

Forestdale School



PARENT STUDENT HANDBOOK

2023-2024

Table of Contents

A letter from Principal Dintino 3

Appendix 37

Attendance 17

Bullying 14

Forestdale Arrival and Dismissal Procedures 2022-2023 31

Frequently Asked Questions 5

Health-Nurses’ Office 13

Helpful School Information 6

Mission Statement 1

Quick Reference Page 3

Sandwich Public Schools Commitment to Equity and Inclusion. 2

SANDWICH PUBLIC SCHOOLS/School Committee Members: 5

Special Education Law 30

Student Guidelines for Acceptable Technology Use 33

Staff Directory 39

Student Code of Conduct K-6 19

Mission Statement

At Forestdale we grow readers. We are a family of learners. We are safe, have fun, are kind to one another and NEVER GIVE UP!

Sandwich Public Schools Commitment to Diversity, Equity and Inclusion

The Sandwich Public Schools District is continuously striving to create and maintain school environments free of discrimination, harassment or retaliation based on race, color, religion, ancestry, national origin, ethnicity, sex, sexual orientation, gender identity, age, economic disadvantage, homelessness, learning differences or other disabilities.

Equitable Learning Environments are designed so that every student experiences an engaging, intellectually rigorous learning environment where all students are seen, respected, and cared for by adults and peers. Culturally responsive practices intentionally affirm the identities of all students. Equitable Learning Environments provide greater access and expanded opportunities in areas of academics, extracurricular opportunities, and leadership.

As a result, Equitable Learning Environments develop students who demonstrate intellectual curiosity and strong academic skills, a sense of agency, pride in one's culture, understanding of one's cultural history, and empathy for and meaningful connections with others.

Commitment to Supporting Diversity, Equity, Inclusion, and Belonging in the Sandwich Public Schools

To support the establishment and enhancement of Equitable Learning Environments, staff members will continue to attend multiple professional learning opportunities designed to grow their professional understanding of cultural responsiveness. The district is also committed to providing opportunities for students to share their experiences in their school communities and helping to create inclusive and equitable learning environments.

To learn more about the Sandwich Public Schools' Commitment to Diversity, Equity, Inclusion, and Belonging please visit the DEIB Page in the Students & Families section of our website: sandwichk12.org. Additional information about DEI as defined by SPS, a description of activities supporting DEI in our schools and guidance for reporting an incident of discrimination, bias or harassment are available on the DEIB page.

A letter from Principal Dintino

Dear Forestdale Families,

Welcome to an exciting year at Forestdale Elementary School! We are so happy that you will be a part of our Forestdale family! Our goal is for every day at Forestdale to be a positive experience for all of our students and that they are excited about learning.

Now that summer has ended and we have returned to school, we would like to share some very important information with you through this STUDENT HANDBOOK. It has been carefully prepared to help all of us have a better understanding of how to make Forestdale a more pleasant and safe place to learn and work. Please take the time to read through our handbook.

Knowing exactly what is expected to keep our students safe and focused on learning will make this school year easier, more rewarding, and a lot more fun. As a school and district, we are focused on maintaining a safe environment for our students and staff. Thank you for partnering with us through these unprecedented times to provide our children with a quality education. I believe that we are capable of accomplishing amazing things when we work together.

Also, please be reminded that breakfast and lunch are free for all students this school year.

Please let us know if there is ever anything that we can do to assist your child or your family.

With gratitude,

Christopher Dintino

SANDWICH PUBLIC SCHOOLS
Dr. Joseph Maruszczak, Superintendent

School Committee Members

*Kevin Sareault/Chair
Danielle Binienda
Christine Brown
Tracey Goodwin
Susan Miller
Kaleigh Adams
Burton Fisher*

Frequently Asked Questions

- Families must fill out a list of names of emergency contacts that can get their student off the bus in the absence of family members (Bus Authorization form).
- Because of the age of our students, an adult must be present at the bus stop in both the morning pick-up and afternoon drop-off. If an adult is not present, the student will be brought back to the school by the bus. The family will have to pick the student up at school.

Visiting the School – At the Forestdale School we work to build a strong community and that includes our students’ caregivers. When visiting the school, please park in Visitor Parking areas (marked with signs) which are located in the parking lot to the right when you come in. You must always sign in at the office. **Please bring your picture ID with you.**

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

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

District Calendar – **Every Wednesday beginning September 6, 2023 and continuing through the end of the school year, school will be dismissed at 2:20pm.**

Emergency Procedure Card – **Please keep your emergency information accurate and up-to-date.** The Health Office will have an **Emergency Procedure Card** on file for every student. Cards printed out use the information parents have submitted/updated through the online line registration portal. Emergency information is to contact caregivers in the event of illness, injury, or an emergency. During the school year, please notify the Health Office of any changes to address, phone numbers, or any custody arrangements.

Late for School – A student entering school after 9:00 am is tardy. **Caregivers are required to sign in late students in the main entrance vestibule.** If a student is late due to a bus being late, it is an excused tardy.

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

School Cancellation/Delayed Opening and Early Closing – Occasionally, during inclement weather when transportation by bus is impossible, school will not be in session. School closing announcements broadcast over local radio stations and WBZ Radio, Boston. Additionally, parents receive an automated message from the school district to your primary phone number. In the event of a decision to delay the start of school, morning preschool is canceled.

Delayed Opening 11:00am

Half Day Early Dismissal - 12:20pm

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

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

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

How do I volunteer at the school? Anyone looking to volunteer at the school must first come to the school and complete a CORI check before being able to volunteer in a classroom. This requires a driver’s license presented in person and is good for three years. We have several opportunities for people to volunteer at our school; the best place to start is by opening a dialogue with your child’s teacher and seeing if there are volunteer needs in the classroom. We often look for volunteers in the library as well. Check our Facebook Page for short-term volunteering needs. The PTA is always looking for help at many of the great events they sponsor throughout the year.

BREAKFAST AND LUNCH ARE FREE FOR ALL STUDENTS THIS SCHOOL YEAR

Any families experiencing financial difficulties, please find federal applications for free and reduced lunch in the school office and online throughout the year. This program will allow families to explore free or reduced fees with field trips/activities throughout the school year.

When do I need to send a note?

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

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

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

What are the Forestdale School's Rules and Expectations?

Here at Forestdale we use Responsive Classroom to build classroom and school wide community. A big part of Responsive Classroom, and RULER, is having students actively engage in creating expectations (rules) for their classroom each year. Students will also work to build school wide expectations for our common spaces through Responsive Classroom. Those common spaces include the cafeteria, hallways, bathrooms, playground and bus. The student Code of Conduct, found on page 19 details how we respond as a school to students who are unable to follow our community created expectations.

What I Need to Know about Safety

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

- Check in window is in the vestibule of the main entrance
- Present driver's license/picture I.D.
- Cameras are located at each entrance
- All doors are locked after student arrival at 9:00 am
- Sandwich Public Schools security officers are present throughout the day checking building security
- Visitors should park in the visitors parking area
- Throughout the year our students and staff practice safety drills for both evacuating the building and staying in place in the classroom/lockdowns.

Helpful School Information

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

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

These services include:

- Sheltered English Immersion - This is for students for whom English is not their first language and is supported both through direct instruction by a certified ESL teacher and accommodations made in the classroom by an SEI endorsed teacher.

- Math Intervention - Math Intervention is a small group intervention offered to students in grades K- 2 that are not currently meeting our expectations for math proficiency. The intervention is designed to be a short term intervention that will get the student back on grade level with his/her peers. This is a general education intervention and not to be confused with Special Education.
- Access to the school Social Workers - Our two school Social Workers, Mrs. Pestilli and Ms. Darsch is available to support students with a wide variety of school related challenges such as anxiety, work avoidance, self regulation, social interactions and social awareness. Our Social Workers can also support families in connecting with agencies that support families beyond the school. They are also part of our school crisis team.
- Nursing care - Nursing Care- Our nurses are on duty from 8:45-3:45 daily. They are also part of our school crisis team. Students who feel ill during school must first get permission from their teacher or adult supervisor before visiting the clinic. If a student is dismissed due to illness or injury, the parent or designee must pick the child up in the nurse's office. Injuries occurring outside the school grounds should be referred to your family physician-please do not refer them to the school nurse. Every accidental injury in school, on the bus, or on the school grounds, no matter how slight, should be reported immediately to the teacher in charge, to the nurse, and if significant, to the main office.
- Speech and Language Therapy - This is a specialized service for students with defined Speech or Language deficits. This service is most often provided as part of a child's IEP through Special Education; however, there are exceptions where it can be provided as part of a general education intervention.
- Occupational Therapy - This is a specialized service for students with defined motor deficits. This service is most often provided as part of a child's IEP through Special Education; however, there are exceptions where it can be provided as part of a general education intervention.
- Physical Therapy - This is a specialized service for students with defined gross motor deficits. This service is most often provided as part of a child's IEP through Special Education; however, there are exceptions where it can be provided as part of a general education intervention.
- Adaptive Physical Education - This is a specialized service for students with defined motor deficits and is often in conjunction with Occupational and/or Physical Therapy. Students receiving Adaptive Physical Education are unable to participate in our school's PE program without this support. This service is provided as part of a child's IEP through Special Education.
- Special Education - This service is provided as part of a child's IEP and can include the services noted above as well as specialized academic instruction, Discrete Trial Training, social skills training, and a wide variety of other specialized approaches. Please see the Special Education Law section on page 30 for more detailed information on qualification for Special Education.
- Behavior Intervention - While the vast majority of behavior issues are handled through gentle reminders in the classroom and Responsive Classroom discussion led by the teacher, some students require some more direct support in meeting school and classroom expectations. Our school Social Workers are utilized initially to work with students and staff to foster self-regulation among our students. Additionally we a behaviorist (BCBA) on staff that can provide a more detailed analysis and develop a behavior plan as needed.
- Parenting Workshops - Our School has historically provided the parents with several opportunities to further develop their parenting skills in response to an ever-changing set of demands on caregivers in today's world.
- Community Connections - The Sandwich Partnership for Families is located in the Forestdale School and the coordinator, Mrs.Lauren Galvano, can help families connect with a wide variety of community services designed to support families.

- Extended Day - Some parents need care for their child that extends beyond the school day. Our school offers a tuition-based program that can provide care from 7am until 5:30 p.m. For more information, please call (508) 539-7509.
- Student Support Team - When a staff member has a concern about a student's progress in meeting academic standards, behavioral standards, or social-emotional standards, that staff member can request a Student Support Team meeting. In these meetings a group of staff come together to examine the difficulties being experienced by the student and work together to come up with adjustments.

Report Cards

Forestdale School uses Standard Based Report Cards, which are issued at the end of each trimester of the school year.

What is a Standards-Based Report Card?

The purpose of a report card is to clearly, and objectively communicate how a child is doing in school. A standards-based report card (SBRC) tells specifically how a child is performing based on each standard listed and it indicates what areas may need additional attention. All teachers at a grade level measure student learning against a set of academic criteria.

It will allow families and students to clearly understand grade level expectations and what skills are needed.

Who do I call . . .

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

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

I need to dismiss my student early. – **During the school year, no early dismissals will be allowed after 2:00 pm.** Please enter the dismissal into the PickUp Patrol. Same day early dismissals should be entered at least one hour prior to the dismissal but no later than noon on the day of. If there is an emergency that requires you to dismiss your child after cut-off and before the end of the day, please call the main office at (508) 477-6600.

If I have questions or information regarding my student's health? Two nurses staff the Health Office each day. Mrs. Nardone and Mrs. Lopes will be able to help you and answer your questions. The nurse's office phone numbers: (508) 477-6600 ext, 4105, Direct line (508) 477-2866, Fax (508) 833-8048. If you need to meet with a school nurse, please call to make an appointment.

If I have a question/concern regarding the buses? Our Assistant Principal, Ms. Kara Schofield, is your first point of contact on all things buses. You may reach Ms. Schofield at (508) 477-6600 ext. 4701. If you have a concern regarding your bus stop, please email kschofield@sandwich.k12.ma.us

If I have a question about the lunch or breakfast program? The Abbey Group is our food service provider. Our program director, Janet Hanlon may be reached at (508) 477- 6600 ext. 4707.

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

If I have a question about my student's IEP? - The contact person's name should be on the top of your student's IEP. You may call the Special Education secretary, Ms. Doherty at (508) 477-6600 ext. 4131 and she can connect you with your child's contact person.

If I have a question about the special education process or where my student is in the evaluation process? Ms Gruen is our PreK-2 Special Education Coordinator and can be reached at (508) 477-6000 ext. 4723.

If I have a question about the Integrated Preschool Program (enrollment, tuition, scheduling, etc.) Jennifer Munk is our Director of Early Learning and can answer any questions you have about the Integrated Preschool Program. Call her at (508) 477-6600 ext. 4722.

If I have a question about School for Early Learning or Extended Day options for my child? Jennifer Munk is the Director of Early Learning and manages the School for Early Learning and the Extended Day program here at Forestdale. You can reach Sherrie Ritchie or Maureen Jackson at (508) 539-7509.

School Regulations

Homework Our staff has done extensive research in homework, its efficiency for student learning, and its developmental importance in grades Prek-2. Researcher Harris Cooper, who spent decades studying this topic, "there is no evidence that any amount of homework improves academic performance of elementary students", best summarizes their results.

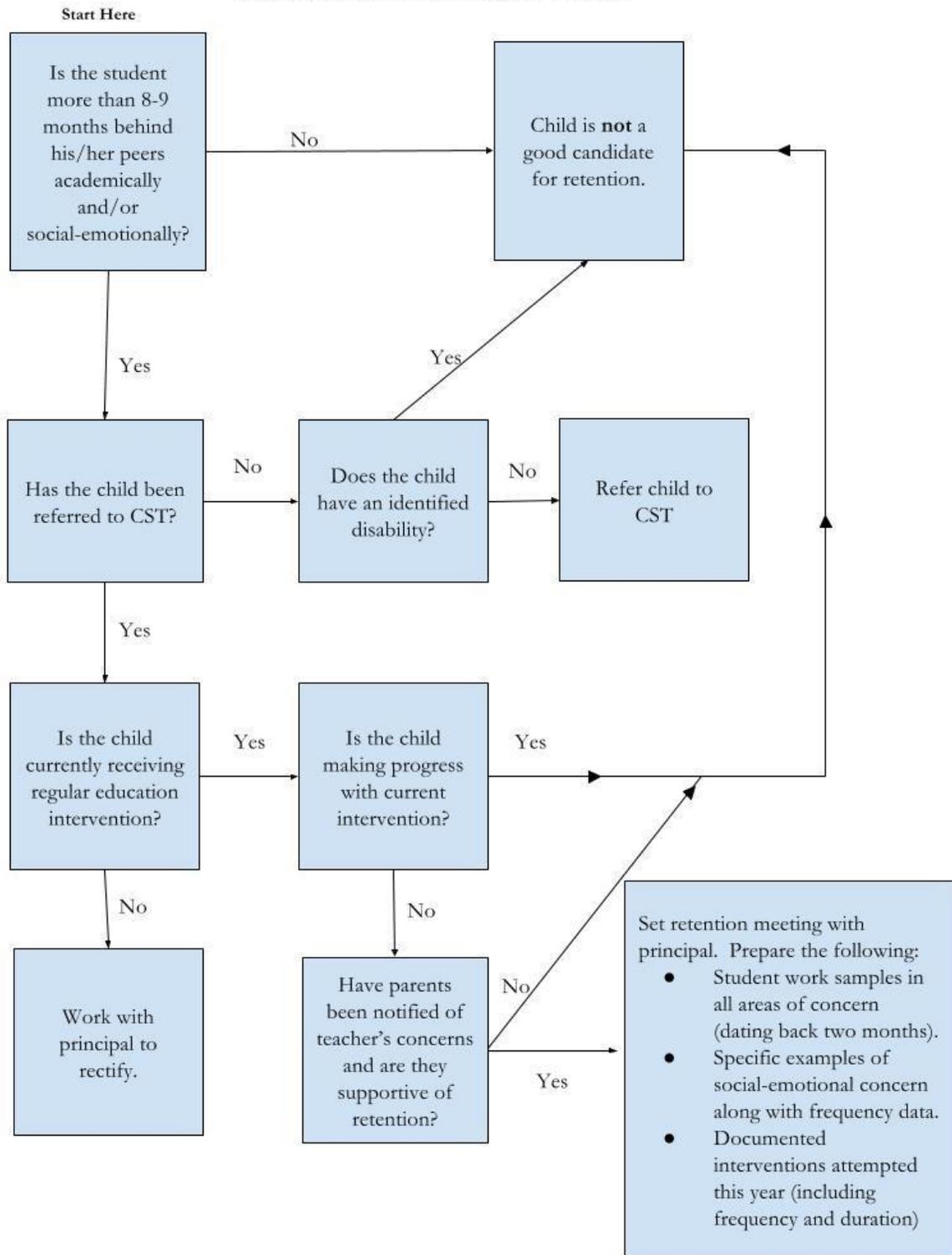
Because of our research, we as a school will be limiting homework expectations placed on students. Students will continue to be encouraged to read or to be read to each day. These times will vary from grade starting at 10-15 minutes in kindergarten and building to 20-30 minutes in grade two. With the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

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

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

The team also understood that there are exceptions to every rule. Therefore, the team developed a flowchart to help teachers who are considering retention for one of their students. The "Student Retention FlowChart" is below:

Student Retention Flow Chart



Health-Nurses' Office

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

The nurses supervise the following special health services:

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

SCHOOL HEALTH POLICIES Illnesses

- For the health and safety of all the students at Forestdale School, please notify the health office with any diagnosed communicable illnesses.
- If your child has a contagious illness they should remain home:
 - until they are fever free (temp under 100.0) for 24 hours **without fever reducing**
 - **medication** so they are free from vomiting for 24 hours, antibiotics have been given for at least 24 hours and your health care provider has given permission for your student to return to school.
 - **Injuries**
 - Injuries occurring outside school hours should be made known to the nurse's office. These include injuries requiring crutches, wheelchairs, casts. Students with injuries that impact the curriculum/PE/recess will need a note from their physician documenting the injury and any accommodations needed in school. A clearance note from the physician is also needed for the student to resume full activities.
 - Please note, injuries impacting mobility may affect bus travel and student's participation in field trips, please contact the school nurse to create a plan for these instances.
 - **Health Status Prior to Entering School**
- The school nurses will be notified when a student registers for school.
- Prior to the child's admission to school, the parent will complete the Health Status Information worksheet, provide a copy of a current physical examination done within the past 12 months, and provide the school with a copy of the child's immunization history. Children will be unable to enter school without proof of immunizations.
- The nurses will review the child's immunizations and medical history and will determine the following:
 1. That immunizations are up-to-date, referral to primary care if needed.
 2. Identify the last physical exam on file: refer if needed.
 3. Identify major health issues and develop an individualized healthcare plan for students with special health care needs.
 4. Identify child's primary care provider and dental provider: refer if needed.
 5. Identify child's health insurance provider: refer to state's public health insurance programs if needed.

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

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

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

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

Head Lice

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

After School Activities

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

Bullying

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

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

The Sandwich Public Schools expects that all members of the school community will treat each other in a civil manner and with respect for differences. The district is committed to an ongoing partnership with parents and the community to establish a positive school climate that is safe for all students.

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

The [Sandwich Public Schools Bullying Prevention and Intervention Plan](#) was revised in the spring of 2022. The plan was presented for public comment at a School Committee Meeting on June 15, 2022. The Plan is comprehensive, and includes definitions for terms associated with bullying; information about training, professional development, resources and services. The plan describes the policies and procedure for reporting and responding to bullying or retaliation.

"Bullying" is defined in a very particular way, and our understanding of bullying and its impact has been growing over the past decade.

Is it bullying?

When someone says or does something unintentionally hurtful and they do it once.....
That MAY be considered DISRESPECTFUL.

When someone says or does something intentionally hurtful and they do it once
or both parties are equally being intentionally hurtful.....
That IS DISRESPECTFUL.

When someone says or does something verbally, physically, or written/electronically that intention-
ally hurts someone, continues the behavior even when told to stop or shown that the person being
targeted is upset, and has a perceived power imbalance over the target...

That IS BULLYING.

Ways to report Bullying Concerns

The best way to express your Bullying Concern is to talk to a trusted adult.
Other options include:

- Report the Incident to a Building Administrator
- Contact the district Civil Rights Representative - the Superintendent
- Fill out the Online Bullying Incident Reporting Form

Sandwich Public Schools

- **Forestdale** [Bullying Report Form](#)
- **Oak Ridge** Bullying Reporting Form
- **Sandwich Middle-High School** Reporting Form

What you should expect next after contacting administration, or submitting the form?

Upon receipt of a report or a completed form, the School Principal, Assistant Principal, or designee will be in touch with families who submitted a form with contact information. All reports will be investigated.

Administrators cannot follow up with anonymous reporters. Anonymous concerns will be investigated but there should not be an expectation of disciplinary action based solely on the anonymous report.

Parent resources re: Bullying

- [Stopbullying.gov](http://stopbullying.gov) is a federal government website managed by the U.S. Department of Health and Human Services - Of particular assistance are stopbullying.gov videos
- [Resources on Bullying Prevention for Parents](#)– Information from the state Department of Elementary and Secondary Education.
- [Massachusetts Aggression Reduction Center](#)– Bullying and cyberbullying resources for parents
- [Middlesex Partnerships for Youth](#)– Intervention and prevention resources for bullying, violence, substance abuse, and other issues
- [Massachusetts General Law regarding Bullying](#)

The Sandwich School Committee has adopted a number of policies that guide the schools' and the district's response to incidents of discrimination or harassment

[JICFB - School Committee Policy regarding Sexual Harassment, Bullying and Hazing](#)

[JBA- Student-to-Student Harassment](#)

Attendance

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

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

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

[Excused Absences:](#)

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

- Personal or family emergency: A caregivers note is required for the student's attendance file.
- Unexcused Absences:**
- Family vacations.
 - Non-Medical appointments.
 - Absence for any other reason that does not meet the criteria of an excused absence.
 - A student who is absent from school without notice.

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

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

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

Early Dismissal: **Early Dismissals are not allowed after 2:00 pm except in the case of an emergency.** Caregivers are requested to schedule appointments after 3:30 p.m. to avoid the need for an early dismissal. If it becomes necessary for the student to be released from school for a doctor/dental appointment or other unavoidable emergencies, the following procedure should be followed:

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

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

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

- Tardy is excused for the same reasons as absences would be excused, subject to proper documentation.
- Medical appointment cards must be presented at the time of a student's arrival to school.
- Three unexcused tardies is equal to 1 unexcused absence
- Three unexcused absences or more, due to tardiness, will result in a parent/guardian meeting with school administration.

- Students need to be signed in by a parent/guardian (or someone designated by the parent/guardian on the emergency card) upon entering the building after 9:00 am.
- At their discretion, the administrators may excuse tardiness due to extreme weather or traffic conditions.

Dismissal: In a school of over 620 children aged 3-7, it is important for caregivers to clearly communicate the dismissal plans for their students. It is also important that changes in those plans be updated regularly and promptly. This is a caregiver responsibility. This school year, we will again be using a web-based application to facilitate this process. Before the beginning of the school year, returning caregivers will update their student’s default plan in the PickUp Patrol application. Caregivers of new students will set up an account in the PickUp Patrol application. Set up may be completed on your phone or home computer via an email sent from the school, but the **link only lasts for 48 hours.**

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

Birthdays - Food & Invitations As outlined in our District’s No Food in the Classroom Policy “Non-curriculum related classroom based parties and celebrations are food free.” Please do not send food products into the classroom in celebration of your student’s birthday. The policy in its entirety can be found at:

<https://www.sandwichk12.org/students-families/health-services/resources-for-families>

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

Student Code of Conduct K-6

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

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

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

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

Offenses	Range of Administrative Action for Offenses
1. Continued class disruption	a. Administrative conference

2. Rude/discourteous 3. Gambling 4. Loitering 5. Obscene language/gesture 6. Possession of obscene material 7. Cheating/no credit for assignment 8. Gum chewing	b. Loss of activity period c. Detention/parent notification and/or conference d. Suspension/parent conference
9. Unauthorized absence from class 10. Inciting others, provoking, promoting, planning and/or pursuing conflict including instigating, and setting up fights.	a. Loss of activity period b. Detention/parent notification and/or conference c. Suspension/parent conference d. Notification of Authorities
11. Defacing school or personal property 12. Insubordination	a. Loss of activity period b. Detention/parent notification and/or conference c. Suspension/parent conference d. Notification of authorities
13. Forgery	a. Administrative conference b. Loss of activity period c. Detention/parent notification and/or conference d. Suspension/parent conference
14. Lying to obtain a personal advantage or cause another to be unjustly accused	a. Administrative conference b. Loss of activity period c. Detention/parent notification and/or conference d. Suspension/parent conference
15. Tardiness to school/class on more than 3 occasions In one term	a. Loss of activity period b. Detention/parent notification and/or conference c. Suspension/parent conference d. Notification of authorities
Offenses	Range of Administrative Action for Offenses
16. Truancy: a student is truant when absent without consent of parent	a. Detention/parent conference b. Suspension/parent conference c. Notification of juvenile court
17. Attendance: absence 7 days or 14 half-days in a 6 month period	a. Notification of parent b. Detention/parent notification and/or conference c. Notification of juvenile court
18. Failure to serve assigned consequences	a. Loss of activity period b. Detention/parent notification and/or conference c. Suspension/parent conference
19. Bus- general misconduct: failure to remain seated, refusing to obey the driver, spitting/littering,	a. Administrative conference b. Loss of activity period

<p>unnecessary noise, consuming food or beverage, rude, discourteous or annoying conduct. Note: the Code of Conduct applies to students when they are on the school bus or when loading and unloading the bus.</p>	<p>c. Detention/parent notification and/or conference d. Suspension of bus riding privileges/parent notification e. Suspension/parent conference</p>
<p>20. Bus- gross misconduct: improper boarding/ departing procedures, bringing articles on the bus of injurious or objectionable nature, fighting/tripping pushing, hanging out of window, throwing objects in or out of the bus, lighting matches/smoking on the bus, possession/use of chemical substances, tampering with bus equipment, destruction of property.</p>	<p>a. Administrative conference b. Loss of activity period c. Detention/parent notification and/or conference d. Suspension of bus riding privileges/parent notification e. Suspension/parent conference f. Notification of authorities</p>
<p>21. Chronic school offender: repeatedly violates the Code of Conduct</p>	<p>a. Suspension/parent conference b. Notification of authorities</p>
<p>22. Harassment 23. Fighting 24. Intimidation/bullying 25. Assault 26. Threat to commit a crime, including any communication which an individual perceives to threaten his/ her safety and well-being</p>	<p>a. Administrative conference b. Loss of activity period c. Detention/parent notification and/or conference d. Suspension/parent conference e. Expulsion f. Notification of authorities</p>
<p>27. Theft 28. Possession and/or trafficking of contraband 29. Disorderly conduct/disruption of assembly</p>	<p>a. Administrative conference b. Loss of activity period c. Restitution for stolen property d. Detention/parent conference e. Suspension/parent conference f. Notification of authorities</p>
<p>30. Extortion</p>	<p>a. Suspension/parent conference b. Expulsion c. Notification of authorities</p>
<p>31. Hazing: The Sandwich School Committee forbids hazing in any form 32. Violation of computer policy & digital devices</p>	<p>a. Suspension/parent conference b. Expulsion c. Notification of authorities</p>
<p>Offenses</p>	<p>Range of Administrative Action for Offenses</p>
<p>33. Arson 34. False alarms</p>	<p>a. Detention/parent conference b. Suspension/parent conference c. Notification of authorities d. Expulsion</p>

35. Vandalism	a. Detention b. Suspension/parent conference c. Restitution of destroyed property d. Notification of authorities
36. Possession and/or use of tobacco products	a. Detention/parent conference b. Suspension/parent conference
37. Possession, use or distribution of alcoholic beverage 38. Possession, use or distribution of controlled substances such as marijuana, cocaine, and heroin	a. Suspension/parent notification b. Notification of authorities c. Expulsion
39. Possession and/or use of dangerous weapons such as firearms, knives, slingshots, explosives or other articles deemed dangerous	a. Suspension/parent conference b. Notification of authorities c. Expulsion
40. Verbal abuse of staff members	a. Loss of activity period b. Detention/parent notification and/or conference c. Suspension/parent conference d. Notification of authorities
41. Assault/battery on staff members	a. Suspension/parent conference b. Notification of authorities c. Expulsion

OFFENSES AND RANGE OF ADMINISTRATIVE ACTION

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

STUDENT SUSPENSION/EXPULSION

A. Short-Term Suspension

Unless a student presents a danger or substantial disruption to the educational process, the student shall receive the following prior to suspension of one to ten days: 1) oral or written notice of the charges against him/her;

2) if the student denies the charges, an oral or written explanation of the evidence against him/her; and

3) an opportunity for hearing with parent/guardian.

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

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

B. Expulsion or Long-Term Suspension

Prior to expulsion or suspension for more than ten days, the student shall receive: 1) written notice of the charges against him/her;

2) written explanation of the evidence against him/her;

3) an opportunity for a hearing with parent /guardian;

4) the right to be represented by an attorney or advocate at the hearing (at the student's expense); 5) the right to cross-examine the school district's witnesses and to present witnesses and other

evidence on his/her own behalf; and

6) A reasonably prompt written decision, including specific grounds for the decision.

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

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

C. Make-Up Work

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

D. School Activities

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

E. Readmission Conference

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

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

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

If the Team determines the behavior was not related to the student's disability, the school may discipline the student according to the school's code of student conduct, except that the district must continue to provide the student with educational services during the period of suspension

or expulsion. However, if the Team determines that the behavior was related to the disability, the student may not be excluded from the current educational placement (except in the case of weapons or drugs) until the Team develops and the parent(s) consent(s) to a new IEP.

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

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

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

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

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

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

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

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

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

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

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

Upon the issuance of a criminal complaint charging a student with a felony or upon the issuance of a felony delinquency complaint against a student, the principal or headmaster of a school in

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

The student shall have the right to appeal the suspension to the superintendent. The student shall notify the superintendent in writing of his request for an appeal no later than five calendar days following the effective date of the suspension. The superintendent shall hold a hearing with the student and the student's parent or guardian within three calendar days of the student's request for an appeal. At the hearing, the student shall have the right to present oral and written testimony on his behalf, and shall have the right to counsel. The superintendent shall have the authority to overturn or alter the decision of the principal or headmaster, including recommending an alternate educational program for the student. The superintendent shall render a decision on the appeal within five calendar days of the hearing. Such a decision shall be the final decision of the city, town or regional school district with regard to the suspension. Upon a student being convicted of a felony or upon an adjudication or admission in court of guilt with respect to such a felony or felony delinquency, the principal or headmaster of a school in which the student is enrolled may expel said student if such principal or headmaster determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school. The student shall receive written notification of the charges and reasons for such expulsion prior to such expulsion taking effect. The student shall also receive written notification of this right to appeal and the process for appealing such expulsion; provided, however, that the expulsion shall remain in effect prior to any appeal hearing conducted by the superintendent.

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

Alternatives to Suspension under Section 37H3/4

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

Notice of Suspension and Hearing under Section 37H3/4

1. Except as provided in 603 CMR 53.07 and 603 CMR 53.10, a principal may not impose a suspension as a consequence for a disciplinary offense without first providing the student and the parent oral and written notice, and providing the student an opportunity for a hearing on the charge and the parent an opportunity to participate in such hearing.

2. The principal shall provide oral and written notice to the student and the parent in English and in the primary language of the home if other than English, or other means of communication where appropriate. The notice shall set forth in plain language:
 - a. the disciplinary offense; b. the basis for the charge; c. the potential consequences, including the potential length of the student's suspension; d. the opportunity for the student to have a hearing with the principal concerning the proposed suspension, including the opportunity to dispute the charges and to present the student's explanation of the alleged incident, and for the parent to attend the hearing; e. the date, time, and location of the hearing; f. the right of the student and the student's parent to interpreter services at the hearing if needed to participate; g. if the student may be placed on long-term suspension following the hearing with the principal:
 - i. the rights set forth in 603 CMR 53.08 (3)(b); and
 - ii. the right to appeal the principal's decision to the superintendent.
3. The principal shall make reasonable efforts to notify the parent orally of the opportunity to attend the hearing. To conduct a hearing without the parent present, the principal must be able to document reasonable efforts to include the parent. The principal is presumed to have made reasonable efforts if the principal has sent written notice and has documented at least two (2) attempts to contact the parent in the manner specified by the parent for emergency notification.
4. Written notice to the parent may be made by hand delivery, first-class mail, certified mail, email to an address provided by the parent for school communications, or any other method of delivery agreed to by the principal and parent.

Emergency Removal under Section 37H3/4

1. Nothing in these regulations shall prevent a principal from removing a student from school temporarily when a student is charged with a disciplinary offense and the continued presence of the student poses a danger to persons or property, or materially and substantially disrupts the order of the school, and, in the principal's judgment, there is no alternative available to alleviate the danger or disruption. The principal shall immediately notify the superintendent in writing of the removal and the reason for it, and describe the danger presented by the student. The temporary removal shall not exceed two (2) school days following the day of the emergency removal, during which time the principal shall:
 - a. Make immediate and reasonable efforts to orally notify the student and the student's parent of the emergency removal, the reason for the need for emergency removal, and the other matters set forth in 603 CMR 53.06(2); b. Provide written notice to the student and parent as provided in 603 CMR 53.06(2); c. Provide the student an opportunity for a hearing with the principal that complies with 603 CMR 53.08(2) or 53.08(3), as applicable, and the parent an opportunity to attend the hearing, before the expiration of the two (2) school days, unless an extension of time for hearing is otherwise agreed to by the principal, student, and parent. d. Render a decision orally on the same day as the hearing, and in writing no later than the following school day, which meets the requirements of 603 CMR 53.08(2)(c) and 53.08(2)(d) or 603 CMR 53.08(3)(c) and 53.08(3)(d), as applicable.
2. A principal may not remove a student from school on an emergency basis for a disciplinary offense until adequate provisions have been made for the student's safety and transportation.

Principal's Hearing under Section 37H3/4

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

a. The purpose of the hearing with the principal is to hear and consider information regarding the alleged incident for which the student may be suspended, provide the student an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident, determine if the student committed the disciplinary offense, and if so, the consequences for the infraction. At a minimum, the principal shall discuss the disciplinary offense, the basis for the charge, and any other pertinent information. The student also shall have an opportunity to present information, including mitigating facts, that the principal should consider in determining whether other remedies and consequences may be appropriate as set forth in 603 CMR 53.05. The principal shall provide the parent, if present, an opportunity to discuss the student's conduct and offer information, including mitigating circumstances, that the principal should consider in determining consequences for the student.

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

c. The principal shall notify the student and parent of the determination and the reasons for it, and, if the student is suspended, the type and duration of suspension and the opportunity to make up assignments and such other school work as needed to make academic progress during the period of removal, as provided in 603 CMR 53.13(1). The determination shall be in writing and may be in the form of an update to the original written notice. d. If the student is in a public preschool program or in grades K through 3, the principal shall send a copy of the written determination to the superintendent and explain the reasons for imposing an out-of-school suspension, before the short-term suspension takes effect.

3. Principal Hearing – Long-term Suspension

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

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

the student shall have the following rights:

i. In advance of the hearing, the opportunity to review the student's record and the documents upon which the principal may rely in making a determination to suspend the student or not;

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

iii. the right to produce witnesses on his or her behalf and to present the student's explanation of the alleged incident, but the student may not be compelled to do so;

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

v. the right to request that the hearing be recorded by the principal, and to receive a copy of the audio recording upon request. If the student or parent requests an audio recording, the principal shall inform all participants before the hearing that an audio record will be made and a copy will be provided to the student and parent upon request.

c. The principal shall provide the parent, if present, an opportunity to discuss the student's conduct and offer information, including mitigating circumstances, that the principal should consider in determining consequences for the student. d. Based on the evidence, the principal shall determine whether the student committed the disciplinary offense, and, if so, after considering mitigating circumstances and alternatives to suspension as set forth in 603 CMR 53.05, what remedy or consequence will be imposed, in place of or in addition to a long-term

suspension. The principal shall send the written determination to the student and parent by hand-delivery, certified mail, first-class mail, email to an address provided by the parent for school communications, or any other method of delivery agreed to by the principal and the parent. If the principal decides to suspend the student, the written determination shall:

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

ii. Set out the key facts and conclusions reached by the principal; iii. Identify the length and effective date of the suspension, as well as a date of return to school;

iv. Include notice of the student's opportunity to receive education services to make academic progress during the period of removal from school as provided in 603 CMR 53.13(4)(a); v. Inform the student of the right to appeal the principal's decision to the superintendent or designee, but only if the principal has imposed a long-term suspension. Notice of the right of appeal shall be in English and the primary language of the home if other than English, or other means of communication where appropriate, and shall include the following information stated in plain language:

1. the process for appealing the decision, including that the student or parent must file a written notice of appeal with the superintendent within five (5) calendar days of the effective date of the long-term suspension; provided that within the five (5) calendar days, the student or parent may request and receive from the superintendent an extension of time for filing the written notice for up to seven (7) additional calendar days; and that

2. the long-term suspension will remain in effect unless and until the the superintendent decides to reverse the principal's determination on appeal. e. If the student is in a public preschool program or in grades K through 3, the principal shall send a copy of the written determination to the superintendent and explain the reasons for imposing an out-of-school suspension, whether short-term or long-term, before the suspension takes effect.

Superintendent's Hearing under Section 37H3/4

1. A student who is placed on long-term suspension following a hearing with the principal shall have the

right to appeal the principal's decision to the superintendent. 2. The student or parent shall file a notice of appeal with the superintendent within the time period set forth 603 CMR 53.08 (3) (c)

5.a). If the appeal is not timely filed, the superintendent may deny the appeal, or may allow the appeal in his or her discretion, for good cause. 3. The superintendent shall hold the hearing

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

grant the extension. 4. The superintendent shall make a good faith effort to include the parent in the hearing. The superintendent shall be presumed to have made a good faith effort if he or she

has made efforts to find a day and time for the hearing that would allow the parent and superintendent to participate. The superintendent shall send written notice to the parent of the

date, time, and location of the hearing. 5. The superintendent shall conduct a hearing to determine whether the student committed the disciplinary offense of which the student is

accused, and if so, what the consequence shall be. The superintendent shall arrange for an audio recording of the hearing, a copy of which shall be provided to the student or parent upon

request. The superintendent shall inform all participants before the hearing that an audio record will be made of the hearing and a copy will be provided to the student and parent upon request.

6. The student shall have all the rights afforded the student at the principal's hearing for long-term

suspension under 603 CMR 53.08(3)(b). 7. The superintendent shall issue a written decision within five (5) calendar days of the hearing which meets the requirements of 603 CMR

53.08(3)(c)1 through 5. If the superintendent determines that the student committed the disciplinary offense, the superintendent may impose the same or a lesser consequence than the principal, but shall not impose a suspension greater than that imposed by the principal's decision. 8. The decision of the superintendent shall be the final decision of the school district, charter school, or virtual school, with regard to the suspension.

In-School Suspension under Section 37H3/4

1. The principal may use in-school suspension as an alternative to short-term suspension for disciplinary offenses. 2. The principal may impose an in-school suspension for a disciplinary offense under this provision, provided that the principal follows the process set forth in 603 CMR 53.10(3) through 603 CMR 53.10(5) and the student has the opportunity to make academic progress as set forth in 603 CMR 53.13(1). 3. The principal shall inform the student of the disciplinary offense charged and the basis for the

charge, and provide the student an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident. If the principal determines that the student committed the disciplinary offense, the principal shall inform the student of the length of the student's in-school suspension, which shall not exceed 10 days, cumulatively or consecutively, in a school year. 4. On the same day as the in-school suspension decision, the principal shall make reasonable efforts

to notify the parent orally of the disciplinary offense, the reasons for concluding that the student committed the infraction, and the length of the in-school suspension. The principal shall also invite the parent to a meeting to discuss the student's academic performance and behavior, strategies for student engagement, and possible responses to the behavior. Such a meeting shall be scheduled on the day of the suspension if possible, and if not, as soon thereafter as possible. If the principal is unable to reach the parent after making and documenting at least (2) attempts to do so, such attempts shall constitute reasonable efforts for purposes of orally informing the parent of the in-school suspension. 5. The principal shall send written notice to the student and parent about the in-school suspension,

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

Exclusion from Extracurricular Activities and School-Sponsored Events The principal may remove a student from privileges, such as extracurricular activities and attendance at school-sponsored events, based on the student's misconduct. Such a removal is not subject to the procedures in G.L. c. 71, § 37H3/4 or 603 CMR 53.00. **Disciplinary Offenses under Section 37H or 37H1/2**

1. School districts shall adopt disciplinary policies and procedures applicable to a student who is accused of a disciplinary offense under G.L. c. 71, §§37H or 37H- 1/2. Such policies and procedures shall be consistent with the applicable statute and provide due process of law. 2. The principal may remove a student who has committed a disciplinary offense under G.L. c. 71, §§37H

or 37H1/2 from school for more than ninety (90) days in a school year. 3. Any student who is removed from school for a disciplinary offense under G.L. c. 71, §37H or §37H1/2 shall have an opportunity to receive education services and make academic progress during the period of removal, as provided in 603 CMR 53.13.

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

1. Any student who is serving an in-school suspension, short-term suspension, long-term suspension, or expulsion shall have the opportunity to earn credits, as applicable, make up assignments, tests, papers, and other school work as needed to make academic progress during the period of his or her removal from the classroom or school. The principal shall inform

the student and parent of this opportunity in writing when such suspension or expulsion is imposed. 2. Any student who is expelled or suspended from school for more than ten (10) consecutive days, whether in school or out of school, shall have an opportunity to receive education services and make academic progress toward meeting state and local requirements, through the school-wide education service plan.

3. The principal shall develop a school-wide education service plan describing the education services that the school district will make available to students who are expelled or suspended from school for more than ten (10) consecutive days. The plan shall include the process for notifying such students and their parents of the services and arranging such services. Education services shall be based on, and be provided in a manner consistent with, the academic standards and curriculum frameworks established for all students under G.L. c 69, §§ 1D and 1F. 4. Notice of Education Services for Students in Long-Term Suspension and Expulsion;

Enrollment Reporting.

a. The principal shall notify the parent and student of the opportunity to receive education services at the time the student is expelled or placed on long-term suspension. Notice shall be provided in English and in the primary language spoken in the student's home if other than English, or other means of communication where appropriate. The notice shall include a list of the specific education services that are available to the student and contact information for a school district staff member who can provide more detailed information. b. For each student expelled or suspended from school for more than ten (10) consecutive days, whether in-school or out-of-school, the school district shall document the student's enrollment in education services. For data reporting purposes, the school shall track and report attendance, academic progress, and such other data as directed by the Department.

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

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

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

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

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

Within the Sandwich School Department, all children are screened upon entering Kindergarten to determine if they have any potential learning problems. Older children are evaluated upon request.

For information regarding Special Education students and discipline, please see the [Code of Conduct](#).

Forestdale Arrival and Dismissal Procedures

Arrival-8:45 am-9:00 am

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

Please see the diagram below:



Families with yellow placards that arrive before 8:45 am to drop their student will proceed to the old basketball/tennis court area, to the right of the parking lot, to wait in the Early Drop off Waiting Area. Families arriving early on the “red” placard side will pull up to the gym entrance walkway to wait until 8:45. Please try to arrange your student’s car seat on the passenger’s side of your car. **Please don’t get out of your car, we will have staff to assist your child out of the car.**

Parent Pick Up/Dismissal

We will still be using Pick Up Patrol for families to arrange student pick up at the end of the day. With the amount of traffic generated by both Prek and K-2 dismissal, I encourage all families, living in Sandwich, to take advantage of the 20 buses we contract out to provide transportation to students.

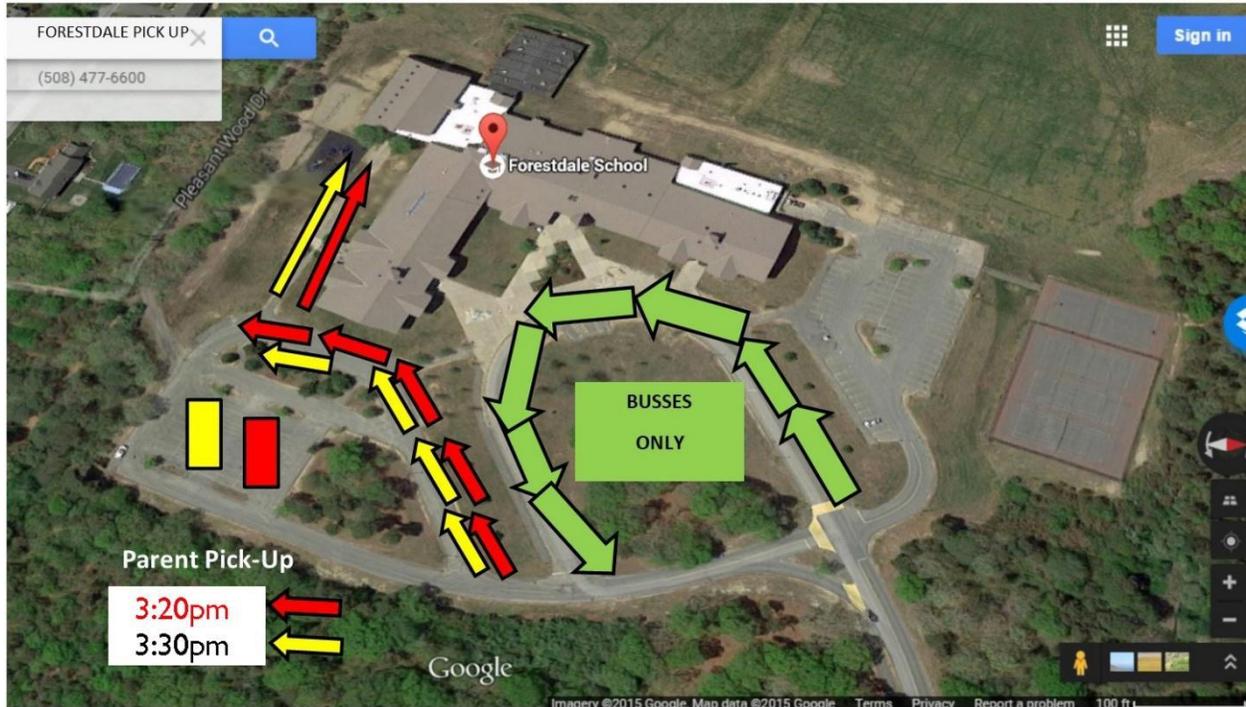
Pick-Up Times:

Red Placard-3:20-3:30 Wednesday 2:20-2:30
Yellow Placard-3:30-3:40 Wednesday 2:30-2:40

Using the colored placards families received, students with “red” placards will be dismissed to the gymnasium first, at 3:20. Families will proceed to the gymnasium to sign their child out

(*Please bring a photo ID) and will enter through the locker room doors and exit at the doors by the playground. Students will be waiting in the gym, with tables arranged by the students last name.

Families with “yellow” placards will pick their child up in the gymnasium at 3:30 pm. Pick-up procedures will be using the same protocols described above.



SANDWICH PUBLIC SCHOOLS

Student Guidelines for Acceptable Technology Use

1: Purpose & Scope

Sandwich Public Schools (SPS) provides students and staff with access to internet, data and networking systems (SPS network). SPS also provides students with access to computers, tablets, devices, and other technology such as printers. The purpose of the Sandwich Public Schools Technology Responsible Use Guidelines document is meant to:

- To establish standards for the acceptable uses of the SPS network and SPS technology;
- To prevent unauthorized and unlawful uses of the SPS network and SPS technology;

- To comply with the Children’s Internet Protection Act of 2000 (CIPA), the Children’s Online Privacy Protection Act (COPPA), the Protecting Students Digital Privacy Act, and all other applicable laws, regulations, policies and procedures.

2: General Information & Expectations

Every staff member and student is expected to follow all of the rules and conditions listed below, as well as to demonstrate good citizenship and ethical behavior at all times.

1. **I am responsible for my Sandwich Public Schools accounts.** I understand that passwords are private and that I should not share my password with anyone. I understand that I am responsible for all activities done through my account. I will not allow others to use my account name and password, or try to use that of others. I understand that it is important to log off or lock the computer at the end of every session so another user cannot use my device.
2. **I am responsible for my language.** I will use appropriate language in my email messages, online postings, and other digital communications. I will not use profanity, vulgarities or any other inappropriate language as determined by school administrators.
3. **I am responsible for how I treat other people.** I will use email and other means of communication (e.g. blogs, wikis, chat, instant messaging, discussion boards, etc.) responsibly. I will not send or post hateful or harassing messages, make discriminatory or derogatory remarks about others, or engage in bullying, harassment, or other antisocial behaviors while in school or out of school.
4. **I am responsible for my use of the Sandwich Public Schools network.** I will use SPS technology resources responsibly. I will not search, retrieve, save, circulate or display hate-based, offensive, dangerous, unlawful, or sexually explicit material using any SPS technology resources unless authorized by school officials.
5. **I am responsible for my conduct on all online sites.** I understand that what I do on social networking websites should not negatively impact the school learning environment and/or my fellow students, teachers, and administrators.
6. **I am responsible for being honest while I am online.** I understand that masquerading, spoofing, or pretending to be someone else is forbidden. This includes, but is not limited to, sending out emails, creating accounts, or posting messages or other online content (e.g. text, images, audio or video) in someone else’s name.
7. **I am responsible for protecting the security of the Sandwich Public Schools network.** I will not attempt to bypass security settings/apps or Internet filters or interfere with the operation of the network by installing illegal software, including file sharing, shareware, VPNs, proxies, or freeware, on school computers. I will not alter or tamper with network infrastructure.
8. **I am responsible for protecting school property.** I understand that vandalism is prohibited. This includes but is not limited to accessing, modifying, or destroying equipment, programs, files, or settings on any computer or technology resources. I understand that I need authorization from a school official to use personal electronic

devices that I bring to school, including but not limited to personal cell phones and memory storage devices (i.e. USB drives).

9. **I am responsible for respecting other people's property online.** I will obey copyright laws. I will not plagiarize or use others' work without proper citation and permission. I will not illegally download materials protected by copyright, including but not limited to music, images, and movies.
10. **I am responsible for following school rules whenever I publish anything online.** I will follow all guidelines set forth by SPS when publishing materials/work online (e.g. to a website, blog, wiki, discussion board, podcasting or video server). I understand that it is unsafe to post any personal information about myself, including but not limited to: my name, address, phone number, or school. I will not post photos of students with their first and last names on any online site, including but not limited to websites, social networks, blogs, wikis, and discussion forums, without the permission of the parent/guardian or student (age 18 and older).

3: Student Data Privacy

Sandwich Public Schools (SPS) utilizes several applications that store student data. SPS ensures that these tools maintain that data in a safe and secure manner.

3.1 Student Data Privacy Consortium (SDPC)

Sandwich Public Schools is a member of the Student Data Privacy Consortium (SDPC), an unique collaborative of schools, districts, divisions, regional, territories and state agencies, policy makers, trade organizations and marketplace providers addressing real-world, adaptable, and implementable solutions to growing data privacy concerns. The Consortium also leverages work done by numerous partner organizations but focuses on issues being faced by "on-the-ground" practitioners.

More information about the Student Data Privacy Consortium (SDPC) can be found on their website <https://privacy.a4l.org/> .

SDPC Resource Database for Sandwich Public Schools:

https://sdpc.a4l.org/district_search.php?state=MA&districtID=700

3.2 Google Workspace for Education

Sandwich Public Schools (SPS) is providing access to Google Workspace for Education to faculty and students. These tools are used to collaborate in real time with Docs, Sheets, Slides, Forms, Sites, Meet, and Jamboard. These tools are also compliant with numerous requirements and industry standards including: FERPA, COPPA, and GDPR. SPS strives to educate our students in using these resources in a safe, responsible manner to support their learning.

3.3 PowerSchool

PowerSchool certifies the application, database and infrastructure security of its software solutions. PowerSchool customers own their student and school data; and PowerSchool has no rights to access or sell student or school data and they do not collect, maintain, use or share student personal information beyond that needed for authorized educational or school purposes, or as authorized by the parent or student. PowerSchool has signed the national Student Privacy Pledge regarding the collection, maintenance, and use of student personal information. PowerSchool is compliant with FERPA, HIPAA, GDPR, COPPA, DMCA, and the Sarbanes-Oxley Act.¹

4: Internet Use, Network, Filtering, & Monitoring

As required by the Children’s Internet Protection Act (CIPA), SPS is required to protect students from and educate them about online threats, block access to inappropriate content, and monitor Internet use by minors while using school-issued devices and accounts.

SPS uses technology tools to block or filter internet access to content that may be inappropriate or harmful to students. SPS reserves the right to supervise and monitor students’ online activities and to access, review, copy and store or delete any electronic information or files and disclose them to others as it deems necessary. Students should have no expectation of privacy regarding use of SPS property, the SPS computer network or the use of the Internet, files, or email while using school technology and accounts.

SPS also uses a safety management system to analyze and review content found in online student file storage, inbound and outbound SPS email, SPS email attachments, and links to websites. This system blocks potentially harmful content and images and notifies SPS personnel.

5: Devices

5.1 Device Support

SPS provides basic installation, synchronization, and software support for SPS-issued electronic devices. Devices must be connected to the SPS network on a regular basis to receive software updates and/or for inventory purposes. Password protection is required on all SPS-issued electronic devices to prevent unauthorized use in the event of loss or theft.

5.2 Damage, Loss and Theft

Students must take reasonable measures to prevent a device from being damaged, lost or stolen. If a student device is damaged, SPS staff at the student’s school may investigate to determine if damage to devices resulted from negligence or intentional acts of vandalism. This investigation should take into factors that impact whether the student is able to understand proper device care including age and any disability. Examples of damage resulting from negligence or intentional acts of vandalism include but are not limited to:

- Drawing on devices using a permanent marker, etching words/graphics using a sharp object, or animal bite marks on the device
- Damage in several locations due to devices being mishandled or not cared for (e.g., screen is cracked, keyboard is damaged, keys are missing and the outer laptop casing shows signs of impact in several locations or laptop/tablet is returned in several pieces)
- Forceful damage, damage caused by impact using sharp or hard object(s), or damage by object(s) being jammed into the device ports
- Repeated pattern of damage if the student has caused damage to three or more devices in a school year
- Damage due to spilled beverages or food
- The device was completely submerged in water or other liquids

Disciplinary responses for damage to devices that resulted from negligence or intentional acts of vandalism will be determined at the discretion of SPS Administration.

In the event SPS technology is lost, stolen, or damaged, users are required to immediately notify SPS staff. SPS will take all reasonable measures to recover the lost property and to ensure the security of any information contained on the device.

Students are responsible for the cost of repairing or replacing lost or damaged equipment. Information regarding repair costs can be found on the SPS website.

5.3 Overnight or At-Home Use by Students

SPS school staff may provide students with SPS devices for overnight or at-home use at the discretion of the school's principal or the IEP team where appropriate. SPS students and a parent/guardian must sign the attached Assistive Technology Agreement prior to being assigned a device for overnight or at-home use. SPS school staff must adhere to privacy requirements under the Protection of Student Digital Privacy Act and parents and students should be aware that these devices may be accessed by SPS staff.

6: Code of Conduct

All students and parents must follow technology rules and regulations found in this document and the School Handbook. This document and the School Handbook outline responsible use and prohibited activities for students using SPS technology or accessing the SPS network. Schools may also require students and parents to sign school-specific agreements that detail technology check in/check out processes, identify school staff with specific technology-related roles, and establish school-specific rules.

Failure to follow these rules will be addressed under SPS student discipline regulations and policies and may result in losing access to the SPS network or SPS technology for increasing periods of time, provided that students are able to participate in and complete classwork through

alternative means and are able to receive all necessary Special Education and English Learner services. In some instances, misconduct may also constitute a criminal violation.

7: COPPA Consent

Sandwich Public Schools (SPS) is committed to providing the best education for your child. In order to do so, we utilize the most effective web-based tools and software applications for learning. As a district, we only authorize the use of tools and applications that support the implementation of our curriculum after they have gone through a thoughtful selection process, including a review of site privacy policies.

Our district utilizes several computer software applications and web-based services, operated not by this school, but by third parties. In order for our students to use these educational programs and services, certain personal identifying information, which may consist of the student's name, username, district e-mail address, grade level, age and/or date of birth, may be provided to the website operator strictly for educational purposes. Under the federal law entitled Children's Online Privacy Protection Act (COPPA), these websites must meet privacy expectations, provide parental notification, and obtain parental consent before collecting personal information from children under the age of thirteen. For more information on COPPA, please visit <http://www.ftc.gov/privacy/coppafaqs.shtm>.

The law permits schools to consent to the collection of personal information on behalf of all of its students strictly for educational purposes, thereby eliminating the need for individual parental consent given directly to the website operator.

This form, when completed and agreed to as part of the Student Handbook, will constitute consent for our schools to provide personal identifying information to operators of approved web-based educational programs and services strictly for educational purposes.

Please understand that as SPS moves forward with integrated technology as part of your child's education, the need for such information and permission is necessary to utilize applications and web-based services as part of the classroom instruction.

8. Appendix

8.1 Definitions and important terms:

SPS Staff - All SPS employees (full or part-time), contractors, agents, representatives or volunteers, or any other individual acting on behalf of SPS, who have access to the SPS network and SPS technology.

SPS Network - Internet, data, and network systems provided by SPS to all SPS students and staff.

SPS Technology - Computers, tablets, devices, and other technology provided by SPS to all SPS students and staff. Personal Information means information that, when used alone or in combination with other relevant data, can identify an individual.

Personal information includes, but is not limited to, full name, home or other physical address, screen name or username where it functions as online contact information, and a photo, audio, or video file containing an individual's image or voice.

Freedom of Information Act (FOIA) - The FOIA is a law that allows for the release of government documents at the request of an individual. A FOIA request can be made to the WPS for electronic documents/communications stored or transmitted through district systems unless that information could be detrimental to governmental or personal interests. For more information, visit <http://www.foia.gov/>

Family Educational Rights and Privacy Act (FERPA) - The FERPA law protects the privacy, accuracy, and release of information for students and families of WPS. Personal information stored or transmitted by agents of WPS must abide by FERPA laws and the WPS is required to protect the integrity and security of student and family information. For more information, visit <http://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html>

Children's Internet Protection Act (CIPA) - Requires schools that receive federal funding through the E-Rate program to protect students from content deemed harmful or inappropriate. WPS is required to filter internet access for inappropriate content, monitor the internet usage of minors, and provide education to students and staff on safe and appropriate online behavior.

Children's Online Privacy Protection Act (COPPA) - A federal law, which ensures the privacy and safety of their personal information online. This law permits schools to obtain signed parental consent for each child, with which we can agree to the collection of personal information by these parties, in the cases where it is needed for certain software to function properly. This eliminates the need for individual parental consent to be given directly to the web site operator or vendor and allows us to provide your child with the most effective web-based tools and applications for learning.

8.2 Attachments

8.2.1 Assistive Technology Device Receipt [Assistive Technology Device Receipt Form](#)

Staff Directory

Last Name	First Name	Position	EMAIL Address
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Aldrich	Kate	Gr. 1 Teacher	kaldrich@sandwich.k12.ma.us
Ashe	Sue	SPIN Teacher	sashe@sandwich.k12.ma.us
Azoff	Michelle	SPIN ESP	sashe@sandwich.k12.ma.us
Balkam	Sarah	Kdg. Teacher	sbalkam@sandwich.k12.ma.us
Barrette	Carolyn	ESP	cbarrette@sandwich.k12.ma.us
Baxter	Amy	Gr. 2 Teacher	abaxter@sandwich.k12.ma.us
Beers	Mary	Science Lab	mbeers@sandwich.k12.ma.us
Birmingham	Steve	Tech. Teacher	sbirmingham@sandwich.k12.ma.us
Bridges	Stephanie	Gr. 1 Teacher	sbridges@sandwich.k12.ma.us
Cahill	Lisa	ADE PE	lcahill@sandwich.k12.ma.us
Caleshu	Suzanne	PreK ESP	scaleshu@sandwich.k12.ma.us
Cartmill	Caroline	SPIN Teacher	ccartmill@sandwich.k12.ma.us

Casali	Mary	Pre-K ESP	mcasali@sandwich.k12.ma.us
Casino	Alyssa	ESP	acasino@sandwich.k12.ma.us
Cataldo	Emilie	P.T. (Collab)	ecataldo@sandwich.k12.ma.us
Connolly	Alex	SPED Teacher	aconnolly@sandwich.k12.ma.us
Crociati	Courtney	Kdg. Teacher	ccrociati@sandwich.k12.ma.us
Crosby	Julie	Health Teacher	jcrosby@sandwich.k12.ma.us
Crowell	Jill	SPIN ESP	jcrowell@sandwich.k12.ma.us
Cuneo	Amanda	ESP	acuneo@sandwich.k12.ma.us
Denardo	Nicole	PE Teacher	ndenardo@sandwich.k12.ma.us
DiGiacomo	Amanda	Tech. Support Specialist	adigiacomo@sandwich.k12.ma.us
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Dintino	Chris	Principal	cdintino@sandwich.k12.ma.us

Doherty	Melissa	SPED Secretary	mdoherty@sandwich.k12.ma.us
Domurat	Shannon	ESP	sdomurat@sandwich.k12.ma.us
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Earle	Kim	Speech	kearle@sandwich.k12.ma.us
Eastman	Cheryl	Gr. 1 Teacher	ceastman@sandwich.k12.ma.us
Eddy	Michelle	Math Intervention	meddy@sandwich.k12.ma.us
Edgar	Anne	School Psychologist	aedgar@sandwich.k12.ma.us
Elliott	Mary	Kdg. Teacher	melliott@sandwich.k12.ma.us
Ewing	Sabrina	Pre-K ESP	sewing@sandwich.k12.ma.us
Flannigan	Chris	Administrative Assistant	cflannigan@sandwich.k12.ma.us
Flynn	Carol	Gr. 2 Teacher	cflynn@sandwich.k12.ma.us
Franco	Jacqueline	PreK- ESP	jfranco@sandwich.k12.ma.us

Galvano	Lauren	Sandwich Partnership for Families	lgalvano@sandwich.k12.ma.us
Gelson-Cavanaugh	Amanda	Gr. 1 Teacher	acavanaugh@sandwich.k12.ma.us
Glover	Cynthia	Lunch Monitor	cglover@sandwich.k12.ma.us
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Harris	Cara	Pre-K Teacher	charris@sandwich.k12.ma.us
Hart	Kelly	Math Coach	khart@sandwich.k12.ma.us
Heller	Melanie	ELA Intervention	mheller@sandwich.k12.ma.us
Hickson	Beth	Kdg. Teacher	bhickson@sandwich.k12.ma.us
Howell	Chrissi	Gr. 2 Teacher	chowell@sandwich.k12.ma.us
Jackson	Maureen	Administrative Assistant SEL	mjackson@sandwich.k12.ma.us

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Keyes	Mary	OT	mkeyes@sandwich.k12.ma.us
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Linkewicz	Jennifer	SPIN ESP	jlinkewicz@sandwich.k12.ma.us
Litchman	Melissa	Gr. 2 Teacher	mlitchman@sandwich.k12.ma.us
Lopes	Liz	Nurse	llopes@sandwich.k12.ma.us
Maki	Shauna	Kdg. Teacher	smaki@sandwich.k12.ma.us
Manning	Lynn	O.T. (1.5 days)	lmanning@sandwich.k12.ma.us
McAdams	Kathryn	Gr. 2 Teacher	kmcadams@sandwich.k12.ma.us
McRae	Matt	PE Teacher	mmcrae@sandwich.k12.ma.us
Morgan	Lynn	Gr. 1 Teacher	lmorgan@sandwich.k12.ma.us

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Morrissey	Kristen	Lunch Monitor	cmorrissey@sandwich.k12.ma.us
Munk	Jennifer	Director of Early Learning	jmunk@sandwich.k12.ma.us
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Perdigao	Suzanne	PreK Teacher	sperdigao@sandwich.k12.ma.us
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Sbaldi	Kelly	Gr. 1 Teacher	ksbaldi@sandwich.k12.ma.us
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Shaw	Sydney	Administrative Assistant	sshaw@sandwich.k12.ma.us
Shaw	Mikayla	Spinnaker ESP	mshaw1@sandwich.k12.ma.us
Simkins	Penny	SPIN ESP	psimkins@sandwich.k12.ma.us
Smilie	Janet	PT-Interventionist	jsmilie@sandwich.k12.ma.us
Southworth	Noelle	Gr. 1 Teacher (.5)	nsouthworth@sandwich.k12.ma.us
St. James	Katie	SPIN Esp	kstjames@sandwich.k12.ma.us
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Tobey	Jean	SPIN ESP	jtobey@sandwich.k12.ma.us
Tofteroo	Karen	Music Teacher	ktofteroo@sandwich.k12.ma.us
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Trombly	Lauren	PT Interventionist	ltrombly@sandwich.k12.ma.us
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Valle	Margilyn	Lunch Monitor	mvalle@sandwich.k12.ma.us
Van Cleef	Mary	Math Interventionist	mvancleef@sandwich.k12.ma.us
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Weiner	Lori	SPED Teacher	lweiner@sandwich.k12.ma.us
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White	Nicole	Art Teacher	nwhite@sandwich.k12.ma.us
Wolcik	Paige	Pre-K ESP	pwolcik@sandwich.k12.ma.us

