the needs of academically at-risk children. The goal of a Title I Program is to provide instructional services which support students in meeting the state's challenging performance standards. Identified students receive supplemental educational assistance beyond the regular classroom instruction. Students are selected based on data from informal and common grade level assessments, teacher observations, and recommendations from the reading specialists. Students' scores are ranked and those who demonstrate the most need are determined to be eligible for Title I reading support. Reading specialists and paraprofessionals generally work with small groups of students to reinforce skills in the areas of phonics, reading fluency, and comprehension. Students' progress in reading is updated during the school year using informal assessments.

#### *Academic Assistance Program*

The purpose of the Academic Assistance Program is to provide support services in reading and/or math to students who demonstrate performance that is below grade level expectations and require specific interventions. Services are provided by literacy and/or math specialists and paraprofessionals. Students are often referred through the Student Support Team process, and eligibility for the program is determined through a review of students' performance on common grade level assessments, teacher observations, and other academic data.

#### *English Learner Education*

Federal and state law requires proper identification and annual language proficiency assessment of students whose first language is not English, or who struggle to complete ordinary classroom work in English (G.L. c. 71A; Title III of the No Child Left Behind Act - NCLB). The law also requires that students identified as ELLs are provided with opportunities to receive instruction that is appropriate for their individual language proficiency level, allows them to develop English language proficiency, and affords them equal access to rigorous content area instruction and academic achievement alongside their native English speaking peers. In Massachusetts this means that, with limited exceptions, districts are required to provide ELLs sheltered English

immersion (SEI) instruction until they are proficient in English. SEI consists of both sheltered content area instruction and English as a Second Language (ESL) instruction. Once proficient in English, ELLs are to be exited from language programs and monitored for a period of two years.

Students are identified as English Language Learners through the following steps:

1. Administer a home language survey to determine student's primary language.
2. Assess the English proficiency of any student whose Home Language Survey indicates a language other than English is spoken at home or who appears not to speak English.
3. Determine whether the student is an ELL using screening test results and make initial placement decisions.
4. Notify parents and/or legal guardians of language screening assessment results and initial placement. Inform parents of their rights to "opt out" or to secure an SEI program waiver in a language they understand.

### *Special Education*

Special Education services are available to students who meet mandated eligibility criteria (MA 603 CMR 28.05) beginning at age 3. With parent permission, a multi-disciplinary Team assesses a student based on their suspected disability. At a meeting with the student's parents, the Team determines eligibility and develops an appropriate Individualized Education Program (IEP) in the least restrictive environment if applicable. A continuum of inclusion and pull-out services are available at all grade levels, as well as educationally necessary, school-based related services such as occupational therapy, speech therapy and physical therapy.

### *Child Find*

Wrentham Public Schools invites all local agencies to participate in the identification of children with special needs. If you suspect that your child may have a disability, please call the Office of Student Services at 508-384-5430 for information regarding eligibility guidelines, procedures and services. In accordance with Federal Law, IDEA 2004 and Massachusetts Law 603CMR28.00, the Wrentham Public Schools provide special education programs designed to meet the needs of children who are attending not only public schools, but also those who are attending private schools at private expense, and whose parents reside in Wrentham.

Wrentham Public Schools will arrange for the evaluation of those children, beginning at age 3, who are unable to progress effectively in a regular program due to a suspected disability in one or more of the following areas: developmental delay, intellectual, sensory, neurological, emotional, communication, physical, specific learning, or health impairment.

### *Programs and Services*

Wrentham Public Schools offers a continuum of programs and services for students with special needs ages 3 through grade 6 who are found eligible according to the criteria set forth in the Massachusetts Special Education Regulations and the Federal Individuals with Disabilities Education Act of 2004 (IDEA). All in-district special education students are assigned to a general education homeroom, and they are included to the extent possible with their typical peers.

Specialized instruction is provided to students in one or more of the following academic areas as deemed appropriate by each individual student's IEP Team:

- Readiness Skills
- Reading
- Written language
- Math
- Organization and Study Skills

- Academic Support

The above services are most often provided in a small group, in an inclusion setting and/or outside of the classroom environment in a resource room. These services are provided to students who are found eligible for special education. Students with more significant learning needs may require alternative curriculum and instruction within a sub-separate special education classroom.

Related services are also provided to students from PK through grade 6 as deemed appropriate by each student's IEP Team in one or more of the following areas:

- Speech and Language
- Occupational Therapy
- Physical Therapy
- Counseling Support
- Social Skills Development
- Behavioral Support
- Audiology and Vision Consultation
- Assistive Technology
- Specialized Transportation

The above services are most often provided individually or within a small group, in or outside of the general education classroom, as indicated on each student's IEP service delivery grid.

### *Preschool*

Project Blossom Integrated Preschool at the Delaney School offers both 2-day and 3-day morning and afternoon sessions for students ages 3-5. Sub-separate extended day sessions are also available for students with more intensive special needs, including Autism.

The 2-day integrated classrooms are for 3 year olds, and enroll a maximum of fifteen (15) children - up to seven (7) may have special needs and eight (8) are typically developing students.

The 3-day integrated classes are for the 4-5 year olds, and enroll a maximum of twenty (20) students, up to five (5) may have special needs, and fifteen (15) are typically developing.

The primary focus of Project Blossom is to develop students' cognitive, academic readiness, language, motor, and social-emotional skills within a structured learning environment. The students with special needs are supported both individually and in small groups, and also receive Speech/Language Therapy, Occupational Therapy, Physical Therapy, and ABA services if identified within their IEPs.

### *Inclusion/Resource*

Delaney Elementary School - Grades K-3; Roderick Elementary School - Grades 4-6

Students with special needs who have full inclusion placements in grades K-6 receive less than 21% of their specialized instruction/related services outside of the general education classroom setting. These students typically have low to moderate levels of need and require specific accommodations, modifications, or organizational support in order to make effective progress accessing grade level curriculum.

Special education teachers and paraprofessionals provide support for reading, writing, and math, content area curriculum, and study/organizational skills. Special educators collaborate closely with the general education

teachers to develop comprehensive, integrated services that may include flexible grouping, or co-teaching, to support differentiated instruction for all students. Inclusion support may also be provided by related service therapists, or school adjustment counselors. Based on students' IEPs, direct instruction by the special education teachers outside of the general education classroom may include specialized programs for phonics, reading fluency, comprehension, written language, or math either individually or within small groups. Academic support may also be provided as needed for students who require preview/review of skills and concepts, organizational strategies, or use of assistive technology tools.

### *Language-Based Learning*

Delaney Elementary School - Grades 1-3; Roderick Elementary School - Grades 4-6

This structured language-based program provides intensive, specially designed instruction that is individualized based on student needs. Pacing and presentation of the instruction, curriculum materials, and approaches are highly specialized to meet the needs of students with more significant developmental delays and language-based learning disabilities. In addition to providing academic instruction, the development of a positive attitude, self-esteem, and self-confidence are important goals for each student. Providing students with opportunities for success academically, socially, and emotionally are all essential components of this program. Students who receive services within this program most often have moderate to high levels of need and are deemed appropriate by their IEP Teams. Students also receive services in the areas of S/L, OT, or PT as identified in their IEPs. The special educators and therapists collaborate regularly and provide integrated services whenever possible.

The following are general characteristics of the program:

- Provides intensive instruction using a systematic, multi-sensory approach to reading, writing and math in a small group setting.
- Includes pre-teaching and repetition/review of material to support mastery of skills.
- Instructional groupings consist of students who have similar abilities and learning needs.
- Instruction and methodology places heavy emphasis on visual and auditory pairing of information with an approach that is direct and explicit.
- Content areas are often modified with emphasis placed on key concepts and main ideas.
- Supportive academic services provide a flexible inclusion approach in social studies and science.

### *Social-Behavioral / Autism Program*

Delaney Elementary School - Grades K-3; Roderick Elementary School - Grades 4-6

Many students who have autism or other significant social-behavioral needs may require ABA services to make progress, using data to inform instruction. Each student's program is individualized to his/her social, behavioral, and academic needs, with varying amounts of: inclusion, social skills practice, behavioral supports, and/or intensive instruction within the school day. The general education curriculum is modified when needed to ensure student success. For those students who are working on foundational skills, programs are based on a curriculum that focuses on specific tasks, and follows a developmental sequence.

Inclusion opportunities are based on each student's strengths and behavioral challenges; the goal of providing adult support in inclusion is to increase the student's independence with behavior regulation and social/academic abilities, while fading out the additional support. Social skills instruction is necessary for many students with this profile; teaching socially appropriate skills is key to replacing challenging behaviors and ensuring a more successful inclusion experience. Students' challenging behaviors are managed using positive behavior support plans, which require staff training in correct implementation. The program also offers



intensive academic instruction in a sub-separate classroom for those students who can't make effective progress in the general education setting due to their unique learning style. This classroom space is also available for any of the students in the program who are fully included, as a quiet place to calm down and regain behavioral control before returning to the general education setting.

The special educators collaborate regularly with the district behaviorist, counselors, professionals from other disciplines (OT, S/L, PT), and with family members to promote consistent interventions and to maximize outcomes. Regularly scheduled parent consultation for students with more significant behavioral needs is often part of their Individualized Education Programs.

### *Alternative Placement*

DESE approved educational collaborative schools and private special education schools are available to students with special needs as determined necessary by students' IEP Teams.

### *Physical Therapy*

Physical therapy interventions are designed to enable the student to travel throughout the school environment; participate in classroom activities; maintain and change positions in the classroom; as well as manage stairs, restrooms, and the cafeteria. Interventions may be provided through consultation to school staff and families, direct service in the classroom or motor room, or accommodations for access to the school environment: classroom, playground, gym.

### *Occupational Therapy*

Occupational Therapy services include evaluation of students to determine if they are in need of direct services to assist them in meeting the curriculum of the school setting. Occupational therapy addresses the areas of fine motor coordination, motor planning, visual perceptual/visual motor skills, sensory processing skills, attention, gross motor coordination and the management of body in space, and functional life skills. Services may be delivered in a variety of ways including the following: direct service within the classroom, direct service in a separate setting, and consultation services with the staff that works with the student. Occupational Therapists also provide short term interventions to general education students who require specific skill instruction

### *Speech/Language Therapy*

Speech-language pathologists conduct evaluations as part of the team process to identify students' strengths and areas of need and to assist in determining eligibility for special education and related services. They develop Individualized Education Programs to address students' needs and provide accommodations to help students access the curriculum.

Speech-language pathologists also provide short term interventions to general education students who require specific skill instruction. Indirect services include consultation with teachers, special educators, audiologists, counselors, and parents. Home programs may be developed for parents to promote carryover of skills. Direct speech and language services may be provided to students in their classrooms or in a separate setting. Students are typically seen in small groups but may be seen individually as well.

Speech-language services are provided to improve:

- Oral motor skills, developmental verbal apraxia
- Articulation, overall intelligibility of speech
- Fluency, stuttering
- Receptive and expressive language skills
- Comprehension, vocabulary, word retrieval

- Pragmatic skills, use of social language
- Auditory processing skills
- Classroom acoustics using accommodations and amplification systems

### *Counseling and Behavioral Support*

A variety of counseling and behavioral support services are provided across general and special education, and are invaluable to students, teachers, and administrators. The school psychologists, adjustment counselors, and district behaviorist are proactive in their approach to supporting students who experience social, emotional, and behavioral difficulties, which reduces the amount of disciplinary referrals to the school principals. These services include consultation with teachers, parents, and outside therapists, student observations, classroom lessons, behavioral assessments, and individual intervention plans. Weekly groups are also available for students that focus on topics such as developing social skills, coping with anxiety, dealing with grief and loss, and family change.

### *Audiology and Vision Consultation*

Wrentham contracts with an educational audiologist from The Outreach Partnership Program (TOPP) at The Learning Center for the Deaf, who addresses the specific needs of students with hearing aids and cochlear implants at the Delaney and Roderick Elementary Schools. She provides a support system for monitoring deaf and hard of hearing students' academic and developmental progress, consults and trains teachers and specialists, and administers assessments / student observations, and attends Team meetings as needed.

A Vision Specialist is contracted as needed through the Bi-County Collaborative for students who have visual impairments. She provides a support system for monitoring these students' academic and developmental progress, consults with teachers and specialists, and observes students, and attends Team meetings as needed.

### *Assistive Technology*

Assistive Technology is “any item, piece of equipment or product system, whether acquired commercially off the shelf, modified or customized, that is used to increase, maintain or improve functional capabilities of individuals with disabilities.” (IDEA 2004) The members of the Assistive Technology Team assist the IEP/504 Teams in determining if a student needs assistive technology devices and/or services to receive FAPE. They observe the student, and consult with the student's liaison and general education teacher to select appropriate low-tech, mid-tech, or high-tech tools that may reduce / remove a barrier caused by the student's disability.

### *Specialized Transportation*

Specialized transportation is provided between the home and the school for students when the student requires this type of transportation as a result of his or her disability in order to benefit from special education. All students enrolled in out-of-district placements are provided with transportation, unless their parents have opted to drive them and receive mileage reimbursement.

### *Section 504 of the Rehabilitation Act of 1973*

#### **Overview**

Section 504 is a federal statute that prohibits discrimination based on a disability. A person may be considered disabled under the definition of 504 if the individual has a mental or physical impairment which substantially limits one or more of the person's major life activities; has a record of such an impairment, or is regarded as having such and impairment. A major life activity includes; caring for oneself, walking, seeing, speaking, learning, performing manual tasks, hearing, breathing, and working.

A student may require an evaluation under Section 504 if there is the possibility the student needs aids, benefits or supports in order to access educational opportunity as adequately as a student without a disability. The district determines whether a student needs to be evaluated for a disability and whether the disability substantially limits a major life activity.

Evaluations can consist of any of the following existing and available information chosen by the district: teacher reports, teacher / therapist observations, classroom observations, work samples, informational inventories, medical or health data, report cards, and assessment data and results.

### **504 Committee**

The 504 Committee at each school building reviews cases referred for consideration of eligibility. The liaisons for students at each school are generally the school adjustment counselors or school psychologist, but may also be a related service provider, such as a Speech/Language Therapist, Occupational Therapist, Physical Therapist, or School Nurse. The committee consists of those individuals knowledgeable about the child and may include:

Guidance Counselor	Principal
School Psychologist	Speech/Language Therapist
Classroom Teachers	Occupational Therapist
School Nurse	Physical Therapist

### **Referral**

A student may be referred for an evaluation by a parent, teacher or other interested party. A referral form, along with a copy of parent and student rights, is sent to the parents for their information.

### **Review**

The 504 Committee reviews the referral and determines what data is necessary to evaluate the student's eligibility for services under Section 504. Information from a variety of sources including aptitude and achievement tests, teacher recommendations, physical condition, social and cultural background and adaptive behavior may be considered as part of the evaluation.

The following information is documented by the 504 Committee:

- Current information regarding diagnosed disability/impairment
- Assessment information, test results, independent reports
- Relevant educational, developmental and medical history
- Description of how the disability substantially impacts a major life activity
- Additional information including, report cards, attendance, observation reports and any other relevant data

### **Determination**

After reviewing the documentation submitted as part of the evaluation, the 504 Committee determines if the student requires services under Section 504. If the student is eligible, the Committee will develop an accommodation plan. Parents will be notified of the Committee's decision.

### **Appeal Procedures**

If parents disagree with the findings of the Section 504 Committee, the parent or student may file an appeal in writing to the District's 504 Coordinator, who is the Director of Student Services. The Parent Notice contains additional information of parent and student rights under Section 504.

# Technology

The primary objective of the technology curriculum in the Wrentham Public Schools is to integrate the use of the technology within the existing curricula of the school system. All students need parental permission to access the Internet.

## *Wrentham Public Schools Student Technology Use Policy and Agreement*

This policy outlines the acceptable use of technology hardware, software, systems, networks, websites, and Internet connections and /or other equipment, hereafter referred to as “technology,” belonging to, or in possession and/or control of, the Wrentham Public Schools (WPS). This Policy shall apply to all WPS students hereinafter referred to as “Users,” who utilize WPS technology. All parents and students are required to sign this agreement confirming that he/she read and understands this policy and agrees to abide by this policy.

Additionally, this policy and agreement shall be accessible at all times on the WPS website and in the offices of every building principal and the superintendent. All users are required, and hereby agree, to remain up-to-date in their knowledge of the policy and to comply with the policy as updated at all times.

Any failure to comply with this policy shall constitute misconduct by the user and may result in discipline and/or legal action against the user.

## **Protection Measures for Student Safety**

At the beginning of each school year, the classroom teacher will read and discuss with students the contents of the Student Guidelines for Yearly Review document.

Through the use of network security, firewalls, antivirus, anti-spam and content filtering, the WPS will place the highest priority on its attempt to protect all users and all data.

Students will not be given access to e-mail, texting, newsgroups or chatting.

Only the first name and the first initial of the last name of a student will be used on the WPS website. The name of a student will not be associated with his/her picture.

Students may create web pages. All material placed on that webpage must be pre-approved by a WPS teacher.

The WPS filtering system attempts to block user access to inappropriate and/or harmful text on the Internet. The filter setting is kept at the most restrictive level. Because the Internet is complex and ever changing, the filtering system can never be 100% reliable. In the event that the filtering software is unsuccessful and students gain access to inappropriate and/or harmful material, the WPS will not be liable.

The following guidelines should be followed:

1. Students will have teacher-supervised access to the Internet. Monitoring student use at every moment is not an achievable expectation. Even with all the protection measures in place, it is possible for a student to accidentally or purposely find material that is not consistent with the WPS educational mission.
2. If a student mistakenly accesses inappropriate information, he/she should immediately close the connection to the site and refrain from downloading any material. The student should then report

the incident to the classroom teacher. The teacher will then report the incident to his/her building principal and provide the address of the site to the Director of Technology.

3. Each student is expected to take individual responsibility for his/her appropriate use of the Internet.
4. Best practice is to provide students with previewed websites that address the topic and meet the educational mission of the WPS. If students do need to search on the Internet, they should be using student safe search engines that are provided on the WPS website. Staff should be aware that searching for clip art or images is particularly vulnerable to unfiltered inappropriate content.

Online communication is critical to our students' learning of 21st Century Skills. Web 2.0 tools such as blogs, wikis, podcasts, etc. offer a vehicle for student expression. The primary responsibility to students is their safety.

The following guidelines should be followed:

1. Teachers will supervise any classroom created Web 2.0 tools.
2. Access to the Web 2.0 tools interactivity should require a username and password and be limited to staff and students within the WPS. Individuals outside the school system will have viewing access only.
3. Students will only share their username and password with their teachers and their parents.
4. Students using Web 2.0 tools are expected to act safely by keeping all personal information out of their posts. This includes, but is not limited to, last names, address, phone numbers and photographs.

The WPS will maintain compliance with the Students' Internet Protection Act (CIPA) at all times.

### **Privacy**

No user shall have any expectation of privacy regarding his/her use of technology. The WPS can and does monitor all computer use. All Internet usage, messages, data, and information viewed, created, sent or retrieved through WPS technology are the property of the WPS. The WPS reserves the right to monitor, inspect, copy, review, delete, destroy, maintain and/or store all Internet usage, messages, data, and information. As public material, all information maintained on WPS technology is subject to the Massachusetts Public Records law. This information may be disclosed to law enforcement or other third parties without prior notice to or consent of the user, sender or receiver.

### **Personal Responsibility**

By signing this policy and agreement, the user agrees to follow all rules outlined in the policy. WPS provides users with access to WPS technology to help them perform their job responsibilities. Each user shall be personally responsible, both legally and financially, for his/her use of WPS technology, and shall use WPS technology only in conformance with this Policy.

WPS may, acting in its sole discretion, limit or deny the privilege of access to WPS technology to any user at any time.

### **User Responsibilities**

Users of WPS technology are expected to abide by accepted uses. These include, but are not limited to, the following:

1. Users should abide by generally accepted rules of Internet network etiquette including common courtesy, politeness, and respect.
2. Users will abide by the Bullying and Cyber Bullying Policy.

3. Passwords are confidential and should not be shared or displayed. Passwords may not be changed without permission of the Director of Technology.
4. Voicemail and e-mail should not be used for time sensitive messages from parents. WPS staff should encourage and remind parents that time sensitive messages must be handled by the respective offices.
5. Technology issues regarding security, misuse and damage should be immediately reported to the technology staff.
6. Software loaded onto computers must adhere to all copyright laws.
7. Video conferencing is used for educational purposes only.

### **Unacceptable Uses of Technology**

Users of WPS technology are expected to refrain from unacceptable uses. These include, but are not limited to, the following:

1. Using the Internet in a manner that would violate any federal, state, or local statute, regulation, rule or policy.
2. Using threatening, defamatory, discriminatory, or harassing language or language that constitutes a criminal offense or that is detrimental to or in opposition to the WPS' educational mission in any e-mail message or other Internet communication.
3. Displaying or downloading any kind of inappropriate image, document or drawing. In addition, inappropriate material may not be archived, stored, distributed, edited, or recorded using WPS technology.
4. Knowingly engaging in any activity that could result in damage to WPS technology.
5. Sharing passwords or assigned accounts, without the express authorization of the WPS.
6. Engaging in activities designed to or that may potentially expose WPS technology or other computers to computer viruses, other harmful software, attempts to access technology function in unauthorized ways, or other injury or damage.
7. School business use of instant messaging, chat room, or social networking (Facebook, Instagram, etc.) for communication with students is prohibited.
8. Unauthorized copying, downloading, or distributing of copyrighted or pirated software, materials or data. This includes, but is not limited to: e-mail, text files, program files, image files, database files, sound files, music files, and video files.
9. Providing private and/or confidential information about any individual other than the user, or the user's immediate family, over WPS technology.
10. Using WPS technology to transmit or display material confidential to the WPS to uninvolved parties without the authorization of the WPS. This includes material posted in chat rooms, newsgroups, blogs, or other public forums.
11. Downloading entertainment software or games, except where the user obtains the prior written authorization of the WPS.

12. Installing and/or operating peer-to-peer software.
13. Attempting to harm, maliciously modify, or destroy data that has been created by another.
14. Plagiarizing.

### **Failure to Follow Policy**

Violating any of the guidelines listed above can, at the discretion of the WPS, result in:

1. Restricted technology access.
2. Loss of technology access.
3. Referral to law enforcement personnel and/or legal action including, but not limited to, criminal or civil prosecution and/or penalty under appropriate state and federal laws.

### **Warranties/Indemnifications**

The WPS makes no warranties of any kind, either express or implied, in connection with its provision of access to and use of its technology provided under this policy. The WPS shall not be responsible for any claims, losses, damages, injuries or costs or fees (including attorney's fees) of any kind suffered or incurred, directly or indirectly, by any user arising from use of the WPS' technology

By signing this policy and agreement, the user takes full responsibility and agrees to hold harmless and indemnify the WPS, its Internet Service Provider (ISP), the town of Wrentham, and all of the WPS', its ISP's officers, and the town's employees, agents, servants, representatives, administrators, teachers, volunteers and staff from any and all claims, losses, damages, injuries or costs or fees (including attorneys fees) of any kind resulting from the user's access to the WPS' technology, including, but not limited to, any fees or charges incurred through purchased of goods or services by the user.

### **Liability**

The WPS shall not be liable for any users' inappropriate use of electronic resources or violations of copyright restrictions, users' mistakes or negligence, or costs incurred by users. The WPS shall not be responsible for ensuring the accuracy, safety, harmlessness, or usability of any information found on the Internet. The WPS shall not be responsible for any claims, losses, damages, injuries, or costs or fees (including attorney's fees) of any kind suffered or incurred, directly or indirectly, by any user arising from use of the WPS' technology.

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### *Student Guidelines for Yearly Review*

- I will use computers at school for educational purposes only.
- I understand that the use of the computer network is a privilege, not a right, and I will use appropriate language and behavior when using the network.
- I will not give my password to anyone other than a staff member.
- I will not use anyone else's account.
- I will not move, change, or delete anyone else's work.
- I will not draw, copy or paste inappropriate pictures or clip art.

- I will use the Internet for school purposes and only with a teacher in the room.
- I will not give out personal information about me or others (such as name, home address, e-mail address or telephone number) on the Internet.
- I will not use e-mail, instant messaging or chatting.
- I will not download anything from the Internet without permission from a teacher.
- I will not change any computer settings without permission from a teacher.
- I will not install programs on school computers without permission from a teacher.
- I understand that if I do not follow the rules, I will not be allowed to use the computer network for a period of time and may face additional school disciplinary action.

## **Personnel List 2015-2016**

You may email any member of the administration, faculty, or staff by typing the person's last name and the first initial of her or his first name followed by @wrentham.k12.ma.us

For example, Superintendent Allan Cameron's email is [camerona@wrentham.k12.ma.us](mailto:camerona@wrentham.k12.ma.us)

### **Superintendent's Office**

Phone: 508-384-5430 Fax: 508-384-5444

Allan Cameron, Superintendent - [camerona@wrentham.k12.ma.us](mailto:camerona@wrentham.k12.ma.us)

Laurie Dumas, Administrative Assistant - [dumasl@wrentham.k12.ma.us](mailto:dumasl@wrentham.k12.ma.us)

Beth Gilbert, Business Manager - [gilbertb@wrentham.k12.ma.us](mailto:gilbertb@wrentham.k12.ma.us)

Nancy Nickerson, Bookkeeper - [nickersonn@wrentham.k12.ma.us](mailto:nickersonn@wrentham.k12.ma.us)

### **Delaney School Office**

Phone: 508-384-5430 Fax: 508-384-5445

Colleen Wagstaff, Principal - [wagstaffc@wrentham.k12.ma.us](mailto:wagstaffc@wrentham.k12.ma.us)

Toni Rando, Administrative Assistant - [randot@wrentham.k12.ma.us](mailto:randot@wrentham.k12.ma.us)

Irene Best, Administrative Assistant - [besti@wrentham.k12.ma.us](mailto:besti@wrentham.k12.ma.us)

Kerry Richardson, School Nurse - [richardsonk@wrentham.k12.ma.us](mailto:richardsonk@wrentham.k12.ma.us)

### **Roderick School Office**

Phone: 508-384-5435 Fax: 508-384-5446

Vanessa Beauchaine, Principal - [beauchainev@wrentham.k12.ma.us](mailto:beauchainev@wrentham.k12.ma.us)

Linda Chambers, Administrative Assistant - [chambersl@wrentham.k12.ma.us](mailto:chambersl@wrentham.k12.ma.us)

Julie Cashman, School Nurse - [cashmanj@wrentham.k12.ma.us](mailto:cashmanj@wrentham.k12.ma.us)

Lisa Scollins, School Nurse - [scollinsl@wrentham.k12.ma.us](mailto:scollinsl@wrentham.k12.ma.us)

### **Office of Student Services**

Phone: 508-384-5430 Fax: 508-384-9632



Karen McNamara, Director of Student Services - [mcnamarak@wrentham.k12.ma.us](mailto:mcnamarak@wrentham.k12.ma.us)

Casey Geary, Student Services Coordinator - [gearyc@wrentham.k12.ma.us](mailto:gearyc@wrentham.k12.ma.us)

Deb Webster, Administrative Assistant - [websterd@wrentham.k12.ma.us](mailto:websterd@wrentham.k12.ma.us)

### **Office of Technology**

Phone: 508-384-5430 Fax: 508-384- 5445

Sean Ahern, Director of Technology - [aherns@wrentham.k12.ma.us](mailto:aherns@wrentham.k12.ma.us)

Scott Massey - Network/Technician - [masseys@wrentham.k12.ma.us](mailto:masseys@wrentham.k12.ma.us)

Christina Gilbert – Website/Technician - [gilbertc@wrentham.k12.ma.us](mailto:gilbertc@wrentham.k12.ma.us)

Timothy Bickford - IT/Technician - [bickfordt@wrentham.k12.ma.us](mailto:bickfordt@wrentham.k12.ma.us)

### **Preschool Teachers:**

Kathy Ahern

Laurie Fernandez

Anna Marcet

### **Kindergarten Teachers:**

Erin Bognanno

Suzanne LeBlanc

Judy Maxwell

Helen Nunes

Pamela Swartzendruber

Stephanie Williams

### **Grade 1 Teachers:**

Stephanie Albertini

Erin Blake

Patricia Burke

Kelly Foxx

Lucille McNeal

Jill O'Reilly

Christine Walsh

### **Grade 2 Teachers:**

Michelle Adiletto

Cindy Fuller

Tammy Morgan

Kristin Pitman

Jennifer Rosenkranz

Niki Sabatini

Janice Young

### **Grade 3 Teachers:**

Cathy Carceo

Kathy Danielson

Debra Hanewich

Allison Horne

Yvonne Jeffries

Sarah Shaw

Courtney Tufts

**Grade 4 Teachers:**

Sheri Coleman  
Stacey Farrell  
Lynda Hall  
Mandi Kelley  
Lynn Marazzi  
Rachel Thornton  
Susan Yelle

**Grade 5 Teachers:**

Katrina Bevilacqua  
Jennifer Downing  
Brooke Kane  
Michele McGee  
Dawn O'Connell  
Lynne O'Toole  
Tracy Phipps

**Grade 6 Teachers:**

Diana Cederbaum  
Ann Curtin  
Lori DeTrollo  
Jodi Fownes  
Judy Haughey  
Kathleen Maloney  
Jennifer Moon  
Laura White

**Special Subject Teachers:**

**Art** – Andrea Lovely  
**Band** – Tracey Salazar  
**Health** – Kathy Drake  
**Library** – Gretchen Lopez  
**Music** – Melanie Mariotti  
**Physical Education** – Mark Maguire and Adam Moon  
**Technology** – Susan Traversi and Heather Fox

**Director of Curriculum, Instruction and Assessment**

Kristin Dykstra

**Reading Specialists:**

Meredith Lamb  
Liz Riccio  
Judy Stanford  
Sunita Stocking

**Math Specialist:**

Hana McGowan  
Debra Poirier

**Enrichment Teacher:**

Sarah Tracey

**Special Education Teachers:**

**Delaney:**

Kelley Christy

Caitlin Consoletti

Colleen Dwyer

Ian Fownes

Amanda House

Deidre Mead

Mary Ward

**Roderick:**

Emily Bickerstaffe

Mary Bullock

Andrea Crabtree

Kara DaRosa

Ashley Donaldson

Melissa Mager

**Speech/Language Therapists:**

Marie Garozzo

Kathy McGowan

Margo Quaglia

Jenn Robinson

**Occupational Therapists:**

Justine Precourt

Heather Ross

**Physical Therapist:**

LorieAnn Dickson

**School Psychologists:**

Bill Kopp, Ph.D.

Kim Kost

**School Adjustment Counselors:**

Daniella Paparo

Raffaella Paparo

**Behaviorist:**

Kristin Waterman

**Maintenance Supervisor:**

Glenn Gillespie

**Custodians:**

Luis Bevilacqua  
Rob Donnelly  
Mike Hickey  
Joe McGuire  
Rob Menard  
Ben Morse

**Director of Food Services**

Judy White

**Food Service:**

Judy Bishop  
Mary Connell  
Lilia Crivello  
Maura Crowley  
Sara Diaz  
Lorraine Getchell  
Angela Harrington  
Lisa Luce  
Kathleen Munafo  
Gail Smith

**Paraprofessionals, ABA Tutors, and Academic Support Staff**

Joe Arsenault  
Colby Barrows  
Linda Beltramini  
Lori Blake  
Cynthia Byrne  
Elizabeth Cacciola  
Linda Chartrand  
Deb Clifford  
Chris Crawford  
Linda DeLaiarro  
Laurie Ellis  
Dawn Esposito-Smith  
Carol Faulkner  
Kasey Gately  
Diana Harwood  
Ellen Horne  
Amanda House (Pesanello)  
Diane Hurley  
Penny Kelleher  
Sabra Kim  
Sarah Lawler  
Kim Lilja  
Valeri Lorusso  
Delight Lynch  
Carol McCarthy  
Geeta McGrath  
Mike McGuire

Anne McHugh  
Wendy Monty  
Cynthia Morse  
Linda Nolan  
Jill Nugent  
Kasey O'Hare  
Jennifer Pacheco  
Kelly Plaehn  
Maura Purcell  
Patricia Rieger  
Joanne Robinson  
Mimi Saaristo  
Amelia Small  
Cheryl Spada  
Cheryl Strittmatter  
Kelley Thomas  
Callie Woodhams  
Deborah Zion

**Wrentham Public Schools  
120 Taunton Street  
Wrentham, MA 02093**

## **Student Handbook Verification Sheet**

Dear Parents/Guardians,

Please read and discuss this document with your student. As an indication that you have read the Student Handbook/Code of Conduct, please sign below and return it to your student's teacher.

If you have any questions, please contact Mrs. Colleen Wagstaff, Principal, Delaney School at 508-384-5430 or Dr. Vanessa Beauchaine, Principal, Roderick School at 508-384-5435.

I have read the policies contained in the Student Handbook/ Code of Conduct of the Wrentham Public Schools.

I also understand that no medication can be administered unless a Medication Administration Form has been completed and on file with the school nurse.

**Student Name/Signature:** \_\_\_\_\_

**Student Name/Print:** \_\_\_\_\_

**Parent/Guardian Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_