

WINCHESTER
PUBLIC SCHOOLS



HANDBOOK FOR
ELEMENTARY SCHOOLS

2017- 2018

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Mission

To provide all students with an outstanding education in a nurturing yet challenging environment that fosters academic achievement, healthy social and emotional development, enthusiasm for education and a life-long love for learning.

Vision

To strengthen and promote Winchester's tradition of outstanding education for all, ours will be an exemplary public school system that works in partnership with students, parents, and the community to:

- ● Challenge every student appropriately and positively with a comprehensive curriculum that simultaneously emphasizes academic fundamentals, real-world skills, and healthy social and emotional development;
- Encourage every student and every teacher to reach his/her potential by providing a safe, nurturing, and rich learning environment that inspires leadership, enthusiasm for education, and a life-long love for learning;
- Prepare students to thrive in an increasingly complex, diverse world and to possess a strong sense of civic responsibility and citizenship;
- Value, support, recognize skilled and passionate teachers committed to educating our students as individuals and as members of a caring and connected community; and
- Embrace and cultivate communication to support effective student learning and healthy development and to improve community awareness of the issues, challenges, accomplishments, and achievements that together define out-school system.

We Value

- Quality teaching by teachers who are passionate learners capable of inspiring and motivating students through their mastery of content and pedagogy and their joy for teaching and learning.
- The unique strength of every student and we commit to nurture each as an individual and as a partner in learning.
- A rigorous and comprehensive academic program and the tools and materials to support it.
- Respect and sensitivity toward self and others.
- Rich interaction between students and teachers.
- An environment that promotes and cultivates a life-long love for learning.
- A positive school culture and a nurturing climate

SCHOOL INFORMATION

<p>Ambrose Elementary School 27 High Street Winchester, MA 01890 Principal: Leigh Petrowsky lpetrowsky@winchesterps.org School Hours: 8:45 2:50 Office Hours: 8:00 3:30 Early Release Day Dismissal: 11:45 Website: http://www.winchesterps.org/schools/ambrose_elementary_school/index.php</p>	<p>781-721-7012 781-721-7012 Fax: 781-721-5605</p>
<p>Lincoln Elementary School 161 Mystic Valley Parkway Winchester, MA 01890 Principal: Kelly Clough kclough@winchesterps.org School Hours: 8:30 - 2:35 Office Hours: 8:00 – 3:30 Early Release Day Dismissal: 11:30 Website: http://www.winchesterps.org/schools/lincoln_elementary_school/index.php</p>	<p>781-721-7017 781-721-2296 Fax: 781-721-7040</p>
<p>Lynch Elementary School 10 Brantwood Road Winchester, MA 01890 Principal: John Dupuis jdupuis@winchesterps.org School Hours: 8:45 - 2:50 Office Hours: 8:00 – 3:30 Early Release Day Dismissal: 11:45 Website: http://www.winchesterps.org/schools/lynch_elementary_school/index.php</p>	<p>781-721-7013 Fax: 781-721-4480</p>
<p>Muraco Elementary School 33 Bates Road, Winchester, MA 01890 Principal: Leslie West lwest@winchesterps.org School Hours: 8:30 — 2:35 Office Hours: 8:00 - 3:30 Early Dismissal: 11:30 http://www.winchesterps.org/schools/muraco_elementary_school/index.phpase Day</p>	<p>781-721-7030 781-721-7030 Fax: 781-721-0244</p>
<p>Vinson-Owen School 75 Johnson Road, Winchester MA 01890 Principal: Grant Smith gsmith@winchesterps.org School Hours: 8:30 - 2:35 Office Hours: 8:00 - 3:30 Early Release Day Dismissal: 11:30 Website: http://www.winchesterps.org/schools/vinson-owen_elementary_school/index.php</p>	<p>781-721-7019 781-721-7029 Fax: 781-721-2681</p>

WINCHESTER SCHOOL ADMINISTRATION

40 Samoset Road

781-721-7004

www.winchesterps.org

Superintendent of Schools	Dr. Judith Evans	781-721-7004
Assistant Superintendent of Schools	Dr. Jennifer Elineema	781-721-7006
Director of Finance	Ms. Ellen Whittemore	781-721-7080
Director of Special Education	Mrs. Pamela Girouard	781-721-7005
Director of Personnel	Ms. Laurie Kirby	781-721-7003

Winchester School Committee

Ms. Michelle Bergstrom

Mrs. Cindy Bohne

Mr. Chris Nixon

Mr. Chris Linskey

Ms. Susan Verdicchio Chair

Regular sessions of the School Committee are held at the Parkhurst School - School Committee Meeting Room at 7:00 p.m. Meetings are open to the public and are also televised on Winchester Cable TV Channel 9/37. Regular meetings are scheduled every 2nd and Tuesday of the month.

Winchester Parent Organizations

Winchester School Association (WSA)

All parents and guardians of school children in Winchester are also members of the Winchester School Association, an umbrella organization for the seven individual school parent associations. WSA provides enrichment programs for all elementary students.

Ambrose Co-Chairs: Michelle McCarthy and Azurae Hood <http://www.ambrosepto.org/>

Lincoln Co-Chairs: Anna Hood and Jennifer Feeley Hyzer <http://www.lincolnspace.net/>

Lynch Co-Chairs: Liz Schreiber & Stacey Princi: <http://www.lynchschooll.com/>

Muraco Co-Chair: Sara Brown <http://www.muracoparents.com/>

Vinson-Owen Co-Chairs: Myrna Chan-MacRae and Stacey Meyer <http://vinson-owen.com/>

Winchester Special Education Parent Advisory Committee

This is a town-wide committee to advise the school committee and school department in the area of Special Education and to facilitate communication within the community about Special Education. It also provides parents of children with special needs an opportunity to meet one another. Meetings are open to the public and are announced in school newsletters, the local paper and on community cable television.

Chair: Brenda Wilhoite Vice Chair: Deb DePeters <http://winspecialpac.org/>

School Councils

A school council is a representative, school building-based committee composed of the principal, parents, teachers, and community members required to be established by each school pursuant to Massachusetts General Laws Chapter 71, Section 59C. Each elementary school has a school council and parent elections are held in the fall.

STATEMENT OF NONDISCRIMINATION

Public schools have the responsibility to overcome, insofar as possible, any barriers that prevent children from achieving their potential. The public school system will do its part. This commitment to the community is affirmed by the following statements that the School Committee intends to:

1. Promote the rights and responsibilities of all individuals as set forth in the State and Federal Constitutions, pertinent legislation, and applicable judicial interpretations.
2. Encourage positive experiences in human values for children, youth and adults, all of whom have differing personal and family characteristics and who come from various socioeconomic, racial and ethnic groups.
3. Work toward a more integrated society and to enlist the support of individuals as well as groups and agencies, both private and governmental, in such an effort.
4. Use all appropriate communication and action techniques to air and reduce the grievances of individuals and groups.
5. Carefully consider, in all the decisions made within the school system, the potential benefits or adverse consequences that those decisions might have on the human relations aspects of all segments of society.
6. Initiate a process of reviewing policies and practices of the school system in order to achieve to the greatest extent possible the objectives of this statement.

The Committee's policy of nondiscrimination will extend to students, staff, the general public, and individuals with whom it does business. No person shall be excluded from or discriminated against in admission to a public school of any town or in obtaining the advantages, privileges, and courses of study of such public school on account of race, color, sex, religion, national origin, sexual orientation, gender identity or disability. If someone has a complaint or feels that they have been discriminated against because of their race, color, sex, religion, national origin, sexual orientation, gender identity or disability, their complaint should be registered with the Title IX compliance officer.

Position	Name	Phone #, Address in Winchester
Title 1 Coordinator:	Dr. Jennifer Elineema	781-721-7006, 40 Samoset Rd
Title II ADA Compliance Coordinator	Dr. Pamela Girouard	781-721-7005, 40 Samoset Rd
Title IV Civil Rights Coordinator	Ms. Laurie Kirby	781-721-7003, 40 Samoset Rd
Title IX Coordinator (employee related)	Ms. Laurie Kirby	781-721-7003, 40 Samoset Rd
Title IX Coordinator (student - Ambrose)	Ms. Leigh Petrowsky	781-721-7012, 27 High St
Title IX Coordinator (student - Lincoln)	Mrs. Kelly Clough	781-721-7017, 161 Mystic Valley Parkway
Title IX Coordinator (student - Lynch)	Mr. John Dupuis	781-721-7015, 10 Brantwood Rd
Title IX Coordinator (student - Muraco)	Ms. Leslie West	781-721-7030, .33 Bates Rd
Title IX Coordinator (student - VO)	Mr. Grant Smith	781-721-7019,75 Johnson Rd
English Language Education	Ms. Laura Shanahan	781-721-7030,33 Bates Rd
Homeless Education Coordinator	Dr. Judy Evans	781-721-7004, 40 Samoset Rd
504 Coordinator	Ms. Suzanne Ontso	781-721-7020, 80 Skillings Rd
Harassment Coordinator (Ambrose)	Ms. Leigh Petrowsky	781-721-7012, 27 High St
Harassment Coordinator (Lincoln)	Mrs. Kelly Clough	781-721-7017, 161 Mystic Valley Parkway
Harassment Coordinator (Lynch)	Mr. John Dupuis	781-721-7015, 10 Brantwood Rd
Harassment Coordinator (Muraco)	Ms. Leslie West	781-721-7030, 33 Bates Rd
Harassment Coordinator (Vinson-Owen)	Mr. Grant Smith	781-721-7019, 75 Johnson Rd

GENERAL INFORMATION

WINCHESTER PUBLIC SCHOOLS ATTENDANCE POLICY

Education in the Winchester Public Schools requires regular and punctual attendance to enhance high levels of participation on the part of its students. Parents and guardians of children who attend our schools have special responsibilities, one of which is to ensure that their children attend school regularly, as required by Massachusetts General Law Chapter 76, section 1. The law states that all children between the ages of six and sixteen must attend

school. Up to seven day sessions and fourteen partial day sessions may be excused by the school district within any six month period.

Absences and Tardy Information

A parent or guardian must call the school office if a student will arrive later than the school's starting time. Students who arrive late must check into the office with a parent/guardian. A parent or guardian must call the school office by 9:00 AM to notify the school that a child will be absent, tardy, or dismissed. If no call is received and a child is missing from his/her classroom, the school will call home to check on the child.

Excused Absence/ Excused Tardy

Students may be excused from school temporarily for the following reasons:

- Personal illness or quarantine
- Bereavement
- Observance of major religious holidays
- Emergency medical or dental treatment
- Extraordinary family circumstances (excused at the discretion of principal)

Early Dismissals

The public school day must be left free for school purposes. Children will be dismissed only for medical and dental appointments, which are unable to be scheduled after school, and for emergency situations. All written requests for dismissal are referred to the principal for approval and action.

Whenever a child is to be dismissed during the school day, due to parent request or illness, the child must be picked up at the office by a parent, guardian, or an adult designated by the parent. Children will not be allowed to walk home alone for any reason during school hours nor will children be allowed to wait outside for their rides.

Family Vacations

Scheduled school vacations occur in December, February, and April. Vacations taken at times other than designated school vacations are considered unexcused absences. Parents are strongly advised not to take vacations during school days and/or conferences, as children miss important instruction, discussion, and activities that allow guided practice of new skills. Instructional time that is missed while a child is on vacation cannot be replaced. Requests for advance work from classroom teachers for vacations during school days will not be honored. Students are responsible for making up missed work upon their return to school. Timelines for the completion of missed work are determined by the teachers. If such an absence is unavoidable, students are encouraged to keep a journal of their activities that may be shared with their classmates when they return to school. Families of students in Grades 3, 4, and 5 are reminded to be aware of MCAS testing dates in the spring.

Staying after School

Children may remain after school for special help, completion of work, or disciplinary reasons. The teacher and/or principal will notify and make appropriate arrangements with parents before a child remains after school. Children will not be detained after 3:15 unless transportation has been arranged.

Inclement Weather

"No School" Announcements

The Superintendent of Schools determines when school will be cancelled. Every effort will be made to call in "No School" announcements to the following television channels before 6:00 AM: WBZ (4); WIDH (5); WHDH (7) WFXT (FOX -25); WinCAM (37); and www.winchesterps.org

Normally, the decision is not made until the early morning hours of the day in question. The Superintendent may notify parents of a "No School" Announcement via an automated call placed through the school district's School Messenger system. It is imperative that the school office has updated contact information for all students at all times.

Delayed Opening

Due to weather conditions, the school district may call a Delayed Opening. Like the 'No School' Announcement, a "Delayed Opening" announcement may be reported on the television stations listed above, made to parents via an automated call made through School Messenger and/or reflected on the District's website at: <http://mail.winchesterps.org>

Please do not drop your child/children off more than 15 minutes prior to the stated delayed opening time. There is no adult supervision before this time. This is an important safety factor.

Emergency School Closing

Rarely, school is cancelled during a day that school is in session. If school is cancelled because of an emergency during the day (e.g., no heat in a building, impending severe storm, etc.), you will be contacted through the School Messenger system. Please be sure that the school has your most updated information and list of adults who have permission to take your child/children home should you be unavailable. Please note, also, that per standard dismissal procedures (such as when a child misses a bus), that children will not be dismissed to the custody of other parents, neighborhood families, etc., unless the school records (student information forms) indicate that it is permissible. These children will remain with school personnel until you or a designee arrives to pick them up.

Early Release Days

An early release day schedule for the year is distributed by the school and published in the local paper each fall. These afternoons are used for professional development and conferences with parents. Please check your school's early release day dismissal time. Lunch is not served on these days.

ACCOMMODATION FOR RELIGIOUS AND ETHNIC OBSERVANCES POLICY

The Winchester School District children from many different religious and ethnic backgrounds. Out of respect for our students' different religious and ethnic traditions, and to ensure fair and sensitive treatment of all students, the district shall:

- Place responsibility for implementation of this policy on the school principal;
- Distribute school calendars to teachers, staff, and families that include those major religious and ethnic holidays whose observance would require absence from school or other accommodations;
- Impose no penalty or detriment on students who participate in observances of their family's major religious and ethnic holidays;
- Provide ample and flexible accommodations to allow students to make up subject material, assignments, and assessments within a reasonable time (assuming students will not do school work or study during their absence);
- Take major religious and ethnic holidays into consideration when scheduling test preparation, tests, and long-term assignments;
- Avoid scheduling one-time events (field trips, athletic events, music or theatre performances, auditions, group photographs, back-to-school functions, and graduation) when possible on major religious and ethnic holidays. Some major religious holidays begin at sundown on the preceding evening (for example, Jewish Holidays of Rosh Hashanah, Yom Kippur, and first day of Passover);
- Not require students observing major religious or ethnic holidays to participate or face penalties for their non-participation in school-scheduled events, such as in try-outs, athletic contests, or music performances;
- Not prevent coaches and advisors from holding optional athletic practices on major religious and ethnic holidays;
- Not deprive any student absent from school because of a religious or ethnic holiday of any award or of eligibility or opportunity to compete for any award because of such absence.

SCHOOL LUNCH PROGRAM, SNACKS AND FOOD IN CLASSROOMS

Lunch

During the lunch period, children are afforded the opportunity to eat their lunch and socialize with peers. Students in grades K-5 may bring their own lunch to school or they can purchase a school lunch. School lunch menus are published monthly. The decision on whether to bring a lunch or purchase a school lunch is made on a daily basis. Classroom teachers collect school lunch orders when they take morning attendance. Milk (white, low fat or chocolate) is included with the school lunch. Milk or orange juice can also be purchased separately.

Lunch prices for the school year 2016-2017 are as follows:

- Lunch: \$3.00 each or Point of Sale purchase
- Milk: \$3.00/strip of 5 tickets or Point of Sale purchase
- A la Carte: \$6.25/strip of 5 tickets or Point of Sale Purchase

Menus can be found at: <https://schools.whitsons.com/ma/winchestcr-public-schools?page=menu>

Winchester schools participate in a federally subsidized lunch program for qualified families. Information is provided at the beginning of the school year.

Snacks

Teachers in grades K through 5 typically give students an opportunity to have a snack at some point during the school day. In grades K, 1, and 2, there is a snack period. In grades 3 through 5, students are encouraged to bring a snack, which can easily and neatly be consumed during work periods.

Food in Classrooms

During the school day, all elementary schools will require that parties and celebrations be food-free. Food will not be used as a reward or incentive for any student. are not allowed to share snacks or food with each other, either in school, on the bus, or at school sponsored events such as Field Trips.

PUPIL REPORT CARDS AND PARENT CONFERENCES

Common district report cards are issued three times per year.

Parent conferences are scheduled for each fall and spring. Parents or teachers may request conferences at other times, as needed.

HOMEWORK Grades K-5

We are committed to providing meaningful and relevant homework that fosters a love of reading and allows students the time to develop their skills and to explore their passions.

All students are encouraged to read every day at home, either with a family member or independently. Content-specific homework assignments will generally include some element of student choice and are designed to extend learning and build independence. Homework will not be assigned during weekends, holidays, and vacations.

It is not the expectation that parents take on the role of teacher or monitor for homework completion. Instead, parents can play a key role in encouraging learning, risk-taking, and exploration. Listed below are some suggestions for how students can explore their interests while connecting their learning to real-world applications.

While the suggestions listed below apply to students in grades K-5, your child's classroom teacher will provide you more specific homework guidelines that are developmentally appropriate for each grade level.

Reading:

- Read to self
- Read to a family member
- Read aloud to your child
- Listen to audio books

Writing:

- Journal (feelings or an event from the day)
- Keep a scrapbook highlighting key moments
- Write a letter or postcard
- Create lists

Math and Science:

- Play outside and explore the world around them
- Cook and bake
- Design a plan to improve...
- Create and build

Social/Emotional:

- Explore outside interests
- Free play
- Time with family
- Good night's rest

VOLUNTEERS

We value a strong home/school partnership and welcome the support of all members of our community. All volunteers serve at the discretion of the school faculty and staff and are subject to the Winchester Public School Volunteer Policy that is distributed in the fall and is available for parent and community viewing in the Principal's office.

CORI checks

M.G.L. c. 71, § 38R requires all schools in Massachusetts to conduct criminal background checks on current and prospective employees and volunteers, including those who regularly provide school related transportation to students and those who may have direct and unmonitored contact with children. The CORI law requires a

school or district to notify all persons for whom a CORI is requested that such information is being or may be obtained. Prospective employees and volunteers are required to complete and sign a CORI Request Form, which is available through the administrative assistant at each of our six elementary schools. The Request Form is used to document that we have provided you with notice that a CORI is being conducted and to verify your identity through a government issued form of photographic identification (usually a driver's license).

SCHOOL SAFETY

Fire Drills, Evacuation, and Relocation

In the event that a need arises that requires the evacuation of a school building, students will immediately leave the building accompanied by the staff and report to assigned locations. They will remain outside the building until the building is deemed safe by the proper authorities. If a situation arises where students must be evacuated and relocated, the school staff will escort them to a safe, predetermined location and the automated School Messenger system will be activated to notify you as to how you can pick up your children.

Emergencies are unexpected, unpredictable, and take many forms. No one can be fully prepared for everything that may happen, but some measures are helpful in any emergency. Each school has an Incident Management Team (INIT) comprised of Administration, Allied Health Care, teachers and other staff as needed. The Central Office also has an IMT. The school district has an IMT team made up of a representative from each school and the Central Office as well as representatives from Police and Fire. This team is co-chaired by Police, Fire, and a School representative. This team acts as a steering committee, developing plans, procedures and providing additional support to the school during an incident, including post incident evaluation and debriefing.

Intruder/ Shelter-in-Place

In the event that a circumstance outside is cause for a school to be secured (for example, a potentially dangerous individual in the area of a school or some kind of chemical polluting the air, etc.), the school would go into Intruder or Shelter-in-Place. An intruder means that each classroom will be secured by locking the doors, the students would be moved to an area of the room away from doorways and windows and wait quietly until the Incident Commander or the authorities informs the staff that the intruder is over and they may resume normal activities. No one will be allowed in or out of the building at that time. Shelter-in-Place would require locking all outside doors and closing windows and possibly turning off the ventilation system. Students and staff would be free to move about within the interior of the building only.

SPECIAL EDUCATION SERVICES

A student may be eligible to receive special education or related services under state and federal guidelines. Following a series of pre-referral activities such as the District Curriculum Accommodation Plan and Teacher Resource or Strategy Team, a child may be referred for a Special Needs Diagnostic Evaluation. After a comprehensive battery of tests, the child's parents/guardians and the diagnostic team members meet to discuss the test results and identify if an Individual Education Plan (IEP) is necessary. Upon completion of the evaluation, the evaluation team must answer the following questions:

1. Does the student have a disability? If so what type of disability?
2. Is the student making effective progress in school? If not, is the lack of progress a result of the student's disability?
3. Does the student require specially designed instruction in order to make effective progress in school or does the student require related services in order to access the general curriculum?

Special Education services available in the schools include resource room, speech and language therapy, occupational therapy, and physical therapy. These providers deliver specialized or remedial services to children to help them develop strategies and skills, which allow them to continue to experience success in the classroom. Children may be seen due to a specific learning disability, language processing, fluency, and voice disorders or a developmental delay.

SECTION 504 OF THE REHABILITATION ACT OF 1973

Section 504 of the Rehabilitation Act of 1973 is a Civil Rights Act, which prohibits discrimination against qualified persons with a disability in any program receiving Federal financial assistance. Section 504 defines a "disabled" person as anyone who: "Has a mental or physical impairment, which substantially limits one or more major life activities such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning and working, or the person has a record of such impairment or is regarded as having such impairment by others."

Notification of Non-Discrimination Policy:

The Winchester Public Schools prohibits discrimination on the basis of a disability and will not exclude such persons from participation in, deny to such persons the benefits of, or otherwise subject such persons to discrimination under, any program which receives Federal financial assistance (43 C.F.R. § 104-4).

Winchester Public Schools has the responsibility to identify and evaluate a child, to afford eligible children equal access and opportunity to receive all appropriate educational services.

What to do if you disagree with the school's determinations:

If the parent or legal guardian disagrees with Section 504 Team determinations or related actions by the Winchester Public School professional staff, he/she has a right to a meeting to reconsider these determinations/actions by a school Administrator, Please send a letter stating your reason for the meeting within 30 days of receipt of the Section 504 Team's decision. Send request to:

Suzanne Ontso,

Coordinator of Guidance/504 District Coordinator Winchester

High School

80 Skillings Road

Winchester, MA 01890

Telephone: 781-721-7020

You are also entitled to pursue a remedy through the United States Department of Education (USDOE) located at the Office for Civil Rights, New England Office:

U.S. Department of Education
33 Arch Street, Suite 900, Boston, MA 02110-1491

Telephone: 617-289-0111, TDD: 877-521-2172 Email: OCR Boston @ed.gov
<http://www.ed.gov/ocr/complaintprocess.html>

Parent and Student Rights under Section 504

1. To take part in and receive benefits from public education without discrimination due to handicapping conditions.
2. To have equal opportunity to participate in non-academic and extracurricular activities offered by the district.
3. To receive education in facilities comparable to those provided with non-handicapped students.
4. To be advised of your rights under federal law.
5. To receive notice with respect to a specific change in the placement of your child.

6. To receive all information in your native language and primary mode of communication.
7. To have evaluation, educational, and placement decisions made based upon a variety of information sources, and by persons who know the student, the evaluative data used and placement options.
8. To examine records related to identification, evaluation, educational program and placement.
9. To obtain copies of educational records at a reasonable cost.
10. To a response from the school system for reasonable requests for explanations and interpretations of your child's records.
11. To request amendment of your child's records if there is reasonable cause to believe they are inaccurate or in violation of child's privacy rights. If the school denies this request, you will be notified within a reasonable time and advised of your right to a hearing.
12. To have transportation provided to and from alternative placement setting at no greater cost to you than would be incurred if your child were placed in a program operated by the district.
13. To file a grievance with the school district over an alleged violation of Section 504 regulations.
14. To request an impartial hearing related to decisions or actions regarding your child's identification, evaluation, educational program, or placement.
15. You and your child may participate in the hearing and have an attorney represent you. You have a right to ask for payment of reasonable attorney fees if you are successful on your claim.

WINCHESTER PUBLIC SCHOOLS SECTION 504 GRIEVANCE PROCEDURE

If you believe that your child has been subjected to discrimination on the basis of disability, you may file a grievance under this procedure.

Procedure:

- Grievances must be submitted to the Section 504 Coordinator within 10 days of the date you become aware of the alleged discriminatory action.
- A complaint must be in writing, containing your name and address. The complaint must state the problem or action alleged to be discriminatory and the remedy or relief sought.
- The Section 504 Coordinator (or her/his designee) shall conduct an investigation of the complaint. This investigation may be informal, but it must be thorough, affording all interested persons an opportunity to submit evidence relevant to the complaint. The Section 504 Coordinator will maintain the files and records of Winchester Public Schools relating to such grievances.
- The Section 504 Coordinator will issue a written decision on the grievance no later than 30 days after its filing.
- You may appeal the decision of the Section 504 Coordinator by writing to the Superintendent within 15 days of receiving the Section 504 Coordinator's decision. The Superintendent shall issue a written decision in response to the appeal no later than 30 days after its filing.

- The availability and use of this grievance procedure does not prevent you from filing a complaint of discrimination on the basis of disability with the U. S. Department of Health and Human Services, Office for Civil Rights.

Contact Information:

Ms. Suzanne Ontso
504 District Coordinator
80 Skillings Road
Winchester, MA 01890

Life Threatening Allergies

It is the policy of the Winchester School Committee to ensure full access to a free and appropriate education for all students within the Town of Winchester, including students with life-threatening allergies (LTAs), by establishing age-appropriate procedures and guidelines that minimize the risk for students with LTAs. The procedures and guidelines on LTAs exist at both the district and school building levels.

Winchester Public Schools cannot guarantee an allergen-free environment for all students with LTAs, but we are committed to working towards minimizing the risk of exposure to food allergens that pose a threat to those students, educating the community and maintaining and regularly updating a system-wide protocol for responding to their needs. A system-wide effort requires the cooperation of all parties within the system, beginning with parents notifying school personnel regarding their child's medical condition, including any known allergies.

The goal of the Winchester Public Schools is to engage in a system-wide effort to:

- Prevent any occurrence of LTA reactions
- Prepare for any allergic reactions
- Respond appropriately to any allergy emergencies

In accordance with the following procedures and protocols, an Emergency Allergy Action Plan (EAAP) and an Individual Health Care Plan (IHCP) will be developed for each student after receipt of written notification from the student's parent of a physician-diagnosed LTA. Parents of children with LTAs, asthma or medical issues should meet with the school nurse to develop Individual Health Care Plans.

HEALTH SERVICES

Winchester School Health Update: A health update request for each student is sent home by the school nurse at the beginning of each school year. Parents are required to complete this form annually and return it to school. This form is necessary to keep student health records current.

Health Entry Requirements

- Immunizations: All immunizations must meet Massachusetts's minimum requirements and must be certified in writing by a licensed physician. The Commonwealth's School Immunization Law, General Laws Chapter 76, requires the following immunizations of all children entering kindergarten:
 - DPT (Diphtheria, Pertussis, Tetanus) - 5 or more doses.
 - DT - Booster every 10 years.
 - Oral Polio - 4 or more doses.
 - MMR (Measles, Mumps, Rubella) - 2 doses.
 - Varicella vaccine or medical documentation of Chicken Pox for all students entering kindergarten. (2 doses)
 - Hepatitis B vaccine series is required for all children.
 - Exemption is possible for medical or religious reasons. See the school nurse for more information.
- Mandated Preschool Vision Screening: All students entering kindergarten in 2008, or after, are now required to have new stereopsis vision screening by the child's physician.
- Lead Screening: Required for all students entering kindergarten.
- Physical Examinations: All students entering as new students (including transfer and kindergarten) must have written proof of a physical exam by their private physician.
- Fifth Grade Physical Examinations: The Massachusetts Department of Public Health, School Health Unit, now requires all 5th grade students to have a complete physical exam before they transition to McCall. An examination completed between June 1, 2017 and June 1, 2018 will be accepted. Please forward the required documentation to the school nurse in September if your child had an exam during the summer and throughout the school year as the exams are completed.
- Health History: A health update form is sent home at the beginning of each school year to students in grades K-5. Parents are required to complete these forms to enable the school to keep health records current.

Illness

A child should remain at home for his or her own welfare and for the protection of other students if he or she has any of the following:

- a severe cold
- persistent cough
- sore throat or swollen glands accompanied by a fever
- an undiagnosed rash or skin eruptions
- earache ■ red eyes or drainage from the eyes
- vomiting or diarrhea within the past 24 hours
- a fever during the past 24 hours

If a child becomes ill at school, parents will be notified and will be expected to provide transportation for their sick child. Children will not be allowed to leave school alone and should be picked up from the school health office.

Medication

The school nurse is the only school personnel authorized to administer medication. (Other designated personnel may be authorized to give medication to a student while away from school on a field trip or in an emergency, life- threatening situation.) Whenever possible, the medication schedule should be adjusted to fall outside school hours. If it is not possible, a written, signed, dated request must be made by the physician and the parent authorizing the dispensing of medication in school. Written authorization from the parent/guardian only is needed for over-the-counter medications.

An authorized adult should deliver the medication to the school nurse or secretary. No student should carry medications on the school bus or in the school building. If a parent prefers, he/she may come to school and administer the medication.

Screening

The following health screenings are administered to all students:

- VISION - screening performed annually in grades k-5
- HEARING screening performed annually in grades K-3
- POSTURAL screening performed annually in grade 5
- HEIGHT & WEIGHT - measured in grades k-5
- PEDICULOSIS - grades k-5

Communicable Diseases

- Chicken pox: Isolation from school for (1) week following appearance of rash. All eruptions must be dry and scabbed over. Most children are now immunized.
- Strep Throat (including Scarlet Fever): Children may return to school after being on adequate antibiotic medication for 24 hours and after being without fever for 24 hours.
- Rashes: Undiagnosed rashes are considered contagious and children should remain at home until a diagnosis has been made.

Pediculosis (Head lice) Guidelines

- Provide effective management of head lice in school.
- Minimize student absences due to head lice infestation
- Educate community about head lice: prevention, identification, and management.

Pediculosis Procedure:

If a child is found to be infested with lice, he/she will be referred to the parent or guardian for appropriate treatment. The child may return to school after adequate treatment in consultation with the school nurse, The nurse may exclude a student until the treatment is deemed satisfactory for re-entry. If there are two or more identified cases in one classroom parents will be notified. When a parent/guardian discovers head lice on their child, please notify the school nurse so appropriate precautions can be taken to prevent their spread to

TRANSPORTATION POLICY

Bus - for All Students

School Bus schedules and routes are published in the Winchester Star newspaper approximately one week before the start of school. Bus schedules and routes may also be obtained by contacting the Winchester School Department Business Office. If the published route or schedule does not meet your needs, please contact the School Department Business Office at (781) 721-7001 to discuss possible modifications or alternatives. There is a fee for bus service for all students who live less than two miles from school in grades K-5. Students must have a bus pass in order to board the bus. The application and fee structure can be found on the district's website.

STUDENT CONDUCT ON SCHOOL BUSES

Procedure for Drivers and Parents:

In case of any misconduct on a bus, the incident will be reported on the proper form to the school principal. In case of a repetition by the same student, the principal will suspend the student's transportation privileges with written notice to the parent. Bus privileges may be denied permanently if a third incident occurs, following a conference with the Superintendent of Schools or designee. The responsibility for transportation will rest with the parent if the privilege is denied.

Loading and Unloading at Bus Stop:

Riders must be on time. Bus drivers will not wait. Riders will enter or leave the bus at regular stops only. Orderly behavior and respect for private property will be required. Instructions and directions of the driver must be followed by the riders when entering or leaving the bus and while in transit.

Required Conduct On the Bus: Riders must remain in seats when the bus is in motion. Whistling and shouting are not permitted. Profanity and obscene language are forbidden. Smoking/drugs/alcohol are prohibited. The following disturbances are prohibited:

- Harassment of others
- Bullying
- Pushing or wrestling
- Annoying other passengers or disturbing their possessions
- Talking to the driver
- Throwing objects within the bus or out of windows
- Climbing over seats
- Leaning out of windows
- Littering

Parents will be held responsible for any defacing or damaging of the bus. Parents and students will be informed of these regulations at the beginning of each school year. The same standards of conduct and any written rules that apply during the school day will apply on the buses.

Walkers

1. Walk only on sidewalks. Be certain not to walk in streets or on private property.
2. Look both ways before you cross the street.

ANTI-BULLYING POLICY

The Winchester Public Schools is committed to providing a safe, positive and productive educational environment where students can achieve the highest academic standards. No student shall be subjected to bullying, or cyber-bullying within the school community. As required by Massachusetts law, Winchester Public Schools has adopted an Anti-Bullying Policy. Below is an age appropriate description of the types of conduct which students are expected to avoid in order to help prevent bullying:

Bullying Prevention.

You can help prevent bullying from happening if you follow this code of behavior.

- Be kind to each other.
- Do not use words that would cause a classmate to feel sad, upset, or ashamed.
- Keep your hands to yourself. Do not kick, punch, pinch, or touch another student. Never touch another student in a way that might hurt them.
- Consider other people's feelings at all times before you speak. Try your best not to hurt others' feelings.
- Do not say or do anything to threaten another student.
- Do not do or say anything that would make another student scared.
- Do not tease, taunt, mock, embarrass, or humiliate your classmates.
- If you are being bullied, tell an adult right away.
- If you know another student is being bullied, tell your teacher, principal, parents, or another adult right away.
- Review and follow our [anti-bullying policy](#).
- If you bully another student, you will be disciplined, up to and including a long-term suspension from school.

Cyber-bullying Prevention

You can help prevent cyber-bullying from happening if you follow this code of behavior.

1. Do not write anything in an email, text, tweet, Facebook post, or in any other electronic forum that you would not say out loud for everyone to hear. Remember, these written messages are out of your control once you send or post them, and they may continue to exist long after you have deleted your copy.
2. Follow the rules above under “bullying” and apply them to electronic communications.
3. Remember that only one text, tweet, email, Facebook post, etc. may be cyber-bullying. We encourage parents and students to read our anti-bullying policy together to ensure that they both understand that various definitions of cyber-bullying.
4. If you are being cyber-bullied, tell an adult right away.
5. If you know another student is being cyber-bullied, tell your teacher, principal, parents or another adult right away.
6. Review and follow our [anti-bullying policy](#) (it includes cyber-bullying).
7. If you engage in cyber-bullying, you will be disciplined, up to and including long-term suspension from school.

STUDENT DISCIPLINE

As required by Massachusetts law, General Laws Chapter 71, Sections 37, 37H, and 37H^{1/2}, Winchester Public Schools has adopted a comprehensive policy regarding student discipline, including procedures and including provisions regarding discipline of students on an IEP or a 504 plan and including hazing.

Set out below is a Code of Behavior which will help students avoid behavior which could result in discipline.

Harassment

The Winchester Public School system is committed to providing faculty, staff and students an environment which allows them to pursue their careers and studies in physical and emotional safety. Therefore schools and offices must be free of any type of harassment or physical threat to well-being. All persons associated with the school system, including, but not limited to, the school committee, the administration, faculty, staff and students are expected to conduct themselves at all times so as to provide an atmosphere free from harassment. These same individuals are strongly encouraged not to tolerate, even by silence, any violation of this policy by others.

Definition of Harassment refers to conduct, behavior, or comments that are personally offensive, degrading, or threatening to others. This policy refers to, but is not limited to, insulting or harmful comments or actions based on a person's color, race, gender, religion, sexual orientation, national origin, physical characteristics, gender identity, or disability. Examples of harassment include, but are not limited to, name calling, threats, unsolicited physical contact, unwelcome and insulting comments and gestures, and the display or circulation of written materials or pictures that are degrading or offensive to any individual, ethnic, racial, religious or gender group.

Please see the full School Committee policy and procedures on harassment (including sexual harassment) and other forms of illegal discrimination.

Hazing

1. Do not make your classmates do anything harmful or humiliating in order for them to be able to join a team, group, or club.
2. Seek to include others in activities whenever possible without asking them to first pass a "test" or perform a task.
3. If you are being hazed, or know that another student is being hazed, tell an adult right away.
4. If you participate in hazing or fail to tell an adult that another student is being hazed.

Vandalism

1. Take care of your property and that of others.
2. Be certain that you do not mark or deface property.

3. Notify teachers, supervisors, or the Principal when you see someone destroying or defacing property.
4. Bring no knives or sharp things that could cut or mark desks, clothing, or anything inside or outside.
5. Do not write on walls or on any surface of the building.

Smoking

In accordance with the Educational Reform Act of 1993, smoking is prohibited in all schools, on school grounds, and at all school-sponsored activities whether held on or off school property.

Students identified as having special needs

L. All students are expected to meet the requirements for behavior as set forth in this handbook. The IDEA and M.G.L.c. requires that additional provisions be made for students who have been found by an evaluation team to have special needs and whose individualized program is described in an Individualized Educational Plan (IEP).

A) Students with special needs may be suspended for up to ten (10) consecutive days. Such suspensions may be carried out without any further or additional process. Students with special needs may also be suspended in excess often (10) cumulative days as fully outlined under M.G.L.c. 71B and the Individuals with Disabilities Education Act.

B) Suspensions or exclusions in excess often (10) consecutive days or ten (10) cumulative days may also occur provided that the conduct for which the student is being disciplined is not a manifestation of his/her disability and the district provides educational services which will allow the student to access the general curriculum and to make progress toward his/her goals.

2. The IDEA and M.G.L.c. 71B allow school personnel to move a student with disabilities to an interim alternative educational setting (IAES) for up to forty-five (45) school days if that student is in possession of a dangerous weapon at school or a school function or on school property, is in possession or uses a controlled substance or sells or solicits the sale of a controlled substance while at school or a school function or on school property, or inflicts serious bodily injury on a person, including himself/herself. The appropriate interim alternative educational setting shall be determined by the IEP team.

3. The IDEA and M.G.L.c. 71B also allow school personnel the option of asking a hearing officer or a court to move children with disabilities to an interim alternative educational setting for up to forty-five (45) school days, if they are substantially likely to injure themselves or others in their current placement.

4. When a special needs student has been suspended for more than ten (10) consecutive or cumulative days in a school year, such that a substantial change in placement is occurring or will occur, the IEP team will meet to conduct a manifestation determination. Relevant members of the team meet for the manifestation determination, and they answer two questions, after reviewing relevant documents and the misconduct of the student:

Is the misconduct the result of failure to implement the student's IEP?

Is the misconduct caused by or does it have a direct and substantial relationship to the student's disability?

A summary of the manifestation determination review will be written and a copy provided to the parent(s)/ guardian(s) as soon as possible after the review but no later than five (5) school days after the review.

5. If the team finds that the misconduct was not a manifestation of the student's disability, then the student may be disciplined according to the discipline policy in this handbook. The student will receive educational services during this period of suspension or exclusion. If the team finds that the misconduct was a manifestation of the student's disability, then the school may still be able to implement an IAES (see #3 above). If the IAES is not possible, then the student will remain in his/her current placement, and the team will arrange for a functional behavioral assessment (if one has not been conducted on the student) and the development or modification of a behavior intervention plan.

6. The principal (or designee) will notify the special education office of the suspendable offenses of a special needs student, and a record will be kept of such notices.

Students identified as having a disability and provided with a Section 504 plan

1. Students are expected to meet the expectations for behavior identified in this handbook. A student on a Section 504 plan may be disciplined like any other non-disabled student. However, if the student is going to be suspended for ten (10) or more consecutive days, expelled or suspended for more than ten (10) cumulative days (and there is a change in placement as a result), then a manifestation determination review shall be conducted. The student's 504 team shall convene, and answer two questions, after reviewing relevant documents and the misconduct of the student:

[s the misconduct the result of failure to implement the student's 504 plan?

Is the misconduct caused by or does it have a direct and substantial relationship to the student's disability?

A summary of the manifestation determination review will be written and a copy provided to the parent(s)/ guardian(s) as soon as possible after the review but no later than five (5) school days after the review.

Discipline of Students Not Yet Determined Eligible for Special Education

The IDEA protections summarized above also apply to students who have not yet been found eligible for IEPs if the school district is deemed to have knowledge that the students were eligible for IEPs before the conduct that precipitated the disciplinary action occurred. The IDEA provides that a school district is "deemed to have knowledge" if:

- (1) the child's parent had expressed concern in writing to district supervisory or administrative personnel or the child's teacher that the child needs special education and related services;
 - (2) the child's parent had requested an evaluation of the child to determine eligibility for special education services;
- or
- (3) the teacher of the child or other school district personnel had expressed specific concerns about a pattern of behavior by the child directly to the district's director of special education or to other supervisory personnel.

However, a school district is not "deemed to have knowledge" if the district evaluated the student and determined that the child was not eligible for special education services or the child's parent refused an evaluation of the child or (DEA services. If the school district has no knowledge that a student is an eligible student under the IDEA before taking disciplinary measures against the student, the student may be disciplined just as any other student may be. If, however, a request is made for an evaluation to determine eligibility while the student is subject to disciplinary measures, the district must conduct the evaluation in an expedited manner. Pending the results of the evaluation, the student must remain in the educational placement determined by school authorities, which may include suspension or expulsion without services. If the student is determined eligible for an IEP as a result of the evaluation, the school district must provide the student with special education and related services in accordance with the IDEA.

Memorandum of Understanding

The Winchester Public Schools, the Winchester Police Department, and the Middlesex County District Attorney's Office agree to coordinate their response to violent, delinquent, or criminal acts by students and to

alcohol and other drug abuse, which occur on school premises or at school-related events. To ensure a safe educational environment, this collaborative effort between school administration and law enforcement supports "zero tolerance" for drugs, alcohol, weapons, and violence. Non-students involved in such acts on school premises or at school events are to be reported as students are. The full agreement is available in the principal's office.

STUDENT RECORDS

Winchester Public Schools has adopted a student record policy which implements the Family Educational Rights and Privacy Act of 1974 (FERPA) and Massachusetts regulations, 603 CMR23.00. That policy, including non-custodial parents' rights, should be considered an important part of this Handbook.

STUDENT ACCEPTABLE USE POLICY

Winchester Public Schools has adopted an Acceptable Use policy for students should be considered an important part of this Handbook. A summary is set out below.

STUDENT PRIVILEGES

Students may use the Internet to:

- Locate material to meet educational needs.
- Participate in distance learning activities.
- Ask questions of and consult with experts.
- Communicate with other students and individuals for educational purposes.

All students at the elementary school will use the Internet under the direct supervision of the teacher.

STUDENT RESPONSIBILITIES

Students will:

- Treat the people you "meet" on the Internet with respect.
- Treat computers responsibly.
- Act as a representative of the school by showing responsibility.
- Tell a teacher or another adult if any inappropriate sites are accessed by accident.
- Follow all of the instructions given and stay only in the areas the teacher suggests.
- Actively use the information found on the Internet in learning (projects, reports, and discussions).
- Respect documents of classmates-no reading, deleting, copying or modifying of classmates' files.
- Never give out personal information online (addresses, phone numbers, pictures, etc.) or arrange personal meetings with anyone met online.

