

Douglas Elementary School



Student/Parent Handbook 2021 – 2022

Grades 2 – 5

Main Office (508)-476-4200

Superintendent of Schools
Paul Viera, Ed.D
(508)-476-7901

Jon Bell
Principal

Matthew Aronian
Dean of Students

Laura St. Pierre
School Secretary

**19 Davis Street
Douglas, MA 01516**

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Douglas Elementary School

Student/Parent Handbook

2021 – 2022

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Approved by Douglas
School Committee on:
3/10/2021

**DOUGLAS PUBLIC SCHOOLS
2021-2022
SCHOOL CALENDAR**

REVISED on:
5/19/2021

		July 2021	January 2022																																																																																																					
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24	NO SCHOOL ~ Thanksgiving Recess	December 2021	June 2022	15	Graduation 180th Day of School ~ Last Day if NO Snow Days are used																																																																																																			
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1/2 DAY
(RELEASE DAY)
NO SCHOOL
PROF. DEV. DAY
NO SCHOOL
VACATION/ HOLIDAY
1/2 DAY - BY SCHOOL ONLY

△	= 1/2 DAY (RELEASE DAY)
◇	= NO SCHOOL PROF. DEV. DAY
□	= NO SCHOOL VACATION/ HOLIDAY
○	= 1/2 DAY - BY SCHOOL ONLY

Progress Reports/Report Cards - Dates Issued – 2021 – 2022

Progress reports are issued at the mid-point of each of the three trimesters. Not all students will receive a progress report each trimester. Rather, these progress reports will only be given to students demonstrating weakness in their core academic subjects. Report cards for all students are issued at the end of each of the three trimesters, according to the schedule below:

2021-2022 School Year	Progress Reports Issued	Report Card Grades Close	Report Cards Issued
First Trimester	October 22	December 1	December 8
Second Trimester	January 28	March 14	March 21
Third Trimester	May 6	June 8	June 15



In order to promote strong home-school communication, and to keep parents/guardians better informed of their child's academic progress, parents/guardians are provided access the iPass iParent feature in order to view their child's report cards. Parents may log in to the Parent Portal to view their child's attendance data and biographical data. Parents of students in grades 2-5 may view report cards online.

Detailed instructions for accessing iParent are available on the District website, at <http://www.douglasps.net>. The directions are as follows:

- Once you are on the website, go to the iPass link on the left-hand side of the district homepage
- When you click on this link, you will be taken to the login page. There you will see a form containing instructions on how to register for iParent portal access. You will be asked to enter your name, your student's name, his/her date of birth, city of birth, and your student's ID number, which you will find on the report card. You will then be asked to choose a username and password. (Just so you are aware, if at any time you do not remember this password, we do not have access to it; you will need to request a new password.)

If you have difficulties logging in or need your password reset, please send an email to iparent@douglasps.net.

Weekly e-mail and blog updates are also sent out by the Principal. I encourage you to sign up for these updates!

**Douglas Public Schools
School Committee**

Heather Morin, Chairperson
Rebecca Charniak, Secretary
Lisa Brown
Julie Moulder
Monique Salvas

Central Administration

Paul Viera, ED.D <i>Superintendent of Schools</i>	508-476-7901
Cortney Keegan <i>Business Manager</i>	508-476-4037
Tara Sobaleski <i>Director of Special Education & Student Services</i>	508-476-4035
Cindy Socha <i>Director of Curriculum & Instruction</i>	508-476-2154
John Calabresi <i>Director of Technology</i>	508-476-4100 x 2111
<u><i>District-Level Supervisors / Directors</i></u>	
<i>Special Education Coordinator</i>	508-476-4035
Raquel Hammond <i>Director of Food Services</i>	508-476-3332 x 2253

Douglas Public Schools Mission Statement

The Douglas Public Schools offer diverse learning experiences that meet the academic, social, physical, and emotional needs of all students. We provide a safe, supportive, and challenging learning environment in which students may achieve academic success and personal growth.

Decisions are made in the best interest of our students.



Statement of Non-Discrimination

The Douglas Public School District strives to provide a safe, respectful, and supportive learning environment in which all students can thrive and succeed in its schools. The Douglas Public Schools prohibits discrimination on the basis of race, color, sex, gender identity, religion, national origin, sexual orientation, or homelessness and ensures that all students have equal rights of access and equal enjoyment of the opportunities, advantages, privileges, and courses of study. (As mandated by Chapter 622 of the Massachusetts Acts of 1971 and Chapter 282 of the Acts of 1993, General Laws Chapter 76, Section 5; and Chapter 199 of the Acts of 2011, amended statutes G.L.c. 76, & 5)

All inquiries regarding compliance with Title IX and Chapter 622 should be made to Nancy T. Lane, Superintendent of Schools, or may be reported directly to the director of the Regional Office for Civil Rights, Department of Health Education and Human Service, Regional, JFK Federal Building, Room 1875, Boston, MA 02203 (617)-568-1350 TDD (617)-565-1343.

In addition, federal law prohibits discrimination due to handicap in educational programs or activities receiving federal financial assistance. In accord with the requirements of Section 504 of the Rehabilitation Act of 1973, the Douglas Public School District hereby makes notice that it does not discriminate in any educational program or activities or in employment therein. Any inquiries concerning the application of Section 504 to the practices and policies of the Douglas Public Schools may be addressed to Nealy Urquhart, Assistant Superintendent for Student Support Services, or to the Director's Office for Civil Rights, Department of Health, Education and Welfare, Washington, D.C. 20201.

Douglas Elementary - Faculty/Staff Roster - 2021 – 2022		
LAST NAME	FIRST NAME	POSITION
ADMINISTRATOR		
Bell	Jon	Principal
Aronian	Matthew	Dean of Students
OFFICE STAFF		
St.Pierre	Laura	Principal's Secretary
Gosselin	Heather	Clerk
OFFICE OF STUDENT SUPPORT		
Bartolini	Los	Secretary
		Special Education Team Chair Person
		Special Education Coordinator
Sobaleski	Tara	Director of Special Education & Student Support
SECOND GRADE TEAM		
Forest	Michelle	Grade 2 Teacher
Katz	Cheryl	Grade 2 Teacher
Molvar	Melissa	Grade 2 Teacher
Tedisky	Marlena	Grade 2 Teacher
Waggenheim	Vanessa	Grade 2 Special Education Teacher
Biagioni	Sue	Paraprofessional
THIRD GRADE TEAM		
Gauthier	Kathy	Grade 3 Teacher
Hippert	Danielle	Grade 3 Teacher
Jost	Kathy	Grade 3 Teacher
LaFortune	Lisa	Grade 3 Teacher
Jeznach	Leslie	Grade 3 Special Education Teacher
Steinstra	Cheryl	Paraprofessional
FOURTH GRADE TEAM		
Babola	Erin	Grade 4 Teacher
Bodwell	Allyson	Grade 4 Teacher
Dagenais	Stephanie	Grade 4 Teacher
Farland	Leah	Grade 4 Teacher
Walsh	Sadie	Grade 4 Special Education Teacher
Salisbury	Marissa	Paraprofessional
FIFTH GRADE TEAM		
Babigian	Michelle	Grade 5 Teacher
Baldyga	Amy	Grade 5 Teacher
Bertone	Julie	Grade 5 Teacher
Rusack	Sharon	Grade 5 Teacher
Morgan	Sean	Grade 5 Special Education Teacher

Wood	Janice	Paraprofessional
SPECIAL EDUCATION		
Sawyer	Cassie	Flex Center Teacher
Schultheiss	Linda	Special Education Teacher
Ghiorse	Dawn	Academic Center Teacher
DeWitt	Theresa	ABA
Ekstrom	Kaylin	ABA
Kazijian	Heather	ABA
Nault	Aly	ABA
Vierck	Logan	ABA
McKelvie	Leah	ABA
Pigott	Kelly	ABA
Russo	Jaime	ABA
Bagley	Emily	ABA
		ABA
Green	Alex	Paraprofessional
RELATED ARTS SPECIALIST TEAM		
Smith	Paul	Physical Education Teacher
Moniz	David	Music Teacher
Scafidi	Michael	Art Teacher
LIBRARY PARAPROFESSIONAL		
Tringali	Steven	Library Paraprofessional
TECHNOLOGY SUPPORT		
Villemaire	Scott	Technology Support
GUIDANCE/PSYCHOLOGIST		
Blessing	Jocelyn	Adjustment Counselor
Thompson	Carolyn	Psychologist
TITLE SERVICES		
Cordani	Laura	Reading Specialist
Taudel	Cynthia	Math Specialist
Plamondon	Sarah	Paraprofessional
		Paraprofessional
		Paraprofessional
		Paraprofessional
OT/PT/Speech		
Harvey	Lesley Ray	Speech Pathologist
Jones	Marcia	Physical Therapist
Kewley	Barbara	SLPA

Flynn	Shauna	Occupational Therapist
Fournier	Lauren	BCBA
NURSE		
Brundage	Melanie	Nurse
Tarentino	Heather	Nurse
FOOD SERVICE		
		Food Service Director
McManus	Crystal	Cafeteria Manager
Houle	Dianna	Cafeteria
McGloin	Lisa	Cafeteria
CUSTODIANS		
Pope	David	Custodian
Mayotte	Jeff	Custodian

School Hours

School hours for Douglas Elementary School are 8:15 – 2:45. Students may enter the building from **8:10** on, and should report to their homeroom on time. Students who have not reported to homeroom by **8:20** will be marked tardy, and should report directly to the principal's office before going to class. Students will not be allowed to enter the building before 8:05 in order to ensure safety through proper supervision.

Bus Transportation

In order to reduce traffic congestion, we strongly urge students to take advantage of available bus transportation, and ride the bus whenever possible. Buses will drop off and pick up students behind the Douglas Elementary School.

If there is no one at the bus stop to receive a student at the end of the school day, the student will be returned to the Elementary School. Parents will be contacted to pick their child up at the school.

Students will not be allowed to take any bus other than their own designated bus. Please arrange alternate transportation for after school social events or activities.

The address from which and to which students are transported by bus should be consistent five days a week.

Bus Conduct

For an inclusive view of district's policies for transportation please go to the District Policy Manual and reference policies: EEA, EEAA & EEAE.

Parent Drop-Off

Students are to be dropped off on the school side of Davis Street avoiding the need to cross the road during extremely busy times. All parents should enter via Gleason Court and exit Davis Street via Route 16. When it is necessary to drive students to school, all students will be dropped off in front of the school and enter through the main entrance. Students are to remain in their vehicles until school personnel is present to accept them. Parents dropping off students after 8:20 should accompany them into the building and sign them in at the main office. **Parents are reminded not to park in reserved spaces or in such a manner as to block egress from these spaces.**

Parent Pick-Up

Students will be dismissed at 2:45 each day. To maximize the safety and security that we wish to provide for all of our students, any adult who plans to pick up a student should pick him/her up and sign him/her out at the Elementary School West Entrance (next to the Music Room). Please send a note to your child's teacher if your child is going to be dismissed early or parent pick up.

Walkers

In an effort to increase student safety, Elementary School students are not allowed to walk or ride their bike home alone. If students will not be taking bus transportation, an adult must pick them up at school.

Dismissals

Parents should make every effort to avoid dismissals during the school day. A parent, guardian, or designated adult must come into the office to dismiss the student in person.

Leaving Grounds

No pupil shall be allowed to leave the school grounds during school hours **without permission** of the Principal. No pupil shall be released into the custody of any person not known or identified by the administration/teacher as a parent or representative of the family.

School Cancellation/Delay

Please do not contact the police or fire stations to find out about delays and cancellations. If you are enrolled in the Douglas Public School District's *OneCall* System, you will be automatically contacted by telephone in the event of a delay or cancellation. **(Please use the Douglas School District's website www.douglasps.net/forms.cfm to sign up for OneCall)**. Information about delays/cancellations can also be found on the following radio or television stations:

WBZ TV Channel 4 WXLO (FM104.5) WTAG (AM 580) WBZ (AM 1030) WSRS (FM 96.1)
WCVB Channel 5 (In addition, stations list closings/delays on their websites.)

Delayed School Openings in Douglas

- A delayed opening would indicate that morning childcare services that are offered by Blackstone Valley Children's Place at the Primary School will follow the same time delay for these services.
- Student drop off supervision would also follow these time delays; students cannot be dropped at school at normal start time while in a delayed opening as there will be no supervisions available at our schools.
- If the district has a 1 or 2 hour delay; all A.M. Pre-K classes will be canceled for the day.
- **1 HOUR DELAY** – All schools will start their day 1 hour after the regularly scheduled start time (i.e. 7:20 will be 8:20). Students may be dropped off 1 hour later than regularly scheduled drop off time. Bus students should be at assigned bus stops one hour later than the regular pick-up time. Please note that inclement weather may cause slight delays in actual pick-up times.
- **2 HOUR DELAY** – All schools will start their day 2 hours after the regularly scheduled start time (i.e. 7:20 will be 9:20). Students may be dropped off 2 hours later than the regular drop off time at all schools. Bus students should be at assigned bus stops 2 hours later than the regular pick-up time. Please note that inclement weather may cause slight delays in actual pick-up times.

Information on Early Release Days in Douglas

- During the school year; there will be instances where our schools will follow an early release schedule. An early release schedule will follow the regular scheduled start times; however; schools will be in session for only 3 ½ hours with school dismissals being 3 hours in advance of usual end times (i.e. 10:52 instead of 1:52).
- All schools will follow a modified day schedule as a result of the early release day being observed in our schools.
- Breakfasts will be available at DES, DMS and DHS at the regularly scheduled times.
- No schools will serve lunches on early release days. Please note this information.
- Douglas Primary School will not hold P.M. Pre-K classes on early release school days.

Childcare services offered by Whitin Community Center at Douglas Primary School will begin at their regularly scheduled times. After school childcare services will begin 3 hours earlier in order

- to accommodate the time schedule for an early release day. The end time for after school services will remain at 6:00 P.M. (i.e. DES – 2:50 – 11:50, DPS – 2:55 – 11:55).

If you have questions pertaining to delayed openings or early release days please contact your child's school directly.

Thank you for your understanding with this matter.

Attendance Policy

Absences

Whenever a student is absent from school, we **request that a parent call the school before 8:15 a.m.** at (508) 476-4200. The office will call the homes of students who are absent and whose parents have not called the school.

Daily attendance in school is mandatory. Every effort should be made to keep absenteeism to a minimum. High absenteeism impacts learning. Douglas Elementary School abides by Chapter 76, Sections 1 and 2 of the State Laws, which allows no more than seven (7) absences in any period of six months.

When a child returns to school after an absence, he/she **must bring a note** on the first day back signed by the parent or guardian explaining the absence. The note should specify the date(s) of absence and the specific reason for the absence.

In the case of absence due to contagious disease (chicken pox, conjunctivitis, head lice, etc), the student should **report to the school nurse before entering the classroom.**

Excused Absences

- **Absences due to death in the family** (parents, sister, brother, grandparent, aunt, uncle, niece, nephew, cousin)
- **Doctor/dentist appointment** - provided the doctor concerned writes a note indicating when the student's appointment actually occurred and he/she was seen in the office by the doctor/dentist. The doctor's note indicating the day(s) in question will be given to the Principal's Office upon the student's return to school.
- **Excused absence** for the observance of religious holidays.

Tardiness

Whenever a student arrives late to school he/she **must report to the Main Office.** Students who arrive at school after 8:20 a.m. will be marked tardy. We encourage all students to be punctual as arriving late to school disrupts the learning process.

After every fifth tardy, a notification letter will be sent to parents/guardians and the administration. After every sixth tardy, a student will be assigned a lunch or recess detention.

Vacations

Classroom learning is an **ongoing process** and every effort should be made to schedule family vacations to coincide with the school calendar. The school does not condone or encourage vacations during school time. **Vacations taken during school time** will be **counted as unexcused absences.** Parents should notify the school in writing prior to any vacation.

Perfect Attendance

Perfect attendance awards are given to students at the end of each school year who have achieved the distinction of perfect attendance. In order to earn perfect attendance, a student must have no absences, no tardies, and no early dismissals during the course of the year.

Visitors and Volunteers

In order to **protect the safety and security of our students and staff**, all school **buildings** are locked **during school hours**. All visitors and volunteers are required to enter through the main front entrance, and report to the office. Visitors must ring the front doorbell and will be admitted into the building by the office staff. Visitors should sign in at the office and wear a visitor's badge.

Special visits to your child's classroom must be coordinated with the teacher and office staff in advance.

In order to comply with Massachusetts state law, **all volunteers must sign and file a C.O.R.I. form** (criminal background check) **with the school department**. It can take several weeks to process C.O.R.I. forms, and volunteers may not begin their work until the C.O.R.I. check is complete. These forms must be updated yearly.

Daily Announcements

Announcements are made each morning and afternoon providing important information for students and staff. The Pledge of Allegiance is recited each morning as part of our announcements.

Phone Messages

In an **effort to avoid disruptions to classrooms and the educational process**, messages will not be delivered to students while in class. Only in case of an extreme emergency will a student be called out of class to receive a message. Messages about changes in afternoon arrangements etc. will be delivered to students when appropriate. It is preferred, however, that changes in arrangements are made before students arrive to school and that students are aware of such changes. Parents are asked to cooperate in this matter.

Lost and Found

Articles found are to be turned in at the main office. Students should check with the main office for lost articles and claim the same by proper identification.

Media Coverage/Publication Release

Many school events and student accomplishments are publicized through both print and electronic media, including local newspapers, local cable television, and the school's website. With the implementation of technology in education, **many aspects of our school life** will provide us with the **opportunity to publish photographs and/or names of students**. We have many printed, video and/or computerized publications which showcase all aspects of school life that are made available to the public.

If you have an objection to having your child's name publicized or your child photographed or videotaped, please contact the Principal during the first week of school with the child's name, grade, and homeroom.

Unless the school receives notice from a parent, it is assumed that parents have given consent for their children's names and images to be publicized through the means listed above.

Student Records

Parents have a right to see their child's school records. Parents should call the principal to arrange a visit to the school to review the student's cumulative folder. The complete record will be made available to the parents.

If students are transferring to another school district, the school, following the parent's authorization of a release of records, will forward official records. Official copies may not be made immediately; thus, sufficient notice is requested to ensure a smooth transfer of student records. Douglas Elementary School does not release student information to outside organizations.

School Pictures

Student photos are taken once each year, in the fall. Prior notice of the specific day and costs are sent home with each student. One make-up day for absentees is also scheduled for the fall picture day. If families choose to purchase photographs, students must pay the photographer at the time their photo is taken.

Snacks and Daily Recess

Every class has a daily snack and recess time. The school does not sell snacks, **so please send** your child with a **nutritious snack each morning**. You may also send a drink (please no sodas or energy drinks). In addition to snack time, all students are given **a recess break every day**. During recess time, children have the opportunity to interact with their peers in a less structured setting, as well as to get physical exercise. Parents are asked to please ensure that children come to school dressed appropriately for recess, according to the existing weather conditions for the day. The following guidelines will be used to determine outdoor and indoor recess:

Temperature	Location	Required Clothing
Below 20	Indoor	No Requirement
20-35	Outdoor (Significant Windchill Can Cause Indoor)	Winter Coat (Hats and Gloves Encouraged)
35-55	Outdoor	Jacket
55-95	Outdoor (Significant Heat Index Can Cause Indoor)	No Requirement
Above 95	Indoor	No Requirement

School Lunch

The cost for a **complete school lunch** this year is **\$2.75**. **Individual milks** cost **\$0.65**. The cost of breakfast is **\$1.50**

Parents are encouraged to monitor their child's account on-line, via myschoolbucks.com. Parent may access this site by going to the District website (www.douglasps.net) and then to "Food Service." This company services online payments. In order to utilize this convenient option, parents must first register their child. Then, payments can be made using a credit card, debit card, or checking account. Other features are also offered, such as signing up for "low balance" alerts, or scheduling automatic payments. Parents are also able to review their child's purchase history, utilizing this site.

School Breakfast/Lunch During Delayed Openings

- On days that the district is following a delayed opening of 1 or 2 hours, a grab and go breakfast will be served at DES, DMS and DHS. School lunches will be served at all schools with each school following a modified day schedule impacting lunch times for all students at all schools.

Food – Birthdays/Classroom Celebrations

Due to the fact that students with severe food allergies are enrolled here at Douglas Elementary School, and in order to avoid a potentially life-threatening allergic reaction, we would appreciate the assistance and cooperation of parents/guardians in abiding by the following guidelines for celebrating birthdays and other special events.

Please do not send in homemade or purchased baked goods. If you would like to send in a food treat in honor of your child's birthday, we ask that you please limit these treats to Popsicles or Hoodsie cups (these specific brands), because these brands have been found to be reliable for labeling. It is always important to read the ingredient and allergen statement before purchasing, because product ingredients may change. In other words, the label will indicate whether or not the product has been manufactured in a facility that processes nuts. Popsicles and Hoodsie brand ice cream cups are excellent choices, because of the clarity of the labeling on these products, thus making it easy to avoid purchasing a product that may contain traces of nuts.

If you are a parent of a child with a documented life-threatening allergy, and your child cannot safely consume Popsicles or Hoodsie cups, please feel free to notify your child's teacher, and to send in an alternative frozen treat to keep on hand for these occasions. Storage for these treats will be provided here at school.

Offering snack items for birthday treats that are safe for children with peanut/tree nut allergies, and that are also portion-controlled, further supports and is in accordance with the new school nutrition law designed to battle childhood obesity. All foods and beverages sold in public school cafeterias must be limited to foods and beverages that comply with healthy nutritional standards. The goal in establishing these standards is to ensure that "public schools offer students food and beverage choices that will enhance learning, contribute to healthy growth and development, and cultivate life-long healthy eating behaviors." Although neither of these recommended treats are sugar-free, Popsicles are fat-free and Hoodsie cups are packaged in small portions. We think that abiding by this guideline will allow students to enjoy sharing a special treat with their classmates on their birthday if they would like to do so, while also helping to ensure that all students – including those with allergies – will be able to enjoy a special treat together.

We appreciate your cooperation in partnering with us to do all that we can to make our classrooms safe and healthy places for all of our students.

Field Trips

From time to time, students will be afforded the opportunity to attend school-sponsored field trips as part of their educational experience. Teachers notify parents / guardians of all details relating to a field trip and obtain parental / guardian consent beforehand. Students will not be permitted to attend any field trips without written consent from their parents / guardians. In some cases, parents / students may be required to sign a release of liability agreement before students may attend particular field trips. The teacher must ensure that the destination of the field trip is accessible for students with disabilities. Under Federal law Section 504 of the Rehabilitation Act of 1973 (Section 504), Title II of the ADA, and the Individuals with Disabilities Education Act (IDEA), as well as state laws and regulations, require school districts to provide students with disabilities equal access to

programs, services, activities, and facilities. For an inclusive view of district policy for Field Trips, please go to the District Policy Manual and reference policy: IJOA & IJOA-1

Out of State Field Trips

As with any field trip, advance approval by the School Committee is necessary for out of state trips. Such trips should be appropriate for the grade level. Student conduct on field trips is governed by the school's policies and student handbook.

Policies and procedures for trip approval shall take into account all logistical details involving transportation and the educational value of trip in relation to its costs. The School Committee requires that final approval be sought no less than 30 days prior to the scheduled trip dates.

Fire Drills

Fire drills at regular intervals are required by law and are an important safety precaution. It is essential that when the fire alarm is sounded, everyone leaves the building as quickly as possible by the prescribed route. Corridor exits are clearly marked. Students and teachers are to remain at their designated areas outside until the signal is given to reenter the school by the Principal. Fire drill rules are as follows:

- No talking while exiting the building.
- Exit the building in single file.
- Line up by class in a straight line at the teacher's direction.
- No talking in line while attendance is being taken.
- Continue being quiet while waiting for instructions that it is safe to go back inside.

False alarms may result in criminal prosecution.

Enhanced Lockdown Drills

For the safety of everyone, enhanced lockdown drills are held periodically during the school year. At the beginning of the year, students and staff will receive training on and review the various aspects and protocols of these lockdown procedures. When the signal is given, teachers will guide students on the safest response to the situation.

MEMORANDUM BETWEEN DOUGLAS PUBLIC SCHOOLS AND THE DOUGLAS POLICE DEPARTMENT

The Douglas Public School District and the Douglas Police Department are committed to working cooperatively in providing a safe and secure environment for all children in the schools and in the community. It is the priority of both departments to work in concert to provide the safest and most secure learning environment possible for the students of Douglas. It shall be their responsibility to continually work in partnership, to build upon and strengthen this relationship which will in turn, benefit the students and their parents, staff members, and the administrators throughout the school district and the community of Douglas.

In the ongoing effort to establish the safest learning environments possible, the schools and the police have agreed on the designation and implementation of a police liaison who will act as the individual primarily responsible for providing security on the school campuses

within the district. This liaison will have several responsibilities, not the least of which will be sharing of information among the two departments whenever it concerns the overall health and well-being, safety and security interests of all students, faculty and employees.

To that end, the Douglas Public School District and the Douglas Police Department have recognized that perhaps the most important strategy among several, is open communication and the perpetual sharing of information, and have identified it as vital to the successful implementation of a School Resource Officer Program. School administrators and staff members, law enforcement personnel, court personnel (including prosecutors and probation officers), and social service professionals must all agree to maintain open lines of communication in order to ensure the success of this or any similar collaboration. The effort must be seen as a collective partnership, where multiple entities work in harmony to achieve the ultimate objective which is the existence and maintenance of an educational environment that is free of violence and one in which students feel protected, nurtured and secure.

SCHOOL RESOURCE OFFICER

The Douglas Public School District, in association with the Douglas Police Department enlists the services of a Schools Resource Officer. This SRO provides services to all students in the Douglas Public School System. This relationship affords immediate and clear communication between the schools and police. The SRO serves a first point of contact between the schools and the police department.

The goal of this relationship is:

- Reduction and prevention of school related violence and crimes committed by students of the Douglas Public Schools
- To assist in maintenance of safe secure and orderly learning environment
- To establish an atmosphere of safety and security
- To intercede in matters that may include violence, drug possession or distribution of alcohol or any threats involving any weapon
- To serve as part of a team approach to the management of safety and security with the schools
- To identify at-risk students and provide with support services
- To support administration in reducing incidents of school violence, bullying, truancy and delinquency
- To establish a positive and supportive rapport with students and staff in the district
- To assist in conflict resolution
- To generate reports and records
- To monitor traffic flow and enforce motor vehicle laws
- To work in collaboration with administration on programs, classes and presentations on topics related to school safety and student well-being

For complete details on the role and responsibilities of the SRO, please review the Memorandum of Understanding between the Douglas Public Schools and the Douglas Police Department found on the Districts webpage.

SECURITY CAMERAS IN SCHOOLS

The Douglas Public Schools strive to maintain a safe and secure school environment for its students, staff, faculty, visitors and facilities. To ensure this goal all Douglas Public Schools employ the use of security cameras to monitor its buildings, grounds and equipment as well as to monitor behaviors and personnel conduct. The district works to ensure adherence to proper procedures for the viewing, recording, storage of data use of any video recordings relative to applicable laws and

regulations. The video recordings of these security cameras for safety and security purposes are the property of the school district. Access to these video recordings shall be restricted to school administrators, office personnel and the districts facility manager. The S.R.O. and law enforcement may be granted access to video recordings or to the security system after having given notification of this request to the school Superintendent or a designee.

RISK ASSESSMENT

In cases where a student threatens the safety to themselves or towards other, the school may require a risk assessment by a qualified and registered support program before allowing the student to continue attending school.

PHYSICAL RESTRAINT

Maintaining an orderly, safe environment conducive to learning is an expectation of all staff members of the Douglas School District. Further, students of the District are protected by law from the unreasonable use of physical restraint.

Physical restraint shall be used only in emergency situations after other less intrusive alternatives have failed or been deemed inappropriate, and with extreme caution. For an inclusive view of district policy for Physical Restraint, please go to the District Policy Manual and reference policy: JKAA

The Home/School Partnership

The Importance of a Strong Home/School Partnership

Educating young children in today's world is more complex and demanding than educating children earlier this century. Technology, advancements in the knowledge of how children learn, critical health issues, and other societal demands have placed a growing responsibility on today's public schools. **Douglas Elementary School strives to develop every child's fullest potential by providing a solid core curriculum and enrichment activities that allow each student to develop his/her unique interests and skills.** Our school is most effective when we build strong relationships with parents and families.

Thus, we will make every effort to keep parents informed throughout the school year. Regular communications in the form of classroom newsletters, weekly e-mail updates to parents, reports to the School Committee - which are broadcast on local cable, parent conferences, open house night, and other special events, are scheduled on a regular basis. Please be sure to ask your children if they have any newsletters or notices from their teachers. It is also helpful to check book bags and backpacks on a regular basis.

Please check our website: www.douglasps.net, frequently for important updates.

Communication

Open and strong communication among all education stakeholders is a top priority at Douglas Elementary School! We will make every attempt to answer your questions and address any concerns you may have regarding your child and his/her school experience.

Open House Night

An **annual Open House Night is held each September**, when parents/guardians are welcomed to the Elementary School to meet their child's teachers, tour their classrooms, and enjoy special displays of student work! Open House differs from individual conferences in that it enables parents to meet their child's teacher, view materials to be used during the year, tour the classroom and school, and become acquainted with the structure of your child's school day.

This night provides an excellent opportunity to strengthen the connection between home and school, and to foster strong communication and teamwork among students, teachers, and parents. Information about the date and time for open house can be found on the Douglas Public Schools calendar.

Related Arts Specialist teachers are stationed in their respective classrooms, where they can greet parents and share the exciting projects they do with students. Our **Special Education teachers**, along with our **Guidance** and **Nursing** staff, are also available in their classrooms and offices to meet with parents.

We appreciate the cooperation of parents to assist us in ensuring that all children are adequately supervised so that they can be safe and enjoy the evening. We encourage all parents/guardians to come and enjoy this special evening when we celebrate the start of a new school year!

Parent/Teacher Conferences

Parent-Teacher Conferences are designed to provide a forum for discussing your child's academic progress. Conferences are scheduled in advance by each grade-level teacher and/or team. Information about the dates and times for conferences can be found on the Douglas Public Schools calendar.

- Teachers will contact parents to schedule a conference time.
- **Please note:** Although every effort will be made to schedule a conference at a convenient time, conference times are filled on a first-come, first-served basis, and we appreciate parents' flexibility as we do our best to schedule a large number of conferences on the designated days.
- In addition to the days designated for Parent/Teacher Conferences in the school calendar, parents and teachers may request a meeting at other times if the need arises.
- When the parent sees a need to meet with the school staff, he/she **should contact the classroom teacher and/or the counselor** to schedule a conference. Prior to the meeting, it is important to note key issues that you would like to address. These might include:
 - your child's academic performance and progress
 - personal social-emotional development
 - discussion about a specific curriculum area/skill development
 - test results

Communicating with the Teachers

Communication with your child's teacher is always welcomed and encouraged. If you need to reach the teacher with any questions/concerns, you may send a message to them via e-mail, or leave a telephone message and ask for the teacher to return your call. **Calls received during the school day will be forwarded directly to a teacher's voice mail** in order to avoid interrupting classroom instruction. You may also send in a note in your child's backpack, and/or write a note in your child's agenda. Your child's teacher will provide additional guidelines regarding the method(s) of communication that work best.

Communicating with the Principal

The Principal at Douglas Elementary School welcomes your input at any time, and encourages an open line of communication. Please feel free to address any questions/concerns at any time with him by contacting him via phone or by e-mail. If you would like to meet with the Principal, he would be happy to set up an appointment at a mutually convenient time.

District Website/Teacher-Team Websites

Many teachers maintain individual and/or grade-level team websites, accessible from our District website: www.douglasps.net. We encourage you to keep up with this valuable resource in order to receive updates regarding homework/project assignments, due dates, and other relevant information regarding curriculum initiatives and special events.

When Parents Have a Concern

We welcome the opportunity to assist you and your child to have a successful school year.
Contacting the right person to discuss your concerns can solve most problems.

Generally, the **best place to resolve an issue is with the source** - the adult in charge with whom you have the concern. If you have a concern about your child in the classroom, the place to start is with the classroom teacher. **Please contact the teacher to discuss your concerns**, and if you would like to meet with the teacher in person, please schedule an appointment in advance. Every effort will be made to respond to your concern within 48 hours.

When parents skip over the classroom teacher and bring their concerns directly to the administration, **the opportunity to develop open communication and trust between the teacher and the parent may be jeopardized**. Thus, it is in everyone's best interest to follow the "chain of command" and make every attempt to resolve the issue with the teacher directly. In the event that you are not satisfied with the solution or are unable to resolve an issue, the next step would be to contact the building principal. In the **rare event that your problem is not addressed** sufficiently at the building level, you should then contact the Superintendent's Office.

Parent Organizations

PTO

Douglas Elementary School has an active parent organization, the PTO, which meets monthly, and conducts fund-raising activities to pay for educational and social activities for our students. Getting involved in the PTO is an excellent way to be of service to your school, and ultimately, to benefit to your child. Information regarding the PTO is sent home at the beginning of every school year.

Douglas Parents' Advisory Council (DPAC)

The DPAC is open to all parents and focuses on Special Education. Members of the DPAC support collective efforts to improve education for children who have disabilities, and to ensure better educational outcomes for them. Information about the DPAC is sent home at the beginning of every school year.

School Council

The School Council is made up of parents, community members, and teachers, and provides assistance to the principal in adopting educational goals for the school; identifying educational needs of students attending the school; reviewing the annual school building budget; and formulating the school improvement plan.

Visiting the School

We are happy to have parents visit our schools, after arranging a time and a stated purpose with the classroom teacher. **We request that each visit to a classroom teacher be scheduled in advance with that teacher.** When visiting the school during the school day, visitors must register at the main office and wear a visitor's badge that will be issued at that time.

Volunteering

School volunteers are always in demand and perform a variety of functions, such as:

- assisting classroom teachers
- supervising the school Book Fair, school store, or other PTO events
- presenting special topics and projects to the students.
- chaperoning a field trip

Your support and expertise is welcomed! The key to a successful experience is dependability. **All volunteers must complete a CORI check each year through the Superintendent's Office** prior to volunteering. The CORI form is available in the main office, and is also posted on our District website. If you are interested in volunteering in our schools, please contact the Principal (or a specific classroom teacher if there is one with whom you would like to work) and explain what you would like to do and what your schedule would allow.

Guidelines for Parent Volunteers

Thank you for volunteering to work in your child's classroom! We welcome and appreciate parent volunteers, and depend upon you to help make Douglas Intermediate Elementary School a special, supportive place to learn and grow. We are grateful for any time you are able to spend at our school. In order to provide the best possible atmosphere for our students, the following volunteer guidelines have been established:

1. **C.O.R.I. Background Checks.** All volunteers are required to comply with the Districts' request for a Criminal Offenses Record Information (C.O.R.I.) background check. The C.O.R.I. form is available in the main office, and also posted on the District website at www.douglasps.net.
2. **Safety First.** Parent volunteers should enter through the main front entrance. Before coming to the classrooms, all volunteers must sign in at the office and wear a visitor's badge while in the building. This is for the safety of our children and our staff. To assure the safety of all, parents should not be alone with any student behind a closed door out of direct observation of another adult. At the conclusion of the visit, parent volunteers are to sign out at the main office prior to leaving.
3. **Respect Confidentiality.** The classroom environment at Douglas Intermediate Elementary School is a safe and happy one. We respect each child's individual rate and style of learning. We are highly professional and respectful of the privacy of our children and their families, and we do not talk about individual students outside of the classroom. Everything observed or heard while working in the classroom must be treated as confidential; therefore, please respect the confidentiality of information you may learn while in the school. Because it is of utmost importance to protect the privacy and confidentiality of our students, we ask that all volunteers acknowledge that what happens in the classroom is confidential, and should not be discussed outside of school.
4. **Keeping Commitments.** It is important that you set a scheduled time with the teacher to assist in the classroom and that you follow through in a consistent manner. Your commitment is valued; the teacher will be planning for you to be there. Please be on time and provide adequate notice if you cannot keep your scheduled time. Whenever possible, please call the day before (or at least send a note the morning of your commitment) if you are not going to be able to be in the classroom at the scheduled time. The teacher is depending on you and needs adequate time to adjust the class plans.
5. **Your Primary Responsibility: Helping the Teacher and the Class.** Parent volunteers work under the direction of the classroom teacher who defines the volunteer's duties and expectations. Your primary responsibility in the classroom is helping and supporting the class as a whole, and providing assistance to all students identified by the teacher. Please try to keep your role as volunteer and parent separate in the classroom. If your child has a problem, let your child work out the problem with others and the teacher through established classroom routines and procedures. Please do not try to solve problems for your own child while in class; that takes independence away from your child. We are striving to help our students become more independent and self-sufficient.
6. **Be a Good Role Model.** At Douglas Intermediate Elementary School, children and adults treat each other with mutual respect at all times. Be a good role model, and demonstrate desired behavior. Encourage students to do quality work, and give their best effort.
7. **Questions and Issues.** Volunteers work under the direction of school staff, recognizing that instructing, supervising, grading, and disciplining students are school staff responsibilities. Each teacher's job is to make decisions in the best interest of the whole class. If you have questions or concerns, please bring them to the teacher's attention privately at an appropriate time and consult with the teacher for guidance. Discussing issues in the middle

of class, or with other staff members or parents is not appropriate at any time. Clear, open, and direct communication is vital to our success.

8. **Support the Classroom Teacher in Maximizing Instructional Time.** When you are volunteering in a classroom where several parent volunteers are present, please keep adult conversations to a minimum. This will assist students in staying focused on the classroom lesson or activity. Also, to avoid any unnecessary classroom interruptions, if you carry a cell phone, please turn off the ring tone and hold any phone conversations outside of the classroom.
9. **Younger Siblings.** Younger siblings should be left in the care of others while you are working at school.
10. **Thank You!** As a volunteer, you have the capacity to impact the success of many students. Your willingness to contribute and work in educational partnership with us is greatly appreciated!

-----Please detach, sign and return to your child's teacher.-----

GUIDELINES FOR PARENT VOLUNTEERS

I have read and agree to abide by the Douglas Intermediate Elementary School "Guidelines for Parent Volunteers."

Parent Signature _____ Date _____

Advertising In Schools

The Douglas School Committee will place limits on commercial activities and fund-raising activities in the schools for the following reasons:

1. The school system should provide students, parents, and employees some measure of protection from exploitation by commercial and charitable fund-raising organizations.
2. The school system should not give the public the impression of generally endorsing or sanctioning commercial and fund-raising activities.
3. Commercial and fund-raising activities may disrupt school routine and cause loss of instructional time.

Following these guiding statements, the Superintendent and principals may permit occasional commercial or fund-raising activities related to the objectives of the schools with the following exceptions:

1. No direct solicitation of students or employees may take place without School Committee permission.
2. No general or class distribution of commercial or fund-raising literature may take place without School Committee permission.

For the purposes of this policy, local PTA and PTO groups and groups representing school system employees will be considered "school groups" and will be governed by the Committee's policy on staff solicitations.

Community Use of Buildings

It is the School Committee's desire that maximum use of school property be enjoyed by the townspeople. It is the Committee's intent that such use will maintain safe conditions and preserve the property for school program use.

Use of school buildings and other facilities by organizations will be permitted only when a worthy educational, civic, or charitable purpose will be served; or a substantial group of citizens from the community will be benefited.

School facilities will be used according to the regulations and rental fee schedules recommended by the Superintendent and approved by the School Committee. For an inclusive view of district policy for Community Use of Buildings, please go to the District Policy Manual and reference policies: KF & KFR.

Animals In School

No animal shall be brought to school without prior permission of the building Principal.

The Douglas School District is committed to providing a high quality educational program to all students in a safe and healthy environment.

School Principals, in consultation with the Health Services Providers in each building, shall utilize the Department of Public Health publication "Guidelines for Animals in Schools or on School Grounds" and review student health records to determine which animals may be allowed in the school building. The decision of the Principal shall be final. For an inclusive view of district policy for Animals in Schools, please go to the District Policy Manual and reference policy: IMG

Curriculum and Instructional Information

General Curriculum Information

The Douglas Elementary School curriculum is comprised of a set of standards and content specific to each grade level and to each subject area: language arts, math, science & technology/engineering, social studies, library, music, art, and physical education. The curriculum is aligned with the Massachusetts Curriculum Frameworks. Specific information about **grade level curriculum is distributed during the fall Open House Night, and is also posted on the District website at www.douglasps.net.**

Instructional Schedule

Douglas Elementary School students follow an **instructional schedule** that **operates on a four-day cycle**. This allows for maximization of the various specialists. All students have a Related Arts class (Art, Music, P.E., and Library) each day for 50 minutes.

Homework

Purpose of Homework:

The faculty and administration of Douglas Elementary School believe that **homework is an important extension of the learning that takes place in the classroom**. Students need time to process what they have learned during the school day and to reflect upon this learning later on at home. We also believe it is beneficial for the students to accept responsibility for completing assignments on time.

The **purposes of homework** at Douglas Elementary School are to:

- **practice, apply, and strengthen concepts** introduced in the classroom
- **review** previously mastered skills
- **participate** in research activities, **using traditional and technological tools**
- develop independent study habits
- **gain confidence** in preparing for classroom participation and tests
- **complete long-term** and **short-term** projects
- **extend and enrich** the curriculum



Homework should be related to the subject-area, grade-level curriculum, and foster lifelong learning. Although we recognize the importance of completing homework, we also recognize that there are many learning activities in the life of a student in addition to homework. School activities, athletic and cultural events, co-curricular activities, and other personal interests are all important in the growth and development of children.

Therefore, the faculty at Douglas Elementary School makes every effort to balance homework demands with the realities of family life in the 21st century.

Homework Guidelines:

Homework guidelines are distributed by each teacher at the beginning of the year. Homework may be given every night of the week, Monday through Friday. Students are responsible for keeping a homework agenda book into which they write the assignments for each night. Ample time will be allowed during the day to assure the night's homework is written down and explained. Some nights your child may have homework in every subject and other nights he/she may not have

any homework at all. **Every effort is made to assign the due dates for long-term projects at least two weeks before the projects are due.** Students should plan ahead in order to spread work on projects out over a period of time, rather than trying to get a project all done in a short amount of time.

Parents can be a great support to students in ensuring that homework is completed conscientiously, and in a timely manner. Here are several important guidelines regarding homework to keep in mind:

- Due dates for tests, quizzes, and special projects should be considered when planning homework time.
- It is expected that assignments will be turned in on the day they are due. Late assignments may be accepted at the discretion of the classroom teacher, but students may lose at least partial credit for turning in work past the due date.
- Homework assignments will be included in the student's grade. If there are any questions or concerns, please feel free to contact your child's teacher.

Reading assignments are incorporated into the average time allotments for each grade level. Voluntary reading beyond the school day is crucial to academic success; thus, it is strongly encouraged and is an expectation at all grade levels.

Homework guidelines for some students with special needs may be determined by the student's educational plan and should be specifically related to the student's learning profile.

Approximate Daily Time Allocations per Grade Level for Homework:

Homework assignments are based on the skills and concepts that students need to **review, practice, and apply.**

During the elementary and middle school years, students learn to value the importance of homework. The support and guidance that parents show can greatly:

- influence the students' attitude toward homework
- help them learn to meet deadlines, and
- do high-quality work.

Teachers determine the content and quantity of homework assignments, using the guidelines below. These guidelines provide the **approximate time range** that children at each grade level should devote to completing homework each night. Of course, these times **will vary for each student**, and are meant to serve as general guidelines only. Parents are encouraged to speak with their children's teachers if homework time routinely exceeds these guidelines.

Grade 2 – 20-25 minutes of daily uninterrupted time, Monday – Thursday.

Grade 3 – 30-35 minutes of daily uninterrupted time, Monday – Thursday.

Grade 4 – 40-45 minutes of daily uninterrupted time, Monday – Thursday.

Grade 5 – 50 minutes of daily uninterrupted time, Monday – Thursday.

Students should expect to **spend additional time** completing long-range projects/assignments and studying for major tests. Students should plan ahead and budget time carefully in order to complete long-range projects over a period of time.

Approximate Daily Time Allocations per Grade Level for Independent Reading Outside of School

The guidelines below reflect the requirements at each grade level regarding the **additional uninterrupted time** a child is expected to spend per day reading independently, outside of school. These times for reading are **in addition** to the homework times listed on the previous page. Students will be expected to **complete a reading log, and turn it in to their teacher**, indicating the amount of time they have spent reading daily.

Grade 2 – 10-15 minutes daily, Monday – Friday.

Grade 3 – 15-20 minutes daily, Monday – Friday.

Grade 4 – 20-30 minutes daily, Monday – Friday.

Grade 5 – 30 minutes daily, Monday – Friday.

Homework and Absences

When **students are absent**, they are **responsible for determining what assignments they have missed, and to make arrangements to complete this work**. Students will have **the number of days absent plus one** to complete work missed due to absence. Teachers will make every effort to assist students with this task.

If your child is absent and you wish to pick up class and homework assignments, **please call the office and place this request prior to 10 a.m. on the third day of the absence**. You may also check the "Teacher Web Pages" section on the school web page, as assignments are posted consistently.

Homework Missed Due to Vacation

Classroom learning is an ongoing process and every effort should be made to schedule family vacations to coincide with the school calendar. The student is responsible for any make-up work. **All make-up work** is to be done upon the student's return and must be completed in the **allotted amount of time similar to any other absences**. Most of the assignments given to students are an extension of classroom instruction; therefore the classroom teacher will not send work with a student during these vacations.

Students' Roles and Responsibilities

- **Get the assignment** and **ask for help** if the assignment is not clear.
- **Copy all assignments into a planner** (grades 2–5), carefully recording due dates.
- Remember to **take home all necessary resources needed** to complete homework at the end of the school day, such as textbooks, instructional packets, notes, study guides, and grading rubrics.
- **Set aside a time each day** to do homework.
- **Check work** and, if possible, explain it to an adult.
- **Maintain the highest quality work** on homework assignments.
- **Bring completed homework back to school** when it is due.
- **Be responsible** for getting assignments **when absent** from school.

Student Work Habits

The work habits that students develop in their formative years are the most important predictor of student success, not grades. Here are some of the work habits that we expect from our students. Doing well in school is your child's job as he/she is developing the skills in school that are necessary to be an effective and productive worker in the real world.

How well does your child measure up in terms of developing good work habits?

Students with good work habits will:

- Arrive on time for school
- See learning as their job and take it seriously
- Come prepared to class with a pencil and necessary class materials
- Listen actively when the teacher is giving directions
- Follow all directions the first time they are given
- Participate actively in both classroom discussions and projects
- Finish work in a timely manner
- Do their very best work, rather than be satisfied with sub-par work!
- Ask questions when they don't understand something
- Use a planner or keep a calendar of important project dates
- Develop good organizational skills
- Apply what they already know
- Think critically instead of waiting for the teacher or a classmate to give them the answer
- Do their assigned homework each night
- Read actively each day
- Take an active interest in what they are learning
- Do their own work rather than copying the work of others
- Try their best, and persevere despite difficulties

Parents' Role and Responsibilities

- **Promote a positive attitude** toward homework as part of the learning process.
- **Understand and reinforce expectations** for the quality of student work.
- **Provide structure** - a place to complete the homework, and tools needed to help the child organize him/herself to do the homework.
- **Be available** to provide supervision and support, but do not do the assignment or project for your child.
- **Be aware** of the amount of assistance appropriate for homework assignments.
- **Communicate often** with the student and his/her teacher, giving feedback to the teacher when there is a homework concern.

Teachers' Role and Responsibilities

- **Identify the purpose** of homework assignments for parents and students.
- **Communicate to parents/guardians** the teacher's homework guidelines/expectations at the start of the year.
- **Establish objectives and guidelines** for special projects, including any expectations for parent participation.
- **Follow the guidelines** for the amount of time designated for homework, including special projects.
- **Communicate expectations** to students.
- **Post all assignments** and **provide time** for students to record them.
- **Model and provide homework strategies** as appropriate throughout the school year.
- **Review homework** and return it in a timely manner.
- **Establish a system** for recording and reporting homework.

- **Ensure that the student easily obtains resources and materials** required for homework projects.
- **Provide ways for parents to communicate** with teachers about homework.
- **Notify parents** regarding homework problems and missing assignments.
- **Assign long term projects** so that the completion time includes more than one weekend, and is not limited to a school vacation period.
- **Discuss homework practice** with colleagues and share guidelines for the type of homework expected at each grade level.

Administrators' Role and Responsibilities

- Ensure that homework is **consistent with the educational goals** of Douglas Elementary School.
- **Facilitate communication** between classroom and specialist teachers concerning homework.
- **Monitor and support** the teachers in the implementation of the homework guidelines.
- **Encourage teachers** to use homework as a tool to reinforce learning.
- **Be aware** of the assignment of major projects and their impact on the student's overall educational program.
- **Facilitate the communication process** between the school and home, and help maintain the parent/school partnership on homework.

Paraprofessionals and Substitute Teachers

Paraprofessionals work closely with the classroom teachers and with your children. They provide helpful, individualized and small-group support, allowing the teachers to differentiate instruction in order to assist each child in reaching his or her greatest potential.

Substitute teachers work to ensure that appropriate classroom instruction continues when the classroom teacher is absent. The school maintains a list of available substitutes. While some substitutes work every day, others are available on a limited basis. **If you are interested** in working as a substitute teacher, please contact the Principal's office and complete an application.

Books and Equipment

The equipment students use while in school is the property of the Town of Douglas. Each student is responsible for all books issued to him/her. If an item issued is misplaced, stolen or damaged, the student is required to pay for the item on a pro-rated reimbursement, based upon the age of the book or piece of equipment.

Homebound Instruction

The schools may furnish homebound instruction to those students who are unable to attend classes for at least two consecutive weeks due to a physical injury, medical situation, or a severe emotional problem. The instruction is designed to provide maintenance in the basic academic courses so that when a student returns to school he/she will not be at a disadvantage because of the illness or the hospitalization.

To qualify for the program the student needs a written statement from a medical doctor requesting the homebound instruction, stating the reasons why, and estimating the time the student will be out

of school. This statement needs to be sent to the Assistant Superintendent of Student Support Services.

Homebound instruction is offered in basic elementary subjects and in secondary subjects which do not require laboratories and special equipment, subject in all cases to the availability of qualified teachers. Certified teachers shall be assigned to homebound instruction by the Superintendent or designee. These provisions are found in the District Policy Manual. Homebound Instruction is policy: IHBF.

Education of Homeless Children

To the extent practical and as required by law, the district will work with homeless students and their families to provide stability in school attendance and other services. Special attention will be given to ensuring the enrollment and attendance of homeless students not currently attending school. Homeless students will be provided district services for which they are eligible, including Head Start and comparable pre-school programs, Title I, similar state programs, special education, bilingual education, vocational and technical education programs, gifted and talented programs and school nutrition programs. Concerns related to homelessness should be sent to the McKenny Vento liaison, Nealy Urquhart at 508-476-4034. For an inclusive view of district policy for Homeless Students, please go to the District Policy Manual and reference policy: JFABD

English Learners Program

The District shall provide suitable research-based language instructional programs for all identified English Learners in grades Pre-Kindergarten through 12 in accordance with the requirements of state and federal statutes and Massachusetts Dept. of Elementary and Secondary Education regulations and guidance.

The District shall identify students whose dominant language may not be English through home language surveys that identify a primary home language is other than English (PHLOTE), observations, intake assessments, and recommendations of parents, teachers and other persons. Identified students shall be assessed annually to determine their level of proficiency in the English language. Concerns related to English Learners, please contact Laura Nasuti at 508-476-4034. For an inclusive view of district policy for English Learners, please go to the District Policy Manual and reference policy: IHBEA

Related Arts Information

Library/Media Center

The Library/Media Center is open during the school day for class activities. It is open after school by arrangement with the library/media specialist for students to work on assignments and projects. A major goal of the Library class is to ensure that students are effective 21st Century users of ideas and information.

Library Circulation Policies

Checkout:

1. The Student ID issued at the beginning of the school year serves as a library card.
2. Students are responsible for all charges incurred on their cards (damages & lost items).

Circulation:

1. Only two items may be checked out at one time.
(a) If there are special projects, the number restriction may be waived.
2. Check out is not permitted without a card or if there are overdue books on the card.
3. Books circulate for two weeks.
4. Reference materials are for in-library use only.
5. Renewals are allowed if no one is waiting for the books.
6. If books are lost or damaged, the replacement cost will be charged.
7. Although fines are not charged, in fairness to all, books are to be returned on time.
8. If you do not see what you need on the library shelves, please ask.

Interlibrary Loan:

1. Faculty/Staff/Students may borrow books from other libraries if we do not own what is needed.
2. The library staff will assist in the online search and fax the request for the material.
3. Faculty may request deposit collections of materials (e.g. science fair materials, children's literature) for special projects.
(a) A two-week notice is needed for each request.

Rules & Regulations:

1. Students with lost or overdue materials may use material in the library but will not be permitted to check-out additional items until those items are paid for or returned.
2. Students who are disturbing the work of others will be asked to leave.
3. **No gum, food, or drink is permitted in the library.**
4. Students caught removing material from the library without checking them out may have library privileges revoked.

Technology-Related Information

- All students will have access to iPads during the 2017-18 school year. Further information regarding guidelines for the use and care of these devices will be shared with students and parents.
- Students will be issued a school email address and password to log on to their iPad and access the features of Google apps such as classroom, docs, and drive. **Please note:** This Google account is an account set up and hosted on the school server for students and staff in grades 4-12. It is not a Google Docs account set up on the Internet.
- It is important that students write down this log-in information, and that they keep it in a safe place, and that they not share it with anyone.

Health and Wellness

Emergency Information

Please complete the emergency form you will receive at the beginning of the year and return to the school **as soon as possible**. The form provides us with valuable information regarding your child, such as allergies, medical treatments/concerns, physician's phone numbers, and alternate emergency contacts in the event you are not available. This form is kept in the nurse's room and will be available to teachers and appropriate staff. If your child has a medical condition (for example, asthma or diabetes), this information will be shared with his/her primary teacher, substitute, and support staff.

Medications

Policies have been put into place to ensure the health and safety of children needing medication during the school day. The Massachusetts Department of Health requires that the following information must be on file in the child's school health record before any medication is given at school.

1. **Signed Medication Order**-A *Permission Form for Prescribed Medications* must be taken to the student's licensed health care provider for completion.
2. **Signed Consent by the Parent/Guardian**-Found on the *Permission Form for Prescribed Medications* and on the *School Registration Form*.

The parent, or an adult designated by the parent, must deliver the medication directly to the school nurse. All medication (pills, liquids, inhalers, and over-the-counter medications) must be delivered in their original pharmacy/manufacturers labeled container.

If your child has an inhaler for asthma or an Epi-pen for a serious allergic reaction, the school nurse can authorize, under certain conditions, the student to carry and self-administer this medication. It is important that you notify the school nurse of these conditions and that the appropriate paperwork is completed.

Wellness Policy

The Douglas Public Schools looks to meet the academic, social, physical and emotional needs of all of its students. To achieve these goals, the district consistently implements a comprehensive school wellness program within all of its schools. This wellness program includes physical education, nutrition-programs, counseling reviews and other school-based activities that are focused on promoting student wellness.

Student Health Records

Student health records are part of the student's temporary records and are provided with confidentiality protections. These health records are only made available to the student, the student's parents or guardians and authorized school personnel. These records cannot be released to anyone without parental consent or a proper court order.

A physical and electronic record for all students attending Douglas Public Schools is mandated by the school building nurse. These records are maintained by the school nurse. These records will

contain records related to immunization, screenings, physical examinations, instances of head injury, BMI information and all other relevant medical information.

All student office visits to a school nurse will be recorded in the student database. Upon transferring to another school district, a student's health records will only be transferred if the parent has completed the required request for transfer with the school.

The Douglas Public Schools are committed to the confidentiality of these student health records.

Immunization

Students entering school for the first time, whether at kindergarten or through transfer from another school system, will be required to present a physician's certificate attesting to immunization against diphtheria, whooping cough, poliomyelitis, tetanus, measles, and such other communicable diseases as may be specified from time to time by the Department of Public Health. The only exception to these requirements will be made on receipt of a written statement from a doctor that immunization would not be in the best interests of the child; or, the student's parent or guardian stating that vaccination or immunization is contrary to the religious beliefs of the student or parent.

Physical Examination

Every student will be examined for screening in sight, hearing, BMI*, and for other physical problems as provided in the law and regulation. A record of the results will be kept by the school nurse.

Every student will be given a general physical examination four times: upon entering school and upon admittance to the fourth, seventh, and tenth grades. The results of examinations will be a basis for determining what corrective measures or modifications of school activities, if any, should be recommended. A record of all examinations and recommendations will be kept. For an inclusive view of district policy for Physical Examination, please go to the District Policy Manual and reference policy: JLCA

Physical Exams/Immunization Records

In keeping with **Massachusetts State Law**, a physical exam and documentation of immunizations are required for all students entering Preschool, Kindergarten, **Grades 4, 7, and 11**, as well as for new students entering the system.

Hearing and Vision Screening

Students will be regularly screened for vision and hearing. In the event a concern arises during these screenings, parents will be notified and asked to seek further medical evaluation.

Head Injury Prevention and Management

The Douglas Public Schools are committed to the health and well-being of all its students including students who have suffered head injuries. As such, the district has established policies that adhere to state mandates which are strictly enforced within all of our schools. These policies are aligned with M.G.L. c.111 § 222; 105 C.M.R. 201.001. Given the length of the Head Injury Policy please take the time to review this policy found in district policy for Head Injury Prevention and Management, in the District Policy Manual and reference policy: JJIF

HIV/AIDS

Students with HIV/AIDS have the same rights to attend classes or participate in school programs and activities as any other student. The privacy of students with HIV infection on AIDS is protected under State Privacy law (G.L. c.214, §§ 1B). The student's parents maintain this information related to their student. They are not required to disclose this information to school officials. However, a student's parent(s)/guardian(s) may inform school officials of a student's AIDS/HIV status of their own volition. If this is the case it is best if this information is directly shared with the school's administration, the student's guidance counselor and the school nurse. If the parent(s)/guardian(s) wish the student's primary care physician can provide this information directly to the school nurse or a building administrator. In order for these school officials to share this health information with other school personnel, they must receive formal consent and approval from the student's parent(s)/guardian(s). For an inclusive view of district policy for HIV/AIDS – Communicable Diseases, please go to the District Policy Manual and reference policy: JLCC

Field Trip Medications

With your authorization and M.D. documentation, prescribed emergency EpiPens and inhalers will be sent with your child on field trips and administered by the school nurse.

Non-Prescription Medication Guidelines

All students needing to take non-prescription medications during the school day **must bring in their own supply** (no aspirin-containing products, please) to be kept in the Health Office. No medication will be dispensed unless the student has his/her own supply and has parental permission to take the medication (permission is granted by signing the medication portion of the school emergency card). The school nurse will always contact a parent/guardian for permission to medicate a child in grades PreK-5. Generic substitutes are acceptable. Medications must be brought to the school nurse, by a parent or guardian, in their original container.

All students requiring prescription medication during the school day must have a written medication order from their physician on file in the Health Office. A new order is required at the beginning of each school year.

This includes oral medications, asthma inhalers, Epi-Pens and any over the counter products containing aspirin. If parents/guardians need more detailed information or have any questions, they are asked to please contact the school nurse at 508-476-4200.

Students in Grade 5 have the opportunity to take part in a program entitled “It’s a Change Thing” which is presented by the school nurse, Guidance Counselor, and P.E. teacher. This program addresses the physical and emotional changes students will face as they reach puberty. Parents have the right to opt their student out of this program or any other program that addresses these types of issues. More information regarding the program as well as opt out information will be sent home well in advance of the program’s implementation.

Illness and Injury

Students who are ill should report to the nurse after obtaining a pass from their teacher. If the nurse is not available, students should report to the Principal's office. In the event of an emergency, the teacher may send the student to the nurse immediately, accompanied by another student. The nurse will determine whether the student should be sent home or kept in school.

Students who become ill at school will not be allowed to go home unless a parent or the person designated on the emergency form is contacted and is available to care for the child.

If a student is injured during the day, he/she should report to the nurse. The teacher in charge of the pupil must report any injuries to students during school hours to the school office and the school nurse as soon as possible after the accident. The teacher and nurse will then file a written report of the accident. Accidents during practice sessions, any athletic event sponsored by the school, or accidents at recess must be immediately reported to the person in charge and the school office.

Communicable Diseases

<u>Disease</u>	<u>Exclusion</u>
Chicken Pox	7 days- All lesions must be dry before returning to school
Conjunctivitis (pink eye)	Antibiotics for 24 hours before returning
Fifth's Disease	None, not contagious after rash is visible
Impetigo	Antibiotics for 24 hours
Pediculosis (lice)	Treatment (medicated shampoo) and removal of all nits (eggs)
Strep Throat	24-48 hours on antibiotics
Vomiting	24 hours after vomiting stopped and fever free

If a student is allowed to come to school, but not participate in physical activities, a note is required from student's physician stating the reason and the length of time to be excused.

For your child's welfare and for the protection of others, we appreciate parental support and cooperation in ensuring that your child is kept home from school if he/she exhibits any of the following symptoms:

- Is not feeling well – i.e., has a headache or stomach ache
- A fever of 100 degrees within the last 24 hours
- A sore throat with swollen glands
- Other contagious symptoms, such as diarrhea, vomiting, frequent productive cough, nasal discharge, or red, draining eyes
- Undiagnosed rash or skin eruptions
- Head lice/nits

Life-Threatening Allergies

Parents of students who are diagnosed with a life-threatening allergy are asked to immediately notify the administration and the school nurse, and provide medical documentation so that the school can effectively plan to meet the student's needs.

It is the policy of the Douglas School Committee to set age-appropriate guidelines for students and schools within the Douglas School system that minimize the risk for children with life threatening allergies (LTA) to be exposed to offending allergens that may trigger a life threatening reaction. Such guidelines shall include: building based general medical emergency plans, Individualized Student Allergic Reaction Plan for all students diagnosed with a LTA, appropriate training of staff, availability on site of medical equipment for quick response to life threatening allergic reactions,

and such other guidelines that will ensure that students with LTA can participate fully in school activities without undue fear of harm from exposure to life threatening allergens.

The School District, with guidance from the Massachusetts Department of Education, the School Nurse Leader and the individual School Nurses will develop and implement school-wide procedures to minimize the risk of exposure to allergens for students with LTA's in classrooms, common use areas, the cafeteria, and during transportation to and from school and on field trips.

It is the School Committee's expectation that specific building based guidelines/actions will take into account the health needs and well being of all children without discrimination or isolation of any child. It is the School Committee's belief that education and open and informative communication are vital for the creation of an environment with reduced risks for all students and their families. In order to assist children with LTA to assume more individual responsibility for maintaining their safety as they grow, it is the policy of the School Committee that the guidelines shift as children advance through the primary grades and through secondary school.

School Insurance

An inexpensive insurance can be purchased for your child through the school. A description of this plan will be sent home in September. All athletes are strongly encouraged to take out this insurance.

Health Insurance

The Department of Public Health has expanded the Children's Medical Security Plan to include any child age 18 or under, except those already enrolled in the Medicaid program. The Children's Medical Security Plan provides free or low-cost coverage for the basic care children need. For more information, please contact the school nurse or call 1-800-909-2677.

File: JHCE

DOUGLAS PUBLIC SCHOOLS

HEAD INJURIES AND CONCUSSION POLICY

In accordance with 105 CMR 201, all school districts and schools are required to have policies and procedures governing the prevention and management of sports-related head injuries within the school district or school. The School Committee, consulting with the Board of Health where appropriate, shall adopt policies and procedures governing the prevention and management of sports-related head injuries within the school district or school following development of a proposal by a team consisting, at a minimum, of a school administrator, school nurse, school physician, and athletic director, in consultation with any existing school health/wellness advisory committees.

Policies and procedures must address sports-related head injuries occurring in extracurricular athletic activities but may be applied to all head injuries in students. Review and revision of such policies and procedures shall occur as needed but at least every two years. At a minimum, these policies shall include:

1. Designation, by the superintendent, principal or school leader, of the Athletic Director as the person responsible for the implementation of these policies and protocols;
2. Annual training of persons specified in 105 CMR 201.008 in the prevention and recognition of a sports-related head injury, including second impact syndrome, and documentation of each person's completion of such training;
3. Documentation of a student's history of head injury(ies) including concussion(s);
4. Documentation of annual physical examination of students participating in extracurricular athletic activities, consistent with 105 CMR 200.000, and completion of the Department Pre-participation Head Injury/Concussion Reporting Form For Extracurricular Activities (herein after "Department Pre-participation Form");
5. Inclusion of the sports-related head injury policy and information in the student handbook;
6. A requirement that head injuries or suspected concussions sustained in practices or games be reported to the student's parent so the parent may take the student to a medical provider for appropriate medical evaluation and treatment;
7. A requirement that head injuries or suspected concussions be reported to the school nurse;
8. A procedure for post-head injury graduated re-entry accommodation plans to school and academic activities if indicated, including inclusion of the school nurse in the team developing the plans;
9. Instructions to coaches, trainers and volunteers to teach form, techniques and skills that minimize sports-related head injury. A coach, trainer or volunteer for an extracurricular athletic activity shall be directed to discourage and prohibit a student athlete from engaging in any unreasonably dangerous athletic technique that endangers the health or safety of a student, including using a helmet or any other sports equipment as a weapon; and
10. Penalties, including but not limited to personnel sanctions, for failure to comply with provisions of the school district's or school's policy.

Training Program

Before beginning any extracurricular athletic activity the following persons shall complete one of the training programs approved by the Department as found on the Department's website:

1. Coaches;
2. Certified athletic trainers;
3. Volunteers;
4. School physicians;
5. School nurses;
6. Athletic Directors;
7. Referees and umpires who are employees, contractors, or agents of a school;
8. Directors responsible for a school marching band, whether employed by a school or school district or serving in such capacity as a volunteer;
9. Parents of a student who participates in an extracurricular athletic activity; and
10. Students who participate in an extracurricular athletic activity.

The superintendent or designee shall maintain a record of persons trained in accordance with 105 CMR 201.015.

Participation Requirements for Students and Parents

A. Education and Training

1. Each year at the required pre-season meeting for every season, a school shall provide current Department-approved materials to all students who plan to participate in extracurricular athletic activities and their parents in advance of the student's participation. Such materials shall be posted on the district's website and shall at minimum include a summary of the Department's rules relative to safety including but not limited to recognition of symptoms of

head injury, the biology and short-term and long-term consequences of a concussion, second impact syndrome and rules for return to play after a head injury or concussion.

2. The student and parent shall submit to the Athletic Director as a pre-requisite to participation in extracurricular athletic or band activities either (a) a certification of completion for any Department approved on-line course or (b) a signed acknowledgment as to their receipt of Department approved written material required by 105 CMR 201.009(A)(1).
3. The training and education required by 105 CMR 201.009(A)(2) applies to one school year and must be repeated for every subsequent year.

B. Documentation of Head Injury and Concussion History

1. At or before the start of each sport or band season, all students who plan to participate in extracurricular athletic or band activities shall complete and submit to the Athletic Director a current Department Pre-participation Form, signed by both the student and the parent, that provides comprehensive history with up-to-date information relative to concussion history; any head, face or cervical spine injury history; and any history of co-existent concussive injuries.
2. The Athletic Director shall ensure that all forms that are required by 105 CMR 201.009(B)(1) are completed and reviewed, and shall:
 - Provide each coach or band director with copies of forms from all students participating on that coach's team or band director's band;
 - Distribute copies of forms which indicate a history of head injury to the school nurse and school physician.
3. If a student sustains a head injury or concussion during the season, the Department Report of Head Injury During Sports Season Form (hereinafter "Department Report of Head Injury Form") must be completed (a) by the coach or band director, if the injury or suspected concussion occurs during a game or practice, or (b) by a parent if the injury occurs outside of those settings, and forwarded to the coach or band director. The Athletic Director shall ensure that these forms are reviewed and provided to the persons specified in 105 CMR 201.009(B)(2).

Suspected Concussion Exclusion from Play

1. Any student, who during a practice or competition, sustains a head injury or suspected concussion, or exhibits signs and symptoms of a concussion, shall be removed from the practice or competition immediately and may not return to the practice or competition that day.
2. The student shall not return to play unless and until the student provides medical clearance and authorization as specified in 105 CMR 201.011.
3. The coach shall communicate the nature of the injury directly to the parent in person or by phone immediately after the game or practice in which a student has been removed from play for a head injury or suspected concussion. The coach also must provide this information to the parent in writing by the end of the next business day.
4. The coach or his/her designee shall communicate, by the end of the next business day, with the Athletic Director that the student has been removed from play for a head injury or suspected concussion.
5. Each student who is removed from play and subsequently diagnosed with a concussion shall have a written graduated reentry plan for return to full academic and extracurricular activities.
 - The plan shall be developed by the student's teachers, school nurse, parent, members of the building-based student support and assistance team or individualized education program team as appropriate and in consultation with the student's physician.
 - The written plan shall include but not be limited to:
 - Physical and cognitive rest as appropriate;
 - Graduated return to classroom studies as appropriate;
 - Estimated time intervals for resumption of activities;

- Frequent assessments by the school nurse as appropriate; and
- Periodic medical assessments until full return to classroom activities and extracurricular athletic activities are authorized.
- The student must be completely symptom free and medically cleared in order to begin graduated reentry to extracurricular athletic activities.
- *If a situation arises such that the student has been cleared to participate and the school staff notes that the student is still experiencing symptoms, that student shall be removed from play. The school has the authority to make the final determination whether a student may safely participate in a given extracurricular activity/sport. Participation is a privilege that may be permitted or withheld by the school staff based on individual circumstances. If these situations arise the school staff will communicate to the health care provider who provided the clearance, the specific symptoms and reason for concern and that the student is not symptom-free.*

Medical Clearance and Authorization to Return to Play

Each student who is removed from play for a head injury or suspected concussion shall obtain and present to the Athletic Director a Department Post Sports-Related Head Injury Medical Clearance and Authorization Form (herein after "Department Medical Clearance and Authorization Form") prior to resuming the extracurricular athletic activity. This form must be completed by a physician or one of the individuals as authorized by 105 CMR 201.011(A). The ultimate return to play decision is a medical decision that may involve a multidisciplinary approach, including consultation with parents, the school nurse and teachers as appropriate.

Only the following individuals may authorize a student to return to play:

- A duly licensed physician;
- A certified athletic trainer in consultation with a licensed physician;
- A duly licensed nurse practitioner in consultation with a licensed physician; or
- A neuropsychologist after the student has been examined and cleared by a licensed physician.

By September 2013, physicians, nurse practitioners and certified athletic trainers providing medical clearance for return to play shall verify that they have received Department-approved training in post traumatic head injury assessment or, in the case of certified athletic trainers, have received equivalent training as part of their licensure.

Record Maintenance

The school, consistent with any applicable state and federal law, shall maintain the following records for 3 years or at a minimum until the student graduates:

- Verifications of completion of annual training and receipt of materials;
- Department Pre-participation Forms;
- Department Report of Head Injury Forms;
- Department Medical Clearance and Authorization Forms; and
- Graduated re-entry plans for return to full academic and extracurricular activities.

The school shall make these records available to the Department of Public Health and the Department of Elementary and Secondary Education, upon request or in connection with any inspection or program review.

Reporting

Starting school year 2011-2012, schools shall be responsible for maintaining and reporting annual statistics on a Department form or electronic format that at minimum report:

- The total number of Department Report of Head Injury Forms received by the school;
- The total number of students who incur head injuries and suspected concussions when engaged in any extracurricular athletic activities.

First Reading: October 19, 2011

Second Reading: November 2, 2011

Third Reading and Vote: November 16, 2011

Adopted: November 16, 2011

Code of Conduct

Douglas Elementary School

2020 – 2021



EXPECTATIONS FOR STUDENT BEHAVIOR

An important goal of the Douglas Elementary School is to teach our students self-discipline. It is the key to health and safety, productive schoolwork and consideration of the rights, property and safety of others. The Douglas Elementary School administration and staff support a Conflict Resolution model of discipline. This is a problem solving approach to conflicts that may arise during the course of the day. It is a learning opportunity for students to strategize alternative methods of dealing with confrontations.

Douglas Elementary School students at all times will:

- Treat fellow students, faculty, and staff in a civil, respectful, and courteous manner. This includes using common courtesies such as “Please”, “Thank You” and “Excuse Me”.
- Respect and not break, damage, or deface the school property – buildings, grounds, materials, and furnishings.
- Respect the personal property and school materials of others.
- Respect the rights of fellow students without fighting, teasing, or name-calling.
- Be honest in their words and deeds.
- Behave in a way that does not disrupt learning.
- Use language that is free from vulgarity and profanity.
- Walk, not run, in the hallways and conduct themselves in an orderly manner.

An atmosphere of learning is the goal in all classes at Douglas Elementary School and children are aware of the discipline code in their class that governs cooperation and appropriate behavior. Often a verbal warning is all that is needed to change students' misbehavior. If misbehavior continues, the following procedure will be followed:

1. Teacher will administer logical and related consequences on an individual basis (talk with student, loss of recess, call parent, send a note home, etc.)

2. If a student does not respond to number one, the teacher will complete an Office Referral Form and the student will be sent to the office, where the Principal will process the event further and decide on logical and appropriate consequences. Parents will be contacted by the Principal or the classroom teacher in regards to the steps that were followed.

3. If the student, in the opinion of the teacher and administrator, refuses to cooperate, parents will be notified and a conference will be set up to discuss a course of action.

Parents who have concerns regarding discipline should follow this contact procedure:

-Notify the classroom teacher

-Contact the Principal

The Principal has the authority to apply disciplinary procedures as necessary. *If the misconduct is severe, the Principal can waive progressive discipline*

Douglas Elementary Discipline Guidelines

Violation	Possible Consequences
<ul style="list-style-type: none"> • Repeated tardiness to school 	<ul style="list-style-type: none"> • After the 7th tardy to school, a notification letter will be sent to the parent/guardian • Continued violation will result in further action from district
<ul style="list-style-type: none"> • Repeated unexcused absences/truancy 	<ul style="list-style-type: none"> • MA State Law (Chapter 76, Section 2) indicates that a child's absences should not exceed more than 7 full-day sessions or 14 half-day sessions in a six-month period. • The law further requires that the principal must contact the parent/guardian of any student who has had more than 5 unexcused absences in a school year to meet in order to develop an action plan for student attendance. • If chronic unexcused absences continue, court involvement may result
<p>Level 1:</p> <ul style="list-style-type: none"> • Being unprepared for class (no notebook/textbook, no writing utensil) • Lack of academic work completion and/or 	<ul style="list-style-type: none"> • Communication with parent/guardian • Conference with student and teacher • Reflective writing assignment and/or plan to

<p>failure to complete/turn in homework</p> <ul style="list-style-type: none"> • Dress code violation • Cell phone misuse 	<p>remedy the problem</p>
<p>Level 2:</p> <ul style="list-style-type: none"> • Disrupting the learning environment • Rude, inappropriate language/behavior • Inappropriate physical contact • Defiance/disrespect • Cheating/plagiarizing/forging signature • Falsely reporting an incident/lying • Violating the technology/electronic device policies, such as the Acceptable Use Policy and the iPad agreement, and/or repeated cell phone misuse • Repeated Level 1 offenses 	<ul style="list-style-type: none"> • Communication with parent/guardian • Conference with student and teacher • Conference with parent/guardian and administrator • Lunch detention • After School detention • In-school suspension • Restricted access to electronic devices • Student contract
<p>Level 3:</p> <ul style="list-style-type: none"> • Bullying/Harassment (MGL Ch. 71, Section 37 O) • Property misuse/damage/vandalism • Stealing/destroying property/defacing property • Tampering with fire alarm • Fighting/threatening violence/acting violently (MGL, Ch. 71, Section 37H) • Possessing a weapon (MGL Ch. 71, Section 37H) • Possessing, using, and/or being under the influence of tobacco (including electronic cigarettes/vaping/juuling), alcohol, dangerous substances, or illegal drugs (MGL Ch. 71, Section 37H) 	<ul style="list-style-type: none"> • Retribution for damages • In-school suspension • Completion/signing of a safety Plan • Out-of-school suspension • Expulsion

Bus Conduct

Safety and courtesy require appropriate conduct while boarding or riding the bus and while leaving school. Students should **be aware the bus ride is an extension of the school day**. Conduct on the bus should mirror classroom conduct with the same expectations of mutual respect between students and the driver. For an inclusive view of district's policies for transportation please go to the District Policy Manual and reference policies: EEA, EEAA, & EEAE.

Bus students are not to be dropped any place except on the school property during arrival in the morning.

Loading and Unloading

1. Riders must be on time; the bus cannot wait.
2. Riders will enter or leave the bus at regular stops only.
3. Orderly behavior and respect for private property are required.
4. Instructions and directions of the driver must be followed by the riders when entering or leaving the bus.

Required Conduct Aboard the Bus

1. Riders must remain in seats when the bus is in motion.
2. Loud disruptive voices are not permitted.
3. The following disturbances are prohibited:
 - Pushing or wrestling
 - Annoying other passengers in any manner
 - Talking to the driver in an annoying and/or disrespectful manner
 - Throwing objects in the bus or out of windows
 - Climbing over seats
 - Opening or closing windows unnecessarily
 - Leaning out of windows (keep hands and arms inside the bus at all times)
 - Littering the bus

Students will be held responsible for purposely damaging the bus.

Pupils reported for misconduct on a school bus will be dealt with as follows:

First infraction – *Parents will be contacted by the Principal. Discipline may result in temporary loss of bus privileges.*

Second infraction – *Automatic probation; may result in loss of bus privileges.*

Third infraction – *Temporary loss of bus privileges for 3 days.*

Fourth infraction – *Loss of bus privileges for 5 days.*

Fifth infraction – *Loss of bus privileges for 1 month.*

Sixth infraction – *Loss of privileges for remainder of the year.*

Dress Code

Students should consider school their "job" and should dress appropriately at all times. The dress code is aimed at protecting student welfare while they are with us. The dress code applies during normal school hours, both in school and when students are participating in an out-of-school activity, such as a field trip or extracurricular event. Parents are asked to ensure that children come to school dressed appropriately for recess, based upon weather conditions.

Acceptable Dress/Attire

Dresses*

Skirts, Dress Shorts*

Slacks

Dress Blouses or tops

Dress shoes, dress boots, dress sandals or sneakers

***Dresses, skirts, and shorts** must be no shorter than six (6) inches above the kneecap

***Dresses, blouses and tops** can be sleeveless as long as the **strap is at least 3" wide**.

Unacceptable Dress/Attire

Spaghetti, halter, and similar-style strap or dresses, blouses, or tops

Tank tops

Tops that show the midriff

Low cut blouses

Miniskirts or mini dresses (shorter than 6" above knee cap)

Backless shirts

Short-Shorts

Leggings (unless worn with a long top or skirt)

Shirts that imply or denote alcohol, smoking, sex, violence, etc.

Hats (for both boys and girls, including "fashion statement" hats)

Muscle shirts

Bandannas

Low riding pants

Pajamas

Chains, fused rings etc.

***Shower sandals, flip-flops and slippers should not be worn.**

This list is **NOT** all-inclusive. Any clothing or personal item that, in the judgment of the administration, interferes with, or disrupts the educational process will not be allowed. These guidelines are based on principles of safety, hygiene and generally-accepted standards of propriety. We realize that all students are unique and we will assess the appropriateness of clothing based on the individual student, staying consistent with the guidelines on sexual harassment and anti-discrimination.

On the first occurrence of a violation, the student will be asked to change their clothes. If a change of clothing is not available at school, then the parent will be called to bring in clothes. Refusal to change, or subsequent occurrences, will be considered insubordination and be subject to disciplinary action.

Vandalism Covered by School Committee Policy

Any pupil who willfully damages or destroys school property, or the property of others on school grounds shall, through his parents or guardian, be **held liable for such damage or destruction**.

Loitering

Loitering in or near school grounds, before or after school, is prohibited.

Food and Drink

Food and drinks are to be consumed in the cafeteria only. Exceptions will only be made at the discretion of the classroom teacher or administration. Students are strongly discouraged from bringing candy to school. **Chewing gum is not allowed.**

Articles/Substances Prohibited in School

Problems arise each year because students bring articles that are hazardous to the safety of others or interfere in some way with school procedure. Items such as :

toy guns, water pistols, wearing of hats, securing hats on belts, explosive devices, iPods, MP3 players, eReaders, beepers, radios, trading cards, electronic games, playing cards, etc. **are prohibited.**

If an **electrical/electronic device** is needed for an **educational purpose** and **has been approved by the classroom teacher** then it **may be brought to school**, otherwise, all electrical devices are prohibited. Pornographic/adult oriented materials are prohibited during the school day.

All prohibited materials will be confiscated and will only be returned to a parent/guardian.

Cell phones may be brought to school but **may only be used after school hours**. Cell phones are to be turned off and kept in students' backpacks and **should not be used during snack time or recess.**

Cell phones that are used during school hours will be confiscated and will only be returned to a parent/guardian.

State Law prohibits the use of tobacco products (cigarettes, e-cigarettes, vape pens, cigars, pipes, snuff, or chewing tobacco) by students on school grounds or at school-related functions. Tobacco products, lighters, and matches will be confiscated by any staff member. Confiscated items will not be returned.

Prohibition of Drug Use

The **Douglas Elementary School abides** by Chapter 94C, Section 32.J of Massachusetts Laws regarding Controlled Substance Violations in, on, or near school grounds.

The Douglas Public Schools **will not tolerate** the possession, distribution or manufacture of any illegal drug, drug paraphernalia or alcoholic beverage, in school or on school property. This policy also applies to prescription drugs when they are not turned in to the nurse.

Nonetheless, the Douglas Public Schools encourages students with drug or alcohol problems to seek voluntary assistance. In such cases, as described below, the school will provide assistance, without penalty, to any student voluntarily seeking drug and alcohol treatment or advice.

Prescription drugs for which the student has a valid prescription must be deposited with the school nurse during school hours, and administered by the nurse, if necessary. In cases where this is impossible due to health reasons, the student must present certification to this effect to the school nurse as soon as possible after the drug has been prescribed.

No over-the-counter drugs are to be carried by the student. If these drugs are necessary, they must be in the nurse's office.

Investigation

Students can expect the school to conduct a vigorous and thorough investigation when school officials receive reports concerning illegal drugs, tobacco or alcohol on school premises. Students are expected to cooperate fully with school officials investigating drug abuse or any other matter. Failure to cooperate with an investigation may be grounds for discipline.

Desk and Cubby Searches

Desks and cubbies assigned to individual students by the school, remain school property and may be inspected or searched by school officials in the performance of their duties. Items found in a student's assigned cubby will be treated as though they are in the possession of the student.

Searches of the Person

School administrators may search a student (including pockets, book bags, purses, etc.) **upon reasonable suspicion** that the student is in possession of illegal drugs or other contraband.

Reasonable suspicion can be gained by observation of the student's behavior, information from reliable sources, or other facts leading the school to believe that drugs or contraband will be found in the place to be searched. Students returning from suspension for drug or violence related offenses should expect to be searched prior to being readmitted to school.

Weapons

For purposes of this policy, a "weapon" includes, but is not limited to, a gun, knife, slingshot, blowgun, blackjack, metallic knuckles, including a ring intended to be worn on more than one finger (fused rings) or knuckles of any substance which could be put to the same use with the same or similar effect as metallic knuckles, nunchaku, zoo bow, also known as klackers or kung fu sticks, or any similar weapon consisting of two sticks of wood, plastic or metal connected at one end by a length of rope, chain, wire, or leather, a shuriken or any similar pointed star like object intended to injure a person when thrown, or any armband, made with leather which has metallic spikes, points, or studs or any similar device made from any other substance or a cestus or similar material weighted with metal or other substance and worn on the hand, or body, or a length of chain having weighted ends. Any other device or object used or attempted to be used to inflict bodily harm on a person may be considered a weapon.

Chapter 269, Sec.10

1. A student shall not possess, use, or attempt to use any weapon on school premises or at a school related situation.
2. In order to protect the students of the Douglas Public Schools, the Building Principal and/or Superintendent of Schools will expel for a minimum of one calendar year any secondary school student found in possession of a gun or knife on school premises or at a school-sponsored situation.
3. In order to protect the students of the Douglas Public Schools, the Building Principal and/or Superintendent of Schools may expel for a minimum of one calendar year any elementary

school student found in possession of a gun or knife on school premises or at a school-sponsored situation.

4. All lockers available to students are the property of the Douglas Public Schools. Use of lockers by students is regulated by the school administration and all lockers are subject to inspection by the school administration at any time. Any weapon found in a locker in violation of school policy may be considered to be the property of the student assigned to the locker for purposes of disciplinary action under this code.
5. For security reasons, students will not be permitted to wear outerwear (coats, jackets, and hats) or carry large book/gym bags with them throughout the school day. Students must store all books, bags, gym bags, and outerwear (coats, jackets, and hats) in their lockers during the school day.

This policy will be implemented according to the due process provisions of the Douglas Public Schools Discipline Code applicable to Regular and Special Education students.

Prohibition Against Firearms in Schools

Whoever, not being a law enforcement officer, and notwithstanding any license obtained by him under provisions of chapter one hundred and forty, carries on his person a firearm as hereinafter defined, loaded or unloaded or other dangerous weapon in any building or on the grounds of any elementary or secondary school, college or university shall be punished by a fine of not more than one thousand dollars or by imprisonment for not more than one year, or both. For the purpose of this paragraph, "Firearm" shall mean any pistol, revolver, rifle, or smoothbore arm from which a shot, bullet, or pellet can be discharged by whatever means.

Any officer in charge of an elementary or secondary school, college or university or any faculty member or administrative officer of an elementary or secondary school, college or university failing to report violations of this paragraph shall be guilty of misdemeanor and punished by a fine of not more than five hundred dollars.

Amended by St. 1987, Ch.150, Sec.2; St 1989 Ch.648

In all weapons cases, the Police will be notified and legal action will be initiated.

Violence – Prohibited Conduct

Violent behavior is unacceptable in an educational environment. Violence disrupts learning and can result in serious, and even fatal, injuries to students, faculty, administrators, and other staff. Consequently, the Douglas Schools will not tolerate violence of any kind, in its schools, on its grounds, or at school-related events.

The following conduct is prohibited:

Assault

Assault is intentional, physical or verbal conduct by a student directed at another person, which results in unwanted contact with that person, or reasonably places that person in fear of imminent, unwanted, physical contact. Examples of assaultive conduct include striking

another person, shoving another person, attempting or pretending to strike another person, brandishing a fist or weapon, or moving close to someone in a threatening manner.

Threats of Violence

Threats of violence include any written or spoken words that can reasonably be interpreted as expressing an intention to commit a violent act against another person. Any explicit or implicit threat on the safety of a student or staff member (including possessions) will result in a suspension from school. This matter may be reported to the police. An expulsion hearing may be held at the discretion of the Principal.

Any explicit or implicit threat against another student will result in disciplinary action and/or possible legal action.

Possession or Use of Weapons

See the Douglas School Department policy (JICI) on Possession or Use of Weapons.

Property Damage

Property damage is considered violent behavior when it is carried out as a means to threaten, intimidate, or harm another person.

Harassment

Harassment is repeated misconduct directed at another person, with the intent or effect of unreasonably interfering with that person's legitimate activities. Harassment may involve any of the behaviors listed above, as well as other behavior, such as verbal abuse, inappropriate or unwanted telephone calls, leaving notes, and "stalking".

Reporting and Investigation

Students are encouraged to report violations of this policy to the Administration. The school will thoroughly investigate reports of violent behavior, as defined in this policy, and will keep reports confidential to the extent consistent with a thorough investigation.

Discipline

Students who violate this policy may face suspension or expulsion, depending upon the severity of the conduct. Suspension or expulsion will be handled in accordance with the Discipline Procedures in the Handbook. In appropriate cases, the police or other governmental agencies will be called.

Bullying Prevention Policy

File: JICFB - BULLYING PREVENTION

The Douglas 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 harassment, intimidation, bullying, or cyber-bullying.

"Bullying" is the repeated use by one or more students of a written, verbal, or electronic expression, or a physical act or gesture, or any combination thereof, directed at a target that:

- Causes physical or emotional harm to the target or damage to the target's property;
- Places the target in reasonable fear of harm to him/herself, or of damage to his/her property;
- Creates a hostile environment at school for the target;
- Infringes on the rights of the target at school; or
- Materially and substantially disrupts the education process or the orderly operation of a school.

"Cyber-bullying" means bullying through the use of technology or any electronic communication, which shall include, but shall not be limited to, any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a:

- Wire
- Radio
- Electromagnetic
- Photo-electronic or photo-optical system, including, but not limited to, electronic mail, internet communications, instant messages or facsimile communications.

Cyber-bullying shall also include the creation of a web page or blog in which the creator assumes the identity of another person or knowingly impersonates another person as author of posted content or messages, if the creation or impersonation creates any of the conditions enumerated in the definition of bullying.

Cyber-bullying shall also include the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons, if the distribution or posting creates any of the conditions enumerated in the definition of bullying.

Bullying and cyber-bullying may occur in and out of school, during and after school hours, at home and in locations outside of the home. When bullying and cyber-bullying are alleged, the full cooperation and assistance of parents and families are expected.

For the purpose of this policy, whenever the term bullying is used it is to denote either bullying, or cyber-bullying.

Bullying is prohibited:

- On school grounds;
- On property immediately adjacent to school grounds;
- At school-sponsored or school-related activities;
- At functions or programs whether on or off school grounds

- At school bus stops;
- On school buses or other vehicles owned, leased or used by the school district; or,
- Through the use of technology or an electronic device owned, leased or used by the Douglas Public Schools;

Bullying and cyber-bullying are prohibited at a location, activity, function or program that is not school-related or through the use of technology or an electronic device that is not owned, leased or used by the Douglas school district if the act or acts in question:

- Create a hostile environment at school for the target;
- Infringe on the rights of the target at school; and/or
- Materially and substantially disrupt the education process or the orderly operation of a school.

Prevention and Intervention Plan

The Superintendent and/or his/her designee shall oversee the development of a prevention and intervention plan, in consultation with all district stakeholders, which may include teachers, school staff, professional support personnel, school volunteers, administrators, community representatives, local law enforcement agencies, students, parents and guardians, consistent with the requirements of this policy, as well as state and federal laws. The bullying prevention and intervention plan shall be reviewed and updated at least biennially.

The Principal is responsible for the implementation and oversight of the bullying prevention and implementation plan within his or her school.

Reporting

Students, who believe that they are a target of bullying, observe an act of bullying, or who have reasonable grounds to believe that these behaviors are taking place, are obligated to report incidents to a member of the school staff. The target shall, however, not be subject to discipline for failing to report bullying.

Each school shall have a means for anonymous reporting by students of incidents of bullying. No formal disciplinary action shall be taken solely on the basis of an anonymous report.

Any student who knowingly makes a false accusation of bullying shall be subject to disciplinary action.

Parents or guardians, or members of the community, are encouraged to report an incident of bullying as soon as possible.

A member of a school staff shall immediately report any instance of bullying the staff member has witnessed or become aware of to the school Principal or their designee.

Investigation Procedures

The Principal or their designee, upon receipt of a viable report, shall promptly contact the parents or guardians of a student who has been the alleged target or alleged perpetrator of bullying. The actions being taken to prevent further acts of bullying shall be discussed.

The school Principal or a designee shall promptly investigate the report of bullying, using a Bullying/Cyber-bullying Report Form which may include interviewing the alleged target, alleged perpetrator, staff members, students and/or witnesses.

Support staff shall assess an alleged target's needs for protection and create and implement a safety plan that shall restore a sense of safety for that student.

Confidentiality shall be used to protect a person who reports bullying, provides information during an investigation of bullying, or is witness to or has reliable information about an act of bullying.

If the school Principal or a designee determines that bullying has occurred he/she shall take appropriate disciplinary action and if it is believed that criminal charges may be pursued against the perpetrator, the Principal shall consult with the school's resource officer and the Superintendent to determine if criminal charges are warranted. If it is determined that criminal charges are warranted, the local law enforcement agency shall be notified.

The investigation shall be completed within fourteen school days from the date of the report. The parents or guardians shall be contacted upon completion of the investigation and informed of the results, including whether the allegations were found to be factual, whether a violation of this policy was found, and whether disciplinary action has or shall be taken. At a minimum the Principal or his/her designee shall contact the parents or guardians as to the status of the investigation on a weekly basis.

Disciplinary actions for students who have committed an act of bullying or retaliation shall be in accordance with district disciplinary policies.

Each school shall document any incident of bullying that is reported per this policy and a file shall be maintained by the Principal or designee. A monthly report shall be provided to the Superintendent.

Confidentiality shall be maintained to the extent consistent with the school's obligations under law.

Retaliation

Retaliation against a person who reports bullying, provides information during an investigation of bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying shall be prohibited.

Target Assistance

The Douglas Public Schools shall provide counseling or referral to appropriate services, including guidance, academic intervention, and protection to students, both targets and perpetrators, affected by bullying, as necessary.

Training and Assessment

Annual training shall be provided for school employees and volunteers who have significant contact with students in preventing, identifying, responding to, and reporting incidents of bullying.

Age-appropriate, evidence-based instruction on bullying prevention shall be incorporated into the curriculum for all K to 12 students.

Publication and Notice

Annual written notice of the relevant sections of the bullying prevention and intervention plan shall be provided to students and their parents or guardians, in age-appropriate terms.

Annual written notice of the bullying prevention and intervention plan shall be provided to all school staff. The faculty and staff at each school shall be trained annually on the bullying prevention and intervention plan applicable to the school.

Relevant sections of the bullying prevention and intervention plan relating to the duties of faculty and staff shall be included in the school employee handbook.

The bullying prevention and intervention plan shall be posted on the Douglas Public Schools website.

REFS.: Massachusetts Department of Elementary and Secondary Education's Model Bullying Prevention and Intervention Plan

LEGAL REFS: Title VII, Section 703, Civil Rights Act of 1964 as amended

Federal Regulation 74676 issued by EEO Commission

Title IX of the Education Amendments of 1972

603 CMR [26.00](#)

M.G.L. [71:370](#); [265:43,43A](#); [268:13B](#); [269:14A](#)

CROSS REFS: [AC](#), Nondiscrimination

GBAA, Sexual Harassment

[JICFA](#), Prohibition of Hazing

[JK](#), Student Discipline Regulations

Third Reading and Adopted: November 17, 2010

Suspensions of Ten Days or Less

A student may be suspended for the following reasons:

- Severe disrespect to school personnel or fellow students
- Continued discipline problems in class, recess, or on the bus

- Physically attacking/hitting another student
- Inappropriate language or gesturing
- Charged with a criminal offense
- Any conduct deemed to be unacceptable by the Principal/School Administration

First, the student will meet with the Principal. At that meeting, the student will be told the nature of the charges, and have an opportunity to respond. The Principal will make a decision based upon information presented by the student, further investigation if required, and evidence already known to the Principal. If the Principal determines that a suspension is warranted, the Principal will notify the student of the duration of the suspension, and, if the student previously denied the charges, the Principal will supply an explanation of the basis of the his finding.

Second, parents will be notified by phone and also receive notification in writing.

Third, a suspension can occur for the length of days at the discretion of the Principal in relationship to the severity of the offense.

Fourth, in all cases, once a student has been assigned to suspension he/she will not be allowed to take part in or attend any school-related function or activity. This remains in effect until the student has officially returned to school from suspension.

1. The Principal will notify the student, in writing, of the reasons for the proposed suspension prior to the suspension-taking place.
2. The student will be allowed an informal hearing, *as set forth in Section 1 of "Suspensions of Ten Days or Less"*, prior to the suspension taking effect, except where circumstances make it necessary to impose the suspension prior to such a hearing. (Such circumstances may include, but are not limited to, incarceration of the student, refusal by the student to attend the hearing, or where the student poses an unreasonable danger to the welfare of the school, etc.). In cases involving a felony criminal complaint, the Principal may decide to take action without holding a hearing.
3. The Principal will issue a prompt written decision setting forth findings on whether the student committed an offense and if so, the penalty imposed. Suspensions will be of a definite duration, except when based upon a pending felony criminal complaint.
4. The student may appeal the suspension to the Superintendent, by forwarding a written request for an appeal to the Superintendent, within five days of the effective date of the suspension.
5. In the event of an appeal, the student may request a hearing, at which the student will have the right to present evidence, and be represented by counsel.
6. The Superintendent will issue a decision within five days of the hearing.

Suspensions in Excess of Ten Days

For cases involving suspensions in excess of ten days, or indefinite suspensions based upon the issuance of a felony criminal complaint, this procedure will be followed:

1. The Principal will notify the student in writing of the reasons for the proposed suspension, prior to the suspension taking place.
2. The student will be allowed an informal hearing, as set forth in Section 1 of "Suspensions of Ten Days or Less", prior to the suspension taking effect except where circumstances make it necessary to impose the suspension prior to such a hearing. (Such circumstances may include, but are not limited to, incarceration of the student, refusal by the student to attend the hearing, or where the student poses an unreasonable danger to the welfare of the school, etc.). In cases involving a felony criminal complaint, the Principal may decide to take action without holding a hearing.
3. The Principal will issue a prompt written decision setting forth findings on whether the student committed an offense, and if so, the penalty imposed. Suspensions will be of a definite duration, except when based upon a pending felony criminal complaint.
4. The student may appeal the suspension to the Superintendent, by forwarding a written request for an appeal to the Superintendent, within five days of the effective date of the suspension.
5. In the event of an appeal, the student may request a hearing, at which the student will have the right to present evidence, and be represented by counsel.
6. The Superintendent will issue a decision within five days of the hearing.

Expulsion

A student may be expelled for unusually serious offenses where the Principal determines that the continued presence of the student in school would be detrimental to the welfare of the students, teachers, and administrators in the school.

Massachusetts General Law, Ch..71, §37H provides for expulsion of students under the following circumstances and after the following procedure:

- (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 school or school district by the Principal.
- (b) Any student who assaults a principal, assistant principal, teacher, teacher's aide, student 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); provided, however that any principal who decides that said student should be suspended shall state in writing to the school committee his reasons for choosing the suspension instead of the expulsion as the most appropriate remedy. In this statement, the Principal shall represent that, in his opinion, the continued presence of this student in the school will not pose a threat to the safety, security and welfare of the other students and staff in the school.
- (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 definition 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 student 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 exclusion.
- (f) Expulsions for other reasons, such as conviction of a felony, where the Principal determines that the continued presence of the student will have a detrimental effect on the general welfare of the school; cases involving violent conduct; and other cases where expulsion is set forth as a possible remedy under another policy in this handbook, will be handled in accordance with the same procedure set forth above.
- (g) A suspension may be extended beyond ten days, during the pendency of an expulsion, by following the hearing procedures above, provided, the hearing date set by the written notice of charges is before the expiration of the original suspension or immediately thereafter. If the hearing is postponed upon the request or agreement of the student's parents or attorney, the suspension shall continue, pending the outcome of the hearing, unless the Principal or Superintendent determines otherwise.

Discipline of Special Education Students and Students with 504 Plans

All students are expected to meet the requirements for behavior as set forth in this handbook. Chapter 71B of the Massachusetts General Laws requires additional provisions be made for students who have been found by an evaluation team to have special needs and whose program is described in an Individualized Educational Program (IEP) or a 504 plan. If, prior to disciplinary action, the District administration has knowledge that a student may be a student with a disability, the District administration will make all protections available to the student until and unless the

student is subsequently determined not to be eligible. The following additional requirements apply to the discipline of special needs students as well as students under referral and/or suspected of having a disability:

- (a) The IEP or 504 plan for every special needs student will indicate whether the student can be expected to meet the regular discipline code or if the student's handicapping condition requires a modification. Any modification will be described in the IEP or 504 plan.
- (b) The Principal (or designee) will notify the Special Education Office of the suspendable offense of a special needs student and a record will be kept of such notices.
- (c) When it is known that the suspension(s) of a special needs student may accumulate to ten days in a school year, a review of the IEP or 504 plan as provided by law will be held prior to the tenth day to determine the appropriateness of the student's placement or program. The team will make a finding as to the relationship between the student's misconduct and his/her handicapping condition and either:
 - 1. design a modified program for the student, or
 - 2. having decided the need for discipline was unrelated to any handicapping condition, provide for the delivery of special education services during times of suspension.

All students are expected to meet the requirements for behavior as set forth in this handbook. For students who reach the 10 day maximum/year the following procedures will be followed as necessary:

- Reconvene the full IEP Team.
 - Consider the need for additional testing.
 - Conduct a manifestation determination.
 - Conduct a functional behavioral assessment (only if suspension will exceed 10 days).
- Develop a behavioral intervention plan after completing the functional behavioral assessment (review plan if it already exists).
- Modify the IEP or 504 plan if appropriate.

Sexual Harassment

Introduction

The Douglas School Committee (the "Committee") depends upon an environment of tolerance and respect for the achievement of its goals. The Committee is committed to provide an environment that is free of all forms of abuse or harassment. The Committee recognizes the right of all employees as well as students to be treated with respect and dignity. (For purposes of this policy the word "employee" means anyone in the service of the Committee, either on a paid or volunteer basis.)

Sexual harassment is a form of behavior that adversely affects the employment and/or student relationship. It is prohibited by State and Federal law. The Committee also condemns and prohibits sexual harassment by any employee or student.

Sexual harassment does not refer to purely voluntary social activities. It refers to behavior which is not welcomed by the employee or student which is personally offensive to him or her, and which undermines morale and/or interferes with the ability of the employee or student to function normally.

Unwelcome actions such as:

1. sex-oriented verbal abuse;
2. sexual remarks or jokes;
3. physical contact including patting, pinching, or constant brushing against another's body;
4. demands or requests for sexual favors accompanied by implied or overt promises of preferential treatment or threats concerning an individual's status as an employee or student; and
5. assaults or molestation.

The Rule

It is, therefore, against the policies of the Committee for any employee or student of the School Department, male or female, to harass another employee or student, sexually, that is, by making unwelcome sexual advances, requests for sexual favors, or other uninvited verbal or physical conduct of a sexual nature when:

1. submission to such conduct is made either implicitly or explicitly a term or condition of an employees' employment or a student's status;
2. submission to, or rejection of, such conduct by an individual is made the basis for employment or student status decisions affecting the employee or student;
3. such conduct has the purpose or effect of interfering with an individual's work or student performance;
4. retaliation is threatened or undertaken against an individual who complains that such conduct is interfering with his or her work or school performance; or
5. a hostile or intimidating environment is created for the employee or student.

Violation of Policy

Any employee or student violating this policy will be subject to appropriate discipline, including possible discharge for the employee by the Superintendent and expulsion for the student.

Committee Procedures for Complaints

1. Complaint

The Committee has designated Sexual Harassment Grievance Officers. The current Sexual Harassment Grievance Officers are as follows:

Personnel:	Paul Viera, Superintendent of Schools Cortney Keegan, Business Manager, Alternate
High School:	Joshua Romano, Principal Desi Vega, Assistant Principal, Alternate
Middle School:	Brian Delaney, Principal Matthew Aronian, Dean of Students
Elementary:	Jon Bell, Principal Matthew Aronian, Dean of Students Jocelyn Blessing, Adjustment Counselor, Alternate
Primary	Cindy Socha, Principal Nealy Urquhart, Assistant Superintendent for Support Services, Alternate

If any employee or student believes he or she has been subject to sexual harassment, the employee or student should initiate a complaint by contacting the Sexual Harassment Grievance Officer as soon as possible. The employee or student should file the complaint promptly following any incident of alleged harassment. The employee or student should be aware that the longer the period of time between the event-giving rise to the complaint and the filing, the more difficult it will be for the Committee to reconstruct what occurred. The employee or student will be requested to write out his or her complaint to document the charge. Employees or student will not have to go through the regular chain of reporting procedures when reporting sexual harassment.

If the employee or student is uncomfortable contacting the Sexual Harassment Grievance Officer because he or she believes the Sexual Harassment Grievance Officer may not receive the complaint impartially, the employee or student may contact the Alternate Sexual Harassment Grievance Officer.

1. Investigation

On receiving the complaint, the Sexual Harassment Grievance Officer or Alternate will promptly have a confidential preliminary investigation made into the matter. If, after the completion of this preliminary investigation, it is determined that there is reasonable cause for finding a violation of this policy, the committee will notify the complainant and the charged employee or student of the finding orally. The charged employee or student will be requested to respond to the complaint. Additional investigation will be made to the extent appropriate in each case.

2. Decision

After the response of the charged employee or student has been made, and any further investigation, which may be warranted, has been carried out the Superintendent will make a final decision. If the Superintendent finds that the allegations in the complaint have been established by the investigation, the Superintendent will initiate discipline of the charged employee or student. Discipline will be appropriate to the offense and employees or students involved, and may include discharge or expulsion.

The complainant will be notified of the disposition of the investigation.

Acknowledgment of Receipt of Policy - Staff and students will acknowledge being informed of this policy by signing a form stating receipt and understanding of the policy.

File: IJNDB

Douglas Public School District
Internet Safety & Acceptable Use Policy

Revised by Director of Technology/Technology Vertical Curriculum Team: April 2008

Introduction

The purpose of the Douglas Public School's Internet Safety & Acceptable Use Policy is to provide guidelines for using computer technology while complying with the Children's Internet Protection Act and the Neighborhood Children's Internet Protection Act. Throughout the course of this document, both of the protection acts will be referred to jointly as CIPA. The Internet Safety & Acceptable Use Policy will be referred to as the AUP.

The Douglas Public School District offers access to computer technologies, the Internet, and electronic communication to students, employees, and patrons, provided that these resources are used in a responsible, legal and ethical manner to enhance educational learning.

The term "user" includes - but is not limited to - students, teachers, staff members, administrators, and members of the community who use the District's computer resources.

It is the policy of the Douglas Public School District to: (a) prevent user access over its computer network to, or transmission of, inappropriate material via Internet, electronic mail, or other forms of direct electronic communications; (b) prevent unauthorized access and other unlawful online activity; (c) prevent unauthorized online disclosure, use, or dissemination of personal identification information of minors; and (d) comply with the Children's Internet Protection Act (CIPA) [Pub. L. No. 106-554 and 47 USC 254(h)].

"Inappropriate Material", materials "harmful to minors" and the technology protection measure will be further defined within this AUP in section *B - Access to Inappropriate Material*. Prevention of unauthorized access and other unlawful online activity will be further defined within this AUP in section *C - Network Usage - Part 4 - Illegal Activities*.

Prevention of unauthorized online disclosure, use, or dissemination of personal identification information of minors will be further defined within this AUP in section *C - Network Usage - Part 1 - Personal Safety, Security and Privacy*.

Computer Technologies and Internet Access

Access to computer technology resources and the Internet are **privileges, not rights** offered to users

at the discretion of the school and District administrators. Only authorized users may log on using the District's computer technologies and/or Internet access connections.

Any technology connection physically on district premises, remote connections (RAS, VPN, etc.) or wireless technologies which utilize district resources and/or an Internet connection are subject to the policies stated within this AUP and CIPA.

A. Educational Purpose

1. Computer technology resources and Internet access have been implemented for the purpose of educational enhancement. The term "educational enhancement" includes support of classroom activities, assignments, curriculum development, enrichment, and career development, as determined by the classroom teacher or administration.
2. The computer technology resources and Internet access have not been established as a public access service or a public forum. The District has the right to place reasonable regulations on the material accessed or posted through these resources.
3. The Internet may not be used for non-authorized commercial purposes; therefore, non-authorized products or services must not be offered, provided, or purchased through the Internet.
4. Computer technology and/or the Internet may not be used for political lobbying. However, resources to communicate with elected representatives and to express opinions on political issues may be utilized.
5. Computer technology and/or the Internet may not be used for any unlawful or criminal activities, including violation of any criminal or civil laws or regulations.

B. Access to Inappropriate Material

1. Technology Protection Measures

- a. To the extent practical, technology protection measures shall be used to block or filter the Internet, other forms of electronic communications, and access to inappropriate information. Specifically, as required by the Children's Internet Protection Act (CIPA), blocking shall be applied to:
 - i. visual depictions of material deemed obscene as the term is defined in section 1460 of title 18, US Code
 - ii. child pornography, as the term is defined in section 2256 of title 18, US Code
 - iii. Material deemed "harmful to minors"
 1. Taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion;
 2. Depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts (refer to section 2246 of title 18 US code), or a lewd exhibition of the genitals; and
 3. Taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.
- b. In addition to blocking of materials that are "harmful to minors" as described above and within CIPA, the District will enable blocking protection measures for additional web sites and materials that are not within the District's educational curriculum. Blocking protection shall be applied to materials that are illegal, promote violence, profanity, intolerance or violates District/school policies. This may include any site that does not contribute to educational pursuits.

- c. Blocking of additional websites will be maintained by the Technology Director.
- d. The technology protection measures may be temporarily bypassed when requested by staff only for bona fide research or other lawful purposes. Only the District technology administrators will have the authority to disable filters for adult bona fide research.
- e. District administrators may request proof of age identification for users before disabling filters for "adult bona fide research."
- f. Inadvertently blocked web sites that conform to the policies stated in this AUP and CIPA may be unblocked by the technology administrators after a thorough review by school and District administration for educationally suitable, age appropriate content.

2. **User Policies Concerning Access to Inappropriate Material**

- a. Computer technologies and/or the Internet may not be used to access material that is profane, obscene, pornographic, advocates illegal acts, advocates violence or discrimination towards other people.
- b. If a user mistakenly accesses inappropriate information, he/she should immediately notify the technology administrators and appropriate faculty members in order to be protected against a claim of intentional policy violation.
- c. Parent(s) or guardian(s) of students should provide guidance and instruction to their children regarding material that would be considered inappropriate and inconsistent with family, religious or ethnic values. Any web site or e-mail message that is inappropriate or inconsistent with these values should be promptly disclosed to faculty or school administration.

C. **Network Usage**

To the extent practical, steps shall be taken to promote the safety and security of users of the Douglas Public School District's computer technologies and Internet access when using electronic mail, chat rooms, instant messaging, and other forms of direct electronic communications. Internet safety is taught in all technology classes and safe use of technology is reinforced by all teachers when using technology in the classroom. Specifically, as required by the Children's Internet Protection Act, prevention of inappropriate network usage includes: (a) unauthorized access, including so-called 'hacking,' and other unlawful activities; and (b) unauthorized disclosure, use, and dissemination of personal identification information regarding minors.

1. **Personal Safety, Security and Privacy**

- a. Users will not disclose, use and disseminate personal identification information regarding minors. Personal identification information includes: address, telephone, {photograph, and school records.}
- b. Users will not post personal information about another person. This includes physical or sexual harassment or cyber-bullying.
- c. Users will not agree to meet with someone met via the Internet.
- d. Users will promptly disclose to faculty or school administration any Web site or E-mail message that is inappropriate or makes them feel uncomfortable.
- e. Passwords are not transferable. A user account is limited to use by the person to whom it is issued. Use of another person's account or providing unauthorized access to one's account constitutes grounds for termination or restriction of access privileges. Users should take precautions to keep their passwords confidential.

2. **E-mail & Electronic Communications**

When using E-mail, chat rooms or other forms of electronic communication; users should be aware that their messages are the property of the Douglas Public School District. All messages are archived. They may also be copied, printed or forwarded by recipients. E-mail users should use professionalism and maturity in composing or distributing messages. Under Massachusetts law, all electronic messages received or sent by school employees are considered public records and are subject to the requirements of the Public Records Law. M.G.L. Chapter 66.

The technology administrators will assign E-mail accounts to employees at the request of school administration. Student E-mail accounts will be allowed only if an account is needed to perform communications for a currently enrolled course. Faculty members offering courses that require student E-mail addresses must provide the technology administrators with a formal request for an account.

Students must request consent from faculty before each usage of E-mail, chat rooms, blogs, instant messengers, or other forms of electronic communications.

Students are not to use electronic communications unsupervised.

Any user who observes another user abusing, inappropriately using, or failing to follow any of these guidelines shall report this to a teacher or an administrator.

3. **Use of Personal Computer Technology**

- a. Students may not use any personal accounts to communicate on the Internet unless the accounts have been assigned by District faculty or the technology administrators.
- b. Students may only use District-approved computer resources to access the District's network or Internet connection(s). Students must request approval for each connection time when the computer equipment being connected to the District's resources is not owned or leased by the District. Approval will be determined by the Technology Director. This equipment must be used in accordance with network security policies established by the District technology administrators.
- c. Employees, students, and visitors who wish to use personal equipment or accounts to communicate through the district's Internet access must also comply with the policies stated within this AUP, CIPA and any other network security policies established by the District technology administrators. This includes - but is not limited to - cell phones, personal music devices, handheld computing devices, and other evolving technologies.
- d. The use of any recording devices to record or broadcast the activities of any person on school property without the express knowledge and consent of the subject is strictly prohibited. This prohibition does not apply to performances, sporting events, and other publicly attended events.

4. **Illegal Activities**

- a. **Hacking** - Users will not attempt to gain unauthorized access or go beyond their authorized access when connecting to technology resources available in the Douglas Public School District or to any other computer system through the use of the Internet so called "hacking".
- b. **Eavesdropping / Wiretapping "sniffing"** - Users will not listen to or decrypt any

- electronic communication that is not meant for their attention.
- c. **Spoofing** – Users will not attempt to use the computer technologies to illicitly impersonate or assume the name of another computer system.
 - d. **Port Scanning** – Users will not generate an attack on any host for the purpose of finding vulnerabilities in active ports.
 - e. **Viruses** - Users will not make deliberate attempts to disrupt the computer system or destroy data by uploading, downloading or spreading computer viruses by any other means. The District has implemented virus protection software; users must not uninstall or disable this software. District virus protection procedures must be followed in order to prevent the inadvertent spread of computer viruses.
 - f. **Denial of Service (DOS)** – Users will not generate an attack by monopolizing system resources so that other users can not gain access to technology resources and the Internet.
 - g. **Other Illegal/Non-authorized Activities** - Users will not use the District's computer resources to engage in any other illegal/non-authorized acts such as - but not limited to - arranging for a drug sale or the purchase of alcohol, entering into criminal gang activity, threatening the safety of a person, and gambling.
5. **System Security**
- a. Users must immediately notify a technology or school administrator if they have identified a possible security problem. **USERS MUST NOT** intentionally search for a security problem because this activity may be construed as an illegal attempt to gain access.
6. **Dial-In Access**
- a. VPN, RAS or any other dial-in means is restricted to Douglas Public School District employees and authorized students for the purpose of distance learning.

C. **Inappropriate Language**

- 1. Restrictions against inappropriate language apply to public messages, private messages, and material posted on Web pages.
- 2. Users must not use obscene, profane, lewd, vulgar, rude, inflammatory, threatening, or disrespectful language.
- 3. Users must not post information that could cause damage or a danger of disruption.
- 4. Users must not engage in personal attacks, including prejudicial or discriminatory attacks.
- 5. Users must not harass others. Harassment is persistently acting in a manner that distresses or annoys another person. **If a user is told by another person to stop sending him/her messages, the user must stop!**
- 6. Users will not knowingly or recklessly post false or defamatory information about a person or organization.

D. **Supervision and Monitoring**

- 1. It shall be the responsibility of all members of the Douglas Public School District to supervise and monitor usage by a minor of District computer technologies and the access to the Internet through District resources in accordance with this policy and CIPA.
- 2. In addition to supervising and monitoring usage by a minor, the District will continue to monitor District computer and Internet usage of students until the student is no longer enrolled in the District.
- 3. The technology administrators may install and enable devices for the purpose of routinely monitoring network resources and activities.

E. **Data and System Resource Limitations**

1. Users must not change copy, delete, read or otherwise access data or software programs without the permission of the owner or the technology administrators.
2. Users must not download or save files that will consume large amounts of data resources.
3. Users must not post chain letters or engage in "spamming". Spamming is sending or replying to irrelevant or inappropriate messages to a large number of people which may lead to the disruption of services.
4. Users must not modify or change computer settings which may affect the functionality or navigation of software when accessed by other users.
5. Users must not install software on any computer system without permission of the technology administrators. Software installations must conform to the said vendor's copyright agreement. Software licensing agreements must be provided to the technology administrators.
6. Users may neither install nor have access to any unauthorized executable files.
7. Users must not vandalize or intentionally damage any computer technology.
8. Users must not remove computer technologies without the consent of the technology director and school or District administration. This includes hardware, software and data.

F. **Plagiarism and Copyright Infringement**

1. The user must not plagiarize works found on the Internet. Plagiarism is taking the ideas or writings of others and presenting them without giving proper credit.
2. The user must respect the rights of copyright owners. Copyright infringement occurs when a user inappropriately reproduces a work that is protected by a copyright. For example, copyrights may apply to software, documentation, music, video, and graphics. If a work contains language that specifies appropriate use of that work, the user must follow the expressed requirements. If a user is unsure about whether or not he/she may use a particular work, permission must be requested from the copyright owner.
3. Any and all sources used, including multimedia, must be cited in the proper format.

G. **User Rights**

1. **Free Speech**

A user's right to free speech applies to his/her Internet communications. Use of technology resources and the Internet from the Douglas Public School District is considered a limited forum, similar to any school publication, and therefore the District may restrict a user's free speech for valid educational purposes.

2. **Intentional Violations**

The Douglas Public School District is aware that policy violations may occur when a user is involuntarily routed to sites that contain inappropriate material. Therefore, disciplinary action shall only result when the policy is willfully and intentionally violated. The Douglas Public School District reserves the right to discipline any user for violations of this policy when it is apparent that the user knew, or should have known, that a policy violation was likely to occur as a result of the actions or inactions of the user in question.

3. **Privacy, Search and Seizure**

- a. The District retains ownership and control of its technology resources. Accordingly, all

users possess no rights to privacy in regard to their use of District technology resources, including – but not limited to – District computers, the computer network, the electronic mail system (e-mail), the Douglas website, and Internet access. The District does not guarantee - and users should not expect - confidentiality, privacy, security, or ownership of the content of any information accessed, sent, received, created or stored, using technology resources, with the exception of databases storing confidential information. All users should be aware that electronic communications and other information sent via the Internet are accessible by third parties, specifically the Internet Service Provider.

- b. An individual search will be conducted if there is reasonable suspicion that a user has violated this policy, the disciplinary code, or the law. The investigation will be reasonable and related to the suspected violation.

4. **Due Process**

- a. The District will cooperate fully with local, state, or federal officials in any investigation related to any illegal activities conducted through the District's technology resources and the Internet.
- b. In the event there is a claim that a user has violated this policy and/or the disciplinary code in using the technology resources and/or Internet, he/she will be provided with a written notice of the suspected violation and an opportunity to present an explanation before an administrator.
- c. If the violation also involves other violations of the disciplinary code, it will be handled in a manner described in the student or faculty handbooks. Additional restrictions may be placed on a user's use of the technology resources and/or Internet, which may include cancellation of privileges.

5. **Disciplinary Action**

Student violation of this policy and/or other Douglas Public School District policies shall result in one or more of the following consequences:

- a. Restriction, suspension or revocation of access privileges;
- b. Removal from a class activity;
- c. Removal from a course;
- d. Removal from an extracurricular activity;
- e. Detention, suspension or expulsion;
- f. Referral to the appropriate legal authorities for possible criminal prosecution;
- g. Civil liability

Staff violations of this policy shall be addressed by the District Administration.

H. **Limitation of Liability**

The District makes no guarantee that the functions or the services provided by or through the computer technology resources and/or Internet will be error-free or without defect. The District will not be responsible for any damage a user may suffer - including but not limited to - loss of data or interruptions of service. The District is not responsible for the accuracy or quality of the information obtained through or stored on the system. The District will not be

responsible for financial obligations arising through the unauthorized use of the system.

I. **Adoption**

This Internet Safety Policy was adopted by the Douglas School Committee on: 06/26/2002. In compliance with CIPA, a public meeting was held on 05/22/2002, following normal public notice. The policy was revised by the Director of Technology/Technology Vertical Curriculum Team in April 2008, and brought before the Douglas School Committee on May 7, 2008, and again on May 21, 2008. This updated policy was approved by School Committee on June 18, 2008.

J. **Signed Agreement**

All employees and students must return a signed agreement page. Students must return the signed agreement page to their homeroom teacher within three days of the school year's start date or time of enrollment.

L. **Glossary**

Cite – To attribute the source of information

Copyright infringement – Use of copyrighted work without permission or in violation of copyright law.

Cyberbullying – Use of technology such as e-mail, chat rooms, blogs, etc., to harass someone.

Executable file – File that runs or starts a program

Plagiarism – Presenting the work or ideas of others as one's own.

RAS – Remote Access Server

VPN – Virtual Private Network

First Reading: February 1, 2012

Second Reading: February 15, 2012

Third Reading: March 7, 2012

Adopted March 7, 2012

Appendix

Federally- Mandated Programs

Appendix of Federally Mandated Programs

Douglas Staff Contacts

The following staff members are hearing officers in charge of mandated programs. Should you need to contact one, please check the list.

Information on each area is included in this book.

504 Coordinator	Nealy Koumanelis-Urquhart	508-476-4035
504 Building Coordinator	Jocelyn Blessing	508-476-4200
Title IX	Nealy Koumanelis-Urquhart	508-476-4035
Title VI	Nealy Koumanelis-Urquhart	508-476-4035
Special Education/ Student Services	Nealy Koumanelis-Urquhart	508-476-4035

Douglas School System does not discriminate on the basis of disability in admission to its programs, services, or activities, in access to them, in treatment of individuals with disabilities, or in any aspect of their operations. The Douglas School System also does not discriminate on the basis of disability in its hiring or employment practices.

This notice is provided as required by Title II of the Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973. Questions, complaints, or requests for additional information regarding the ADA and Section 504 may be forwarded to the designated ADA and Section 504 Compliance coordinator, Shellie Wilson, at 508-476-4034.

Massachusetts Bureau of Special Education Appeals
(781)338-6407
Office of Civil Rights, Region I
U.S. Department of Education
John W. McCormick, POCH
Room 222
Boston, MA 02189-4557

Student Records

State regulations governing student records are briefly summarized below. These regulations are available at the school for review.

A student's record consists of his or her school transcript and temporary record. The temporary record includes all information which is organized on the basis of the student's name, is relevant to

the educational needs of the student and is kept by the school. A student's parent or guardian or an eligible student (who is at least 14 years old or has entered the ninth grade), has the right to inspect all portions of the student's record upon request to the school principal. The record must be made available to the parent, Guardian, or eligible student not later than ten consecutive workdays after the request is made, unless the parent or guardian or eligible student consents to a delay.

The parent, guardian, or eligible student may request copies of any part of the record. A fee may be charged for the cost of copying.

Confidentiality of Records

No individual or organization other than the parent, guardian, eligible student or school personnel working directly with the student is allowed access to a student's record without specific written consent of the parent, guardian or eligible student except in limited instances as specified by federal and state statutes and regulations governing student records.

Amendment or Deletion of Records

The parent, guardian or eligible student has the right to add relevant comments, information or other written material to the student's record. In addition, the parent, guardian or eligible student has the right to request that information contained in the record be amended or deleted except for information inserted in the record by a team evaluation. The parent, guardian or eligible student has a right to a conference with the school principal for the purpose of objecting to information contained in the record. Within a week after such conference, the principal must render a decision in writing on the objection. If the parent, guardian or eligible student is not satisfied with the principal's decision, her or she may appeal such decision to the school Superintendent and ultimately, to the School Committee.

Destruction of Records

A student's temporary record shall be destroyed no later than seven years after the student leaves the school system. A student's transcript may be destroyed no sooner than 60 years after the student leaves the school system. A school principal or his or her designee may destroy misleading, outdated or irrelevant information contained in the temporary record during the time the student is enrolled in the school system, provided the parent, guardian or eligible student has been notified in writing and given the opportunity to inspect and copy any of the information prior to its destruction.

Policy on Release of Student Record Information

Pursuant to the federal and state regulations governing student records, Douglas Public Schools may release certain information concerning *your child/you* to third parties without first obtaining your consent unless you notify Douglas Public Schools in writing that you do not want such information to be released. "Third Parties" are defined in these regulations to be "...any person, private or public agency...or organization other than the eligible student, his/her parent, or authorized school personnel." 603, CMR 23.02. For example, third parties to whom Douglas Public Schools may release student record information would include PTOs, the Douglas Schools Foundation, and newspapers which report on student activities, etc.

The information that may be released is limited to the following:

Student's name, address, telephone listing, date and place of birth, major field of study, dates of attendance, weight and height of members of athletic teams, class, participation in officially recognized activities and sports, degrees, honors and awards, and post-high school plans.

Students fourteen (14) years of age or older or who have entered the ninth (9) grade are entitled to receive this notification regarding the release of student record information. If you do not want this information concerning your child/yourself to be released without your consent, please send written notification to the office of your school principal no later than Friday, September 27, 2013. You will be asked to review this policy annually.

Notification of Rights Under FERPA

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age ("eligible students") certain rights with respect to the student's education records. They are:

1. The right to inspect and review the student's education records within 45 days of the day the district receives a request for access. Parents or eligible students should submit to the school principal (or appropriate school official) a written request that identifies the record(s) they wish to inspect. The principal will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
2. The right to request the amendment of the student's education records that the parent or eligible student believes is inaccurate or misleading. Parents or eligible students may ask the Douglas Public Schools to amend a record that they believe is inaccurate or misleading. They should write the school principal, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the district decides not to amend the record as requested by the parent or eligible student, the district will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.
3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the district as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Committee; a person or company with whom the district has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the district to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue SW, Washington, DC 20202-4605.

Notification of a Parent's Right to Know Teacher Qualifications

The No Child Left Behind Act (NCLB) and the Every Student Succeeds Act (ESSA) allows Parents or Guardians to request information about the professional qualifications of their child's classroom teachers. The parent/guardian will be provided with the following information on request:

- whether the teacher has met state certification or licensing requirements for the classes being taught by the teacher;
- the teacher's degree major and other graduate degrees or certifications held by the teacher identified by field or discipline; and
- whether the child is receiving services from paraprofessionals, and if so, their qualifications.

Notification of Rights Under the Protection of Pupil Rights Amendment (PPRA)

PPRA affords parents and students who are 18 or emancipated minors ("eligible students") certain rights regarding our conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. These include the right to:

Consent before students are required to submit to a survey that concerns one or more of the following protected areas ("protected information survey") if the survey is funded in whole or in part by a program of the U.S. Department of Education (ED)

1. political affiliations or beliefs of the student or student's parent;
2. mental or psychological problems of the student or student's family;
3. sex behavior or attitudes;
4. illegal, anti-social, self-incriminating, or demeaning behavior;
5. critical appraisals of others with whom respondents have close family
6. relationships;
7. legally recognized privileged relationships, such as with lawyers,
8. doctors, or ministers;
9. religious practices, affiliations, or beliefs of the student or parent; or
10. income, other than as required by law to determine program eligibility.

Receive notice and an opportunity to opt a student out of

1. any other protected information survey, regardless of funding;
2. any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law; and
3. activities involving collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the

information to others.

Inspect, upon request and before administration or use

1. protected information surveys of students;
2. instruments used to collect personal information from students for any of the above marketing, sales or other distribution purposes; and
3. instructional material used as part of the educational curriculum.

Douglas has developed and adopted policies, in consultation with parents, regarding these rights, as well as arrangements to protect student privacy in the administration of protected surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. Douglas will directly notify parents and eligible students of these policies at least annually at the start of each school year and after any substantive changes. Douglas will also directly notify parents and eligible students, (such as) through either U.S. Mail or email, at least annually at the start of each school year of the specific or approximate dates of the following activities and provide an opportunity to opt a student out of participating in:

Collection, disclosure, or use of personal information for marketing, sales or other distribution.

Administration of any protected information survey not funded in whole or in part by ED.

Any non-emergency, invasive physical examination or screening as described above.

Parents/eligible students who believe their rights have been violated may file a complaint with:

Family Policy Compliance Office

U.S. Department of Education

400 Maryland Avenue, SW

Washington, DC 20202-4605

(Information from the U.S. Department of Education)

PPRA Notice and Consent/Opt-Out for Specific Activities

The protection of Pupil Rights Amendment (PPRA), 20 U.S.C. Section 1232h, requires that the Douglas Public Schools notify you and obtain consent or allow you to opt your child out of participating in certain school activities. These activities include a student survey, analysis, or evaluation that concerns one or more of the following eight areas ("protected information surveys"):

1. political affiliations or beliefs of the student or student's parent;
2. mental or psychological problems of the student or student's family;
3. sex behavior or attitudes;
4. illegal, anti-social, self-incriminating, or demeaning behavior;
5. critical appraisals of others with whom respondents have close family relationships;
6. legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
7. religious practices, affiliations, or beliefs of the student or parents; or
8. income, other than as required by law to determine program eligibility.

This requirement also applies to the collection, disclosure or use of student information for marketing purposes ("marketing surveys"), and certain physical exams and screenings. You will be sent notification prior to any of these activities.

Section 504 of the Rehabilitation Act

Section 504 is a Civil Rights Law which prohibits discrimination based upon disabilities and requires that schools as well as other publicly funded organizations make reasonable accommodations to ensure equal participation by individuals with disabilities. The spirit and intent of the law is to remove barriers to employment, education, and communication.

Students who have a physical or mental impairment which substantially limits one or more major life activities, have a record of such impairment, and/or are regarded as having such impairment are eligible. Section 504 calls for a group of individuals (parents, teachers, administrator, nurse...) knowledgeable about the student to make the determination that:

1. there is a disability and
2. the disability **substantially** (as opposed to mildly or moderately) limits a major life function. It is important to note that learning is considered a major life function

The student's Guidance or School Adjustment Counselor, based upon the input of the aforementioned group writes the plan. This plan is provided to the parent and all school system personnel who will provide the accommodations outlined in this plan. A copy of this plan is placed in student record and reviewed whenever there is a significant change.

Student Support Services: Special Education

In Massachusetts, the special education system is based federal special education law, the Individuals with Disabilities Education Improvement Act (IDEIA, 2004 CFR 300) in concert with the state special education law (MGL Ch. 71B 603 CMR 28.00). These laws protect students with disabilities who are eligible for special education and guarantee them an Individual Education Program (IEP) to meet their unique needs. The Douglas Public Schools provides a full continuum of special education services for students with disabilities ages 3-22 (without a high school diploma) who have been found eligible for special education.

Early Intervening

Early intervening is a response to intervention (RTI). This reflects the school district's responsibility to make every effort to assist a child before making a referral to special education. A procedure is in place in every school in the District to provide the necessary supports to students prior to referral.

Referral to Special Education

When a parent or professional identifies a child as possibly needing special education and related services a referral is made to begin the special education evaluation process. The evaluation process adheres to specific timelines enumerated in the aforementioned regulations. Parents are strongly encouraged to discuss their child's need with their child's teacher as well as discuss the range of options available including early intervening up through a full evaluation.

Parents have the right to make a written request to immediately commence the evaluation process. Such requests should be addressed to the building Principal. If you have any questions or concerns please feel free to contact the Director of Special Education or the Special Education Coordinator at 508-476-4034.

Evaluation Process

The evaluation process' data drives eligibility determination. Parental consent is required for trained specialists to complete these evaluations. Parents have a right to the assessment reports two days before the team meeting.

The Team Meeting

The Team which consists of parents, special educators, regular educators, the Special Education Coordinator, related service providers, an individual who can interpret the instructional implications of the evaluation results and the student (where appropriate) meets to decide the following:

- Eligibility
- IEP Services
- Placement

Eligibility requires a response to the following questions:

- Does the child have a disability? If so, what type?
- Does this child's disability result in an inability to make effective school progress?
- Does the child require specialized instruction to make effective progress or require related services to access the general curriculum?

Disabilities for Eligibility include:

- Autism
- Developmental Delay
- Intellectual Impairment
- Sensory Impairment
- Neurological Impairment
- Emotional Impairment
- Communication Impairment
- Physical Impairment
- Health Impairment
- Specific Learning Disability

Services and placement are decided by the student's educational Team. Students individual needs drive these decisions and are reflected in the development of an Individual Education Program (IEP).

For further information relative to special education procedures, please feel free to contact your child's Principal or the Special Education Office at 508-476-4033.

NOTES: