

# Teacher/Staff Handbook



## 2021 - 2022

\*Sections highlighted in yellow indicate a change for the 2021-2022 school year, as a result of the Covid-19 pandemic.

# **SANDWICH SCHOOL DEPARTMENT**

Pamela A. Gould, Ed. D., Superintendent of Schools

Bernard McNamara Director of Pupil Services

Ms. Maureen Wiklund, Director of Curriculum Instruction K-12

Ms. Michelle Austin, Director of Finance and Business Operations

Bryce Harper, Director of Technology

## **SANDWICH HIGH SCHOOL (Gr. 9-12)**

James Mulcahy, Principal

Jeannie Nelson, Assistant Principal

Josh Tarsky Assistant Principal

## **STEM ACADEMY (Gr. 7 & 8)**

James Mulcahy, Principal

## **OAK RIDGE SCHOOL (Gr. 3-6)**

Trish Hill, Principal

Brandy Clifford, Assistant Principal

Anna Dunphy, Assistant Principal

## **FORESTDALE SCHOOL (PreK-2)**

Christopher Dintino, Principal

Sarah Murray, Assistant Principal

# SANDWICH SCHOOL COMMITTEE

Chair: Don DiGiacomo [ddigiacomo@sandwich.k12.ma.us](mailto:ddigiacomo@sandwich.k12.ma.us)  
Vice Chair: Kerri Ames [kames@sandwich.k12.ma.us](mailto:kames@sandwich.k12.ma.us)  
Secretary: Kristin Bader [kbader@sandwich.k12.ma.us](mailto:kbader@sandwich.k12.ma.us)  
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Kevin Serault [kserault@sandwich.k12.ma.us](mailto:kserault@sandwich.k12.ma.us)

The Sandwich School Committee regular meetings are held on the first and third Wednesday of each month. Teachers are always encouraged to attend.

School committee policies will not be included in your handbook. An updated copy of this policy book is available on the district website. Please feel free to take advantage of using this reference. Some of the topics covered in this policy book are:

- Disclosure of Student Information
- Teacher Observation/Evaluation
- Lesson Plans - Plan Books
- Visits to Classroom
- Suspension of Students
- Discipline Policy and Code
- Leave of Absence
- Teacher's Association
- Medication in School

# OAK RIDGE SCHOOL

## TEACHER/STAFF HANDBOOK

Welcome. It is our hope that this handbook will serve as a convenient reference for all school personnel. It is of the utmost importance that policies and procedures contained in this handbook are utilized consistently by staff members so that the building runs smoothly and so that parents and students are not confused by conflicting or different messages.

**In this unprecedented time as we find ourselves opening school while still in the throes of the Covid-19 pandemic, it is important to remember we have been resilient and will persevere and have the tools to support our students in doing so. Since Mid-March of 2020, we have demonstrated resilience and persevered changing from in-person to on-line learning and back again. We demonstrated resilience and persevered when we had to turn our curriculum inside out to continue to teach without the support materials we would normally use. We demonstrated resilience and persevered and will continue to do so because we used our courage, strength, and ingenuity to do this and because we are knowledgeable, creative, and caring professionals. Let's add the words resilience and perseverance to our students' vocabulary and the way they see themselves through our examples daily.**

### **Covid-19 Pandemic Revisions Fall 2021**

**Important - Please review & implement addendum after each heading below in bold. Request clarification from Principal/AP as needed.**

**Multiple additions and amendments must be implemented in this handbook as a result of the COVID-19 pandemic in order to comply with DESE, CDC, federal & state regulations as well as Sandwich School Committee endorsed system-wide and school-based Task Force recommendations. These will be conveyed via bolded sentences and highlighted paragraphs following each paragraph or section. Please follow them to the letter.**

# Professional Ethics:

Many of the directions in this handbook are policies established by the school committee, superintendent, or Principal. If you do not agree with a building rule or regulation, please discuss your ideas with the Principal or an Assistant Principal, as this is how change may be successfully brought about. Expressing your personal dissatisfaction or views about school matters to your students or their parents/caregivers is not acceptable and would be inappropriate use of a captive audience.

## GENERAL TEACHER INFORMATION

Your personal, academic, and behavioral classroom standards are a representation of the standards of the Oak Ridge School. The expectations that you set should be appropriate for the developmental level of your students developed using a Responsive Classroom approach, and these should be implemented in a firm, fair, and consistent manner.

It is important that you develop specific guidelines for/with students, that they understand exactly what is expected of them, and that the resulting positive or negative consequences, if any, are explained. Students may need some reminders, therefore rules, expectations and samples of “how to” should be posted in your classrooms, modeled, practiced and revisited regularly. **This includes all protocols related to the COVID-19 pandemic.**

A recipe for a successful school day would contain many of the following ingredients:

The ability to:

- **Prepare daily COVID-19 protocols as directed by the Principal and outlined as bolded text at the end of each paragraph/section of this handbook.**
- be prepared with meaningful, engaging lessons
- provide for individual student differences
- assess student progress
- adjust objectives and goals
- allow for flexibility in scheduling
- be creative with materials and objectives
- allow for children to think, discuss, analyze and explore
- provide for physical movement
- find opportunities for student self expression
- be sure to create and follow well-established routines
- smile... have fun... enjoy the children

## Organization

**Organize within adherence to COVID-19 protocols and expectations** - maintain materials and furniture as placed for the start of the school year. Have all COVID-19 materials (PPE, hand sanitizer, etc.) and procedures in place, reminding students of adherence to protocols.

**Organize Yourself** - This is probably the most important element to successful teaching and one that should be under your complete control. A well planned lesson usually equates to a great class for both the teacher and students.

**Organize Your Materials** - Pass out books; record all book numbers on the textbook distribution sheet. This sheet should require each student's name only once. Keep your copy in a safe place.

**Organize Your Standards** - Establish high expectations and routinely remind the students of your role in supporting them to achieve those standards. Behavior standards, academic standards – class work, oral work, written work, homework, tests, quizzes, study time.

**Organize Your Itinerary** - Students should be aware of regularly scheduled daily or weekly events/subjects. List objectives, goals, and/or activities on the board in a designated place so students can refer to them easily.

**Organize Your Key Messages** - Students should hear/see the following messages daily:

**“This is important”.**

**“You can do it”.**

**“I won’t give up on you.”**

**“You are resilient.”**

# TEACHER SCHOOL DAY

Teachers should be signed in on the daily attendance by 8:00 AM.

Teachers should be in the building on duty at 8:00 AM and stay until 3:00 PM.

Assigned homeroom/corridor duties begin at 8:00 am and end at 8:15 am. Accept students into classrooms at 8:15 AM. Student attendance is to be taken and entered into Power School by 8:30 a.m. Morning Meeting should begin at 8:15 am.

Student dismissal will be at 2:45 pm.

Staff who need to leave the building during or before the end of the regular scheduled day should first ask permission from the Principal or Assistant Principal, second, inform the office of the specific time and day that they are leaving, and third, sign out/in the staff attendance log.

**It is the expectation that the Pledge of Allegiance is recited daily, during Morning Meeting.**

## TEACHER SCHOOL DAY IN THE EVENT OF REMOTE TEACHING

Teachers should be signed in on the daily attendance by 8:00 AM.

Teachers should be on duty from 8:00 AM until 3:00 PM (in alignment with contractual breaks and prep time articulated in the contract).

## RESPONSIVE CLASSROOM

We will be utilizing the Responsive Classroom approach including a Morning Meeting in all classrooms.

## SUBSTITUTES

Substitute plan binders should be stored in your classroom in the Building Emergency Response Manual bin next to your door. Please include the following:

- 2 days of emergency sub plans; or regular plans
- Class list—including dismissal notes and medical needs;
- Bus list-including each student’s bus number.
- Building Emergency Response Plan and other emergency information (i.e. fire drills);
- Specials/lunch/recess schedules, and duties
- Dismissal procedures
- COVID-19 protocols and procedures- such as cleaning information, nurse information, and classroom pathways
- Accommodations for students with 504 plans or IEPs
- Information regarding Behavior Intervention Plans (if needed)

In addition, please make available the following materials for substitutes:

- a copy of the school map
- time schedule;
- seating charts for homeroom and special subject groupings;
- supervisory assignments for playground, lunch, or other duties;
- telephone extension list; and
- directions on how to locate any special materials, equipment, or directions on special circumstances such as field trip, collection of money, assemblies, etc.

## **SCHEDULES:**

**\*Schedules will be provided to many non-classroom teachers during the 2021-2022 School Year. Other staff members should provide schedules by October 1, 2020.**

All non-classroom teachers **and ESPs** should prepare a weekly time schedule of their classes/subjects and/or student cases. This should be given to the office by **October 1, 2021**.

## **STUDENT INFORMATION AND RECORD KEEPING**

When a parent or child informs you of certain information (a new address, phone number, divorce, change of name, custody status, and vacation plans) please notify the office immediately.

The office has registration cards for each student and teachers may use these to get basic information.

Staff are not to share parent information with other parents unless the parent has agreed to share their contact information. Teachers may choose to share a class contact list with families who opt in for the purpose of arranging playdates and invitations to gatherings outside of school. Teachers should not distribute invitations to outside parties/events.



# REPORT CARDS, PROGRESS REPORTS, AND PARENT CONFERENCES:

The current grading system for the Sandwich Public School is in the process of utilizing a standards-based model. Consistent and specific data will determine student progress to gain an accurate measure of growth through grade 6 in precise skill areas. Marking periods will be designated in trimester format for all grades. Students in grades three through six will receive standards-based report cards during the current school year. Two parent teacher conference sessions will be conducted (these may be done remotely if COVID numbers indicate the need). Additional information, including scheduled Informational sessions, online and printed communication, will be provided to inform parents and guardians about the new grading process.

Conference Dates:

October 20th: 1:45-3pm and 6-8pm

November 3rd: 1:45-4pm

March 23rd: 1:45-4pm and 6-8pm

## MARKING FOR GRADES 3-6

Please use these indicators for academic performance and behavior:

M The student is **meeting end of year grade level expectation** consistently and Independently.

P The student is **progressing toward meeting end of year grade level expectations**

I The student is making **inconsistent progress toward meeting the end of year grade level expectations** with additional time and/or support.

N The student is **not yet demonstrating consistent progress toward the grade level expectations.**

NA Not assessed during this term

## RETENTIONS:

The following retention policy is applicable to Grade 3 through Grade 6.

1. Retention is not an intervention.
2. Referral for consideration will be made to the Student Support Team. Referral should be made no later than the end of April. Early referrals are recommended.
3. Recommendations of the Student Support Team must be submitted to the Principal for his/her review.
4. A review (with explanation) meeting must be held with the parent and recommendations explained.
5. Appeal of recommendation may be made to the Superintendent of Schools.

NOTE: This policy does not apply to a child already receiving service under Special Education. The referral in those cases would be to Elizabeth MacKay, the Oak Ridge Special Education Department Chair. These referrals are to be submitted to the Director of Pupil Personnel Services for his/her review. Items three and four apply in this case as well.

## **TEXTBOOKS/BOOKS:**

New books should be stamped with the school stamp prior to use. A textbook inventory sheet should be maintained by all teachers indicating the names and condition of the books distributed to students.

## **STUDENT SUPERVISION**

**DAILY SUPERVISION:** Students are to be supervised **BY A TEACHER AT ALL TIMES.**

All teachers are expected to be outside their classrooms during the time students are coming in from the buses in the morning and during passing time between classes. When the school day ends, please escort students to designated areas. When teachers are in the corridor, they should be prepared to deal with any undesirable student behavior no matter what grade or room a student may be in. When pupils are in the classrooms for make-up work during recess or any other times, they must be supervised. You may work out a cooperative program with other teachers for this supervisory responsibility. Proper supervision is the most effective deterrent to bullying and behavior issues.

## **PERSONNEL ABSENCES**

Please use the online, automated substitute placement and absence management system: SmartFind Express. Please enter your requests as early as possible so substitute assignments can be put in place. A particular substitute may be requested if available.

Requests to attend conferences or professional development must be approved prior to submitting a PD day online using SmartFind Express. When requesting a professional day, please **MAKE SURE** to write the name of the PD and whether it is in house or out of district in the "Notes to Administrator" box. Professional days will not be approved without this explanation.

## **COVID-19 Related Absences**

**Staff with symptoms on the COVID list must be cleared to return through the school nurse. If the teacher is not well enough to teach they should take the day as a sick day and rest as needed.**

## **MEDICAL INFORMATION**

Accidents or injuries during the school day (of faculty and students) should be reported to the school nurse and the administration. You must complete an Accident Report form. This must be done within 24 hours of an injury.

Insurance Plans are provided by the Town of Sandwich. The local Town Hall is available to answer any general questions you may have regarding the plans they offer. Claim forms may be obtained at the Town Hall also. They can be reached at 508-888-6508.

Chicken Pox and Fifth's disease are frequently seen in the school-age population. It is recommended that any staff of child-bearing age consult their physician regarding the risks of exposure to these illnesses during pregnancy.

## **TB Testing**

The state no longer requires mandatory TB testing for school employees. It is recommended for those in the following categories:

- any non-US born individual from high prevalence countries (\*Africa, Asia except Japan, Central/South America, Mexico, Eastern Europe, Caribbean, Middle East).
- any individual who has lived or had extensive travel outside the USA within the past 5 years to countries with high prevalence of TB\*
- any individual with a previous abnormal chest x-ray findings consistent with, but not necessarily specific for old TB"

## **Fifth's Disease**

Fifth's Disease is caused by Human Parvovirus. It is spread via droplets from the respiratory system or secondarily by hands. It is estimated that most adults have already been infected with this virus and are now immune. Symptoms are as follows: about one week after exposure, the child will develop a low grade fever, headache and body aches. This will last 5-7 days. This disappears and about a week later, a distinctive rash may appear. It resembles the appearance of a "slapped cheek" and there is a pink lacy rash on the trunk, arms and legs. The most contagious period is just before the onset of fever, gradually declining during the following week and absent by the time the rash appears. Therefore, children do not need to be excluded from school. There is no specific treatment. Currently, there is no vaccine against Fifth's Disease.

Pregnant women should contact their obstetrician if they become exposed, or the Department of Public Health Epidemiology Program for further information. Please note, pregnant women also need to notify their doctor if they are exposed to chickenpox.

## **OSHA and Public Health Requirements for Universal Precautions**

The emergence of Human Immunodeficiency Virus (HIV), the virus that causes AIDS/and the increased awareness of Hepatitis B virus (HBV) infection in the 1990's have raised the concern of workers and the public toward infection control practices.

The concept of "Universal Precautions" has been implemented to protect workers. "Universal Precautions" are based on the fact that it is impossible to determine who has infected blood and body fluids during an ordinary workday. Therefore, precautions should be used for all contact with blood or body fluids while at work.

Universal precautions are designed to be used when the worker may come in contact with the following blood and body fluids which may transmit HIV or HBV: blood, blood stained fluids, and vomitus. Universal precautions are based upon the latest recommendations from the Centers for Disease Control (CDC) and the Occupational Safety and Health Administration (OSHA), as well as the Massachusetts Department of Public Health. It is expected that once trained, employees will protect themselves from the risks of infectious disease by using Universal Precautions while at work.

### **Universal Precautions for School Settings**

These are the universal precautions that we all need to practice. Students should be instructed not to touch other people's blood (in an age-appropriate way) or bloody tissues, etc. Unless there is severe bleeding, students should handle their own bleeding until they can get to the nurse's office. Please use the gloves you have been given if it is necessary for you to come in direct contact with any blood.

Universal precautions refer to the usual and ordinary steps all school staff needs to take in order to reduce their risk of infection with HIV, the virus that causes AIDS, as well as all other blood borne organisms (such as Hepatitis B virus). They are universal because they refer to steps that need to be taken in all cases, not only when a staff member or student is known to be HIV infected. They are precautions because they require foresight and planning and should be integrated into existing safety guidelines.

Appropriate equipment (mops, buckets, bleach, hot water, hand soap, disposable towels and latex gloves) must be readily available to staff members who are responsible for the clean up of body fluid spills.

1. Treat human blood spills with caution.
2. Clean up blood spills promptly.
3. Inspect the intactness of skin on all exposed body parts, especially the hands. Cover any and all open cuts or broken skin, or ask another staff member to do the clean up. Latex gloves contribute an added measure of protection, but are not essential if skin is intact.
4. Clean up blood spills with a solution of one part household bleach to ten parts water, pouring the solution around the periphery of the spill. Disinfect mops, buckets and other cleaning equipment with fresh bleach solution.
5. Always wash hands after any contact with body fluids. This should be done immediately in order to avoid contaminating other surfaces of parts of the body (be especially careful not to touch your eyes before washing up). Soap and water will kill HIV.

### **Universal Precautions Procedures**

1. Handle all body fluids, especially blood, with caution.
2. Latex rubber gloves should be worn for all contact with body fluid spills.
3. Call the nurse or first responder instructional aide to help with the child.
4. Call the custodian to help clean up body fluid spills promptly.
5. Dispose of rubber gloves and other materials used into a plastic trash bag immediately after helping child. As an extra precaution, wash hands with soap and water.
6. Body fluid spills (urine, vomit, feces), which are not grossly blood contaminated, have less significant risk of blood-borne infection; however, you should wear latex gloves and use these practices in all circumstances.

There is no evidence that either Hepatitis B or HIV is spread through casual day-to-day contact in schools – sharing desks, pencils, toilet seats, etc.

*Adapted from Universal Precautions for School Setting, Mass. Dept. of Education and Medical Update to Massachusetts Policy Guidelines: Infants, Toddlers and Preschoolers with HIV Infection/AIDS in Early Childhood Settings. June, 1989)*

## **COVID-19 Exposure Precautions**

Staff and students should follow all COVID-19 exposure precautions.

### **Masks:**

Students and staff should be wearing masks at all times while in the building.

Students and staff may remove their masks under the following circumstances:

- Meals
- A staff member is the only individual in a room

### **Sanitation:**

Cleaning of classroom and common spaces will be conducted by custodial staff. Additionally, teachers are responsible for facilitating classroom sanitation before/after snack and lunch,

student hand washing/hand sanitizer breaks, sanitation of materials, and sanitation of bathroom passes. Students will clean their desks, and use hand sanitizer before and after lunch and snack. The teacher will walk around the room with a trash bag when eating is over. Teachers will ensure that students sanitize their hands before handling common materials, such as books from a classroom library. If a teacher runs out of hand sanitizer or wipes, please contact the main office.

### **Distancing:**

Furniture was removed from classrooms over the summer to accommodate social distancing between students and teachers. Student desks are spaced and should not be moved without notification to administrators. If you are unsure of spacing, please reach out to administrators for assistance. A minimum of 3 feet of social distancing should be implemented at all times in the building.

## **Guidelines for Disclosure of Medical Information**

**Confidentiality:** It is important to remember that an individual's (student or employee) medical records are confidential. Under state law, health care providers are prohibited from disclosing medical information without specific written consent. At the beginning of the school year the teachers and nurses will meet to determine students with special health problems and those needing special seating due to hearing or vision problems. When special problems develop during the year, teachers will be notified. If teachers wish further information, please contact the nurse.

## **Medical Concerns for Field Trips**

The purpose of school-based field trips is to enhance the educational experience of our students. To ensure the safety of students with health/medical concerns, the following policy has been developed as a procedure to address these concerns on a field trip:

1. The nurse must have a one-month notice for customary field trips and a two-month notice for overnight field trips. This allows the nurse sufficient time to develop a plan to address medical concerns such as medication, allergies, diabetic blood testing, etc.
2. When possible, a parent will be invited to attend the field trip to administer his/her child's medication or assist with his/her health needs.
3. If a parent is unable to attend the field trip, and the medication can be omitted for the duration of the field trip, the nurse will make arrangements with the parents as to when

and by whom the medication will be given. This will be in the form of a written parental consent.

4. If the parent is unable to attend the field trip to address the health concerns of the student, then the nurse will assess the needs of the student to develop an alternate written arrangement with the parent.
5. The nurse may delegate the administration of medication to a teacher according to our medication delegation policy. The nurse will train the teacher, and written parental consent will be obtained. A copy of the medication delegation policy is kept on file in the health office.
6. If the parent is unable to attend, the teacher is unwilling to administer the medication, and the medication cannot be omitted or the health concern addressed, then arrangements will be made to try to find substitute nurse coverage for the field trip
7. If all of the above have failed, and the nursing staff feels they are unable to provide for the safety of the student on the field trip, then the field trip will be cancelled.

**STUDENT MEDICATION:** Please see the Student/Parent Handbook for this information.

## **ADMISSION POLICIES AND HEALTH AND HYGIENE**

Please be aware of the following: The Sandwich Public Schools accept children whose physicians attest to their readiness and suitability for public school attendance. From time to time we may knowingly accept children who have tested positive for certain communicable diseases which do not preclude their attendance at public schools, according to the Massachusetts Department of Public Health.

## **MEETINGS**

A schedule of staff, curriculum and in-service dates has been distributed to all staff. Please mark your plan book accordingly as these are mandatory meetings.

## **ROOM AND BUILDING RESPONSIBILITIES**

Building evacuation procedures will be given to you by the administration before the first full week of school. These instructions should appear on signs appropriately displayed. If you have any questions, please feel free to consult the Assistant Principals.

**Clean-up Responsibilities:** The appearance of your room has an influence on pupil attitudes and behavior and general expectations. It is important that students assume a level of responsibility for keeping their classrooms and the building clean. They will need to clean up after themselves under the supervision of their teacher. During the day and especially at the close of each school day, students and teachers should take on the following responsibilities:

- Pick up papers, pens, markers, etc., in the classroom and hall directly outside your room
- Clean whiteboards and chalkboards weekly
- Straighten books and furniture daily
- Dust weekly
- Wash desk tops, weekly or as needed
- Clean individual lockers, desks, cubbies (Desks should not be storage areas for food, etc.)

The above responsibilities should be looked upon positively as part of the learning and growth process.

Please make custodial requests through the [facilities use form](#). This will allow us to prioritize the work schedule.

Please do not use any tape to mount items to windows, walls or doors as it is not easily removed and usually results in a need to paint the areas after removal. You are encouraged to set up displays in your room and elsewhere in the building, but please check with the administration. Stapling may also be a problem. Use of bulletin boards is the best idea. **Do not hang anything from suspended ceilings.** This practice is against fire codes and can bend or bring down ceiling struts.

Teachers are assigned specific bulletin boards to maintain throughout the school year. These should change a minimum of every term and should reflect high school standards for quality of work and/or demonstrate messages that promote school and district values.

Some marking pens, crayons, glue, rubber cement, and paints have various warning labels relative to contents. Please inspect your supplies and read the labels. Any and all rubber cement should be taken to the Assistant Principal. Items which contain flammable materials should be very carefully placed so they will not be in "harm's way."

## **MONEY & VALUABLES SECURITY**

All purses and other valuables should be locked in desks or file cabinets. Please be cautious about this because stolen property is difficult to recover and loss can cause hardship and inconvenience.



Money collected from students must be placed in the office safe overnight and should not be left in your classroom.

## COMMUNICATIONS (TELEPHONE/EMAIL AND NOTICES)

This is to be done by the teacher only - **do not send students to pick up mail.** -Also, please check your email before the school day begins, and if possible, throughout the school day.

Every staff member will have voicemail, please make sure you check this daily. The phone system allows you to use the 3X app on your cell phone to call families without them seeing your personal number on caller ID. Staff should not give families their personal phone number or text with them directly. All communication should be via 3X and/or school email. Faculty use should **not include private and personal business** - Please use your cell phone for such business during non-instruction times.

The daily memo, which will be emailed to you, may contain information pertinent to your students, **so please read the appropriate items to your class.** If you wish to have something put on the daily memo, please have administrative approval and submit it via email (kshastany@sandwich.k12.ma.us) by 8:00 a.m.

Notices or letters to go home will require initialed approval by the Principal. It will be the responsibility of the teacher to see that this is done with any and all letters or notices. This does not include regular class newsletters.

**Send home all general information, class letters, etc. digitally whenever possible.**

## HOLIDAYS

Please be sensitive to the possibility that some students may be absent during religious holidays while school is still in session. The office will try to inform you of these holidays via our weekly calendars. It would not be advisable to present new information or to give tests or quizzes on these days.

## DRESS CODE

Teachers should keep in mind that their appearance conveys a message to students regarding neatness, appropriateness, and attitude. There is a section in the Code of Conduct regarding appropriate student dress. Bare feet are not permitted on school grounds for safety reasons.

# DISCIPLINING STUDENTS

The Oak Ridge School will be using Responsive Classroom as an approach to discipline. In classrooms using this approach, rules are connected to students' and teachers' goals for social and academic learning. Community rules are created collaboratively with students and teachers during the early weeks of school.

The primary goals of this approach are to:

- Establish a calm, orderly and safe environment for learning
- Help children develop self-control and self-discipline
- Teach students to be responsible, contributing members of a democratic community
- Promote respectful, kind, and healthy teacher-student and student-student interactions

## Some of the ways to do this are:

- Send this message to every student every day:  
***This is important. You can do it. I won't give up on you.***
- Develop classroom rules with students. Limit rules to three or four. Keep them posted and give reinforcement when they are followed.
- Model the behaviors you expect. Do not assume students come to your class with knowledge of manners and attributes such as kindness, empathy, perseverance, or compassion. Explain reasons behind expectations and use everyday teaching opportunities to reinforce values.
- Never publicly humiliate a student or use sarcasm as a form of control.
- Find notability for each student and make sure that distinction is utilized and enjoyed by everyone in the class.
- Daily send the message to your students that you believe in them, that you like them, and you like teaching.
- Involve students in classroom decisions when possible and appropriate.
- Give students jobs of desirability and significance.
- Be well prepared and plan your responses to students before a situation arises.
- Do not use group punishment as a matter of course.
- Say you're sorry if you made a mistake or an error in judgment.

Resources on Responsive Classroom are available in the school library.

**When you have difficulty with one student refer to the Responsive Classroom model, but also consider the following:**

- Privately and without negativity, specify to the student what he or she is doing wrong. Tell him/her what it looks like, how it interferes with the class, and give him/her a replacement behavior and or fill out a reflection sheet.
- When the difficult students make small improvements, reinforce their efforts. Define for them what they did right.
- Seek parental help early. Be specific about the child's behavior and emphasize that when teachers and parents work together we see the greatest successes in helping students change behaviors that interfere with learning.
- Seek help from: teachers who had the student in previous years, grade level teachers, our school psychologist, social workers, Assistant Principals or Principal.
- If a teacher deems it necessary to remove a student from class and to the office, the **blue** office referral slip should follow him/her with details of the incident.

## **Office referrals for Discipline**

Teachers should call the main office prior to sending a student. Students will be required to wait in safe, supervised spaces while waiting to conference with an administrator.

**Teacher Student Relationships:** The teacher should recognize that a student's emotional development directly affects his/her academic growth. A teacher, therefore, should respond to a student's emotional and social needs to facilitate that growth.

The following are areas and examples that might be considered in teachers meeting these criteria:

### **1) Recognizes the student as an individual.**

- a) Maintains effective communication with students.
- b) Works to establish good rapport with students.
- c) Uses students' previous and current teachers as resources when appropriate,
- d) Helps students increase their self image.
- e) Helps students establish realistic goals.
- f) Helps students develop a sense of responsibility and self discipline.
- g) Communicates high expectations in performance and behavior.
- h) Is available for individual work with students.
- i) Counsels students.

### **2) Helps the student develop as a group member.**

- a) Helps students interact effectively in groups.
- b) Helps students adapt to and socialize within the classroom environment.
- c) Creates a classroom atmosphere which encourages acceptance of others' rights to have different attitudes and values.
- d) Helps students recognize the value of their own uniqueness.
- e) Demonstrates and encourages respect for all cultures, races and religions.

**3) Possesses the following traits which engender student respect.**

- a) Is fair.
- b) Presents a professional appearance.
- c) Has a sense of humor.
- d) Is courteous.
- e) Shows respect.
- f) Listens attentively.
- g) Speaks positively at all times.

**4) Communicates and maintains standards for discipline through a positive approach.**

- a) Is direct.
- b) Is specific.
- c) Repeats those standards.
- d) Has positive expectancy.
- e) Upholds standards consistently.
- f) Has tenacity.
- g) Employs a variety of strategies matched to the situation.

## **KEEPING STUDENTS AFTER SCHOOL:**

When requesting a student remain after school, teachers are required to notify the student and his/her parents by either calling the parents themselves, having the student call his/her parents, or by sending home written notification.

## **FIELD TRIPS Guidelines**

Field Trips should be an integral part of classroom learning experiences. Trips should always be coordinated. Preparation should include a discussion of objectives, relationships with present topics under study, preliminary activities that will help prepare, advising on what to look for while on the trip, and what type of behavior will be expected. Follow-up plans should include evaluations, discussions, and other activities related to the trip such as journal writing, further research, dramatization, and thank you letters.

All students should participate in a class field trip. If there is a concern that one student may cause a serious safety hazard to the group or to him/herself, this should be discussed with administrators. All efforts should be made to design a plan that enables all children to be part of the trip or special activity. If it has been determined that a child should not go on the field trip, the parent should be given a notice with an explanation three weeks prior to the trip. The latter

should only be done with an administrator's approval. Students not going on the field trip are required to attend school that day.

Field trip request forms are available in the office.

**\*Be sure to check on any COVID restrictions/protocols of the venue, they will need to be attached to your application.**

The field trip request process is as follows:

- a. Complete all requested information on the form.
- b. Obtain written confirmation from Heidi Walsh that your mileage, number of buses needed and fees are accurate. No field trip will be approved without the necessary confirmation from the bus company.
- c. Next, submit the form for the necessary signatures, in this order:
  1. School Nurse;
  2. Principal;
  3. Heidi Walsh/front office

The front office will submit the field trip request form to the Superintendent's office for approval. Once the Superintendent has signed off, the approved form will be returned to you. Please be reminded that field trip request forms must be received by the Principal at least one month prior to the planned trip.

**\*Please check-in with the front office one week prior to your field trip date to verify buses. In addition, bag lunch requests need to be submitted to the cafeteria a week before the trip (form is available in the Main Office).**

Please send permission slips home with ample notification time for students and parents. Permission slips should be approved by the Principal or Assistant Principals.

No child should be denied attendance because his or her family is unable to pay. Please make sure that this is clear to both parents and students. Determination is based on lunch status. Students receiving free or reduced lunch will be able to have field trip costs reduced or eliminated. Requests for financial assistance must go through the PTA at least one month in advance of the trip. Teachers must verify the validity of reduced or free requests with the administration. When planning for the year, teachers/teams should consider the total financial impact on families.

It is the teacher's responsibility to collect all field trip money in full. Money should be turned into the office, **PLEASE NO COINS**. All field trip money must be turned in four weeks prior to the class trip and must be accompanied with the Field Trip Accounting form (located in the office).

Each teacher is responsible for their own class. Please attach requests for financial assistance to the back of the accounting form.

## **CAFETERIA:**

Through Responsive Classroom, rules will be created by the school community in the first few weeks of school. Guiding principles for your students until those rules are created:

- Be Safe
- Be Respectful
- You drop it pick it up

## **RECESS:**

Through Responsive Classroom, rules will be created by the school community in the first few weeks of school. Guiding principles for your students until those rules are created:

- Be Safe
- Be Respectful
- Be Kind

## **PLAYGROUND RULES**

Through Responsive Classroom, rules will be created by the school community in the first few weeks of school. Guiding principles for your students until those rules are created:

- Be Safe
- Be Respectful
- Be Kind

## **FIRE/EVACUATION AND LOCKDOWNS:**

At the beginning of the school year, each teacher will post and explain the directions for evacuating his/her classroom. Fire/evacuation drills will be scheduled throughout the year. Upon hearing the first signal, teachers should demand immediate quiet and attention from the entire class. Each student should leave the building quietly, in single file, and in an orderly fashion followed by the teacher. Students should know their evacuation destination area. All staff and students should move out to the designated areas, away from areas directly

surrounding the school building. Students should not be permitted to talk from the time of the signal until they return to classrooms. When the all clear signal is given, students may return to the building in a quiet, orderly fashion. Please remember to turn off all lights, **close all fire doors, classroom doors, and windows.**

In the event there is an **Indoor Evacuation** during inclement weather or for any other reason such as a power outage, Grades 3 & 4 will go to the cafeteria; Grades 5 & 6 will go to the Multi-Purpose Room. Please listen to the announcements.

If the fire alarm/evacuation signal sounds during a lunch period, teachers eating in the teachers' dining area should assist the lunch duty staff in evacuating students.

\* **“Lockdowns” and “Stay In Place” Procedures: See Building Emergency Response Plan**

[Building Emergency Response Plan](#)

**Fire Drill Line up**

[Fire Drill Line Up](#)

**Crisis Plan**

[Crisis Plan](#)

## **SCHOOL CELEBRATIONS AND PARTIES:**

Traditional school and grade level celebrations should be coordinated at each grade level to make sure that the expectations and activities are similar. Please inform the Principal and Assistant Principals of your plans for all parties and celebrations so that they can attend if available. They love celebrations!

## **No Food in the Classroom Policy**

**General Guidelines/Statement**

The Sandwich Public Schools recognizes the increasing prevalence of life threatening allergies (LTA's) in students, and the high percentage of students who are overweight in our schools, as indicated in the district's *Annual Status Report (2007-2010)*. The rationale for this protocol is to assure the safety of students with LTA's, and to promote wellness and healthy eating habits in students during the school day. The school day is defined as the hours of the day that students attend school for their education program(s).

**Non curriculum related classroom based parties and celebrations**

(i.e. birthday parties) are food free. Food brought in from home by students or parents for parties or celebrations is not allowed in the classroom, and will be sent home with the student or parent/guardian at the end of the school day.

The use of **food as a reward or incentive** during the school day is prohibited, except as indicated in a student's Individualized Education Plan, 504 Plan, or Individualized Health Plan.

Inclusion of **food for curriculum instruction** requires consultation with the school nurse and the approval of the building Principal. [Approval Form](#).

The use of **food for the purpose of fundraising** is prohibited.

**References:** MA Law "An Act Relative to School Nutrition (H4459), MDPH Comprehensive School Health Manual, 2007,(Volume 1), MA DESE Managing Life Threatening Food Allergies in the Schools, 2002, SPS Annual Status Report (2007-2010), SPS Wellness Policy (JLE), Approved by School Committee: June 20, 2012

## Oak Ridge Food Allergy Policy

It is important to note that we cannot guarantee that Oak Ridge is nut free. Officially we are a "nut aware" building but we are all doing our best to try to be "nut free," to keep all students safe and healthy. You will be notified if your child needs to have a nut free snack in the classroom due to someone's allergies. However,students may eat peanut products in the cafeteria.

## MOVIES, VIDEOS, ETC.:

Please complete the film approval form and get approval from the Principal or her designee PRIOR to showing any movies, DVD, video, or You Tube clip, etc., ANNUALLY.

For years, there have been concerns about the number of these that are shown in schools, their purpose, and about how selections are made. This is a concern with parents, too. There are numerous educational films and videos that will reinforce and extend concepts taught in the



classroom. Feature length films designed to entertain should be connected to the curriculum or as a culminating activity after students have read the book with the same title.

Please follow these guidelines:

- All movies or programs should be curriculum related
- Make sure that you clear movies with an administrator or let her/him know when you are showing a feature length movie or program through the approval process.
- Movies should not be shown on the day prior to a vacation. This sends the message that we are wasting time to both students and families. If a film is of value to the curriculum it can be shown at any time and shouldn't be saved for the last hours before a vacation.
- G and PG movies only.
- It is always good to let parents know of an upcoming movie viewing, by way of a short note home, the newsletter, etc. It is not necessary to get parent permission, but if they have been notified, they have the opportunity to voice any concerns prior to, and not after, the viewing.
- Make sure you let administration know if you are showing a feature length movie that is not directly related to curriculum through the film approval process.

# CURRICULUM

## Curriculum and State Frameworks

Sandwich Public School curricula are based on standards developed by the State, incorporating the Common Core State Standards in Math and ELA..

Sandwich Public Schools adopted grade level and subject math, reading, science and social studies programs and approaches that address the Massachusetts Frameworks. It is each teacher's responsibility to familiarize him/herself to these programs and approaches.

Teachers will follow the scope and sequence of the established Learning Plans. The learning plans act as a curriculum map and ensure that all students have access to the same high quality instructional materials, resources, opportunities, and assessments.

Learning Plans are not a substitute for Lesson Plans. Lesson Plans and Learning Plans have many similarities, but the Learning Plans are simply an overview. Lesson Plans go deeper and are designed to match the techniques, methods, and specially designed instruction based on the needs of an individual class of students. Please reference these DESE documents for sample [Lesson Plan Templates](#).

# Oak Ridge School Improvement Council

In accordance with Massachusetts Educational Reform Law of 1993, each school has a School Improvement Council. Members represent parents and teachers (elections held by PTA and SEA respectively). Community members are invited by Council consensus.

The Council meets at least once a month (meeting dates are posted) and a portion of each meeting is open to the public forum for visitors. The primary mission of the Council is to develop a yearly School Improvement Plan for the Oak Ridge School.

## Supervision/Evaluation

Please see the separate agreement between the SEA and School Committee.

## Blue Knight Pages

- Every teacher should have their own landing page.
- If you team teach or have a co teacher you can link their landing page to yours.
- The landing pages do not need to look like your partner's page.
- If you have created a social emotional learning plan for Modern Teacher you can use that template for the first few days of school. You will just want to let your parents know that the academic template is going to look a little different.

## GENERAL INFORMATION - STUDENTS:

### SCHOOL DAY:

Grades 3-6 classrooms open to pupils: 8:00 AM

Students are tardy after: 8:15 AM

Dismissal: 2:45 PM

### LATE ARRIVALS:

Students arriving after designated times must first report to the office. If students arrive without a Tardy Slip, please send them to the office. If a student is late due to school transportation problems, you will be notified.

## **DISMISSALS:**

Please keep a copy of any notes that you receive specifying students to be picked up at the end of the day. The original note should go to the office. A dismissal slip will be issued and will be returned to the teacher. **Students should remain in their classroom until the time indicated on the slip.** The student is not to leave the building unless said student has been signed out on the dismissal log by the adult picking the student up. In some cases you will have students who are not to be dismissed to the custody of certain parents or other adults - you will be notified by the office when the office is informed of these situations. If you have any questions about a particular situation, please bring this to the attention of the Assistant Principals or Principal.

## **PICKUP PROCEDURE**

Afternoon pick-up dismissal will be from the cafeteria **after the buses leave the loop**. Please send students for pickup to that area at 2:43 prior to students loading the buses. Individuals picking up students will be issued a placard and will enter the main bus loop **once the buses leave** and proceed to the entrance. Students will be called from the cafeteria/MPR via the personnel on duty.

## **ILLNESS:**

**\*At this time, please follow instructions provided by the nurse regarding handling of illness or injury. Reference the COVID addendum.**

## **ABSENCES:**

If you have any doubts as to the child's health or disease (contagion), **follow the COVID protocol for attendance, absences and dismissals explained in the addendum.** Notes explaining a student's absence, whether for one, two or more days, are required upon child's return to school. Please forward all medically documented absences to the main office. Should a parent inform you of a child's upcoming absence for whatever reason, please notify the office. Punishment for failure to bring a note is not recommended but a quick call home is suggested. Make-up work should be completed in a reasonable length of time. Please bring any suspect note to the attention of the Assistant Principals. Students with possible attendance/tardy problems should be referred to the Assistant Principals/social workers.

School attendance is done in the office. Please be accurate with attendance information. The office staff will be glad to answer any questions you may have.

## **FREE LUNCH PROGRAM:**

As in the past, students who were on the program the preceding year continue for the beginning of the new school year until the new forms are sent home to be completed.

## **PUPIL INJURY:**

If a pupil is injured in some manner and there is a doubt as to how severe the injury is, do not move the child. Call the nurse or the office and stay with the child. If possible send another student to another classroom or the office to request assistance from the nurse. Major or minor injuries must be reported to the nurse to be recorded on health records and for insurance claims. Follow up with the family to check on the child.

## **HOMEWORK POLICY:**

Homework is any task assigned to students during the school day to be completed outside of regular class time. It is important for classroom teachers to make every effort to insure that homework assignments are:

- Reviewed or checked by the teacher
- Necessary and useful
- Appropriate to the level of the student so it can be done independently
- Well explained and motivating
- Clearly understood so that they may be completed without parental assistance unless the assignment requires parental involvement
- Differentiated

If homework is to be valuable, teachers must provide students with prompt acknowledgment, recognition and feedback about the homework. It is not a good idea to give assignments dealing with brand new unfamiliar material. Students may end up practicing mistakes (habits are hard to break) and ultimately dislike or fail the subject/area assigned.

The following Homework Policy has been included in the parent handbook. If teachers have additional expectations and/or schedules dealing with homework, they should make that information available to parents and students. Policies at each grade level should be consistent between teachers. Parent requests for make-up work will be routed through the homeroom teacher who should coordinate getting the work together and to the office by the specified time. The office will request that parents call before 9:00 a.m. and pick up assignments at the close of

the school day. The time allotment reflects the expectation that a child with multiple teachers would have a combined total of minutes for homework.

Homework is a necessary extension of the school day, and some time should be provided in the home for a student to complete homework. Homework gives students an opportunity to practice, reinforce, and extend skills and concepts taught. Homework helps the child to develop responsibility for the constructive use of time.

Regular homework is given Monday through Thursday. Long term assignments and projects will extend over weekends and students need to spend some time each night working toward project completion in order to meet the due date.

The following time limit is suggested for your students and reflects the inclusion of reading at home:

- Grade 3 - 30 minutes per night
- Grade 4 - 40 minutes per night
- Grade 5 - 50 minutes per night
- Grade 6 - 60 minutes per night

## STUDENT CODES OF CONDUCT

**\*COVID-19 specific protocols must be discussed and enforced by teachers to full compliance.**

We hope that parents will discuss with their children the Code of Conduct in the Parent Handbook. It is extremely important that each classroom teacher take the time to read and review the Code of Conduct with his/her students and discuss meanings and explanations. Also, please note the Sandwich Public Schools Bullying Policy Summary in the Parent/Student Handbook and discuss meanings and explanations with your students.

**Behavior/Bus Rules:** Please refer to the parent handbook.

- Obey the bus driver
- Face front--remain seated
- Hands and feet to yourself
- No hands/feet outside and open window
- Talk quietly and respectfully

**General Rules for Behavior:**

- Children will be respectful of all adults in the school and will respond to adult directions.
- Children will show respect for other students' property and for school property.
- Students will check with teachers before bringing items from home into the classroom

- Children are to remain on school grounds from the time they first arrive in the school day until they depart for home.
- Hats and coats will not be worn in school without administrative approval
- No chewing gum allowed in school unless medical document obtained requires it or with administrative approval

Children are as good as we teachers insist on their being and no better. It is vitally important for all teachers to recognize that they share the responsibility of establishing and maintaining the pattern of behavior expected from all students in the building. If you see something, say or do something to change the behavior using Responsive Classroom techniques.

The following suggestions should be of some value to you in establishing and maintaining proper teaching and learning atmosphere in your classroom.

- Inform the Principal or Assistant Principal of any unusual disciplinary actions you take.
- Teachers are encouraged to seek out the advice of the Principal, Assistant Principal or school psychologist or social worker to assist them in maintaining a proper classroom climate. The administration is available to help you.
- Pupils are not to be sent out into the corridor for discipline purposes.
- Ask the administration for assistance when a particular student continues to have difficulty following classroom expectations and rules.
- Office detention is an administrative tool that will be assigned by the administration according to Student Codes of Conduct.
- Office referral forms must accompany students when they are sent to the office.
- Please notify parents 24 hours in advance when keeping a student for disciplinary reasons.

Through Responsive Classroom, rules will be created by the school community in the first few weeks of school. Guiding principles for your students until those rules are created:

- Be Safe
- Be Respectful
- Be Ready to Learn

### **Assembly/Field Trip Behavior:**

- Students will know that assemblies and field trips are privileges based upon expected behavior. Field trips and assemblies may be denied by administration to those whose behavior is not appropriate.
- Students will not talk during assembly programs unless invited to do so.
- Applause at an assembly will be limited to hand clapping.
- At the end of assembly programs, students will sit quietly until dismissed.
- Students will file in and out of the assembly room in an orderly fashion.

## **SEXUAL HARASSMENT, BULLYING AND HAZING POLICY SUMMARY**

This summary is intended to provide a guideline for Sandwich Public School (SPS) members. Please refer to the Sexual Harassment, Bullying and Hazing Policy for more information.

- A. Sandwich Public Schools aim to provide an environment free from sexual harassment, bullying, including cyber-bullying, hazing, and intimidation for any reason including, but not limited to race, color, religion, national origin, age, gender, sexual orientation or disability, or for any other reason.
- B.. All members of the Sandwich Public Schools community are responsible and expected to recognize and report acts of harassment to administration immediately. Retaliation, false accusations or failure to report acts of harassment, may subject the parties to disciplinary action. Administration will determine if the cooperation of law enforcement is appropriate per MGL chapter 71B.
- C. We are committed to creating a positive learning environment and will respond to harassment that occurs in school, school vehicles, at bus stops, school-sponsored or sanctioned activities or outside of school if it creates a hostile environment in school.
- D. Reports of harassment will be kept confidential, consistent with necessary investigation procedures and legal restraints on the dissemination of information about students. All reports of bullying or harassment should be submitted to the office on the Sandwich Public Schools reporting form.

### **Definitions**

1. "Sexual Harassment" - unwelcome and inappropriate verbal, written, electronic, or physical conduct of a sexual nature, including but not limited to unwelcome comments, touching, written notes, pictures or other inappropriate conduct, such as leering, whistling, brushing up against the body, commenting on sexual activity or body parts. By law, harassment is defined by the victim's perception in combination with objective standards or expectations
2. "Bullying" - repeated unwelcome physical, written, verbal or electronic expression or actions, directed at a victim that:
  - causes physical or emotional harm or reasonable fear of harm to the victim or damage to the victim's property.
  - creates a hostile environment at school for the victim.
3. "Cyber-bullying" - bullying through the use of technology, such as texting, instant messaging, email, blogs, etc. It includes, but is not limited to, written, audible and visual messages. Cyber-bullying is not permitted through the use of personal or school materials if it creates a hostile environment in school.

4. "Hostile environment" - a situation in which bullying causes the school environment to be permeated with intimidation, ridicule or insult that is sufficiently severe or pervasive to alter the conditions of the student's education.

5. "Hazing" - any method of initiation, even if consensual, into any organization, which endangers the physical or mental health of the victim.

The following are some additional rules and expected behaviors. You may wish to reword these for your students, perhaps include them along with your own classroom rules, but the expectations will be building wide.

### **Student Support Team Referral**

This referral is a process for a student struggling to make academic progress. A "Team" will meet and collaborate on accommodations to aid the student in making academic progress. After a period of time designated by the "Team" they will reconvene to evaluate the student's academic growth using the accommodations implemented by the "Team."

## **Referral and Service Delivery Process**

### **Chapter 766 of the Acts of 1972 / M.G.L. c. 71(b)**

Passed in 1972, the first law guaranteeing all children the right to a free appropriate public education was coded as M.G.L. c. 766. This law was an evolutionary step in educating children with special needs whose emphasis was on the provision of services in the least restrictive setting possible through accommodation, modification and support within the general education setting. The contents of this law, once known as Chapter 766, were transferred to a new location in the Massachusetts General Laws when these laws were re-coded. As a result, the Massachusetts Special Education Law once known as Chapter 766 can now be found at M.G.L. c. 71(b), and the regulations implementing those sections of this law can be found at 603 C.M.R. 28.00.

Generally, this is how M.G.L. c. 71(b) works: First, a person close to the child suspects that the child has some difficulty learning; the child's difficulties will then be reviewed by the SRC. The SRC will recommend a change to the child's existing regular education program. If these changes are not effective, the child may be referred for a Team Evaluation, thereby initiating the process by which a student may be found to be a child with a disability who may be eligible for special education services.

The Evaluation may include but is not limited to the following assessments:



- a medical exam
- a psychological examination
- an educational achievement assessment.
- a home visit to determine his background and if there are any problems in the home that relate to his problems at school.
- an assessment by related service providers, such as a speech and language therapist, physical therapist, occupational therapist, vision specialist, orientation and mobility specialist, or an adapted physical education teacher.
- an educational assessment by the child's general education teacher(s) indicating how the student performs in the general education setting

The Team will decide on the appropriate assessments to determine if the child is a child with a disability. If the child is found to have a disability and is not making effective progress he or she will require specially designed instruction. The Team then works out an individual program that allows the child the opportunity to access the general education curriculum. Written approval, in the form of a signed IEP, from the child's parents is needed to implement the child's program. The parents have the right to challenge the findings of the Team and can appeal these findings through the mediation and hearing process.

As previously stated, the emphasis and intent of Chapter 766 / M.G.L. c. 71(b) is the provision of services in the least restrictive setting possible through accommodation, modification and support within the regular education setting. More intensive services will still be needed for some children; but the basic idea behind the legislation is to serve children in the regular school program as much as possible. Special help within the school program is usually provided by a special education teacher who is assigned as the child's liaison. The liaison will be responsible for monitoring student progress, conducting I.E.P. meetings, and ensuring intervention is provided as needed throughout the school year.

The special education teacher provides instructional support to children for specific periods of time on a regularly scheduled basis for special training or services, as delineated on their I.E.P. Another major responsibility of the special education teacher is to help the regular classroom teacher accommodate the educational needs of the child within the general education setting.

The special education law in Massachusetts is designed to do away with labels, move a child back to the regular classroom, and most of all to see that every child obtains a free appropriate public education in the least restrictive setting.

## **DISCIPLINE/SPECIAL EDUCATION**

All students, whether classified as requiring special services or not, are expected to meet the requirements for behavior according to Sandwich School Committee Policy and according to the procedures outlined in the Student Handbook. Provisions for students identified by an evaluation team as having "special needs" and whose prognosis is described in an I.E.P.

(Individual Education Program) will be made in conformity with Chapter 71(b) / 603 C.M.R. 28.00, procedures established by the Department of Education.

1. The I.E.P. for every student with special needs will indicate whether the student can be expected to meet the regular discipline code or if the student's handicapping condition requires a modification. Any modifications will be described in the I.E.P. All professionals involved with the discipline of a student with special needs will be aware of and implement these modifications.
2. Suspension shall be defined as any action which results in the removal of a student from the program which is prescribed in his/her I.E.P. This includes in-school suspensions as well as any exclusion from transportation services which prohibits the student's participation in his/her prescribed program. In the case of student suspension, the Principal (or his/her designee) will notify the Special Education Office of the suspendable offense of a special needs student and a record will be kept of such notice.
3. When it is known that the suspension(s) of a student with special needs will accumulate to ten days in a school year, a review of the I.E.P will be held. At that meeting, the Team will:
  - a. Make a judgment as to the relationship between the student's misconduct and his/her handicapping condition
  - b. Determine if the misconduct was the result of an I.E.P. that was not fully implemented.
  - c. Determine if the current I.E.P. is in need of modification and/or if additional assessment of the student's behavior needs to be conducted, or a current one needs to be amended.
  - d. If appropriate, provide the student with an alternative educational program.

Nothing in this policy is intended to limit the provisions of regulations for emergency evaluation and placement in "instances of dangerously assaultive or self-abusive behavior".

## **REPORTING OF CHILD ABUSE AND NEGLECT**

**Introduction** - In accordance with Massachusetts Law, Chapter 119, Sections 51A and 51B of the General Laws as amended by Chapter 1076 of 1973, Sandwich Public Schools will adopt the following procedure.

The Law requires that certain (\*) people who in their "professional capacity shall have reasonable cause to believe that a child under the age of sixteen years is suffering serious physical and emotional injury resulting from abuse inflicted upon him including sexual abuse, or from neglect, including malnutrition, or who is determined to be physically dependent upon an

addictive drug at birth, shall IMMEDIATELY report such condition to the Department of Public Welfare by oral communication and by making a written report within forty-eight (48) hours after such oral communication..” IMMUNITY is provided for the reporter and no person required to report shall be liable in any civil or criminal action by reason of such a report. Failure to report carries a criminal penalty involving a fine and/or punishment.

**Process -**

The person who has reasonable cause to believe a child is being abused, neglected or may have immediate needs or concerns regarding physical or emotional well being shall report this IMMEDIATELY to the building Principal or Assistant Principals.

The committee will:

- Determine if additional information is required through an interview with the child.
- If additional information is required, the committee will identify who will:
  - o Interview the child. The person who interviews the child will be identified as the primary informant.
  - o Contact the parents unless this poses a risk.
  - o The 51A will meet with the reporter within the same school day. This conference will take priority over any other meetings and/or classes.
  - o At the conclusion of this meeting, if the building Principal has been unavailable he/she will be notified of the recommendation. If the recommendation is that a 51A be filed, according to D.C.F. requirements, the primary informant (the person who has the most active involvement with the child and is most aware of the nature of the abuse) shall initiate the 51A filing process. The building Principal will notify the Superintendent.
  - o 51A Filing Process:
    - Oral report to D.C.F. with 24 hours (Primary Informant).
    - Written notification to D.C.F. within 48 hours (Primary Informant).
    - Oral notice to parents immediately if this does not put child at risk.
    - Oral report to superintendent immediately.
  - o If there is reasonable cause to believe the child is at risk returning to their home D.C.F. should be informed at the time of the initial contact. They will determine whether or not the situation warrants an emergency response and will direct the school as to a recommended course of action.

\* Physicians Public/Private School Teachers Nurse  
Medical Interns Educational Administrators Dentists  
Medical Examiners Guidance Counselors  
Family Counselors Probation Officers  
Social Workers Policemen

This process will not limit any mandated reporter from filing a 51A regardless of the recommendation of the 51A Committee.

## **PARENTS AND GUARDIANS:**

Teachers are encouraged to telephone and digitally communicate with parents regarding student progress, behavior, etc. Although we have formal Parent Conference dates in October and March, conferences may be held at any time during the school year at teacher or parent request. Group announcements and letters sent to all parents should be carefully proofread; they are a direct reflection of you as a professional.

If special help is being given to a student, parents should be notified regarding content and extent of assistance. If any student requires extensive extra help or if it is necessary to meet with a parent on a recurring basis, the Principal must be notified. Outside services for remediation or counseling are not to be recommended by teachers under any circumstances without approval of the Principal.

## **PARENT COMPLAINTS TO ADMINISTRATION:**

Administration will share parent complaints about a teacher with him/her in a timely fashion.

### **PARENT NIGHT/OPEN HOUSE**

Open House will be early in the fall. Parents may meet briefly with the Principal for a welcoming statement and then be directed to the classrooms. This will be an opportunity for teachers to share information about the materials they use, programs they teach, their academic and behavioral expectations, and to engage the parents in how they can best assist with their children's school success. This is not a time to conference with parents about child's progress. Consider a sign-up sheet to have a conference prior to October.

Open House is scheduled for September 16th at 6pm

## **PTA - VOLUNTEERS:**

We have a very active PTA with several parent volunteers. If your job is too big to do by yourself, parent volunteers can:

1. Run off materials
2. Create Bulletin board displays
3. Listen to students read and or read to students
4. Review skills with small groups of students
5. Create learning centers

## 6. Many other tasks

Contact the PTA for parent volunteers and all volunteers must have a current CORI form on file with the school district.

# SECURITY:

With no exception, all outside doors will be locked.

In general – Every visitor, including parents, volunteers, and district-wide personnel must wear an identifying badge while moving about the building. Please assist us in sending “people without badges” to the office to check in. All staff should address an adult without a badge with a warm greeting followed by “I see that you aren’t wearing a visitor’s badge. Could you please return to the main office to sign in and obtain a security badge”. **Contact the office immediately if the person does not comply with your request.** Everyone will have to use the main office doors during the school day. Please do not leave rocks in doors to keep them open. Teachers located near entrances should not be expected to interrupt their lessons to open doors for classes or parents.

Please make sure the door is closed securely when the last student has entered the building. **DO NOT prop open doors for any reason.**

# SPECIAL FACILITIES PROGRAMS:

**\*Expectations and possibilities for events and functions have been greatly limited due to the COVID-19 Pandemic. Please consult an administrator before planning an event.**

If you wish to hold a special class or school event, it must be approved by the building Principal as soon as possible so it can be put on the monthly calendar.

Teachers must sign up for Multi-Purpose Room, and Cafeteria during school hours on the Building Calendar located in the office.

Facilities are used after school hours. **Teachers must get approval by completing a Facilities Use Form to use the facilities after school hours.** Facilities Use/Rental forms are online at the Sandwich Public Schools website under District Services. Once you have completed the facilities use form you must return it to Mimi Shorten at the Wing School through interoffice mail.

# SEA (UNION) MEMBERSHIP:

All teachers and support staff may join the Sandwich Education Association. The Association helps ensure a safe, fair and high quality learning and teaching environment. Those who choose not to participate in the Union, must still pay an agency fee. Please see building reps for more information.

## **SUNSHINE FUND:**

Voluntary donations to the Sunshine Fund are collected on a yearly basis. The committee is responsible for acknowledging special events and particular needs that arise throughout the year (i.e. weddings, extended illness, hospitalization, etc.).

## **FORMS EXPLAINED:**

The following forms **MUST** be completed online and printed out for administrator approval and signature. There is a folder in the main office in which to submit your form for approval.

- Completion of Extra Curricular Activities Voucher
- CORI
- Course Reimbursement Request
- Course Request Prior Approval
- Donation
- Extra Duty Compensation
- Field Trip Request
- Fundraising
- Notice of Intent/Lateral Movement on the Salary Schedule
- Travel Expense Voucher

The Sandwich Public Schools website is [www.sandwichk12.org](http://www.sandwichk12.org). Click on **Staff** then click on to **In-House Forms**.

### **1. REQUISITION FOR ORDERING:**

Requisitions must be completed on line containing complete information including fax number and email for all requests for ordering. Complete address, prices and totals are to be included. All orders are subject to administrative approval.

### **2. REQUEST FOR PAYMENT FROM ACTIVITIES ACCOUNT:**

All requests for activities fund checks must be turned into the Main Office. Please be aware of the School Committee dates when requesting checks. All warrants (requests for checks) must be at the business office the week prior to the meeting. Checks can not be released until 10 days after the warrant is signed at the school committee meeting

# DISTRIBUTION OF RESPONSIBILITIES:

## Area of Responsibility Person Responsible

Grade 3 Leads: Anna Dunphy (Admin.), Christina Cooney (Team Leader), Kailyn Hegg (Social Worker)

Grade 4 Leads: Brandy Clifford (Admin.), Stephanie Handrahan (Team Leader), Dianna Smith (Social Worker)

Grade 5 Leads: Brandy Clifford (Admin.), Stacey Blount (Team Leader), Dianna Smith (Social Worker)

Grade 6 Leads: Anna Dunphy (Admin.), Arthur Guerra (Team Leader), Kaitlyn Hegg (Social Worker)

Special Education Leads: Elizabeth MacKay (Department Chair), Christine Barros (Team Leader), Melissa Dougherty (Administrative Assistant)

Attendance including tardy/dismissal: Carolyn Perry

Audio-Visual: Technology Staff - Laura Husson

Budget: Principal

Facilities Use (after school hours): Facilities Use Administrative Assistant

Buses: Anna Dunphy (Admin.)

Custodial Requests: Work Request Form online

Discipline: Assistant Principals (Gr. 3/6 Anna Dunphy Gr. 4/5 Brandy Clifford)

Field Trip Bus Reservations: Heidi Anderson-Walsh

Field Trip Accounting: Administrative Assistants

Week Ahead Memo: Principal

Payroll: Felicia Mott

Purchase Orders: Heidi Anderson-Walsh

Requisition Approval: Principal

Scheduling: Administrators/Faculty

Special Ed – Elizabeth MacKay

Substitute Teachers: SmartFind Express

Registration/Student Records: Kerry Shastany

Special ED Meetings/Records: Melissa Dougherty

## **Referral and Service Delivery Process**

Chapter 766 of the Acts of 1972 / M.G.L. c. 71(b)

School staff or parent makes a referral to the Student Support Team

SST meets to identify potential classroom accommodations/support strategies

Classroom accommodations and support strategies

Effectiveness of accommodations/support strategies

Evaluated. **If effective**, case terminates

**If not effective**, a referral for an evaluation is made to special education

Parents are notified and sent a Parent's Right Brochure and an Evaluation Consent Form

Once the Evaluation Consent Form is accepted, signed and returned, the evaluation process begins.

Team Meeting held

Team finds no special needs evident

Parents receive a letter indicating a "Finding of No Eligibility"

Special needs identified and services recommended

IEP written and mailed home

IEP accepted, signed and returned

IEP services begin

IEP routed to all involved-regular and special education staff

Annual review meeting held and re-evaluations occur no less frequently than once every three years



## Protocols for Spinnaker Staff

1. Know and frequently review the child's Behavior Intervention Plan.
2. For those students with a history of aggressive behavior, have a walkie-talkie with you at all times.
3. Never work in a room alone with a student.
4. For those students without a BIP specific to aggressive behavior, as well as those students with a BIP, follow CPI protocol and radio assistance when aggression occurs.
5. Make sure the Administration is aware of all incidents involving aggressions which result in a Safety Care hold.
6. The case manager of the student (or their designee) are responsible for logging the incident in the book outside the quiet room and for completing the [on-line reporting form](#).
7. If the staff member is injured in any way, they should report it immediately to the nurse.