



# **Broadmeadow School**

## **2021-2022 Handbook**

120 Broad Meadow Road  
Needham, MA 02492

781-455-0448 (phone)  
781-455-0851 (fax)

[broadmeadow\\_office@needham.k12.ma.us](mailto:broadmeadow_office@needham.k12.ma.us)  
[@BDMWUpdates](https://twitter.com/BDMWUpdates)

Safe Arrival: 781-455-0448 ext. 1  
Nurse: 781-455-0448 ext. 51309

<http://broadmeadow.needham.k12.ma.us>  
<http://broadmeadowptc.org>

## Language Assistance Services

**ATTENTION:** If you speak a language other than English, language assistance services are available to you free of charge. **Contact your child's school for assistance.**

**Spanish:** ATENCION: Si usted habla un idioma que no sea el inglés, hay servicios de asistencia lingüística disponibles gratis. **Contacte la escuela de su hijo para asistencia.**

**Portuguese:** ATENÇÃO: Se fala um idioma diferente do Inglês, os serviços de assistência linguística estão disponíveis gratuitamente para si. **Entre em contato com a escola do seu filho para obter assistência.**

**Russian:** ВНИМАНИЕ: Если вы не говорите на английском языке, для вас доступны бесплатные языковые сервисы на вашем языке. Обратитесь за помощью в школу, в которой учится ваш ребенок.

**Haitian Creole:** ATANSYON: Si ou pale yon lòt lang ke lang Anglè, sèvis asistans lang yo disponib pou ou gratis. Kontakte lekòl timoun ou an pou kapab jwenn asistans.

**Cape Verdean:** ATENSON: Si bu ta fala un língua diferente di Ingles, Servísus di Apoiu Linguístiku stá disponível sen kustus. Kontakta skóla di bu fidju pa dá-bu apoiu.

**Arabic:** انتباه: إن كنتم تتحدثون بلغة أخرى غير الإنجليزية، فإن خدمات المساعدة اللغوية متوفرة بشكل مجاني. تواصلوا مع مدرسة طفلكم من أجل طلب المساعدة.

**Chinese:** 请注意：如果您的母语不是英语，我们将免费提供您语言辅助服务。如需协助，请与您孩子的学校联系。

**Mandarin:** 请注意：如果您的母语不是英语，我们将免费提供您语言辅助服务。如需协助，请与您孩子的学校联系。

**Taiwanese:** 請注意：如果您的母語不是英語，我們將免費提供您語言輔助服務。如需協助，請與您孩子的學校聯繫。

**Burmese:** အထူးဂရုပြုရန်- အကယ်၍သင်သည် အင်္ဂလိပ်ဘာသာစကားမဟုတ်ဘဲ အခြားဘာသာစကား ပြောပါက၊ သင့်အတွက် အခမဲ့ ဘာသာစကားဝန်ဆောင်မှုများရရှိနိုင်ပါသည်။ သင့်ကလေးငယ်၏ ကျောင်းသို့ အကူအညီ ရယူရန် ဆက်သွယ်ပါ။

**Vietnamese:** CHÚ Ý: Nếu Quý vị nói một ngôn ngữ khác ngoài Tiếng Anh, có các dịch vụ hỗ trợ ngôn ngữ miễn phí dành cho Quý vị. **Vui lòng liên hệ với trường của con Quý vị để nhận được sự hỗ trợ.**

**Cantonese:** 請注意：如果您的母語不是英語，我們將免費提供您語言輔助服務。如需協助，請與您孩子的學校聯繫。

**Korean:** 주의: 영어 외 타국어를 사용하시는 경우, 언어 지원 서비스를 무료로 제공받으실 수 있습니다. **지원 문의는 자녀의 학교로 연락해 주시기 바랍니다.**

**Japanese:** 注意: 英語以外の言語でお話されたい場合は、言語支援サービスを無料でご利用になれます。お子様の学校にサポートのご相談ください。

Preschool	781-455-0416 x55140
Newman Elementary	781-455-0416 x55392
Mitchell Elementary	781-455-0466 x54100
Sunita Williams Elementary	781-455-0461 x53003
Eliot Elementary	781-455-0452 x52000
Broadmeadow Elementary	781-455-0448 x51306
High Rock Middle	781-455-0455 x44401
Pollard Middle	781-455-0480 x33003
High School	781-455-0800 x22007

<a href="mailto:xenia_papoulis@needham.k12.ma.us">xenia_papoulis@needham.k12.ma.us</a>
<a href="mailto:carol_patsio@needham.k12.ma.us">carol_patsio@needham.k12.ma.us</a>
<a href="mailto:heidi_meagher@needham.k12.ma.us">heidi_meagher@needham.k12.ma.us</a>
<a href="mailto:lori_donovan@needham.k12.ma.us">lori_donovan@needham.k12.ma.us</a>
<a href="mailto:susan_rains@needham.k12.ma.us">susan_rains@needham.k12.ma.us</a>
<a href="mailto:roberta_redpath@needham.k12.ma.us">roberta_redpath@needham.k12.ma.us</a>
<a href="mailto:julie_pickard@needham.k12.ma.us">julie_pickard@needham.k12.ma.us</a>
<a href="mailto:linda_riley@needham.k12.ma.us">linda_riley@needham.k12.ma.us</a>
<a href="mailto:kerri_cence@needham.k12.ma.us">kerri_cence@needham.k12.ma.us</a>

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Пожалуйста, свяжитесь с офисом программы ELL по телефону  
781-455-0800, если вам нужен перевод этого документа





이 서류에 대한 번역이 필요하시면 ELL 프로그램 사무실(781-455-  
0800)로 전화주시기 바랍니다.

Por favor telefone para o escritório do programa ELL no número 781-  
455-0800 se precisar deste documento traduzido.

Si usted desea que este documento sea traducido, por favor llame a  
la oficina del Programa de aprender el idioma inglés al número 781-  
455-0800.

**NEEDHAM PUBLIC SCHOOLS**

2021-2022 School Calendar																
Aug./September (19)					February (15)					AUGUST 2021 - SEPTEMBER 2021						
M	T	W	Th	F	M	T	W	Th	F							
30	31	1	2	3		1	2	3	4	8/30-8/31 Staff Returns/Professional Development						
6	7	8	9	10	7	8	9	10	11	9/1 First Day of School - Grades 1-12						
13	14	15	16	17	14	15	16	17	18	9/2 First day Kindergarten/Preschool Orientation						
20	21	22	23	24	21	22	23	24	25	9/6 No School (Labor Day)						
27	28	29	30		28					9/7 No School (Rosh Hashanah)						
										9/16 No School (Yom Kippur)						
										9/29 PreK-8 Early Release						
										OCTOBER 2021						
										10/11 No School (Indigenous Peoples Day)						
										10/20 PreK-12 Early Release						
										NOVEMBER 2021						
										11/3 PreK-12 Early Release						
										11/11 No School (Veterans' Day)						
										11/17 PreK-8 Early Release						
										11/24 No School - Professional Development						
										11/25-26 Thanksgiving Recess						
										DECEMBER 2021						
										12/8 PreK-12 Early Release						
										12/22 PreK-12 Early Release						
										12/23-1/2 Winter Recess						
										JANUARY 2022						
										1/3 Classes Resume						
										1/12 PreK-8 Early Release						
										1/17 No School (Martin Luther King Jr.)						
										1/26 PreK-12 Early Release						
										FEBRUARY 2022						
										2/9 PreK-12 Early Release						
										2/21-2/25 February Recess						
										MARCH 2022						
										3/2 PreK-8 Early Release						
										3/16 PreK-12 Early Release						
										APRIL 2022						
										4/6 PreK-8 Early Release						
										4/15 No School (Good Friday)						
										4/18-4/22 April Recess						
										MAY 2022						
										5/4 PreK-12 Early Release						
										5/18 PreK-8 Early Release						
										5/30 No School (Memorial Day)						
										JUNE 2022						
										6/1 PreK-8 Early Release						
										6/5 GRADUATION: SUNDAY, JUNE 5						
										6/17 Last day of school - no snow days- Early Release						
										6/20 Juneteenth Observed (if school is in session)						
										6/27 Last day 5 snow days -Early Release						
<div><div></div>No School</div> <div><div></div>PreK-12 Early Release</div> <div><div></div>PreK-8 Early Release</div> <div><div></div>Professional Development Day</div>																
Needham High School classes begin at 8:35 a.m. on Fridays																

 No School  
 PreK-12 Early Release  
 PreK-8 Early Release  
 Professional Development Day

Needham High School classes begin at 8:35 a.m. on Fridays

Approved by School Committee 4-27-21

**Needham Public Schools**  
**Legal, Cultural and Religious Holidays**  
**2021-2022 School Year**

Families and staff in the Needham Public Schools represent diverse cultures, religions and countries of origin. Our school calendar conveys information to the community about when school is in session; however, there are additional days in the school year during which families observe holidays that may require students to be absent from school. Such observances will be considered excused absences from school, and all efforts will be made to assist students to make up work they may miss as of result of their absence. When students will be absent from school for such celebrations, families are encouraged to contact their child's teacher in advance.

<p><u>July</u></p> <p>4 Independence Day</p> <p><u>September</u></p> <p>6 Labor Day (No School)</p> <p>6 Rosh Hashanah (9/6 - 9/8; No School on 9/7)</p> <p>10 Ganesh Chaturthi</p> <p>15 Yom Kippur (9/15 - 9/16; No School on 9/16)</p> <p>20 Sukkot Begins (9/20 - 9/27)</p> <p><u>October</u></p> <p>11 Indigenous Peoples Day (No School)</p> <p>15 Dussehra/Durga Puja/Vijaya Dashami</p> <p><u>November</u></p> <p>4 Diwali/Deepavali</p> <p>11 Veteran's Day (No School)</p> <p>25 Thanksgiving (No School)</p> <p>28 Hanukkah Begins (11/28 - 12/6)</p> <p><u>December</u></p> <p>25 Christmas (No School)</p> <p>26 Kwanzaa Begins (12/26 - 1/1)</p> <p><u>January</u></p> <p>1 New Year's Day (No School)</p> <p>14 Makar Sankranti/Pongal</p> <p>17 Martin Luther King, Jr. Day (No School)</p> <p>21 Chinese New Year</p>	<p><u>February</u></p> <p>1 Lunar New Year</p> <p>21 Washington's Birthday/Presidents Day (No School)</p> <p><u>March</u></p> <p>17 Purim</p> <p>18 Holi</p> <p><u>April</u></p> <p>2 Ramadan Begins (4/2 - 5/1)</p> <p>14 Vaisakhi</p> <p>15 Good Friday (No School)</p> <p>15 Passover Begins (4/15 - 4/22)</p> <p>17 Easter</p> <p>18 Patriot's Day (No School)</p> <p>22 Orthodox Good Friday</p> <p>24 Orthodox Easter</p> <p><u>May</u></p> <p>3 Eid al Fitr/Eid ul-Fitr</p> <p>30 Memorial Day (No School)</p> <p><u>June</u></p> <p>20 Juneteenth Independence Day is June 19 (Observed June 20 if the school year is extended due to snow days - No School)</p>
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## 2021-2022 Broadmeadow School Directory

Position	Name	Voicemail
Principal	Andy Garlick	51306
Asst. Principal	Chanit List	51307
Special Education Coordinator	Anne Cline-Scott	51308
Lead Secretary	Roberta Redpath	51306
Bookkeeper/Secretary	Jane Blomberg	51303
Office Assistants	Sheila Henry	51301
	Anne St. Bernard	51302
	Julie Rubin	51304
Kindergarten	Rachel Lewis	51500
	Sarah McKnight	51103
	Claudine Shaby	51101
	Monica Staley	51102
Grade 1	Meredith Friend	51511
	Carol Grady	51512
	Lisa LaForte	51513
	Tracy Viox	51533
Grade 2	Shea Duca / Rachel Stutman	51510 / TBD
	Lisa Garsh	41520
	Angie Mullin	51522
	Mackenzie Schnyer	51523
Grade 3	Christine Beach	51530
	Melissa Camhi	51531
	Evelyn Gustman	51579
	Annie Loeb	51573
Grade 4	Heather McCarthy	51554
	Karen Hwang	51541
	Susan Nealon	51542
	Heidi Smith	51543
Grade 5	TBD	51521
	Beth Dow	51550
	Jennifer Collings	51551
	Caren Firger	51552
	Stephanie Hamel	52553

Position	Name	Voicemail
Adaptive P.E.	TBD	TBD
Art	Karen DiCenzo	51580
Cafeteria	Paula Theriault	51248
Connections	Shelby Hall	51575
	Jacqui Murphy	51601
Custodian	Rich Franks	51232
ELL	Jackie O'Doherty	51136
Guidance	Laurie Blakely	51335
	TBD	TBD
Instructional Technology	Robin Tucceri	51588
Literacy Specialists	Julie Reichheld	51590
	Abby Siegel	51591
	Martha Winokur	51592
Math Specialists	Liz Silva	51593
	Dianne Escalante	
Media	Jenn Potter	51582
	Judy Matterazzo	TBD
METCO Coordinator	Janeen Crawford	52131
Music	Heather Tryon	51583
	TBD	TBD
Nurse	Mary Beth Arigo	51309
Occupational Therapy	Yvonne Barbier	TBD
Physical Education/Health	Luke Darling	51584
	Beth Kuzmeski	51585
Psychologist	Bonnie Swart	51328
Spanish	Jamie Burgoyne-Halbert	51586
	TBD	TBD
Special Education Liaisons	Taylor Barry	51569
	Erin Crandall	51576
	Laurie Davis	51578
	Sarah McSweeney	51577
	Susanne Sirois	51568
Speech & Language	Nicole McGonigle	51363
NEDP	Patrick Conaway	781-444-9333



## **Important Information for Families**

Broadmeadow School  
120 Broad Meadow Rd.  
Needham, MA 02492  
[broadmeadow\\_office@needham.k12.ma.us](mailto:broadmeadow_office@needham.k12.ma.us)

Main Office: 781-455-0448  
Main Fax: 781-455-0851

Nurse's Office:

Ext. 51309; Nurse's Fax: 781-453-2512

### **Contact Any Employee via Email**

Any employee (faculty, staff, administrator) of the Needham Public Schools can be contacted via email using the following format:

[firstname\\_lastname@needham.k12.ma.us](mailto:firstname_lastname@needham.k12.ma.us)

### **Contact the Office via Email**

Please send dismissal or absence related emails to

[broadmeadow\\_office@needham.k12.ma.us](mailto:broadmeadow_office@needham.k12.ma.us)

### **Broadmeadow Core Values**

The Broadmeadow community has embraced the following core values:

Acceptance – *we include everyone and celebrate differences*

Caring – *we are friendly and kind*

Curiosity – *we explore, question, and wonder about our world*

Learning – *we work through our mistakes, problem solve, and grow*

Responsibility – *we take ownership for our actions and do our best*

These values have been a focus of all-school and classroom community discussions and will continue to be taught, discussed and revisited throughout the upcoming school year.

### **Broadmeadow All School Rules**

At Broadmeadow School we make responsible choices to:

*Keep ourselves and each other safe*

*Treat each other with respect*

*Take care of our school and the things in and around it*

At Broadmeadow our *All School Rules* were derived from classroom rules. They remind children and adults of expected behavior in the spaces outside the classroom, including the cafeteria, bathrooms, playground, hallways, and specialist areas. The *All School Rules* are posted throughout the building and shared with students at the beginning and throughout the year. These rules form the basis for discussion with students when they have broken classroom or school rules and are sent to the office.

### **School Hours:**

Grades K-5 8:20am-2:45pm

Early Release Days 8:20am-12:15pm

### **ATTENDANCE**

In order to ensure that all children are accounted for, families should call the **Safe Arrival System (781-455-0448 ext. #1)** if their child is going to be absent or tardy. This number can be accessed any time, day or night. When leaving a message, please include the child's name (first and last), grade, teacher, and all dates of absence/tardiness. The child's name will be checked against an absence list provided by the classroom teacher. Families may also email attendance or tardy information to

[broadmeadow\\_office@needham.k12.ma.us](mailto:broadmeadow_office@needham.k12.ma.us)

An office assistant will call the preferred daytime number of any child not accounted for.

## Arrival/Dismissal Procedures

### **ARRIVAL/DROP-OFF**

Students may enter the building at 8:05am and will report directly to their classrooms. Children who walk to school may enter through either the main entrance (#1) or the rear door (gr. 2) (#9). Children who arrive by bus or van enter through the rear door (#9). Children who arrive through the car line enter through the gym door (#14). All students arriving through the car line must exit their car on the passenger side. The car line begins at 8:05am. (Families who arrive before 8:05am should observe the *No Idling* signs and turn off the car engine while waiting.) Staff assist with arrival and will escort young children to their classes during the first few weeks of school, when needed.

All students arriving after 8:20 am must enter through the main entrance (#1) and sign in at the office prior to going to their classroom.

### **DISMISSAL PLANS / MID DAY DISMISSALS/PICK-UP**

Families are expected to provide their child's regular daily dismissal plan to the classroom teacher at the beginning of each year.

If a child's routine dismissal plan needs to be changed for a day(s), or if a child needs to be dismissed early, families should notify their child's teacher and the office in writing by sending a note or email to the teacher and office ([broadmeadow\\_office@needham.k12.ma.us](mailto:broadmeadow_office@needham.k12.ma.us)) by 1pm on the day of the change. When including the office, only email [broadmeadow\\_office](mailto:broadmeadow_office@needham.k12.ma.us) rather than emailing individual office staff members. Please include the date, the child's name, and 'early dismissal' or 'dismissal change' in the subject line. This will allow us to quickly identify and sort through messages. Families may also use this address to communicate planned absence or tardiness.

**All same day dismissal changes that arise after 1 PM must be received by telephone and must be urgent. We will only relay dismissal changes if they are due to unavoidable circumstances and will not facilitate the planning of playdates.**

### **DISMISSAL LOCATIONS:**

**Kindergarten & Grade 1 Walkers:** Kindergarten walkers (not escorted by a sibling) are released to a waiting adult through the K/1 breezeway playground door (#5). Grade 1 students (not escorted by a sibling) are released to a waiting adult through the K/1 breezeway front door (#2).

**Grade 2 thru 5 Walkers:** Gr. 2 thru 5 students (or kindergarten and grade 1 students who have been picked up by a sibling) may exit through either the main entrance (#1) or the gr. 2 rear door (#9). Walkers who exit through the gr. 2 rear door (#9) must stay completely clear of the circular driveway where busses and vans load students. Wall ball and play on the field next to the circle are prohibited during dismissal. Absolutely no cars are allowed in the rear circle at any time. Adults wait outside for their children to exit the building and monitor their children on the playground after dismissal.

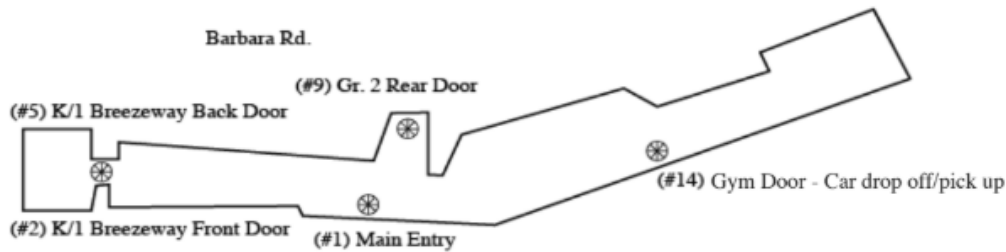
**Children Riding Busses or Vans:** Children who travel by bus or van are checked in by staff and escorted to their respective vehicle. Parents of children riding busses or vans are expected to provide teachers and the office with a daily schedule of their child's dismissal plan. Any changes to the daily schedule of a bus or van student must be relayed to the teacher and office well in advance of dismissal. Notification can be made with either a phone call (781-455-0448) or email to [broadmeadow\\_office@needham.k12.ma.us](mailto:broadmeadow_office@needham.k12.ma.us)

**Car Pick-Up:** Car pick-up begins shortly before 2:45 at the gym door (#14) and lasts for about 10 minutes or until the last car exits. Cars wait along the side of the building and staff load children into the passenger side of cars only. (Cars arriving before 2:45 should observe the *No Idling* signs and turn off car engine.)



Any adult who is unable to pick up at 2:45 should make alternate travel arrangements for their children that day. Children not picked up will be brought to the main office.

Please be considerate of the residents in our neighborhood. DO NOT BLOCK DRIVEWAYS or park in restricted areas. To minimize traffic and environmental concerns, please carpool whenever possible.



## VISITORS

- When public health conditions allow for public access to school buildings, all visitors must enter through the main entrance and sign in at the front desk. A Broadmeadow School visitor badge or sticker must be worn during the visit. All visitors must also sign out at the front desk prior to leaving and exit through the main entrance.
- During instructional time (8:20-2:45) visitors should leave any notes, lunches, supplies, and other items for a student in the designated drop off box located in the main entrance foyer. The items will be delivered to the student. This procedure ensures minimal disruption to the learning in the classroom. Visitors are not permitted to deliver items to a student's classroom.

## **School Procedures**

This section of the Broadmeadow Handbook outlines various procedures and expectations in order to create a safe and welcoming school environment. As situations arise during the school year, the principal (or designee) has the right to institute additional policies or practices to ensure the safety and wellbeing of students and staff.

### **Attendance**

The education of children is a responsibility shared by the school and parents. Regular attendance is essential to the learning process and helps to establish good student work habits. Participation in classroom activities is an important factor in educational success. Student absences, tardiness, and early dismissals affect this learning process. Therefore, students are expected to be in attendance every day of the school year from arrival to dismissal. Students should stay home when they are ill; otherwise, all efforts should be made to have them in school. To the greatest extent possible, all appointments should be made before or after school and family trips should be scheduled during school vacations.

Under Massachusetts General Laws Chapter 76, Section 1 states that all children between the ages of six and sixteen must attend school. A school district may excuse up to seven days or fourteen half-days in any period of six months. In addition to this law, each school may have its own attendance policy with which parents/guardians should be familiar. Parents/guardians are required under the law to ensure regular school attendance of their children and are subject to a fine for failure to comply with the law. If a child is absent for five (5) or more consecutive days, a doctor's note (certificate) is required when the child returns to school. Failure to provide a medical note will result in the absence being considered as unexcused.

#### **Absences: Reporting**

In the event a child will be absent for the day, parents or guardians are expected to call the school office (Safe Arrival Line) before the beginning of school. Parents and guardians must furnish the school with a home, work, or other emergency telephone number where they can be contacted during the school day. Parents will be contacted as soon as practical if the Parent/Guardian has not contacted the school regarding an absence.

#### **Absences: Excessive**

Parent(s) or Guardians will be notified when a student has at least five days in which the student has missed two or more classes/periods (unexcused) or who has five or more unexcused absences in the school year. The building principal (or their designee) will make a reasonable effort to meet with the parent or guardian of a student who has 5 or more unexcused absences to develop an action plan to improve the student's attendance. In all circumstances Parents/Guardians are encouraged to contact school staff and work collaboratively with them to correct the reasons that the student is missing school. Excessive, unexcused absences may also result in the school taking legal action to remedy this situation.

#### **Absences: Planned**

The school calendar is planned and provided to the community well in advance of the school year. Families should make vacation plans accordingly. Teachers cannot realistically provide work in advance of planned absences that will adequately make up for missed instruction. Therefore, teachers shall not be required to provide work for any student prior to a planned absence. Families take their child out of school for vacations are assuming responsibility for their child's educational program. When a student returns to school, they shall complete work missed during their absence.

## **Bicycles, Rollerblades, Scooters, Skate Boards, and Recess Equipment**

- Children in grades K-2 are NOT permitted to ride bicycles to school.
- Children in Grade 3 may ride bicycles to school unaccompanied by an adult after successfully completing the school sponsored *Bike Rodeo*.
- Children in Grades 4 & 5 may ride bicycles to school.
  - Students riding bicycles to school need to ride safely and be considerate of pedestrians when sharing the sidewalk.
  - Bicycles should be walked to and from the bike rack to the crossing guard and while on school property.
  - Bicycles are to be locked in the bike racks and not used until dismissal. No bicycle riding is allowed on the playground.
  - Bicycle helmets are required by law (12 and under) and should also be worn when using skateboards, rollerblades and scooters.
- Students who rollerblade must put on and take off their rollerblades near the crossing guard.
- Students in grades 1-5 may ride their scooters to school.
- Students in grades 1-5 who scooter must fold up their scooter and carry it into the building. Scooters must be stored under a student's cubby.
- Students are not permitted to rollerblade or skateboard on school property during school hours.

Recess equipment is provided by the school. Students should not bring balls, bats, etc. from home for recess time. Students are also discouraged from bringing in trading cards, small toys, and other items that can be misplaced.

## **Classroom Celebrations**

Needham Public Schools has adopted a food free policy for birthday and holiday celebrations because they are inclusive, safer, less disruptive, and more easily administered. Due to potential life threatening allergies, teachers consult with the nurses and families around curriculum events involving food.

## **Conferences and Progress Reports**

Formal parent/teacher conferences are scheduled in November and April, while informal conferences are available upon request. One conference is scheduled per child for each conference period at a mutually convenient time for teacher and parents/guardians. The Needham Public Schools reporting system reflects the competencies that children are developing in the following areas: social/emotional, academic knowledge/application and related arts and physical education. For students in grades 1-5, there are two written report periods of 90 days each. Standards-Based Progress Reports (grades 1-5) are sent home with children at the end of January/early February and on the last day of school. For Kindergarten, one Standards-Based Progress Report is sent home with Kindergarten children on the last day of school.

## **Dress Guidelines**

Responsibility for student dress resides with parent/guardians. Students are expected to dress for school in a manner that is appropriate and helpful to the general learning environment. The Principal (or designee) reserves the final judgment regarding the appropriateness of student clothing. If necessary, parents/guardians will be called to bring a change of clothes for their child. Please NO: clothes that expose the mid-torso or undergarments or clothes with inappropriate language or pictures. We encourage students to be active during all seasons and weather. Please check for appropriate INDOOR and OUTDOOR wear each day. During the winter, students continue to have

recess outside as often as possible. Send children to school with jackets, hats, and mittens. Students must have snow boots to play in the snow.

Any family in need of help in clothing or outerwear for their children should reach out directly to Principal Andy Garlick ([andy\\_garlick@needham.k12.ma.us](mailto:andy_garlick@needham.k12.ma.us)) and Assistant Principal Chanit List ([chanit\\_list@needham.k12.ma.us](mailto:chanit_list@needham.k12.ma.us)) for confidential aid.

### **District Meetings, Programs, Activities**

The Public Schools, recognizing that some areas in its school department buildings are inaccessible to individuals with disabilities, adopts the following policy: All meetings, conferences, programs, and activities in school department buildings are available, without discrimination, to individuals with disabilities as defined by the Rehabilitation Act of 1973 and/or Title II of the American with Disabilities Act. Whenever an individual with a disability(ies) wishes to attend or participate in a meeting, conference, program, or activity which is inaccessible, that meeting, conference, program or activity will be relocated to an accessible area. Forty-eight hour notice of the need for relocation should be made by the person with a disability(ies) to the Superintendent's Office:

Needham Public Schools 1330 Highland Avenue Needham, MA 02492 (781) 455-0400 x 203 The Superintendent is responsible for implementing this policy by relocating meetings, conferences, programs, or activities. Whenever an individual with impaired vision seeks to obtain information under this procedure, the information will be communicated as follows: • A Braille copy of the posting; a tape recording of the notice; and the use of a reader, where necessary, will be provided upon request. Whenever an individual with impaired hearing seeks to obtain information under this procedure, the information will be communicated as follows: • An interpreter will provide assistance upon request. • Telephone: (781) 455-0435 or TTY: (781) 455-0424 This policy will be posted in prominent and, where possible, accessible places in all School Department buildings, Town Hall, and the Public Library.

### **Early Dismissal**

If a student must leave school earlier than the regular dismissal time, please notify the school office using either a note and/or email to your child's teacher and [broadmeadow\\_office@needham.k12.ma.us](mailto:broadmeadow_office@needham.k12.ma.us) Include time of pick up and whether or not the student will return to school later in the day.

### **Early Release Days**

There are several planned Early Release days during the year (see [NPS school calendar](#)) for teacher professional development programs. On these days, all children are dismissed at 12:15 PM. No lunches are served but a Fun Lunch (grab and go) is available - see the Nutritional Services portion of this Handbook for further information.

### **Electronics**

- Non district issued devices including tablets, cell phones, smart watches, and MP3 players are prohibited from use by students in school. SMART watches or other accessories with phone or texting capabilities are not allowed in the classroom.
- If these items are at school, they should be turned off and out of sight at all times (ie, in the backpack).
- The school will not be responsible for the security of these items.
- If students are seen using one of these items during the school day, it will be confiscated. Any confiscated items will need to be picked up by the student's parent/guardian.
- Students may use school phones if the need arises.

## **No School/Delayed Opening Announcements**

On days when weather conditions are severe, school will be canceled. The Needham Public Schools utilizes an emergency notification system that will contact your home phone, cell phones, and send an email using the information you have provided in PowerSchool. The “No School” announcement will also be carried by television channels 4, 5, 7, and FOX25, and the local cable channel. Information regarding schools during inclement weather is also prominently displayed on the Needham Public Schools’ website [www.needham.k12.ma.us](http://www.needham.k12.ma.us) and provided through Dr. Gutekanst’s Twitter account (@NPS\_Supt). If the Department of Public Works needs extra time to plow the roads or sand the streets to assure safety, the school day will be shortened. Under this alternative plan, the opening of school and all bus pickups will be delayed two hours. This includes special education transportation pick-ups for students in out-of-district schools. The “Two-Hour Delayed Opening” announcement will be the same as for school closure. Parents are reminded not to send their children to school early on “Two-Hour Delayed Opening” days since the school yards may not be plowed nor will staff be available to supervise early arrivals.

## **Pets**

For the safety and comfort of our entire community, pets, including dogs, are not allowed on school grounds between the hours of 8:00 am and 3:00 pm. This includes dogs who accompany students during drop off and pick up. Dogs must remain off school property and they must never be left unattended. Dogs must be closely monitored and restrained at all times. Pets of any kind are never permitted in the building.

## **PowerSchool**

The student database management system, PowerSchool, is used to generate important contact information for the school. Parents/Guardians are encouraged to make sure PowerSchool information is up to date in case of emergency. Each fall, the Broadmeadow office provides families PowerSchool login and password information, and encourages them to review and update online contact numbers. PowerSchool can be accessed through the Broadmeadow website.

## **Playground Use**

During the hours that school is in session the playground is used exclusively by Broadmeadow students and staff. After school hours, children using the playground must be closely monitored by a responsible adult. Please note: the Needham Extended Day Program has exclusive use of the playground after school between 3:30 and 4:30pm for their programming and they are not responsible for children not enrolled in their program during other times.

## **School-Home Communication**

As a school we use a variety of methods for communication. The [Broadmeadow Website](#) has important information as well as links to classroom sites and the [Needham Public Schools website](#). Parents receive up to date information via the school listserv as well as the *Broadmeadow Buzz* electronic newsletter. (Please contact the office to request a paper copy of *The Buzz*.) *The Buzz* is the primary communication tool from the school, and it includes important information concerning events for children and families. Past copies of the Buzz can be found on the Broadmeadow website.

Classroom teachers use multiple methods to communicate with families including websites, newsletters, email, phone, Twitter, etc. You should hear from homeroom teachers at least once a month, if not more frequently, with classroom updates and other necessary communications. Classroom teachers also host periodic “Open Houses” for families to visit the classroom. Open

Houses provide an opportunity to see work in progress and play an educational game with a student. They are not a time for a conference.

The Broadmeadow PTC maintains its own website <https://sites.google.com/a/broadmeadowptc.org/home/> and sends out information through its listserv on Thursdays. In order to receive PTC information, families must join their listserv.

### **School Volunteers Check (CORI)**

Any individual who seeks to serve as a volunteer in connection with school or school sponsored events in a role that involves direct and unmonitored contact with students (this includes volunteering in the Media Center or classroom and acting as a chaperone on a field trip) will be required to participate in the Criminal Offender Record Information check and complete a confidentiality agreement prior to the volunteer activity. Access to CORI forms and confidentiality agreements is available from the *For Parent/Guardian* page of the the Broadmeadow website or can be obtained from the school office. CORI and Confidentiality forms must be submitted to the school along with a copy of the applicant's driver's license at least four days before the event. [For additional information on procedures to be followed, please see School Committee Policy ADDA-Criminal Offender Record Information (CORI) Policy.] CORI checks must be renewed every three years.

### **Vacation**

The school calendar is published in advance (and included in this Handbook) to help families plan their vacations during school vacations. If families choose to leave school early for vacation, teachers will not provide work ahead of time. Students must complete all missed work upon return from vacation.



## **Student Services**

Broadmeadow provides a number of resources to support students in their academic and social-emotional growth. Listed below are some of those resources.

### **Academic Programming**

In addition to classroom instruction in literacy, mathematics, science, social studies, and social-emotional development, students at Broadmeadow have opportunities to learn in other content areas. Special areas include Art, Media, Music, Physical Education and Spanish. Technology and STEAM instruction is woven into all content areas at all grade levels.

### **Child Study Team**

The Child Study Team is a general education process that supports teachers in establishing and implementing standards-based intervention plans to meet the needs of students. The Child Study team consists of representatives from grades K-2 and 3-5 classrooms, special educators, guidance, literacy/math specialist, and administration. In addition to creating intervention plans, the group monitors progress and revises plans as needed.

### **English Language Learners (ELL)**

The English Learner specialist provides support for students for whom English is not their first language. After students are assessed, programming is created for them to support their English language acquisition in listening, speaking, reading and writing domains. The ELL specialist works closely with classroom teachers to support grade level curriculum work in the classroom.

### **Guidance Services**

Broadmeadow's Guidance staff attend to the feelings, sensitivities, thoughts and viewpoints of the children. Issues vary from age-related concerns (e.g. peer relationships) to home-related issues that may be affecting academic performance or self-esteem. As part of general education programming, Guidance staff support all children through individual or small group meetings. These meetings are important for the social-emotional growth of every child. Guidance services can take place in the classroom setting as well. In addition, the Guidance staff is available for teacher or parent consultation.

### **Health Screening and Safety Services**

In addition to attending to day-to-day health issues, screening and safety services are provided by the school nurse. This includes hearing and vision screening for each student every year, scoliosis screening for fifth graders, emergency care and medication administration.

### **Literacy Specialists**

Literacy Specialists support literacy instruction to build reading and writing skills and strategies for all students. Services are provided through a consultation model to classroom teachers as well as direct instruction within the classroom. Occasionally Literacy Specialists will provide intervention programming for students in need.

### **Math Specialists**

Math Specialists support mathematics instruction to build reasoning and computation skills and strategies for all students. Services are provided through a consultation model to classroom teachers as well as direct instruction within the classroom. Occasionally a Math Specialist will provide intervention programming for students in need.

## **Technology**

Students have access to a variety of tools and applications to enhance their learning including Chromebooks, iPads, laptops, various coding resources, as well as on-line tools.

Needham's [Responsible Use of Digital Resources Policy](#) or RUP, defines responsible use of technology resources for students while using the district's wide area network and on the internet. Each student and their parent or guardian are required to sign and submit an acknowledgement annually that they together have reviewed the Responsible Use of Digital Resources Policy and agree that the student will comply with its terms. All students are allowed to use online resources when in-class assignments require access. The contract indicates the student is allowed to independently use online resources at school. The RUP and the district's content filtering device bring Needham into compliance with CIPA, the [Children's Internet Protection Act](#), and makes the district eligible for [E-Ratediscounted services](#). Students who misuse technology may incur a loss of privilege or other consequences.

## **Special Education**

Special Education Services provide specialized instruction to students who have been identified through testing as having a disability that prevents them from making effective progress in their classroom. Parents/guardians play a key role in this process by offering their insight and information that helps the Team to understand their children. If determined to be eligible for special education services, a Team meeting, including parents and teachers, develops an Individualized Education Program (IEP) for the student. This Program is designed to support the student's access to the general education curriculum. Special Education evaluation and services can only be provided with a parent's permission. Parents/Guardians who would like more information regarding the special education process should contact their child's teacher, the Principal, or visit [the NPS Special Education Webpage](#).

## Responding to Misbehavior

### What happens if a child makes a poor choice at school?

If a student breaks a rule in school....	They get a verbal reminder from teacher/ grown-up.
If a student continues with the same behavior or breaks the rule again....	They may be asked to go to a quiet space to regain self-control. This may be followed by a conference about the behavior with the student.
If the same behavior persists....	The teacher will communicate with parents about the behavior and possible logical consequences, loss of privilege, or "you break it, you fix it" solutions that may ensue.  The teacher may elicit support from parents, guidance or administration to provide further reinforcement or a plan to help student be successful

If the behavior is deemed to be physically and/or verbally abusive, including any means of bullying and harassment, impacts the safety of self or others, included destruction of property or is chronic, the student will be referred to an administrator and the above steps may be skipped.

### Referral to the Administrator

First Referral	<ul style="list-style-type: none"> <li>• Student meets with an administrator</li> <li>• School rules are reviewed</li> <li>• Parents are notified by staff member or administrator that the student met with the administrator</li> <li>• Incident form is completed</li> <li>• (Student reflection sheet may be completed)</li> <li>• Families of target students notified as warranted</li> </ul>
Second Referral	<ul style="list-style-type: none"> <li>• Student meets with an administrator</li> <li>• Incident form is completed</li> <li>• Student completes reflection sheet and may be presented with a logical consequence (i.e., misbehavior during recess may mean writing a reflection about the behavior during recess time)</li> <li>• Parents are notified that student met with administrator and reflection sheet is coming home for signature</li> <li>• Families of target students notified as warranted</li> <li>• Referral to counselor if appropriate</li> </ul>
Third referral	<ul style="list-style-type: none"> <li>• Incident form is completed</li> <li>• Administrator meets with parent(s)</li> <li>• Reflection sheet will be completed at home and returned</li> <li>• Loss of privilege or consequence will be determined based on offense</li> <li>• Families of target students notified as warranted</li> <li>• Referral to counselor if appropriate</li> </ul>

The principal or designee has the discretion to handle particular situations in a differentiated manner as fits the needs of the student(s) involved. Administrators work collaboratively with staff and families with a focus on building skills and repairing relationships.



## The Broadmeadow PTC Welcomes You!

All teachers and parents at Broadmeadow are members of the Broadmeadow Parent Teacher Council (PTC) and we welcome you to our community! The goal of the PTC is to enhance every child and family's experience at Broadmeadow. We do this by funding Curriculum Enrichment programs for our children and grants for our teachers and staff. We build community by hosting many events to allow you to get to know the school and other families. Finally, our outreach programs help bring us closer to the communities around us.

We encourage you to get involved with the PTC by volunteering at one of our events or in the school. This is the best way to meet other parents and to see the school in action! To find out more about the Broadmeadow PTC, read our weekly newsletters and check out our website at [www.broadmeadowptc.org](http://www.broadmeadowptc.org). There is information about volunteer opportunities and upcoming events. Please don't hesitate to contact one of us if we can be of further assistance.

Have a great year!

Lizzie Zosa, Abigail Hays & Jen Duong  
PTC Co-Presidents

### 2021-2022 PTC Board Members

President	Lizzie Zosa Abigail Hays Jen Duong	<a href="mailto:President@broadmeadowptc.org">President@broadmeadowptc.org</a>
Vice-President	Amy Chan Katie Dittmer	<a href="mailto:Bulletins@broadmeadowptc.org">Bulletins@broadmeadowptc.org</a>
Secretary	Melissa Bello Maggie Shapiro	<a href="mailto:Sign@broadmeadowptc.org">Sign@broadmeadowptc.org</a>
Treasurer	Brie Allen Kate Owens	<a href="mailto:Treasurer@broadmeadowptc.org">Treasurer@broadmeadowptc.org</a> <a href="mailto:Bookkeeper@broadmeadowptc.org">Bookkeeper@broadmeadowptc.org</a>
Enrichment Coordinator	Kristine Gaumnitz Andreia Stiffler	<a href="mailto:Enrichment@broadmeadowptc.org">Enrichment@broadmeadowptc.org</a>
School-Wide Events Coordinator	Erica Salamon Liz Klucznik	<a href="mailto:SchoolWideEvents@broadmeadowptc.org">SchoolWideEvents@broadmeadowptc.org</a>
Grade-Level Events Coordinator	Meghann Freni Jess Karlin	<a href="mailto:GradeEvents@broadmeadowptc.org">GradeEvents@broadmeadowptc.org</a>
Fundraising Coordinator	Alexandra Young Kate McKiernan	<a href="mailto:Fundraising@broadmeadowptc.org">Fundraising@broadmeadowptc.org</a>
Outreach Coordinator	Rhonda Silva Aly Donahue Lynne Devaney	<a href="mailto:Outreach@broadmeadowptc.org">Outreach@broadmeadowptc.org</a>
Volunteer Coordinator	Rachel Bright	<a href="mailto:Volunteer@broadmeadowptc.org">Volunteer@broadmeadowptc.org</a>

## **SCHOOL ATTENDANCE**

The education of children is a responsibility shared by the school and parents. Teachers and parents work together to develop characteristics important in the educational growth of children. Regular attendance is essential to the learning process and helps to establish good student work habits. Participation in classroom activities is an important factor in educational success. Student absences, tardiness and early dismissals affect this learning process. Therefore students are expected to be in attendance every day of the school year from arrival to dismissal. Students should be home when they are ill; otherwise, all efforts should be made to have them in school. To the greatest extent possible, all appointments should be made before or after school and recreational trips scheduled during school vacations.

Under Massachusetts General Laws Chapter 76, Section 1 states that all children between the ages of six and sixteen must attend school. A school district may excuse up to seven days or fourteen half-days in any period of six months. In addition to this law, each school may have its own attendance policy with which parents/guardians should be familiar. Parents/guardians are required under the law to ensure regular school attendance of their children and are subject to a fine for failure to comply with the law. If a child is absent for five (5) or more consecutive days, a doctor's note (certificate) is required when the child returns to school. Failure to provide a medical note will result in the absence being considered as unexcused.

### **\*ABSENCES-REPORTING**

In the event a child will be absent for the day, parents or guardians are expected to call the school office before the beginning of school. Parents and guardians must furnish the school with a home, work or other emergency telephone number where they can be contacted during the school day. Parents will be contacted as soon as practical and within three (3) days of the student's absence if the Parent(s) or Guardian has not contacted the school regarding an absence.

### **\*ABSENCES-EXCESSIVE**

Parent(s) or Guardians will be notified when a student has at least five days in which the student has missed two or more classes/periods (unexcused) or who has five or more unexcused absences in the school year. The building principal (or their designee) will make a reasonable effort to meet with the parent or guardian of a student who has 5 or more unexcused absences to develop an action plan to improve the student's attendance. In all circumstances Parents/Guardians are encouraged to contact school staff and work collaboratively with them to correct the reasons that the student is missing school. Excessive, unexcused absences may also result in the school taking legal action to remedy this situation.

### **ABSENCES-PLANNED**

School vacations are planned well in advance, at appropriate intervals during the school year and parents should make family plans accordingly. It should be realized that teachers cannot realistically provide work in advance of planned absences that will adequately make up for missed instruction; therefore, teachers shall not be required to provide work for any student prior to a planned absence. Parents who allow their child to be out of school for vacations are assuming responsibility for their child's educational program. When a student returns to school, he/she shall complete work not available during their absence. The time limit for completion is the length of the absence.

## **ELEMENTARY SCHOOLS CODE OF CONDUCT STUDENT BEHAVIOR AND EXPECTATIONS**

### **GUIDING PRINCIPLES**

The goal of the Social and Emotional Learning program in the Needham Public Schools is to help students develop self-awareness, self-management, social awareness, responsible decision-making, and relationship skills. The promotion of a social and emotional learning framework in our schools is designed to foster a school culture that promotes respect, inclusion and strong classroom and school culture. The implementation of this framework endeavors to provide an appropriate learning environment for our students.

The elementary school faculties establish a system of rules that govern their teaching and common spaces. Teachers engage students in establishing classroom rules and procedures that provide a structure to support all students as they learn and grow. Students are expected to demonstrate behavior appropriate to specific settings within the school, on the bus and on the playground. Teachers are asked to communicate clearly the rules of these settings to their students. School rules should be simple and few and emphasize a spirit of cooperation, high expectations and caring for one another. The rules will be stated in the affirmative wherever possible.

Children benefit from the consistency of having adult models both at school and at home in order to develop acceptable social behavior. The partnership between school and home is a critical support to our students in their social and emotional development. One of our guiding principles is the fostering of this partnership so that teachers and parents can share information, strategies, ideas, insights and, when needed, can problem-solve to assist our students in developing and maintaining appropriate behavior in the school setting.

### **STRATEGIES TO HELP CHILDREN MODIFY BEHAVIOR**

All students are expected to demonstrate respect for other individuals, their rights and their property in school and during all school-sponsored activities, including those times when they are riding school buses. Students are expected to behave in accordance with school rules and regulations. When appropriate, school personnel will modify environments to help prevent the likelihood of misbehavior.

Behavior expectations will be in keeping with each child's developmental readiness. Through classroom structures and direct skill instruction, children will be instructed in how to:

1. Make sound decisions and seek adult help (assistance when needed)
2. Behave responsibly
3. Cooperate with teachers and peer groups

The process for communicating with parents regarding problems with behavior will be initiated early on. Teachers are expected to contact parents for a conference, following the emergence of a behavior difficulty. Our schools believe that a strong home/school partnership is helpful in addressing the student's progress. Likewise, parents should contact their child's teacher with any concerns about social or behavioral problems. It is expected that most behavior problems will be solved at the parent-teacher level. However, if necessary, the Principal may communicate directly with parents regarding a challenging behavior. The following are examples of steps that may be taken in order to help students modify their behavior:

1. Parent-teacher conference - At the first sign of an emerging behavioral pattern or difficulty
2. Teacher creates a behavior plan and/or contracts with the student for improvement
3. Involvement of the principal, school counselor and/or resource teacher as collaborative consultant to the teacher
4. Teacher applies to the Teacher Support Team for review of the student's progress and the development of a behavior intervention

## **BUS CONDUCT**

The school bus is an extension of the school itself and rules regarding behavior are the same as in the school. School bus safety is a primary concern of the Needham Public Schools, and we reserve the right to take whatever action is necessary to maintain a high level of safety. The school reserves the right to exclude students from school and/or the bus for misconduct of a serious nature that occurs on the bus or at the bus stop that may impact the school environment. The right of a student to school bus transportation is a qualified right dependent on good behavior. In a case where a student seriously or continuously misbehaves, parents/guardians will be notified by the principal or designee of the school to which the student is assigned. The bus pass may be revoked if, in the opinion of the principal, such action is necessary for the general safety and well being of other students. In cases where a student's conduct jeopardizes the safety and well being of other students that student may immediately be excluded from the bus.

## **INVESTIGATION (Interviews & Searches)**

Under Needham School Committee policy, school administrators have the authority, as deemed necessary, to interview students regarding matters that are relevant to the school environment. In addition, school administrators may search students and their personal belongings on school property when the administrator has a reasonable basis for believing that the search will produce evidence that the student has violated a school rule or a state or federal law.

Lockers, desks, and similar areas assigned to students remain the property of the school and are therefore subject to inspection by the school administration at any time.

## **POTENTIAL CONSEQUENCES FOR SERIOUS BEHAVIOR**

The following behaviors may serve as grounds for suspension or other disciplinary action, including loss of student privileges.

1. Use of obscene, abusive or profane language or gestures
2. Harassment of another student especially on the basis of race, sex, national origin, religion, handicap, gender identity, or sexual orientation
3. Bullying, cyber-bullying or other intimidation of another student, regardless of the basis of such conduct
4. Behavior which endangers persons or property or disrupts the educational process or school activity
5. Fighting or any assault or act of violence committed against another student or school personnel

Students may be expelled under limited circumstances defined by statute (so called "Statutory Offenses) referenced in section titled: **STATUTORY OFFENSES: DUE PROCESS AND PROVISIONS OF LAW**

## **PROCEDURES FOR SUSPENSION**

Please refer to section titled: **PROCEDURES FOR SUSPENSION & EXPULSION** of this handbook for detailed information regarding Needham Public Schools Procedures for Suspension



**NEEDHAM SCHOOL NUTRITION SERVICES INFORMATION**  
**ELEMENTARY SCHOOLS**  
**2021-2022**

The school cafeteria is open every school day serving many choices of nutritious hot and cold lunches for all K-5 grade students. On Early Release Days, a simple breakfast will be served at most elementary schools, and a portable to-go-lunch will be available to students in the late morning to either eat in class or take to their after-school program. (As always, food can not be eaten on the bus.) The Needham Nutrition Services department is dedicated to being a leader in quality nutritious food. The menus are carefully written by a Registered Dietitian to assure nutritional integrity. The Cafeteria Staff at each school are dedicated, talented, and kind people who are there because they love to care for children by preparing and serving excellent food in their “nutrition classroom”, and encouraging the students to make good food choices to enhance their well-being.

Much thought and planning is put into providing a variety of entrée and other lunch menu components, which are delicious, kid-friendly, and nutritious. The menu of the day changes, but every day there are six other lunch options available (Chicken Caesar Salad, Turkey Sandwich, Wow(Soy)butter & Jelly Sandwich, Tuna Sandwich, Bagel & Yogurt or Cheese, Soft Pretzel & Yogurt or cheese). Plentiful supplies of many choices of delicious fresh fruits, cut veggie sticks and salads are always available as part of the school lunch.

A printed copy of the Needham Elementary Lunch Menu is sent home with each child at the end of each month, for the following month. The menu and nutritional information, as well as allergy and ingredient information, are available on the Nutrition Service Department page of the Needham School District website. [www.needham.k12.ma.us](http://www.needham.k12.ma.us).

**Free or Reduced Priced Meals:**

Families who may automatically qualify for free or reduced price meals through a match with the Massachusetts HHS agency, will be notified before school begins in September. Other families may apply for free or reduced lunches by completing a current school year meal application. A new application must be filled out at the beginning of each school year, or at any time throughout the year if the financial situation in the home changes. Meal applications are sent home at the beginning of every school year and are available on our website, in the school office, or the Nutrition Service office at the Administration Building. An on-line application is also available at [lunchapp.com](http://lunchapp.com).

**Breakfast**

Breakfast is available every morning before school for all students at Eliot & Mitchell. (Broadmeadow, Sunita and Newman plan to roll out their full breakfast program in the 2021-2022 school year) There are a variety of items available, the menu varies daily (see website). Students who qualify for free or reduced price meals, can get one complete breakfast per day at no charge.

Included in a BREAKFAST meal (free, reduced, or full price) is:

- 2 grains (or one grain and one protein item)
- Fruit
- Milk

**What do you get with a “LUNCH”? & What is NOT included**

Students who qualify for free or reduced price meals are able to get one complete breakfast and lunch per day at no charge. (NPS waives the reduced price fee.)

Included in a LUNCH (free, reduced, or full price) is:

- One Entree (any choice)
  - “Entrée” is the protein item and grain item (usually together, ie: Hamburger on bun)
- Fruits & Vegetables. We don't limit (within reason) and we encourage students to take LOTS
- Milk, 8 oz. 1%, Fat-free, Fat-free Chocolate or Strawberry, Lactaid (for documented lactose intolerant students)
- Dessert - if it is written on the menu for the day (usually 1-2 x/week)

**A la carte items** are available at Elementary schools FOR SALE, which are NOT included in the LUNCH price. These items that are not included are as follows:

- 8 oz water
- 4 oz yogurt

Students who qualify for free or reduced lunch can purchase a la carte items with cash, or money can be deposited into their lunch account for purchases of those items.

### **How the automated cafeteria payment system works:**

- Every student has their own personal lunch account and PIN number (automatically assigned when enrolled- whether or not they ever use it).
- Parents/Guardians deposit money into the student's account by check via the school cafeteria, on-line (credit card or electronic check), or cash (see **How to prepay** information below).
- Sales are automatically deducted from the student's account. Details of account use are tracked in the system and parents can access this information (see "Tracking lunch Accounts" below).
- Pre-payment into the account is strongly encouraged- as it is much faster, however paying with cash is an option.
- Students who qualify for free or reduced price lunches are processed at the cash register like all other students, avoiding any potentially uncomfortable situation for the student. A la carte items (above) are not free nor available at reduced price. Only the meal.
- All students access their accounts at the cash register by entering their 4-digit PIN number on the PIN pad located at the register. Each child's unique PIN number is confidential and should not be shared. The PIN number stays the same from year to year until High School, when the number is changed to a 5-digit number. You will be notified of this number in the Welcome Back to School letter from Nutrition Services. If a student does not remember it, the cashier can access their account through the computer register by their name.

When the lunch account gets low:

- An automated 'Low Balance Email' is sent to the parent/guardian of students whose lunch account is at \$15.00 or below.

#### **Negative Lunch Accounts**

- When an account goes below zero, only a complete breakfast and/or lunch can be purchased.-
- Another automated email is sent when the account goes below \$0.00 as a further reminder and request to deposit money into the lunch account.
- If we have no email address in our lunch account system, a negative balance letter is printed out and mailed to the home, requesting deposit into the lunch account.

#### **Credit limit /Negative Balance follow-up**

- If a student's lunch account reaches negative \$10.00 and there has been no response to email requests for deposit, the Cafeteria Manager will call the home to notify the parent/guardian about the negative account and to resolve the negative balance.
- If the account remains negative and reaches -\$20.00, then the delinquent account is referred to the Nutrition Services Director's office and additional attempts are made to reach parent/guardian via cellphone and/or work phone numbers.
- If the account remains negative and continues to increase in debt, the matter is referred to the school Principal for follow up with the parent/guardian.
- Beyond that, delinquent lunch accounts will be referred to a debt collection agency.

#### **Tracking lunch accounts**

- Parents can look at student lunch account activity. Instructions for doing this are on NPS Nutrition Services website.

**Please make sure the school secretary has your correct email address in Powerschool , as our lunch software system uploads the information from Powerschool.**

### **How to Prepay:**

1. Deposit funds via on-line. There is a link to the current online payment provider on the NPS website home page, as well as on the Nutrition Services page under Lunch Payment System. You will need to know the student's 5-digit Online Payment ID number specifically assigned for on-line payments for lunch. You can get that number (and instructions for setting up an account) in Powerschool or from your school or Nutrition Services secretary.
2. Bring/send a check (payable to "Needham School Nutrition Services") to your school, in an envelope marked "Cafeteria". Deposits are made at the school cafeteria register. Please record on the memo line of the check: Student's full name, and the 4 digit PIN number that the student uses at the cash register in the school cafeteria.

### **Food Allergies:**

It is important to keep the school nurse up-to-date about your child's allergies. Nutrition Services is informed by the school nurse as to any food allergies students have. This allergy information is entered into the computerized point of sale system so that an alert comes up to cashier about what the student is allergic to. The cashier must acknowledge that alert, and checks the tray to assure there are no foods on the tray that the student is allergic to. We accommodate documented food allergies, including gluten-free diets. See website for more detail.

**Website:** needham.k12.ma.us    Departments: Nutrition Services

There is lots of information on the Nutrition Services website, as well as pictures of the cafeterias and meals. Check it out!

**Call Nutrition Services:**

Call the Cafeteria Manager at your child's school.

or

Feel free to call the Nutrition Services Office with any questions or comments: 781-455-0400:

X11219 for Mirella Santucci, Nutrition Services Bookkeeper

X11216 for Colin Boisvert, Nutrition Services Director

X11237 for Jen Tuttelman, Assistant Nutrition Services Director

X11285 for Barb Pitney, Nutrition Services Secretary

## **HEALTH SERVICE POLICIES**

The Needham Public Schools, in accordance with the regulations of the Massachusetts Department of Public Health, requires the following health information before a student enters school.

### **Health History**

The Health History Form, which provides important health and developmental history about your child, must be completed by the parent/guardian and submitted to the school nurse prior to school entry for all students.

### **Required Immunizations**

Massachusetts Department of Public Health Regulation 105 CMR 220 requires students to be immunized before admission to school. An immunization certificate/record that includes the month, day, and year the immunizations were administered needs to be submitted to, and reviewed by, the school nurse before the student begins school. State regulations also require each child to meet the grade entry immunization requirements.

### **Exemption**

Only documentation of medical and religious exemptions from immunization requirements is acceptable by the law in Massachusetts. If there are medical reasons why your child has not been immunized, a certificate must be obtained from your physician annually and forwarded to the school nurse. For a religious exemption, the parent/guardian must submit a letter annually to the school nurse stating that a vaccine conflicts with their sincere religious beliefs.

### **Physical Examination**

The Massachusetts Department of Public Health Regulation 105 CMR 200 requires a physical examination for all new students that was completed within 12 months prior to the entrance to school, or within 30 days after school entry, and at intervals of three or four years after school entrance. Per these regulations, documentation of a current physical examination is required for students entering into preschool, kindergarten, grades 4, 7, and 10. If a student is participating in competitive athletics, an annual physical exam is required. A student transferring from another school system shall be examined as an entering student. Health records transferred from the student's previous school may be used to determine compliance with this requirement.

### **Lead Poisoning Screening and Vision Screening (Kindergarten entry requirement)**

Each child must present documentation of lead poisoning screening, tested at ages 2- 5 years, upon entry to kindergarten. Vision screening must be completed by the student's primary care provider upon entry to kindergarten (within the previous 12 months), or within 30 days of the start of the school year; certification that kindergarteners have passed acuity and stereopsis screenings is required.

### **Tuberculosis (TB) Testing**

Documentation of either:

- Screening for student's low risk of tuberculosis exposure
- Testing for tuberculosis of students at high risk of exposure to tuberculosis.

**The Confidential Nurse Emergency Card** must be completed **annually** by the parent/guardian and returned to the school nurse with updated information and authorization including: emergency contact information, student medical history, consent for student to receive emergency medical treatment, communication of pertinent medical information, and administration of select over the counter medication by the school nurse, per the NPS Protocols. (omitted medical before protocols)

## Medication Policy

The Needham Public Schools Medication Policy complies with state and federal laws and Massachusetts Department of Public Health Regulation 105 CMR 210. The following statements highlight the main points of the policy:

- The Health Services policy encourages that medication be administered before and after school hours, if possible.
- All medication, prescription or over-the-counter, requires an order from a health care provider who is a licensed prescriber as well as a completed parental permission form. **Medication will not be administered until all required documents are completed and received by the School Nurse.** These required forms are available in the health offices or may be downloaded from the Needham Public Schools Department of Health Services website.
- After consultation with the school nurse and the development of a medication administration plan, students who fall into the following exceptions may self-administer medication:
  - students with asthma or other respiratory diseases may possess and self-administer prescription inhalers
  - students with life-threatening allergies may possess and self-administer epinephrine via an auto-injector
  - students with cystic fibrosis may possess and self-administer prescription enzyme supplements
  - students with diabetes may possess and self-administer a glucose monitoring test and insulin delivery system
- Medications must be delivered to the School Nurse in a correctly labeled pharmacy or manufacturer's medication container by the parent, guardian or responsible adult. (Medications are not accepted in containers such as plastic bags.) **Students are not permitted to bring medication to school.**
- All medication orders expire at the end of each school year. New medication orders are required at the start of the school year.
- All medications must be picked up by a parent/guardian before the close of the school year. Any medications that are not picked up by the close of school will be destroyed.

## Children with Special Health Care Needs

If your child has asthma, allergies, diabetes, seizures, attention deficit disorder, or any other medical or mental health condition requiring special health services in the school and/or is assisted with medical technology, it is vital that the parent/guardian meet with the school nurse and develop an Individual Health Care Plan (IHCP) prior to school entry.

## Concussions

Concussion or Traumatic Head Injury can occur whenever there is a blow or jolt to the head that causes complicated chemical changes in the brain that take several days to resolve. Many concussions occur during organized (especially contact) sports, but are also common as a result of skiing, snowboarding, skateboarding, gymnastics or ballet falls, etc. Many concussions can go undetected initially because there has been NO loss of consciousness and the person is able to resume activity following the initial blow to the head or whiplash. Concussions may be life-altering or life-threatening if not treated correctly or aggressively. The Needham Public Schools (NPS) seeks to prevent concussions and provide a safe return to activity for all students after injury, particularly after a head injury. Although every concussed student is different, the care and management of all students who have sustained concussions requires education, supervision, and close collaboration between students, parents/guardians, school nurses, coaches, athletic trainers, athletic director, administrators, guidance counselors, school physician, teachers, neuropsychologists, and the students' primary care providers and medical specialists. In accordance with the Needham Public School (NPS) Policy on Head Injuries and Concussions in Extracurricular Athletic Activities 2012, protocols and procedures that are implemented are compliant with Massachusetts General Law c. 111, §222, An Act Relative to Safety Regulations for School Athletic programs, the Massachusetts Department of Public Health regulations 105 CMR 201.000, Head Injuries and Concussions in Extracurricular Athletic Activities, and the Massachusetts Department of Public Health regulations 105 CMR 200.000, Physical Examination of School Children.

## The NPS Protocol Post Student Head Injury and Concussions- Re-entry to Academics and Return to Physical Activity and Athletics:

- Student sustains head injury during school, extracurricular athletics or activities, or other setting
- Student is removed from "play" from sports, physical education, or other physical activity until medically evaluated
- Student is assessed by school nurse during school day and certified athletic trainer during NHS sports, as available
- Coach, certified athletic trainer, or school nurse completes head injury report
- Parent/guardian is notified and student is dismissed from school or athletic activity and referred for medical evaluation
- Medical provider evaluates student and documents diagnosis of traumatic brain injury or concussion
- Parent/guardian provides school nurse with documentation of head injury from medical provider and plan of care including orders for brain and physical rest
- School nurse notifies guidance department and teachers/coaching staff of injury and initiates a re-entry meeting with teachers, guidance, special education liaison, parent/guardian, and student (as applicable)
- A graduated academic re-entry plan and accommodations are implemented per protocol unless severity of head injury or prolonged recovery necessitate development of a 504 plan or amendment to IEP
- Nurse will review symptoms with student each day to assess recovery, update return to academics checklist, and advise guidance and teachers of student's readiness to progress with return to academics plan
- Teachers, students and parents/guardians will maintain an open dialogue regarding work expectations and progress

- Medical provider provides updated documentation about student's medical recovery and clearance for progression to full academic program including physical activity and physical education
- School Nurse notifies guidance and teachers of progression to full academic program without accommodations due to head injury
- School Nurse notifies certified athletic trainer to initiate graduated return to athletics per protocol
- Certified athletic trainer consults with medical provider for authorization to clear student to return to full athletics as applicable

#### **Symptoms to look for following a blow to the head:**

- Headache or "pressure in head"
  - Forgets sports plays
- Nausea or vomiting
  - Unsure of game, score, or opponent
- Loss of consciousness (even briefly) or groggy
  - Moves clumsily
- Sensitive to noise and/or light
  - Shows behavior or personality changes
- Blurred or double visions
  - Feeling sluggish, hazy, foggy
- Appears dazed or stunned
  - Concentration or memory problems changes
- Is confused about assignment
  - Balance problems or dizziness
- Confusion: cannot recall events prior to hit or fall
  - Can not recall events after hit or fall
- Answers questions slowly

Some of these symptoms will appear immediately after the blow. Some may quickly disappear while other symptoms can increase or develop hours or even days after the injury.

#### **What to do if your child has experienced a concussion:**

1. **Seek medical consultation.** If there has been loss of consciousness (even briefly) person should be taken immediately to the hospital or MD office for evaluation. For concussions not involving loss of consciousness, report symptoms to primary care provider (PCP) right away for advice about how to proceed.
2. **Brain and Physical Rest** is the main treatment for a concussion. Doing as little as possible will allow symptoms to begin clearing and a graduated return to school and sports will be planned.
3. **Proper evaluation.** Make sure to get written clearance from PCP or specialist who understands current concussion management protocols before resuming activities. Progression is very individualized and is determined on a case-by-case basis. Factors affecting progression include: duration and type of symptoms, previous history of concussion, and type of sport/activity participation.
4. **Inform your child's school nurse** if he/she/they has experienced a concussion and to discuss the procedures and plans for your child's return to academics, physical activity, and athletics.

#### **Life-Threatening Food Allergy**

**The Needham Public Schools (NPS) recognizes the increasing prevalence of student food allergies and the life- threatening nature of allergies for many students.** The implementation of the Policy for Life-Threatening Food Allergy aims to minimize the risk of exposure to allergens that pose a threat to students, to assist students with assuming more individual responsibility for their health and safety as they grow older, and to ensure full participation in their educational programs and school sponsored activities. The management of students with food allergies requires the awareness, support, and response of the entire school community.

**If your child has a life-threatening allergy, please make sure he/she has access to emergency medication (Epinephrine) at all times and be sure that the school nurse has the necessary medical information about your child's emergency allergy action plan.**

#### **Key points of the policy for Life-threatening Food Allergy include the following:**

- NPS recognizes the increasing prevalence of student food allergies and the life-threatening nature of allergies for many students.
- An individualized health care plan including accommodations for prevention, management and emergency response is developed for each students with a medically diagnosed life-threatening food allergy
- The school programs are not declared as "allergen free" and foods with known allergens (peanuts, tree nuts, milk, eggs, shellfish, fin fish, soy, wheat) are not banned
- Communication, planning, and education with faculty/staff, parents/guardians, and students will aim to minimize the risk of exposure to allergens that pose a threat to students.
- Non- curriculum related classroom-based celebrations and parties are food free
- Use of food as a reward or incentive during the school day is prohibited unless approved as part of an Individualized Education Program (IEP).
- Inclusion of food for curriculum instruction and related activities or special school events, requires strict adherence to the management protocol

- Sales of competitive foods and beverages (including bake sales/fundraisers) will not be permitted district wide during the school day and beyond school hours at the preschool-elementary level. Beyond the school day sales of competitive foods are permitted in grades six- twelve.
- NPS Staff employed by the NPS, to supervise and/or coach students participating as members of school-sponsored athletic teams, clubs, and other extracurricular activities beyond the school day, are responsible for implementing the applicable portions of the Food Allergy Policy and related protocols and procedures for the management of students with LTA
- NPS staff are not responsible for implementing the Food Allergy Policy and related protocols and procedures during (1) school sponsored events beyond the school day that are open to the public (e.g. school athletic contests, plays, or ceremonies) or (2) programs or events on NPS property that are sponsored by various parent, community, and private groups.

### **RESPONSIBLE USE OF DIGITAL RESOURCES**

Students and their parent/guardian are required to sign and submit an acknowledgement that they together have reviewed the Responsible Use of Digital Resources Policy and agree that the student will comply with its terms.

#### **Student email**

Needham Public Schools may provide students with an email account. Email can be a powerful communication tool for students to increase communication and collaboration. Email is intended to be used for school and educational purposes only. Teachers may send email to middle and high school students to communicate reminders, course content, pose questions related to class work, or for other reasons. Students may send email to their teachers with questions or comments regarding class. Students may send email to other students to collaborate on group projects and assist with school classes.

#### **Student Roles and Responsibilities**

Our network systems provide access to educational resources. The destruction, vandalism, hacking, or damaging of data, networks, hardware, software, and backend systems, or disruption of this or other resources used by NPS are prohibited.

- Resources must be used in a manner consistent with the mission of NPS
- Network and account security is the responsibility of all members of the NPS community. Any security risks should be reported to a teacher or network administrator
- Students will not use the internet or any technology resource to perform any act that can be construed as illegal or unethical
- Students will immediately report any suspicious or unusual activity to the supervising teacher or other appropriate staff member
- Computers not owned and managed by NPS must use the public guest NPS network
- Devices, including student owned devices, that disrupt the educational process or operation of the NPS are prohibited and will be removed. Such devices may be held and searched.
- Students will not deliberately damage any of the District's systems or cause the loss of other users' work
- Students will not override or encourage others to override any firewalls, desktop management or security measures established on the network.

#### **Respect and protect the intellectual property of others**

- Users must respect others' privacy and intellectual property. Any traffic from this network that traverses another network is also subject to that networks' acceptable use policy (AUP)
- Students are responsible for citing sources and giving credit to authors during the research process. All communication and information accessible via the network should be assumed to be private property
- Users have a right to be informed about personal information that is being, or has been, collected about them, and to review this information.

#### **Safety and privacy of self and others**

All users are expected to adhere to principles of safety and privacy.

- Students will not share passwords
- Students will login to their own accounts, not accounts belonging to someone else
- Students will not view, use, or copy passwords, data, or access networks to which they are not authorized
- Students will not capture, record, or distribute audio, video, or pictures of any school activity without permission from the staff and students involved.
- Students will not distribute private information (e.g. address, phone number, etc.) about themselves or others without permission, and only as necessary and specifically related to the educational process.
- Students will not pretend to be someone else online.
- Students will not agree to meet with someone they have met online without the approval or participation of a parent or guardian or teacher

#### **Respect and practice the principles of community**



Students are expected to be courteous and to use appropriate language and will communicate only in ways that are kind and respectful.

- Students will report threatening or discomfoting materials to a teacher or trusted adult
- Students will not access, transmit, copy, or create material that violates the school's code of conduct (such as messages that violate the prohibitions against bullying and harassment, including sexual harassment).
- Students will not access, transmit, copy, or create material that is illegal (such as obscenity, pornography, stolen materials, or illegal copies of copyrighted works).
- Students will not use NPS resources to further other acts that are criminal or violate the school's code of conduct.
- Students will not send spam, chain letters, or other mass unsolicited mailings
- Students will not buy, sell, advertise, or otherwise conduct business unless approved as a school project.

Violation of any portion of the Student Responsible Use of Digital Resources policy may result in not only revocation of the privilege of using IT, but also in disciplinary action, up to and including suspension from school. In addition, legal action may be taken for conduct that is unlawful.

### **Notification of Student Access to Digital Tools**

In addition to Google Workspace for Education and PowerSchool, there will be a number of digital resources that teachers may use as educational tools. This is our notice to you that your child may have access to digital tools such as apps and web sites. These tools will be vetted regarding educational value, age appropriate content, and student data privacy. We are members of the Massachusetts Student Privacy Alliance, and through our affiliation with that organization, have signed privacy agreements with companies that represent many of the digital tools that we use. Such tools will typically be accessed through your student's Needham Google Account, using their Google ID and Password. A complete list of our vetted and adopted digital tools can be found on our website at <https://sites.google.com/needham.k12.ma.us/media-digital-learning-nps/digital-toolbox>.

**Please see School Committee Policy IJNDB-2 for full statement on the district's policy regarding Student Responsible Use of Digital Resources**

## **SCHOOL DISCIPLINE PROCEDURES FOR SUSPENSION & EXPULSION**

**GENERAL INFORMATION REGARDING SUSPENSION** Any student who is suspended from school will be given the opportunity to make up school work as needed to make academic progress. If the student is excluded from school for more than ten (10) consecutive days the student will have an opportunity to receive education services in order to make academic progress through the school-wide education service plan.

Except in the case of Statutory Offenses described later in this handbook, students may not be suspended more than 90 days in a school year and school staff will avoid suspensions of more than 10 days until alternatives such as positive behavioral interventions and supports have been tried as appropriate.

If student in preschool or in grades K through 3 is to be suspended, the principal will provide written notice to the superintendent and explain the reasons for imposing an out-of-school suspension, before the suspension takes effect.

### **DUE PROCESS: PROCEDURES FOR SUSPENSION FOR CONDUCT OTHER THAN STATUTORY OFFENSES (M.G.L. c. 71, § 37H3/4)**

#### **A. In-School Suspension For Less Than 10 Cumulative Days During A School Year**

An in-school suspension is a removal of a student from regular classroom activities, but not from the school premises. The procedure for an in-school suspension of no more than (10) school days (consecutive or cumulatively for multiple infractions during the school year) will be as follows:

1. The administrator will inform the student of the disciplinary offense charged, the basis for the charge, and provide the student an opportunity to respond. If the administrator determines that the student committed the disciplinary offense, the administrator will inform the student of the length of the student's in-school suspension, which may not exceed 10 days, cumulatively or consecutively, in a school year.
2. On the same day as the in-school suspension decision, the administrator will make reasonable efforts to notify the parent orally of the disciplinary offense, the reasons for concluding that the student committed the infraction, and the length of the in-school suspension. The administrator will also invite the parent to a meeting to discuss the student's academic performance and behavior, strategies for student engagement, and possible responses to the behavior. Such meeting will be scheduled on the day of the suspension if possible, and if not, as soon thereafter as possible. If the administrator is unable to reach the parent after making and

documenting at least (2) attempts to do so, such attempts will constitute reasonable efforts for purposes of orally informing the parent of the in-school suspension.

3. The administrator will send written notice to the student and parent about the in-school suspension, including the reason and the length of the in-school suspension, and inviting the parent to a meeting with the administrator to discuss the student's academic performance and behavior, strategies for student engagement and possible response to the behavior. Such meeting will be scheduled on the day of the suspension if possible, and if not, as soon thereafter as possible. If the administrator is unable to reach the parent after making and documenting at least (2) attempts to do so, such attempts shall constitute reasonable efforts for purposes of orally informing the parent of the in-school suspension.
4. The administrator will send written notice to the student and parent about the in-school suspension, including the reason and the length of the in-school suspension, and inviting the parent to a meeting with the principal for the purpose set forth above, if such meeting has not already occurred. The administrator will deliver such notice on the day of the suspension by hand-delivery, certified mail, first-class mail, email to an address provided by the parent for school communications, or by other method of delivery agreed to by the administrator and the parent.

An in-school suspension of more than 10 cumulative days in a school year will be subject to the procedures for long-term suspension (see section C).

## **B. Procedures For Short-Term, Out-Of-School Suspensions (10 Cumulative Days Or Less In A School Year)**

Except in the case of an Emergency Removal (see section D) prior to imposing a short-term out-of-school suspension **(10 days or less in a school year) an administrator will** provide the student and their parent oral and written notice and an opportunity to participate in an informal hearing.

1. **Notice:** The written notice to the student and the parent will be in English and in the primary language of the home if other than English, or other means of communication where appropriate and will include the following:
  - a) the disciplinary offense;
  - b) the basis for the charge;
  - c) the potential consequences, including the potential length of the student's suspension;
  - d) the opportunity for the student to have a hearing with the administrator concerning the proposed suspension, including the opportunity to dispute the charges and to present the student's explanation of the alleged incident, and for the parent to attend the hearing;
  - e) the date, time, and location of the hearing;
  - f) the right of the student and the student's parent to interpreter services at the hearing if needed to participate;

Written notice to the parent may be made by hand delivery, first-class mail, certified mail, email to an address provided by the parent for school communications, or any other method of delivery agreed to by the school and parent.

2. **Efforts to Involve Parent:** The administrator will make reasonable efforts to include the parent in the hearing. To conduct a hearing without the parent present, the administrator must be able to document reasonable efforts to include the parent. The administrator is presumed to have made reasonable efforts if the administrator has sent written notice and has documented at least two (2) attempts to contact the parent in the manner specified by the parent for emergency notification.
3. **Format of Hearing:** The administrator will discuss the disciplinary offense, the basis for the charge, and any other pertinent information. The student also will have an opportunity to present information, including mitigating facts, that the administrator should consider in determining whether other remedies and consequences may be appropriate. The administrator will provide the parent, if present, an opportunity to discuss the student's conduct and offer information, including mitigating circumstances, that the administrator should consider in determining consequences for the student.
4. **Decision:** The administrator will provide written notice to the student and parent of their determination and the reasons for it, and, if the student is suspended, the type and duration of suspension and the opportunity to make up assignments and such other school work as needed to make academic progress during the period of removal. The notice of determination may be in the form of an update to the original written notice of hearing.

If the student is in preschool or grade K-3, the administrator will send a copy of the written determination to the Superintendent and Director of Student Support Services and explain the reasons for imposing an out-of-school suspension before the short-term suspension takes effect.

## **C. Procedures For Long -Term Suspension**

Except in the case of an Emergency Removal (see Section D) prior to imposing a long-term suspension **(more than 10 days of suspension, whether in-school or out-of-school, whether consecutive or cumulative for multiple offenses during a school year), an administrator will follow the procedures for short-term suspension plus additional** procedures as follows:

1. **Notice:** The notice will include all of the components for a short-term suspension in Section B above, plus the following:

- a) In advance of the hearing, the opportunity to review the student's record and the documents upon which the administrator may rely in making a determination to suspend the student or not;
  - b) the right to be represented by counsel or a lay person of the student's choice, at the student's/parent's expense;
  - c) the right to produce witnesses on his or her behalf and to present the student's explanation of the alleged incident, but the student may not be compelled to do so;
  - d) the right to cross-examine witnesses presented by the school district;
  - e) the right to request that the hearing be recorded by the administrator, and a copy of the audio recording provided to the student or parent upon request; and
  - f) the right to appeal administrator's decision to impose long-term suspension to the superintendent.
2. **Format of Hearing:** The Hearing will afford the rights set forth in the notice above. The administrator will also provide the parent, if present, an opportunity to discuss the student's conduct and offer information, including mitigating circumstances, that the administrator should consider in determining consequences for the student.
3. **Decision:** Based on the evidence, the administrator will determine whether the student committed the disciplinary offense, and, if so, after considering mitigating circumstances and alternatives to long-term suspension, what remedy or consequence will be imposed, in place of or in addition to a long-term suspension. The administrator will send the written determination to the student and parent by hand-delivery, certified mail, first-class mail, email to an address provided by the parent for school communications, or any other method of delivery agreed to by the school and the parent. If the administrator decides to suspend the student on a long-term basis, the written determination will:
1. Identify the disciplinary offense, the date on which the hearing took place, and the participants at the hearing;
  2. Set out the key facts and conclusions reached;
  3. Identify the length and effective date of the suspension, as well as a date of return to school;
  4. Include notice of the student's opportunity to receive education services to make academic progress during the period of removal from school (if more than 10 cumulative days);
  5. Inform the student of the right to appeal the administrator's decision to the superintendent or designee. Notice of the right of appeal will be in English and the primary language of the home if other than English, or other means of communication where appropriate, and will include the following information stated in plain language:
- a. the process for appealing the decision, including that the student or parent must file a written notice of appeal with the superintendent within five (5) calendar days of the effective date of the long-term suspension; provided that within the five (5) calendar days, the student or parent may request and receive from the superintendent an extension of time for filing the written notice for up to seven (7) additional calendar days; and that
  - b. the long-term suspension will remain in effect unless and until the superintendent decides to reverse the administrator's determination on appeal.

No long-term suspension will last more than 90 school days in a school year nor extend beyond the end of the school year in which such suspension is imposed.

#### **D. Exception For Emergency Removal**

Notwithstanding the provisions for short or long-term suspension set forth above, a student who is charged with a disciplinary offense may be removed temporarily from school if the continued presence of the student poses a danger to persons or property, or materially and substantially disrupts the order of the school, and, in the administrator's judgment, there is no alternative available to alleviate the danger or disruption.

The administrator will immediately notify the superintendent in writing of the removal and the reason for it, and describe the danger [or disruption] by the student.

The temporary removal will not exceed two (2) school days following the day of the emergency removal, during which time the administrator will provide the following, as applicable to the length of suspension:

- Make immediate and reasonable efforts to orally notify the student and the student's parent of the emergency removal, the reason for the need for emergency removal, and other applicable matters;
- Provide written notice to the student and parent as provided in Section B & C above, as applicable;
- Provide the student an opportunity for a hearing with the administrator, as applicable, and the parent an opportunity to attend the hearing, before the expiration of the two (2) school days, unless an extension of time for hearing is otherwise agreed to by the administrator, student, and parent.
- Render a decision orally on the same day as the hearing, and in writing no later than the following school day.

An administrator may not remove a student from school on an emergency basis for a disciplinary offense until adequate provisions have been made for the student's safety and transportation.

## **E. Appeal To The Superintendent**

If a decision by an administrator, following the parent meeting, results in suspension of a student for more than 10 cumulative school days for the school year, the student may appeal the decision to the superintendent. In order to do so the student or parent must file a notice of appeal with the superintendent within five (5) calendar days with a seven (7) day postponement option. The superintendent must hold the hearing within three (3) school days of the student's request, unless the student or parent requests an extension of up to seven (7) additional calendar days. If the appeal is not filed within this time frame, the superintendent may deny the appeal, or may allow the appeal in his or her discretion, for good cause.

The following apply:

- The superintendent will make a good faith effort to include the parent in the hearing. The superintendent will be presumed to have made a good faith effort if he or she has made efforts to find a day and time for the hearing that would allow the parent and superintendent to participate. The superintendent will send written notice to the parent of the date, time, and location of the hearing.
- The superintendent will conduct a hearing to determine whether the student committed the disciplinary offense of which the student is accused, and if so, what the consequence will be. The superintendent will arrange for an audio recording of the hearing, a copy of which will be provided to the student or parent upon request. The superintendent will inform all participants before the hearing that an audio record will be made of the hearing and a copy will be provided to the student and parent upon request.
- The student will have all the rights afforded the student at the administrator's hearing for long-term suspension as described in Section C above.
- The superintendent will issue a written decision within five (5) calendar days of the hearing which meets the requirements for a long-term suspension as described in Section C above. If the superintendent determines that the student committed the disciplinary offense, the superintendent may impose the same or a lesser consequence than the administrator, but will not impose a suspension greater than that imposed by the administrator's decision.

The decision of the superintendent constitutes the final decision of the school district.

### **Conduct Which May Lead To Expulsion (Statutory Offenses)**

Students are subject to suspension/expulsion by the Principal for the conduct listed below, subject to the procedures set forth in M.G.L. ch. 71, § 37H.

- Possession of a dangerous weapon\*
- Possession of a controlled substance (such as marijuana, cocaine, or prescription drugs not authorized by the school nurse)
- Assault on teachers, administrative staff or other educational personnel
- This includes not only knives and guns, explosive devices and realistic replicas of such weapons/devices, but also other objects used to assault another person or to otherwise create a dangerous situation, such as a baseball bat, a pair of scissors, matches or a lighter. While such objects would not always constitute "dangerous weapons", administrators and educational professionals will review the circumstances of each case and make a reasonable determination about whether a particular object in a student's possession constitutes a dangerous weapon in the school setting. Any illegal weapon will be turned over to the Police Department. Any student who brings a firearm to school must be expelled for a minimum of one school year, with exceptions granted only by the superintendent. (The definition of a firearm includes but is not limited to guns (including a starter gun), bombs, grenades, rockets, missiles, mines and similar devices.

Students are also subject to long term suspension/expulsion by the Principal when charged/convicted of a felony based upon the standards and procedures set forth in M.G.L. c.71, §37H1/2 (see below).

### **Gun Free Policy**

In accordance with the Gun Free Schools Act of 1994, any student who is determined to have brought a firearm to school or to a school related event will be excluded from Needham Public Schools for a period of not less than one year except as determine by the Superintendent on a case by case basis. The definition of a firearm includes but is not limited to guns (including a starter gun, bombs, grenades, rockets, missiles, mines and similar devices). 20 U.S.C. S8921

### **STATUTORY OFFENSES: DUE PROCESS AND PROVISIONS OF LAW:**

When considering the exclusion of a student from school for possession of a dangerous weapon, possession of a controlled substance (such as marijuana, cocaine, or prescription drugs not authorized by the school nurse), or assault on teachers, an administrator may place a student on short term suspension (ten days or less) based upon an informal hearing, to be followed by a formal hearing before the Principal within that period of suspension to determine whether to take additional disciplinary action, up to and including expulsion from school.

1. The informal hearing will be in the form of a conference between the student and the principal or designee. At this conference, the student (1) shall be informed of the reason for the conference, (2) shall be given the opportunity to present his or her side of the story, and (3) shall be given a decision on the suspension. If the administrator deems delay of the hearing necessary to avoid danger or substantial disruption, this process may occur immediately after, rather than before, the suspension.
2. Prior to putting a suspension into effect, the principal or designee shall make a reasonable effort to telephone and inform the student's parent or guardian of the impending suspension; this shall include attempts to contact the parents or guardian at home and at work. Parents may contact the school for additional information regarding the suspension.
3. A letter will be mailed to the parent/guardian of the suspended student stating:
  - a. The reason for the suspension
  - b. A statement of the effective date and duration of the suspension
  - c. A statement regarding whether or not the Principal will schedule a formal hearing to consider further discipline, up to and including expulsion from school in accordance with M.G.L. c. 71, §37H

When considering a suspension/expulsion of a student charged with/convicted of felony, the Principal will use the standards and procedures set forth in M.G.L. c.71, §37H1/2. In addition, prior to initiating such procedures, the Principal may meet informally with the student and/or his parents to review the charge and the applicable standards if the Principal deems appropriate.

**STATUTE: CONTROLLED SUBSTANCES, DANGEROUS WEAPONS & ASSAULTS ON EDUCATIONAL PERSONNEL (MASS. GEN. LAWS, CHAPTER 71 SECTION 37H)**

- 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 limited to, a gun or a knife; or a controlled substance as defined in chapter 94 C, including but not limited to, marijuana, cocaine, and heroin, may be subject to expulsion from the school or school district by the Principal.
- b. Any student who assaults a principal, assistant principal, teacher, teacher's aide or other educational staff on school premises or at school-sponsored or school-related events, including athletic games, may be subject to expulsion from the school or school district by the principal.
- c. Any student who is charged with a violation of either paragraph a or b shall be notified in writing of an opportunity for a hearing; provided, however, that the student may have representation, along with the opportunity to present evidence and witnesses at said hearing before the Principal. After said hearing, a Principal may, in their discretion, decide to suspend rather than expel a student who has been determined by the Principal to have violated either paragraph a or b.
- d. Any student who has been expelled from a school district pursuant to these provisions shall have the right to appeal to the Superintendent. The expelled student shall have 10 days from the date of the expulsion in which to notify the Superintendent of his appeal. The student has the right to counsel at a hearing before the Superintendent. The subject matter of the appeal shall not be limited solely to a factual determination of whether the student has violated any provisions of this section.
- e. Any school district that suspends or expels a student under this section shall continue to provide educational services to the student during the period of suspension or expulsion under section 21 of chapter 76. If the student moves to another district during the period of suspension or expulsion, the new district of residence shall either admit the student to the school or provide educational services to the student in an education service plan, under section 21 of chapter 76.

**STATUTE: FELONY COMPLAINTS & FELONY CONVICTIONS (MASS GEN. LAWS, CHAPTER 71 SECTION 37H1/2)**

Notwithstanding the provisions of section 84 and sections 16 and 17 on chapter 76;

1. Upon the issuance of a criminal complaint charging a student with a felony or upon the issuance of a felony delinquency complaint against a student, the Principal of a school in which the student is enrolled may suspend such student for a period of time determined appropriate by said Principal if said Principal determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school. The student shall receive written notification of the charges and the reasons for such suspension prior to such suspension taking effect. The student shall also receive written notification of their right to appeal and the process for appealing such suspension; provided, however, that such suspension shall remain in effect prior to any appeal hearing conducted by the Superintendent. The student shall have the right to appeal the suspension to the Superintendent. The student shall notify the Superintendent in writing of their request for an appeal no later than 5 calendar days following the effective date of the suspension. The Superintendent shall hold a hearing with the student and the student's parents/guardians within 3 calendar days of the student's request for an appeal. At the hearing, the student shall have the right to present oral and written testimony on their behalf, and shall have the right to counsel. The Superintendent shall have the authority to overturn or alter the decision of the Principal, including recommending an alternate educational program for the student. The Superintendent shall render a decision on the appeal within 5 calendar days of the hearing. Such decision shall be the final decision of the city, town or regional school district with regard to the suspension.
2. Upon a student being convicted of a felony or upon an adjudication or admission in court of guilt with respect to such a felony or felony delinquency, the Principal of a school in which the student is enrolled may expel said student if such

Principal determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school. The student shall receive written notification of the charges and reasons for such expulsion prior to such expulsion taking effect. The student shall also receive written notification of their right to appeal and the process for appealing such expulsion; provided, however, that the expulsion shall remain in effect prior to any appeal hearing conducted by the Superintendent. The student shall have the right to appeal the expulsion to the Superintendent. The student shall notify the superintendent, in writing, of their request for an appeal no later than 5 calendar days following the effective date of the expulsion. The superintendent shall hold a hearing with the student and the student's parents/guardians within 3 calendar days of the expulsion. At the hearing, the student shall have the right to present oral and written testimony on their behalf, and shall have the right to counsel. The superintendent shall have the authority to overturn or alter the decision of the Principal, including recommending an alternate educational program for the student. The superintendent shall render a decision on the appeal within 5 calendar days of the hearing. Such decision shall be the final decision of the city, town or regional school district with regard to the expulsion.

Any school district that suspends or expels a student under this section shall continue to provide educational services to the student during the period of suspension or expulsion under section 21 of chapter 76. If the student moves to another district during the period the new district of residence shall either admit the student to the school or provide educational services to the student in an education service plan, under section 21 of chapter 76.

## **DISCIPLINE OF SPECIAL EDUCATION STUDENTS**

The Individuals with Disabilities Education Act at 20 U.S.C., §1400, et. seq. and related regulations and 34 C.F.R., §300 et.seq., ("IDEA") provide eligible students ("students") with certain procedural rights and protections in the context of student discipline, as set forth below. These rights are in addition to the due process rights applicable to all students as described above.

**Short term removals.** Students who violate school rules are subject to removal from their current placement for up to ten (10) consecutive school days to the extent that such a removal would be applied to students without disabilities, without a prior determination of whether the conduct is a manifestation of the student's disability. Students may be removed for additional periods of up to ten (10) consecutive school days in the same school year for separate incidents of misconduct without a manifestation determination, so long as the removal does not constitute a "change of placement" as described below. However, during such additional removals the district must provide the student with services to the extent necessary for progress in the general curriculum and the student's IEP goals, as determined by the Principal in consultation with at least one teacher. In addition, if appropriate, the district must conduct a functional behavioral assessment and develop or revise an existing behavioral plan for the student.

**Change of Placement.** A suspension of longer than 10 consecutive days or a series of shorter term suspensions that constitute a pattern are considered to represent a "change in placement." Prior to a suspension that constitutes a change in placement, the student's Team, including the student's parents, must convene to determine whether the behavior is a manifestation of the student's disability. In making this determination, the Team must review all relevant information in the student's file, including the IEP, teacher observations, and any relevant information provided by the parents, to determine if the conduct was caused by, or had a direct and substantial relationship to the student's disability, or was the direct result of any failure by the school to implement the IEP.

**Results of the Manifestation Determination.** If the Team determines that the behavior is not a manifestation of the disability, then the school may suspend or expel the student consistent with the policies applied to students without disabilities, except that the district must still provide an appropriate educational program to the student, as determined by the Team, which program may be in a different setting. If the Team determines that the behavior is a manifestation of a disability, the Team must conduct a functional behavioral assessment and develop a behavioral intervention plan or where a behavioral intervention plan was previously developed, must review the plan and, if necessary, modify it to address the behavior. Except in circumstances involving drugs, weapons, or serious bodily injury as described below, the student will be returned to the placement from which the student was removed unless the placement is changed by agreement or through the Team process.

**Exception for Drugs, Weapons and Serious Injury.** Regardless of the Team's decisions regarding the manifestation determination, school personnel may order a change in the placement of a student to an interim alternative educational setting, such setting to be determined by the Team, for not more than forty-five (45) school days if the student (1) carries a weapon to school or to a school function; (2) knowingly possesses, uses illegal drugs, or sells or solicits the sale of a controlled substance while at school, on school premises, or at a school function; or has inflicted serious bodily injury upon another person at school, on school premises, or at a school function. Additionally, a Massachusetts Department of Education Hearing Officer, under certain circumstances, may order a change in the placement of a student with a disability to an interim alternative education setting for up to forty-five (45) days if the hearing officer determines that maintaining the current placement is substantially likely to result in injury to the child or others.

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

Additional information regarding the procedural protections for special education students eligible for services under laws providing for services for students with disabilities can be obtained from the Director of Student Support Services, who can be reached at 781-455-0400 x 213.

## **Discipline of Students Whose Eligibility for Special Education is Suspected**



The IDEA protections summarized above also apply to a child who has not yet been found eligible for services under the statute if the district is “deemed to have knowledge” that the child was eligible for such services before the conduct that precipitated the disciplinary action occurred. The IDEA provides that a school district is “deemed to have knowledge” if: (1) the child’s parent had expressed concern in writing to district supervisory or administrative personnel or the child’s teacher that the child needs special education and related services; (2) the child’s parent had requested an evaluation of the child to determine eligibility for special education services; or (3) the teacher of the child or other school district personnel had expressed specific concerns about a pattern of behavior by the child directly to the district’s director of special education or to other supervisory personnel. However, a school district is not “deemed to have knowledge” if the district evaluated the student and determined that the child was not eligible for special education services or the child’s parent refused an evaluation of the child or IDEA services.

If the school district has no knowledge that a student is an eligible student under the IDEA before taking disciplinary measures against the student, the student may be disciplined just as any other student may be. If, however, a request is made for an evaluation to determine eligibility while the student is subject to disciplinary measures, the district must conduct the evaluation in an expedited manner. Pending the results of the evaluation, the student must remain in the educational placement determined by school authorities, which may include suspension or expulsion without services. If the student is determined eligible for an IEP as a result of the evaluation, the school district must provide the student with special education and related services in accordance with the IDEA.

#### **DISCIPLINE OF STUDENTS WITH DISABILITIES UNDER SECTION 504 OF THE REHABILITATION ACT**

Section 504 of the Rehabilitation Act of 1973 (“Section 504”) provides students with disabilities certain procedural rights and protections in the context of student discipline. Prior to imposing a “significant change in placement” for disciplinary reasons, the district must determine whether the conduct is a manifestation of the student’s disability. A significant change of placement results not only from an exclusion for more than 10 consecutive school days, but also from a pattern of shorter suspensions accumulating to 10 school days during a school year. Whether a pattern exists must be decided on a case-by case basis, considering such factors as the length of each suspension, the nature of the alleged conduct, the proximity of the suspensions to one another, and the total amount of time the student is excluded from school.

Prior to any significant change in placement for disciplinary reasons, a group of individuals knowledgeable of the student, the evaluation data, and the school program must determine whether the conduct at issue is related to the student’s disability. If the conduct is directly related to the disability, the district will not impose the discipline and will develop an individual behavior management plan if the behavior significantly interferes with the student’s ability to benefit from his education. If the conduct is not directly related to the student’s disability, the district may discipline the student as it does general education students.

### **DISCRIMINATION AND HARASSMENT GRIEVANCE PROCEDURES**

The Needham Public Schools does not discriminate against students, parents, employees, or the general public based on race, color, sex, homeless status, gender identity, religion, national origin, sexual orientation, disability, or age. Discrimination or harassment by administrators, teachers, certified and support personnel, students, vendors and other individuals at school or at school-sponsored events is unlawful and is strictly prohibited. The Needham Public Schools requires all employees and students to conduct themselves in an appropriate manner with respect to their fellow employees, students and all members of the school community.

This Grievance Procedure is adopted to assist school staff in responding to claims of discrimination and/or harassment based on race, color, sex, homeless status, gender identity, religion, national origin, sexual orientation, disability, or age, including those claims brought under to Title VI of the Civil Rights Act of 1964 (“Title VI”), Title VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act, M.G.L. c. 76, § 5; M.G.L. c. 151B and 151C; and 603 C.M.R. § 26.00 and the Age Act, provided that claims of sexual harassment that fall within the parameters of Title IX will be processed under the District’s Title IX Grievance Procedure. This policy applies to all students, and staff, as well as members of the general public.

#### **Definitions**

For the purposes of this procedure:

A. A “Complaint” is defined as an allegation that a student, employee or other individual has been discriminated against or harassed on the basis of race, color, sex, homeless status, gender identity, religion, national origin, sexual orientation, disability, or age.

B. “Discrimination” means discrimination or harassment on the basis of race, color, sex, homeless status, gender identity, religion, national origin, sexual orientation, disability, or age by which an individual is excluded from participation in, denied the benefits of, or otherwise subjected to discrimination under any program or activity of the school.

C. "Harassment" means unwelcome conduct on the basis of race, color, sex, homeless status, gender identity, religion, national origin, sexual orientation, disability, or age that is sufficiently severe, persistent or pervasive to create a hostile environment for the individual at school. Harassment may include insults, name-calling, off color jokes, threats, comments, innuendoes, notes, display of pictures or symbols, gestures, or other conduct which rises to the level of a hostile environment.

D. "Sexual Harassment" means unwelcome, sexually offensive or gender-based conduct which is sufficiently severe, persistent or pervasive to create a hostile environment for the individual at school. Specifically, under regulations promulgated under Title IX, sexual harassment includes three types of misconduct:

1. Any instance of "quid pro quo" conduct (conditioning an educational benefit or service upon a person's participation in unwelcome sexual conduct.) by an employee.
2. Any unwelcome conduct that a reasonable person would find so severe, pervasive, and objectively offensive that it denies a person equal educational access.
3. Any instance of sexual assault, dating violence, domestic violence or stalking (all as defined by federal laws.)

Additionally, under M.G.L. c. 151C, § 1, the term "sexual harassment" may also include, but is not limited to, sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature when: (i) submission to or rejection of such advances, requests or conduct is made either explicitly or implicitly a term or condition of the provision of the benefits, privileges or placement services or as a basis for the evaluation of academic achievement; or (ii) such advances, requests or conduct have the purpose or effect of unreasonably interfering with an individual's education by creating an intimidating, hostile, humiliating or sexually offensive educational environment. Under M.G.L. c. 151B, § 1, the term "sexual harassment" shall mean sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature when: (i) submission to or rejection of such advances, requests or conduct is made either explicitly or implicitly a term or condition of employment or as a basis for employment decisions; or (ii) such advances, requests or conduct have the purpose or effect of unreasonably interfering with an individual's work performance by creating an intimidating, hostile, humiliating or sexually offensive work environment.

When determining whether an environment is hostile, the school district examines the context, nature, frequency, and location of the sexual or gender-based incidents, as well as the identity, number and relationships of the persons involved. The school district must consider whether the alleged harassment was sufficient to have created such an environment for a reasonable person of the same age, gender, and experience as the alleged victim, and under similar circumstances.

#### Harassment and Retaliation Prohibited

Harassment in any form or for any reason is absolutely forbidden. This includes harassment by administrators, certified and support personnel, students, vendors and other individuals in school (1) on school grounds, (2) at school related events and (3) at all locations and events where the district exercises substantial control of the context of the harassment and the person accused of it. The District will also address circumstances in which conduct took place in other locations but may nevertheless have a significant impact on the school environment, with the understanding that such circumstances do not fall within the parameters of Title IX. Retaliation against any individual who has brought harassment or other inappropriate behavior to the attention of school officials or who has cooperated in an investigation of a complaint under this policy is unlawful and will not be tolerated by the Needham Public Schools.

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

#### How to make a complaint

A. Any student, employee or other individual who believes that he/she has been discriminated against or harassed should report their concern promptly to the school principal, or to the District's Civil Rights Coordinator. If the school principal receives the report, he or she will notify the Civil Rights Coordinator of the Complaint. Students, employees or other individuals who are unsure whether discrimination or harassment has occurred are encouraged to discuss the situation with the school principal.

› District's Civil Rights Coordinator is:

employees:                   Alex McNeil  
                                  Assistant Superintendent for Human Resources  
                                  Alexandra\_mcnail@needham.k12.ma.us  
                                  781-455-0400 x11208

students and families:     Mary Lammi  
                                  Assistant Superintendent for Student Support Services  
                                  Mary\_lammi@needham.k12.ma.us  
                                  781-455-0400 x11213

- B. All employees of the Needham Public Schools including, but not limited to principals, teachers, school counselors, coaches, paraprofessionals, school bus drivers, administrative assistants, custodians, and food service staff who observe harassment or who receive a report of harassment relating to a student or another staff member are required to immediately report such conduct. All employees must recognize that under the Title IX regulations, the District is deemed to have actual knowledge of an alleged incident of sexual harassment (and must thus address it) when any employee has knowledge of such conduct. Thus, all employees who have knowledge of sexual harassment must report it and do not have the option of ignoring it. Parents and other adults are also encouraged to report any concerns about possible discrimination or harassment of students, employees or other individuals which have allegedly occurred on school grounds, at school-related events, or actions that occurred outside of school but possibly create a hostile environment for a student or employee while he/she is at school.
- C. Students, employees, and other individuals are encouraged to utilize the District's Complaint Procedure. However, individuals are hereby notified that they also have the right to report complaints to: The United States Department of Education; Office for Civil Rights, 5 Post Office Square, 8<sup>th</sup> Floor; Boston, Massachusetts 02110-1491, Telephone: (617) 289-0111, Fax: 617-289-0150, TDD: 877-521-2172; or Program Quality Assurance Services, Massachusetts Department of Elementary and Secondary Education, 75 Pleasant Street, Malden, MA 02148-4906, Telephone: 781-338-3700, TTY: N.E.T. Relay: 1-800-439-2370, FAX: 781-338-3710. Employees also have the right to seek a remedy at any time at the Equal Employment Opportunity Commission (EEOC), JFK Federal Building, 15 New Sudbury Street, Room 475, Boston, MA 02203-0506; 1-800-669-4000 or 1-800-669-6820 (TTY) and the Massachusetts Commission Against Discrimination (MCAD) at One Ashburton Place, Suite 601, Boston, MA 02018; 617-994-6000 or 617-994-6196(TTY), [mass.gov/orgs/massachusetts-commission-against-discrimination](http://mass.gov/orgs/massachusetts-commission-against-discrimination).

#### Complaint Handling and Investigation

- A. The school principal or designee shall promptly inform the relevant Civil Rights Coordinator and the person(s) who is the subject of the Complaint that a Complaint has been received.
- B. After notifying the appropriate Civil Rights Coordinator, the school principal or designee may pursue an informal resolution of the Complaint with the agreement of the parties involved. Informal resolution is optional, and the Complainant may elect to proceed according to the formal resolution procedure at any time prior to the completion of the informal resolution.
- C. Under the formal resolution procedure, the Complaint will be investigated by the school principal or other individual designated by the school principal or Civil Rights Coordinator. Any Complaint about an employee who holds a supervisory position shall be investigated by a person who is not subject to that supervisor's authority. Any Complaint about the Superintendent should be submitted to the School Committee Chair, who will consult with legal counsel concerning handling the investigation of the Complaint.

1. The Complainant shall have the opportunity to identify witnesses and other relevant evidence to the investigator.
  2. The person who is the subject of the Complaint will be provided with an opportunity to be heard as part of the investigation including the opportunity to provide relevant information and identify witnesses for the investigator's consideration.
  3. The privacy rights of all parties to the Complaint shall be maintained in accordance with applicable state and federal laws.
  4. The investigator will keep a written record of the investigation process.
  5. The investigator may take interim remedial measures to reduce the risk of further discrimination or harassment while the investigation is pending.
  6. The investigation shall be completed within fifteen (15) school days of the date of the receipt of the Complaint.
  7. The investigator may extend the investigation period beyond fifteen (15) school days because of extenuating circumstances, including but not limited to availability and cooperation of witnesses, complexity of the investigation, school vacation periods, and the involvement of law enforcement and other outside agency investigations. If the investigator extends the investigation, he or she will notify the Complainant of the extension.
  8. If a complaint or report of discrimination or harassment is received after June 1 of a given school year, the investigator will attempt to complete the investigation by the end of the school year. In the event that the investigation extends beyond the last day of school, the District will make reasonable efforts to complete the investigation within the above-referenced time frame, but may extend the investigation period to account for the availability of witnesses during the summer vacation period. If the investigator extends the investigation, he or she will notify the Complainant of the extension and make reasonable efforts to interview the witnesses during the summer vacation period.
  9. Nothing in this procedure will preclude the investigator, in his or her discretion, from completing the investigation sooner than the fifteen (15) school days described above.
- D. If the investigator determines that discrimination or harassment has occurred, he/she shall take steps to eliminate the discriminatory hostile environment, which may include but is not limited to:
1. Determining what disciplinary action should be taken against the person(s) who engaged in discrimination or harassment, if any;
  2. Determining what steps are necessary to prevent recurrence of any discriminatory behavior, including but not limited to harassment, and to correct its discriminatory effects if appropriate; and
  3. Informing the Complainant and the person(s) who was the subject of the Complaint of the results of the investigation (in accordance with applicable state and federal privacy laws) within twenty (20) school days of receipt of the Complaint, unless the investigation is extended under the provision described above.
- E. If the Complainant or, in the case of a student, the student's parents/legal guardians, are dissatisfied with the results of the investigation, an appeal may be made to the appropriate Civil Rights Coordinator within ten (10) school days after receiving notice of the outcome of the investigation. In the appeal, the appellant should identify any specific alleged factual or legal errors and explain why the errors should result in a different conclusion. The Civil Rights Coordinator shall review the investigation and may conduct further investigation if deemed appropriate. Within seven (7) school days of receipt of any such appeal, the Civil Rights Coordinator shall decide whether or not to reopen the investigation, uphold the principal or designee's determination, or reverse the principal or designee's determination. The Civil Rights Coordinator shall provide written notification of that determination to both the Complainant and the accused. The Civil Rights Coordinator's decision shall be final, subject to further appeal to the Superintendent.
- F. If the Complainant or, in the case of a student, the student's parents/legal guardians, are dissatisfied with the decision of the Civil Rights Coordinator, an appeal may be submitted to the Superintendent within seven (7) calendar days after receiving notice of the Civil Rights Coordinator's decision. The Superintendent will consider the appeal. The Superintendent's decision shall be final.

## **Title IX Grievance Process**

The Needham Public Schools ("District") will promptly respond to all reports alleging sexual harassment as defined by Title IX regulations. The District will ensure a fair and equitable resolution and will provide supportive measures to both the alleged victim and the respondent. If sexual harassment is found to have occurred, the District will take steps to prevent recurrence and to provide remedies designed to restore or preserve equal access to the District's programs.

The Title IX Coordinator ("Coordinator") is responsible for ensuring the District's compliance with Title IX and this Grievance Process. The Coordinator's contact information is as follows:

For employees:

Alexandra Montes McNeil, Assistant Superintendent for Human Resources  
781-455-0400 x 11208  
[alex.mcneil@needham.k12.ma.us](mailto:alex.mcneil@needham.k12.ma.us)  
1330 Highland Avenue  
Needham, MA 02492

For Students and Families:

Tom Denton, Director of Guidance  
781-455-0800 x 22130  
[tom.denton@needham.k12.ma.us](mailto:tom.denton@needham.k12.ma.us)  
609 Webster Street  
Needham, MA 02494

Principals also serve in the role of Title IX Coordinator

### **Process Before the Filing of a Formal Complaint**

Any District employee who has knowledge of an allegation of sexual harassment must inform the Title IX Coordinator or the Building Principal (who shall take responsibility for notifying the Title IX Coordinator). The employee's knowledge may be based upon personal observation or upon a report from the alleged victim or from anyone else.

Once the Title IX Coordinator learns of an allegation of sexual harassment, the Coordinator will contact the alleged victim ("the Complainant") to gather preliminary information and describe the Complainant's right to file a "Formal Complaint" against the alleged perpetrator ("the Respondent"). The Coordinator will discuss and offer "Supportive Measures" and will explain that they are available whether or not the Complainant files a Formal Complaint.

A "Formal Complaint" is a document filed by the Complainant alleging sexual harassment against a respondent and requesting that Needham Public Schools initiate the Grievance Process. Formal Complaints may be filed with the Title IX Coordinator in person, by mail, or electronic mail. If a Formal Complaint is dismissed because the alleged events do not fall within the parameters of Title IX, the District will promptly notify the parties of its dismissal and the reasons therefore. When the Complainant chooses not to file a Formal Complaint, the Coordinator may elect to do so, particularly when the Coordinator deems that an investigation and potential sanctions are necessary to address safety or similar concerns within the District. If electing to override a Complainant's decision, the Coordinator must document the reasons in writing.

"Supportive Measures" are non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the Complainant or the Respondent. They may be provided before or after the filing of a Formal Complaint or where no Formal Complaint is filed. Such Measures are designed to restore or preserve equal access to the District's education and activities, including measures designed to protect the safety of all or the educational environment or to deter sexual harassment. The District will maintain the confidentiality of any Supportive Measures to the extent possible. Examples of supportive measures include, but are not limited to the following: counseling, deadline extensions, course adjustments, work or schedule modifications, and increased security.

## **Process After the Filing of a Formal Complaint**

Once the Formal Complaint is filed, the Grievance Process begins. The District will provide the Complainant and Respondent with written notice of the allegations and information about the Grievance Process. This written notice will include details of the specific allegations including (if known) the individuals involved, the alleged conduct, and its date and location. The notice must include a statement that the Respondent is presumed not responsible for the alleged conduct and that a determination of responsibility is to be made at the conclusion of the Grievance Process. The parties will be informed of the right to have an advisor of their choice (who may be, but is not required to be, an attorney) who may accompany them at any point during the process. Each party will also be informed of their right to inspect and review evidence that is gathered. The parties will also be reminded of the school's prohibition against knowingly making false statements during this process and of the District's policy prohibiting retaliation against anyone who participates in the Grievance Process.

After the Formal Complaint is filed and the parties have been advised of their rights, the Title IX Coordinator will offer the parties the option of participating in an informal resolution process if appropriate. Before beginning an informal resolution process, the District will obtain written consent from the Complainant and Respondent. A Facilitator assigned by the Coordinator will conduct a mediation. If a resolution is reached, the Facilitator will maintain the result in writing, and no further action need be taken. As the process is entirely voluntary, either party may withdraw from the informal resolution process at any time.

If either party declines informal resolution, or in the event no agreement is reached, the Grievance Process will resume. The Coordinator will assign an "Investigator" and a separate "Decision-Maker." In the event of an appeal, a separate Appeal Office must also be appointed. All individuals involved in processing a Formal Complaint must be free of bias and conflict of interest and must receive training regarding this policy and their respective roles.

The Investigator will complete an investigation into the Formal Complaint. Both the Complainant and Respondent will have an equal opportunity to present witnesses and other evidence. Prior to any interviews with a witness, the Investigator will provide the witness with notice of the date, time, location, participants, and sufficient time to prepare for that interview. Both parties will have an equal opportunity to examine and inspect evidence. At the conclusion of the investigation, the Investigator will create an initial Investigative Report that summarizes the relevant evidence and will send it simultaneously to each party and the party's Advisor. The parties will have 10 days to review and respond to the report if they so choose. After considering any response, the Investigator will then finalize the Investigative Report and provide a copy to each party, their Advisor, and to the Decision-Maker.

The Decision-Maker will afford each party the opportunity (1) to submit written, relevant questions that a party wishes to ask of any party or witness, (2) to provide answers, and (3) to submit additional, limited follow-up questions. The Decision-Maker must provide an explanation in the event he/she excludes a question as not relevant.

In addition, or in the alternative, the District has the discretion (and is not required) to conduct a live hearing as part of the Grievance Process. At such a hearing, the Decision-Maker will permit each party's Advisor to ask the other party and any witnesses relevant questions. If a party does not have an Advisor for the hearing, the District will provide one at no cost. Upon the request of the Complainant or Respondent, the District will utilize technology to separate the parties during the hearing process. If a party or witness does not submit to cross-examination at the live hearing, the Decision-Maker will not consider any statement of that party or witness in determining responsibility.

Following the written or live hearing process, the Decision-Maker will issue simultaneously to both parties a written decision as to whether Respondent engaged in Sexual Harassment, using a preponderance of the evidence standard. The report must include a description of the allegations, the procedural steps followed in the grievance process, a finding of facts, the conclusions reached, and the rationale therefore, and if applicable, any discipline imposed (subject to applicable procedures). If applicable, the Decision-Maker will also include remedies designed to restore or preserve equal access to education and activities within the District.

## **Appeal**

Both the Complainant and Respondent shall have the right to appeal the decision by notifying the Title IX Coordinator in writing within 10 business days of receiving the decision. The District will provide written notice of the appeal to the other party. The grounds for appeal are limited to: Procedural irregularity, new evidence that was not reasonably available at the time of the determination or dismissal, or an alleged conflict of interest. Both parties shall have an opportunity to provide a written statement supporting their position on Appeal. The Appeal shall be reviewed by a person who is not the original Facilitator, Investigator, Decision-Maker, or Title IX Coordinator. The Appeal Officer shall issue simultaneously to the parties a written decision and rationale therefore.

## **Records**

The District will maintain for seven years a record of the alleged conduct and of any actions taken, including supportive measures provided and the basis for the District's conclusion with respect to the alleged conduct.

### **DISTRICT MEETINGS, PROGRAMS, ACTIVITIES**

The Public Schools, recognizing that some areas in its school department buildings are inaccessible to individuals with disabilities, adopts the following policy:

- All meetings, conferences, programs, and activities in school department buildings are available, without discrimination, to individuals with disabilities as defined by the Rehabilitation Act of 1973 and/or Title II of the American with Disabilities Act.
- Whenever an individual with a disability(ies) wishes to attend or participate in a meeting, conference, program, or activity which is inaccessible, that meeting, conference, program or activity will be relocated to an accessible area. Forty-eight hour notice of the need for relocation should be made by the person with a disability(ies) to the Superintendent's Office:

Needham Public Schools  
1330 Highland Avenue  
Needham, MA 02492  
(781) 455-0400 x 203

The Superintendent is responsible for implementing this policy by relocating meetings, conferences, programs, or activities. Whenever an individual with impaired vision seeks to obtain information under this procedure, the information will be communicated as follows:

- A Braille copy of the posting; a tape recording of the notice; and the use of a reader, where necessary, will be provide upon request.

Whenever an individual who is Deaf or Hard of Hearing seeks to obtain information under this procedure, the district will seek to provide access to that person as follows:

- A communication option will be offered that reflects the individual's preference: interpretation by a sign language interpreter or oral interpreter; live transcription services; or another method, which could include written notes. This assistance will be arranged through the Massachusetts Commission for the Deaf and Hard of Hearing. Please contact the Director of Student Support Services for more information: (781) 455-0400 x 213.

This policy will be posted in prominent and, where possible, accessible places in all School Department buildings, Town Hall, and the Public Library.

### **SPECIAL EDUCATION SERVICES**

Special Education services provide specialized instruction to students who have been identified through testing, as having an educational disability that prevents them from making effective progress in their classroom. Parents/guardians play a key role in this process by offering their insight and information that helps the TEAM to understand their children. If determined to be eligible for special education services, a TEAM meeting, including parents and teachers, develops an Individualized Education Program (IEP) for the student. This Program is designed to support the student's access to the general education curriculum. Special Education evaluation and services can only be provided with a parent's permission. If you would like more information or believe your child may have a disability, please contact your child's teacher or your school's principal.

## **Educational Opportunities for homeless, foster care, and military connected students**

### **Educational Opportunities for homeless students**

#### **Definitions**

*Homeless children and youth* are individuals who lack a fixed, regular, and adequate nighttime residence or have a primary nighttime residence in a supervised, publicly or privately, operated shelter for temporary accommodations (including welfare hotels, congregate shelters, and transitional housing for the mentally ill), an institution providing temporary residence for individuals intended to be institutionalized, or a public or private place not designated for, or ordinarily used as, a regular sleeping accommodation for human beings.

This definition shall include:

- children and youth who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster care placement;
- children and youth who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings;
- children and youth who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings;
- migratory children who qualify as homeless because they are living in circumstances described above; and
- unaccompanied youth a youth not in the physical custody of a parent or guardian.
- *Enroll and enrollment:* attending classes and participating fully in school activities.

*School of origin:* the school the child or youth attended when permanently housed, or the school in which the child or youth was last enrolled, including a preschool. When a child or youth completes the final grade level served by the school of origin, the school of origin includes the designated receiving school at the next grade level for all feeder schools.

*Unaccompanied youth:* a homeless child or youth not in the physical custody of a parent or guardian

#### **Homeless students: Enrollment Rights and Services**

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.

The district liaison for homeless students and their families is Mary Lammi, Assistant Superintendent for Student Support Services.

To the extent feasible, homeless students will continue to be enrolled in their school of origin while they remain homeless or until the end of the academic year in which they obtain permanent housing. Instead of remaining in the school of origin, parents or guardians of homeless students may request enrollment in the school in the attendance area in which the student is actually living, or other schools. Attendance rights by living in attendance areas, other student assignment policies, or intra and inter-district choice options are available to homeless families on the same terms as families who reside in the district.

If there is an enrollment dispute, the student shall be immediately enrolled in the school in which enrollment is sought, pending resolution of the dispute. The parent or guardian shall be informed of the district's decision and their appeal rights in writing. The district's liaison will carry out dispute resolution as provided by state rule. Unaccompanied youth will also be enrolled pending resolution of the dispute.

Once the enrollment decision is made, the school shall immediately enroll the student, pursuant to district policies. If the student does not have immediate access to immunization records, the student shall be admitted under a personal exception. Students and families should be encouraged to obtain current immunization records or immunizations as soon as possible, and the district liaison is directed to assist. Records from the student's previous school shall be requested from the previous school pursuant to district policies. Emergency contact information is required at the time of enrollment consistent with district policies, including compliance with the state's address confidentiality program when necessary.

Homeless students are entitled to transportation to their school of origin or the school where they are to be enrolled. If the school of origin is in a different district, or a homeless student is living in another district but will attend his or her school of origin in this district, the districts will coordinate the transportation services necessary for the student, or will divide the costs equally.

LEGAL REFS.: The McKinney-Vento Act and Title I, Part A, as Amended by the Every Student Succeeds Act of 2015



## Educational Opportunities for Children in Foster Care

### Definitions

*Foster Care:* placement by DCF of a student into 24 hour out-of-home-care away from their parents or guardians. These placements include among others:

- foster family homes
- foster homes of relatives
- emergency shelters including STARR programs and Transitional Care units
- residential facilities
- child care institutions
- group homes
- pre-adoptive homes

*Best Interest Determination:* the collaborative process based on the individual student's unique best interest and involving input from multiple parties used for making decisions about whether a student placed in foster care involving input from multiple parties used for making decisions about whether a student placed in foster care should continue to attend the school of origin.

*District of Origin:* the Massachusetts school district in which a school of origin is physically located. For situations in which an individual school operates as an individual school district the school will be considered both the school of origin and the district of origin. Examples of such single school districts/education authorities include but are not limited to charter schools and regional high schools

The district ensures the educational stability of students in foster care and their equal access to the same free and appropriate public education through high school graduation as provided to other students as required by law. Educational stability has a lasting impact on students' academic achievement and wellbeing, and the School Committee is committed to supporting district and community efforts to ensure that students in foster care have access to high-quality, stable educational experiences.

The law requires that foster care students continue to attend their school of origin, unless after a collaborative decision-making process it is determined to be in the student's best interest to enroll in and attend school in the district in which a foster care provider or facility is located (if different). The law also requires that when it is not in the student's best interest to remain in the school of origin, the student is immediately enrolled and attending in a new school district, even if records normally required for enrollment cannot be quickly produced. Additionally, the law requires the Department of Children and Families (DCF), The Department of Elementary and Secondary Education (DESE), and the school district to designate points of contact; and also that the district collaborate with DCF to ensure that students will receive transportation to the school of origin if needed.

The points of contact for the district include:

Julie Muse-Fisher, Executive Director of Special Education  
[Julie\\_MuseFisher@needham.k12.ma.us](mailto:Julie_MuseFisher@needham.k12.ma.us)

Mary Lammi, Assistant Superintendent for Student Support Services  
[mary\\_lammi@needham.k12.ma.us](mailto:mary_lammi@needham.k12.ma.us)

### *Best Interest Determination*

Decisions about whether a student in foster care should continue to attend the school of origin should be made collaboratively by DCF, the student (as appropriate), the student's family and/or foster family (and if different, the person authorized to make educational decisions on behalf of the student), the school and district of origin, and (when different) the local district where the student is placed. Best interest determinations should focus on the needs of each individual student and take into account a variety of factors. Every effort should be made to reach agreement regarding the appropriate school placement of a student in foster care. However, if there is disagreement regarding school placement for a student in foster care, DCF will finalize the best interest determination.

### *Transportation*

The district of origin must collaborate with DCF on how transportation will be provided and arranged to ensure that students in foster care who need transportation to remain in their school of origin will receive such transportation while they are in foster care.

## *Immediate Enrollment*

If it is in the best interest of a student in foster care to leave the school of origin, the student must be enrolled in school in the local school district immediately. To minimize disruption of the student's education, the law requires the district to enroll the student in a new school right away, without waiting to receive the typical student enrollment documentation (other than emergency contact information). The enrolling school must immediately contact the child's school and district of origin to obtain the relevant records and documentation, and the school and district of origin should immediately transfer those records.

LEGAL REFS: Every Student Succeeds Act (ESSA);

Fostering Connections to Success and Increasing Adoptions Act of 2008 (Fostering Connections Act)

## **Educational Opportunities for Military Children**

In an effort to facilitate the placement, enrollment, graduation, data collection and provision of special services for students transferring into or out of the District because of their parents/guardians being on active duty in the U.S. Armed Services, the District supports and will implement its responsibilities as outlined in the Interstate Compact on Educational Opportunity for Military Children.

### **Definitions**

**Children of military families** means school aged children, enrolled in kindergarten through 12th grade, in the household of an active duty member of the uniformed service of the United States, including members of the National Guard and Reserve serving on active duty.

**Deployment** means the period one month before the service members' departure from their home station on military orders through six months after return to their home station.

Eligible students are those who are children of active duty personnel, active duty personnel or veterans who have been severely injured and medically discharged, and active duty personnel who die on active duty within one year of service. Students are not eligible for the provisions of the Compact if they are children of inactive Guard or Reserves, retired personnel, veterans not included above or U.S. Department of Defense personnel and other federal civil service employees and contract employees.

The District's responsibilities to eligible children include the following:

- Sending schools must send either official or unofficial records with the moving students and District receiving schools must use those records for immediate enrollment and educational placement.
- Simultaneously, the receiving school must request official records and the sending schools shall respond within 10 days with the records.
- Immunization requirements of the District may be met within 30 days from the date of enrollment (or be in progress).
- Receiving schools must initially honor placement of students in all courses from the sending school. These include, but are not limited to, Honors, International Baccalaureate, Advanced Placement, vocational-technical, and career pathway courses if those courses are offered in the receiving school and space is available. The receiving schools must also initially honor placement of like programs to those of the student in the sending state, including, but not limited to, Gifted and Talented programs, and English as a Second Language programs. Receiving schools are not precluded from performing subsequent evaluation to ensure the appropriate placement and continued enrollment of the student in courses and programs.
- In compliance with federal law, special education students must be placed by the existing IEP with reasonable accommodations in the receiving school.
- The District will exercise, as deemed appropriate, the right to waive prerequisites for all courses and programs, while also maintaining its right to re-evaluate the student to ensure continued enrollment, as deemed appropriate.
- Students of active duty personnel shall have additional excused absences at the discretion of the District for visitations relative to leave or deployment.
- An eligible student living with a noncustodial parent or other person standing in loco parentis shall be permitted to attend the school in which he or she was enrolled while living without the custodial parent/guardian without any tuition fee imposed.
- The District high school will accept exit or end-of-year exams required from the sending state, national norm-referenced tests, or alternate testing instead of testing requirements for graduation in the District (receiving state.) If this is not possible, the alternative provision of the Interstate Compact shall be followed in order to facilitate the on-time graduation of the student in accordance with Compact provisions.

LEGAL REFS: M.G. L. [15E](#);

Interstate Compact on Educational Opportunity for Military Children

## **Bullying Prevention & Intervention**

Bullying, cyberbullying, and retaliation will not be tolerated in the Needham Public Schools. This includes forms of bullying that involve Needham students either on campus, on buses, or anywhere on school grounds or while engaged in school sponsored events or

activities. While it is recognized that we have an obligation to our students and school community to respond effectively to all bullying that happens while school is in session, personnel will also make every reasonable attempt to intervene with situations where bullying might happen outside of school, but the ramifications are brought into the school building.

In addition, Needham Public Schools will not tolerate retaliation against any individual who has brought harassment, bullying, and/or other inappropriate behavior to the attention of the school. Persons who engage in such behavior may be subject to disciplinary action including, but not limited to: reprimand, suspension, expulsion or other sanctions as determined by the school administration to be appropriate.

Further the Needham Public Schools recognizes that students may be more vulnerable to bullying based upon actual or perceived differences related to race, color, religion, ancestry, national origin, sex, socio-economic status, homelessness, academic status, gender identity or expression, physical appearance, pregnant or parenting status, sexual orientation, mental, physical developmental or sensory disability or by associations with other people who have one or more of these characteristics. Needham Public Schools will provide support to students whose vulnerability is brought to the attention of a teacher, guidance counselor or administrator through observation or direct report from a student, staff member or parent/guardian. This support may be in the form of counseling, education to support both the student's ability to report bullying and their skills, knowledge and strategies to respond to bullying or harassment.

Preventing and reducing bullying will be addressed in the following ways:

- By establishing a school-wide culture where bullying is not acceptable and where students recognize that helping students who are bullied is the right thing to do
- By training staff in identification of bullying, prevention and intervention techniques for bullying
- By providing time in classroom for teachers to focus on bullying prevention so that they can provide tools for students
- By establishing and enforcing school rules and policies related to bullying

#### **A. Definitions**

Aggressor is a student or a member of a school staff including, but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional who engages in bullying, cyberbullying, or retaliation.

Bullying, as defined in M.G.L. c.71, s. 37O, is the repeated use by one or more students or by a staff member of a written, verbal, or electronic expression or a physical act or gesture or any combination thereof, directed at a target that:

- a. causes physical or emotional harm to the target or damage to the target's property;
- b. places the target in reasonable fear of harm to himself or of damage to his property;
- c. creates a hostile environment at school for the target;
- d. infringes on the rights of the target at school; or
- e. materially and substantially disrupts the education process or the orderly operation of a school.

Bullying may include conduct such as physical intimidation or assault, including intimidating an individual into taking an action against their will; oral or written threats; teasing; putdowns; name calling; stalking; threatening looks, gestures, or actions; cruel rumors; false accusations; and social isolation.

Cyber-bullying, as defined in M.G.L. c.71, s. 37O is bullying through the use of technology or any electronic communication, which shall include, but 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 also includes:

- i. the creation of a web page or blog in which the creator assumes the identity of another person;
- ii. the knowing impersonation of another person as the author of posted content or messages, if the creation or impersonation creates any of the conditions enumerated above in clauses (i) to (v), inclusive, of the definition of bullying; and
- iii. 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 above in clauses (i) to (v), inclusive, of the definition of bullying.

Cyber-bullying may include conduct such as sending derogatory, harassing or threatening email messages, instant messages, or text messages; creating websites that ridicule, humiliate, or intimidate others; and posting on websites or disseminating embarrassing or inappropriate pictures or images of others.

Hostile Environment, as defined in M.G.L. c. 71, s. 37O, is a situation in which bullying causes the school environment to be permeated with intimidation, ridicule or insult that is sufficiently severe or pervasive to alter the conditions of a student's education.

Retaliation is any form of intimidation, reprisal, or harassment directed against a person who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying.

Target is a student against whom bullying, cyber-bullying or retaliation has been perpetrated.

## **B. Bullying and Retaliation Are Prohibited and Will Lead to Discipline**

The Needham Public Schools absolutely prohibits bullying, cyber-bullying and retaliation as defined above. Students who engage in bullying or retaliation will be subject to disciplinary action, however, such disciplinary action must balance the need for accountability with the need to teach appropriate behavior. The range of disciplinary action for students includes, but is not limited to, one or more of the following: verbal warnings, written warnings, reprimands, detentions, short-term or long-term suspensions, or expulsions from school as determined by the school administration and/or school committee. Staff who engage in bullying or retaliation will be subject to disciplinary action, based upon appropriate standards and expectations in light of the staff member's role and responsibilities. All discipline is subject to applicable procedural requirements. Nothing in this policy is intended to prevent the school administration and/or school committee from taking disciplinary action against a student for conduct that does not meet the definition of bullying or cyberbullying, as defined above, but nevertheless is inappropriate for the school environment.

## **C. Reporting Obligations**

**Reporting by Staff:** A member of school staff, including, but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional, shall immediately report any instance of bullying or retaliation they have witnessed or become aware of to the school principal or designee.

**Reporting by Students, Parents/Guardians, and Others:** The district expects students, parents/guardians, and others who witness or become aware of an instance of bullying or retaliation involving a student to report it to the school principal or designee. An individual may make an anonymous report of bullying or retaliation, however, no disciplinary action may be taken against a student solely on the basis of an anonymous report. A student who knowingly makes a false accusation of bullying or retaliation shall be subject to disciplinary action.

**Reporting to the Superintendent:** A staff member, parent/guardian, student or others who witness or become aware of conduct by the principal or assistant principal that may be bullying or retaliation are expected to report it to the Superintendent or designee, who shall then be responsible for taking steps otherwise assigned to the principal under this Policy.

**Reporting to School Committee:** If the Superintendent is the alleged aggressor, the School Committee, or its designee shall be responsible for investigating the report, and other steps necessary to address the safety of the alleged victim.

**Reporting to Parents/Guardians:** Upon determining that bullying or retaliation has occurred, the principal or designee will notify the parent/guardian of the target and of the aggressor of this finding and of the school's procedures for responding to it. If the alleged target and alleged aggressor attend different schools, the principal receiving the report shall inform the principal of the other student's school, who shall notify the student's parents/guardians of the report and procedures.

**Reporting to Local Law Enforcement:** At any point after receipt of a report of bullying or retaliation, or during or after an investigation, if the school principal or designee has a reasonable basis to believe that the incident may involve criminal conduct, the school principal or designee will notify the local law enforcement agency. In addition, if an incident of bullying or retaliation occurs on school grounds and involves a former student under the age of 21 who is no longer enrolled in a local school district, charter school, non-public school, approved private day or residential school or collaborative school, the Superintendent of the Needham Public Schools or designee will notify local law enforcement if they believe that criminal charges may be pursued.

**Reporting to Administrator of Another School District or School:** If an incident of bullying or retaliation involves students from more than one school district, charter school, non-public school, approved private day or residential school or collaborative school and the Needham Public Schools is the first to be informed of the bullying or retaliation, then the Superintendent of the Needham Public Schools or designee must, consistent with state and federal law, promptly notify the appropriate administrator of the other school district or school so that both may take appropriate action.

## **D. Investigation**

The school principal or designee shall investigate promptly a report of bullying or retaliation, giving consideration to all the circumstances at hand, including the nature of the allegations and the ages of the students involved. The following are general guidelines for responding to a report of bullying or retaliation. The guidelines will be adapted as necessary to respond appropriately to the complaint.

**Pre-Investigation:** Even before fully investigating allegations of bullying or retaliation, school personnel will consider whether there is a need to take immediate steps to support the alleged target and/or protect the alleged target from further potential incidents of concern. In taking any such action, however, the rights of both the alleged target and alleged aggressor must be considered.

**Written statement of the complaint:** The investigator will seek to determine the basis of the complaint, gathering information from the complainant, including such matters as: what specifically happened, who committed the alleged acts, who was present or may have information about the events, when the events occurred (date, time of day), and where the events occurred.

It is helpful to have these facts in writing. If age appropriate, the complainant may be asked to put the complaint in writing and to sign and date it. If the complainant cannot or chooses not to write a complaint, the investigator will record the allegations, read them to the complainant to confirm accuracy, and ask the complainant to sign the document. If the complainant cannot or chooses not to sign, the investigator may sign and date the document her/himself.

**Interviews:** Once the allegations of the complainant are established, the investigator will gather other evidence, which often involves interviews of the alleged aggressor and/or other witnesses. If appropriate, the investigator should remind the alleged aggressor and witnesses that retaliation against persons whom they believe might have reported the incidents or cooperated with the investigation is strictly prohibited and will result in disciplinary action.

**Confidentiality:**

The confidentiality of the complainant and the other witnesses will be maintained to the extent practicable given the school's obligation to investigate and address the matter.

## **E. Determination**

School personnel must weigh all of the evidence objectively to determine whether the alleged events occurred and, if they did, whether the events constitute bullying or retaliation. The determination must be based upon all of the facts and circumstances and the perspective of a reasonable person. When applied to children, the "reasonable person" standard is generally "that of a reasonable person of like age, intelligence, and experience under like circumstances." See *Ellison v. Brady*, 924 F.2d 872 (9th Cir. 1991).

If bullying or retaliation is substantiated, the school will take steps reasonably calculated to prevent recurrence and ensure that the target is not restricted in participating in school or in benefiting from school activities. As with the investigation, the response will be individually tailored to all of the circumstances, including the nature of the conduct and the age of the students involved. In addition to taking disciplinary action, the following are examples of steps that may be taken to prevent the recurrence of bullying or retaliation where appropriate:

- Holding parent/guardian conferences;
- Enhancing adult supervision on school premises
- Limiting or denying student access to a part, or area, of a school
- Excluding from participation in school-sponsored or school-related functions, after-school programs, and/or extracurricular activities
- Providing relevant educational activities for individual students or groups of students. Guidance counselors and others in the school setting who have been trained in working with students on interpersonal issues may be helpful in providing such programs
- Personalized Action Plan and directives for future conduct, including providing the target with a process for reporting any concerns about future conduct immediately. It is critical to involve the student in creating an action plan that involves a reporting process that works for that particular student
- Arranging for communication between the parties, if appropriate, to assist them in resolving issues which have arisen between them. (Such an approach will be used cautiously since communication can sometimes exacerbate, rather than alleviate, the target's concerns and since the conduct often involves an imbalance of power.)

- Providing counseling (or other appropriate services) or referral to such services for the target and/or the student aggressor and/or for appropriate family members of said students
- Transferring student's classroom or school

## **F. Notice of Investigative Findings**

Upon determining that bullying or retaliation has occurred, the principal or designee will promptly notify parents or guardians of the target and aggressor of this, and of the procedures for responding to it. While prior notice of an investigation shall not be required, the principal shall not be precluded from notifying the parents of a target or aggressor prior to completion of the principal's investigation. This communication will be done in the primary language of the home.

In notifying the parents of a target or aggressor of an investigation or the principal's findings thereon, the principal shall maintain the privacy and confidentiality of any individual or child who is not the child of the parents to whom the notice is provided. The principal shall ensure that any notice to the parents complies with applicable state regulations including, but not limited to, 603 CMR 49.00, and shall not report specific information to the target's parent(s) about the disciplinary action taken against an aggressor unless it involves a "stay away" order or other directive that the target must be aware of in order to report violations.

The notice to the parents or guardians of the victim shall include information about the Massachusetts Department of Elementary and Secondary Education's ("DESE") problem resolution system and the process for seeking assistance or filing a claim through the problem resolution system. The parents of the victim should be provided the following contact information: Program Quality Assurance Services, Massachusetts Department of Elementary and Secondary Education, 75 Pleasant Street, Malden, MA 02148-4906, Telephone: 781-338-3700; TTY: N.E.T. Relay: 1-800-439-2370.

**Please see School Committee Policy JCFB Bullying for full statement on the district's policy regarding bullying and cyber-bullying.**

## **PHYSICAL RESTRAINT OF STUDENTS & TIME OUT PROCEDURE**

### **Physical Restraint**

School staff may physically restrain students only when needed to protect a student and/or a member of the school community from assault or imminent, serious, physical harm and as a last resort when other alternatives have failed or been deemed inappropriate. In all cases, staff will be mindful of the importance of preventing or minimizing any harm to the student that could result from physical restraint.

Physical restraint means direct physical contact that prevents or significantly restricts a student's freedom of movement. It does not include: brief physical contact to promote student safety, providing physical guidance or prompting when teaching a skill, redirecting attention, providing comfort, or a physical escort. While use of physical restraint is generally restricted to personnel who have received appropriate training, this training requirement does not preclude personnel from using reasonable force to protect students, other persons or themselves from assault or imminent, serious, physical harm. During a restraint, at least one adult who does not participate in the restraint will be present whenever possible.

A staff member who administers a restraint must verbally inform the principal or designee of the restraint as soon as possible and submit a written report no later than the next school working day. The principal or their designee will make reasonable efforts to verbally inform the student's parent of the restraint within 24 hours and will provide written notice within three school working days by email address provided by the parent ( or by regular mail to the parent postmarked within three school working days of the restraint.)

### **Time-out**

Time-out is a behavioral support strategy in which a student temporarily separates from the learning activity or the classroom, either by choice or by direction from staff, for the purpose of calming. During time-out, a student must be continuously observed by a staff member, and a staff member must be with the student or immediately available to the student at all times. Time-out must cease as soon as the student has calmed.

Complaints and investigations regarding restraint practices are covered by School Policy JKAA.

Additional information, including a copy of applicable state regulations, can be obtained from Mary Lammi, Director of Student Support Services, who can be reached at 781-455-0400 x213

## **STUDENT RECORDS**

The Family Educational Rights and Privacy Act (FERPA) and the Massachusetts Student Records Regulations ("Regulations") together provide parents and eligible students (those who have reached the age of 14 or who have entered ninth grade) certain rights with respect

to the student's education records. A general overview of those rights is provided below. Parents and students may obtain a complete copy of their rights under the Massachusetts Student Record Regulations by contacting the school's principal.

a. The **right to access** the student's education records. Parents or eligible students should submit their request for access to the building principal. Access is generally provided within ten days of a request. However, Massachusetts General Laws c. 71, §34H ("Section 37H") law provides specific procedures that must be followed prior to release of records to a parent who does not have physical custody of a child. These procedures include submitting a written request and other documentation to the principal on an annual basis. Information about these procedures can be obtained from the building principal.

b. (b) The **right to request amendment** of the student's education records. Parents or eligible students should direct their request to the principal, clearly identifying the part of the record they wish to have amended, and why.

c. © The **right to consent to disclosures** of personally identifiable information contained in the student's education records, except to the extent that FERPA and the Massachusetts regulations authorize disclosure without consent. One exception that permits disclosure without consent is disclosure to school officials with legitimate educational interests in the records. Such school officials include professional, administrative and clerical staff who are employed by or under agreement with the Needham Public Schools and who need access to a record in order to fulfill their duties. The Needham Public Schools also discloses student records without parent/eligible student consent to officials of other elementary or secondary schools in which a student enrolls, or seeks, intends, or is instructed to enroll upon receipt of a request from such school officials.

d. As required by law, the Needham Public Schools routinely releases (1) the name, address and telephone listing of secondary school students to military recruiters and to institutions of higher learning upon request, (2) the name and address of students to third party mail service that has been approved by the Department of Elementary and Secondary Education upon the request of a Charter School and (3) directory information, without consent. Directory information consists of the following: the student's name, parents' names, address, parent's email address, telephone listing, date of birth, major field of study, dates of attendance, weight and height of athletic teams, class, participation in recognized activities and sports, honors and awards, and post-high school plans. In the event a parent or eligible student objects to the release of any of the above information, the parent or eligible student may state that objection in writing to the Assistant Superintendent for Student Support Services no later than October 1 of each school year. Absent receipt of a written objection for the parent or eligible student by that date, this information will be released without further notice or consent.

e. (d) The **right to file a complaint** concerning alleged failures by the District to comply with the regulations and laws governing student records. Complaints may be filed at the Massachusetts Department of Education, 75 Pleasant Street, Malden, MA 02148. In addition, complaints relative to federal statutes and regulations governing student records may be filed with the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue SW, Washington DC.

f. (e) **Destruction of Records:** Regulations require that certain parts of the student record, such as the temporary record, be destroyed a certain period of time after the student leaves the school system. School authorities are also allowed to destroy misleading, outdated, or irrelevant information in the record from time to time while the student is enrolled in the school system. Before any such information is destroyed, the parent must be notified and have an opportunity to receive a copy of any of the information.

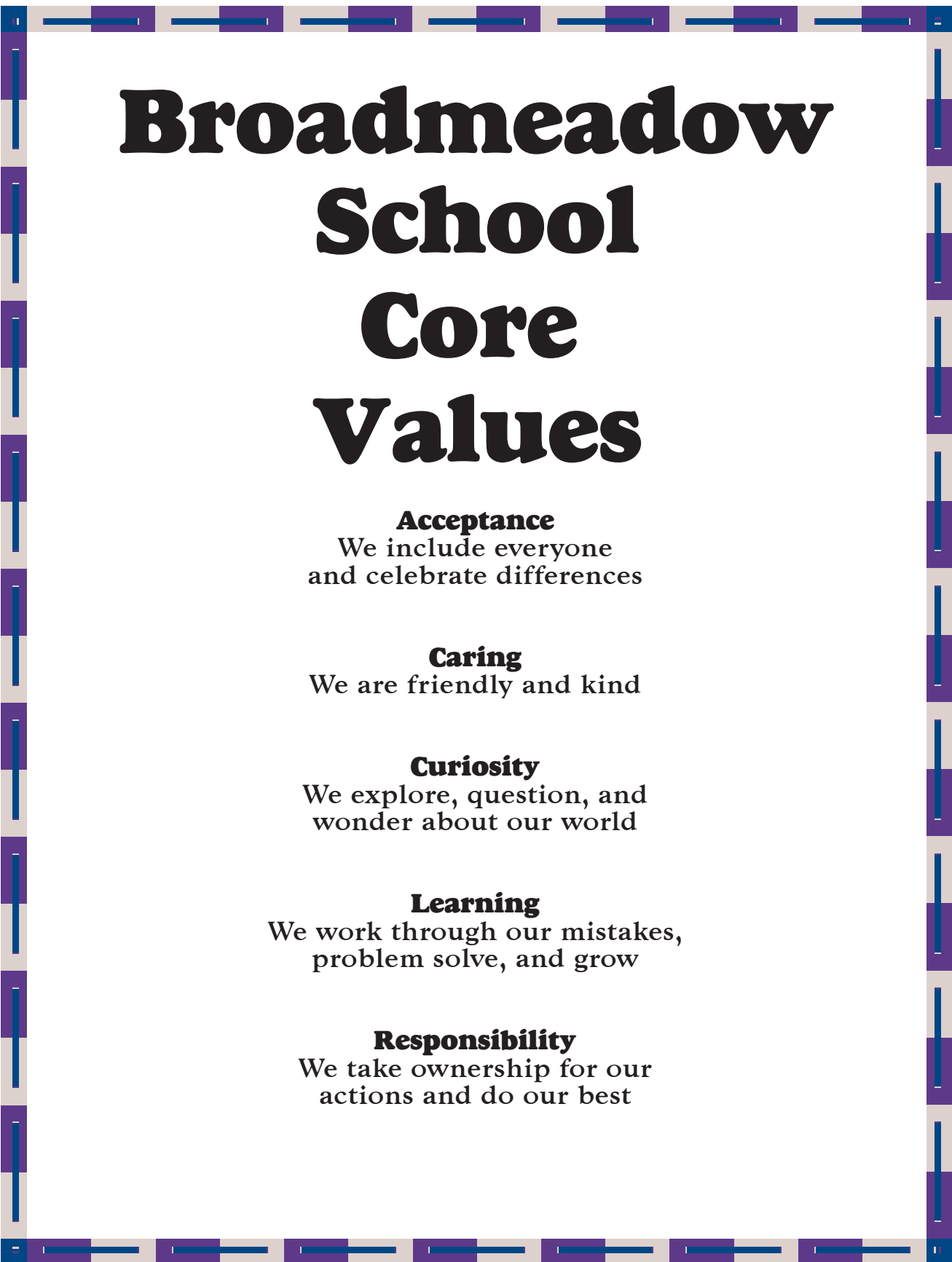
g. (f) **Temporary Records** consist of all the information not kept on the transcript. This information includes the student's standardized test scores and evaluations by teachers, counselors, and other staff members. Said record shall include, but not be limited to, any incidents involving suspension or violation of criminal laws or any incident reports in which the student was charged with any suspendable act. In accordance with Department of Education regulations, a student's temporary record will be destroyed up to 7 years after leaving school provided prior notice is given to the student.

## GUIDELINES FOR THE ASSIGNMENT OF STUDENTS

These guidelines are intended to provide direction and to promote understanding about class assignments for students in all elementary programs. The primary goal of the class assignment or "placement" process at these levels is to construct balanced classes that address the needs of individual students and provide an appropriate learning environment for all.

We recognize that each student possesses personal experiences, skills, and characteristics and that the student brings these attributes into the classroom to strengthen and enrich the classroom experience. We value classrooms that promote diversity, equity, and inclusion for all students. We believe the learning environment is stronger for everyone when students from different racial, ethnic, learning, language, socioeconomic, religious, and cultural backgrounds have the opportunity to interact and engage in learning together.

The process for developing classes for each school year is a student-centered activity that involves the school staff, including appropriate program staff, (i.e., METCO, ELL), the child's current teacher(s), support staff, guidance counselor, assistant principal, and principal. In addition, families are encouraged to provide information about special or unique circumstances regarding their child that may inform the student placement process. Ultimately, the final decision about student placement in classes rests with the principal.



# **Broadmeadow School Core Values**

## **Acceptance**

We include everyone  
and celebrate differences

## **Caring**

We are friendly and kind

## **Curiosity**

We explore, question, and  
wonder about our world

## **Learning**

We work through our mistakes,  
problem solve, and grow

## **Responsibility**

We take ownership for our  
actions and do our best