

Clyde F. Brown Elementary School



Home of the Clyde Brown Bears!

**Student Handbook
2021 - 2022**

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CLYDE F. BROWN ELEMENTARY SCHOOL COUNCIL

Tanna Jango	Principal
Anne Valluzzi	Instructional Technology, CFB
Mollie Perachio	CFB Teacher Representative
Laura Doherty	Community Representative
Pamela Ahmad	CFB Parent Representative
Jessica Peterson	CFB Parent Representative
Jaime Scavone	CFB Parent Representative
Erin Underhill	CFB Parent Representative

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To request a hard copy of this handbook, please contact the main office.

Please call the main office at the school if you would like this document translated into a language other than English.

Por favor, contate a secretaria central da escola caso deseje que este documento seja traduzido para o português.

Por favor, llame a la oficina central de la escuela si usted desea que este documento sea traducido al español.

الرجاء الإتصال بالمكتب الرئيسي في المدرسة إذا أردتم ترجمة هذه الوثيقة إلى اللغة العربية.

Clyde F. Brown Elementary School

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WELCOME LETTER

September 2021

Dear CFB Families,

Welcome to the Clyde F. Brown Elementary School. This handbook has been prepared to serve as a communication tool. It is designed to promote understanding between the home and school in order to better serve our students and their families. It provides answers to those questions most frequently asked by parents. Please refer to it from time to time in order to become thoroughly familiar with its content. Your comments and questions are always appreciated, as we strive to improve the ways in which we serve our students and community. Should you need further clarification or additional information, please contact the CFB main office for assistance.

The Clyde F. Brown staff and administration are committed to maintaining a strong home-school connection. We look forward to working in partnership with you to provide an exciting and challenging school year for our students. Together we will foster a climate for learning that allows every student to develop self-confidence and to succeed.

Thank you for sharing your children with us and for entrusting us with their education. On behalf of the staff and the administration at CFB, we look forward to an exciting year.

Sincerely yours,

Tanna Jango

Tanna Jango
Principal

Elise Molloy

Elise Molloy
Assistant Principal / School Counselor

DISTRICT ANNOUNCEMENTS

- CANCELLATIONS
- DELAYED OPENINGS
- EMERGENCY DISMISSALS

Information concerning cancellation, delayed opening of school due to inclement weather, or emergency dismissals will be provided via the following media:

Telephone Notification

Millis Public Schools will use an automated message system in making parents and caregivers aware of school cancellations, delayed openings or emergency dismissals

Television

NO SCHOOL – ALL SCHOOLS – ALL DAY – ANNOUNCED AT 6:45 AM and 7:00 AM on television channels 4, 5, and 7 as well as radio stations WBZ, WRKO, WHDH.

Email, and Social Media (Facebook, Website, etc)

Information about the closing of school due to inclement weather can be received by email and is posted online on the district website at: www.millisps.org ; on Facebook: *Clyde F. Brown Elementary School*

In the event of early or emergency dismissal, please make arrangements with a neighbor or other citizen early in the school year.

Electronic and Social Media Communication

School Website: <http://cfb.millisps.org/>
Facebook: Clyde F. Brown Elementary School

List Serve (Subscribing):

1. Navigate to www.millisps.org
2. On the right, click “Newsletters”
3. Hit “Subscribe” – enter your email address; type in the security measure
4. Hit “Next” – Select Newsletters, Eflyer, etc. – Hit “Submit”
5. Confirm subscription

DISTRICT SCHOOL CALENDAR

2021-2022 MILLIS PUBLIC SCHOOLS CALENDAR

AUGUST					1 DATES for Teachers (Oct. 1 set up day)	15 DATES - Students & Teachers	FEBRUARY				
M	TU	W	TH	F			M	TU	W	TH	F
2	3	4	5	6	808 & 810 Teachers Only	201-105 No School - February Break	1	2	3	4	
9	10	11	12	13			7	8	9	10	
16	17	18	19	20			14	15	16	17	
23	24	25	26	27			21	22	23	24	
30	31						28				
SEPTEMBER					29 DATES for Teachers & Students	29 DATES - Teachers & Students	MARCH				
M	TU	W	TH	F			M	TU	W	TH	F
		1	2	3	91 First day of school Students	92 Early Release all grades	1	2	3	4	
6	7	8	9	10	93 & 94 No School		7	8	9	10	
13	14	15	16	17	95 High School Open House		14	15	16	17	
20	21	22	23	24	96 CFB Open House		21	22	23	24	
27	28	29	30		97 Early Release all grades		28	29	30	31	
					98 Middle School Open House						
OCTOBER					9 DATES - Students	14 DATES - Students & Teachers	APRIL				
M	TU	W	TH	F			M	TU	W	TH	F
				1	9 DATES - Teachers	40 Early Release all grades				1	
4	5	6	7	8	408 Teachers Only	410 Early Release - Low Attendance Day	4	5	6	7	
11	12	13	14	15	911 No School - Columbus/Indigenous Peoples Day	418-422 No School - April Break	11	12	13	14	
18	19	20	21	22			18	19	20	21	
25	26	27	28	29			25	26	27	28	
NOVEMBER					9 DATES - Teachers & Students	11 DATES - Students & Teachers	MAY				
M	TU	W	TH	F			M	TU	W	TH	F
1	2	3	4	5	419 Early Release conferences K-12	520 Early Release all grades	2	3	4	5	
8	9	10	11	12	420 Early Release conferences K-12 evening conf. for CFB	520 Early Release all grades P90-100	9	10	11	12	
15	16	17	18	19	421 Evening Conferences Middle School	524 No School - Memorial Day	16	17	18	19	
22	23	24	25	26	422 No School - Veterans Day		23	24	25	26	
29	30				423 Early Release all grades		30	31			
					424-425 Thanksgiving Break						
DECEMBER					7 DATES - Students & Teachers	11 DATES - 100 for students	JUNE				
M	TU	W	TH	F			M	TU	W	TH	F
		1	2	3	426 Early release all grades	11 DATES - 100 for teachers			1	2	
6	7	8	9	10	427 Early Release all grades	June 2 Graduation K-12	6	7	8	9	
13	14	15	16	17	428-431 No School - Winter Break	Early Release all grades last day of school	13	14	15	16	
20	21	22	23	24		Afternoon observance	20	21	22	23	
27	28	29	30	31			27	28	29	30	
JANUARY					10 DATES - Students	20 DATES - Teachers	LEGEND				
M	TU	W	TH	F							
3	4	5	6	7	10 DATES - Teachers	114 Teachers only					
10	11	12	13	14	117 No School - MLK Day						
17	18	19	20	21							
24	25	26	27	28							
31											
HOLIDAYS, PROFESSIONAL DEVELOPMENT AND EARLY RELEASE DAYS											
AUGUST 30 & 31 - TEACHERS ONLY						DECEMBER 1 EARLY RELEASE ALL GRADES					
SEPTEMBER 1 FIRST DAY FOR STUDENTS						DECEMBER 23 EARLY RELEASE ALL GRADES					
SEPTEMBER 3 & 4 NO SCHOOL						DECEMBER 24 - JANUARY 1 SCHOOL VACATION - NO SCHOOL					
SEPTEMBER 21-25 OPEN HOUSE-921 CFB OPEN HOUSE & 939 MIDDLE SCHOOL OPEN HOUSE						JANUARY 14 TEACHERS ONLY					
SEPTEMBER 29 EARLY RELEASE ALL STUDENTS						JANUARY 17 NO SCHOOL - MLK DAY					
OCTOBER 1 TEACHERS ONLY						FEBRUARY 21-23 SCHOOL VACATION - NO SCHOOL					
OCTOBER 12 NO SCHOOL - COLUMBUS/INDIGENOUS PEOPLE DAY						MARCH 2 EARLY RELEASE ALL GRADES					
NOVEMBER 1 EARLY RELEASE CONFERENCES K-12						APRIL 6 EARLY RELEASE ALL GRADES					
NOVEMBER 4 EARLY RELEASE CONFERENCES K-8 EVENING CONF. CFB						APRIL 13 EARLY RELEASE ALL GRADES-LOW ATTENDANCE DAY					
NOVEMBER 16 EVENING CONFERENCES MIDDLE SCHOOL						APRIL 19-22 SCHOOL VACATION- NO SCHOOL					
NOVEMBER 22 NO SCHOOL- VETERAN'S DAY						MAY 29 EARLY RELEASE ALL GRADES- PROM					
NOVEMBER 18 EVENING CONFERENCES FOR HIGH SCHOOL						MAY 31 NO SCHOOL - MEMORIAL DAY					
NOVEMBER 24 EARLY RELEASE (ALL GRADES)						JUNE 1 GRADUATION					
NOVEMBER 25 & 26 THANKSGIVING BREAK						JUNE 13 EARLY RELEASE - LAST DAY OF SCHOOL					
						JUNE 24 EARLY RELEASE - LAST DAY OF SCHOOL (11:50 MEHS)					

REVISED 9.1.21

SCHOOL DAY AND SCHOOL DAY PROCEDURES

School Session Hours

School is in session from **8:30 a.m. until 2:50 p.m.** Students shall not arrive at school before 8:25 a.m., as safety issues can arise due to the fact that there is no supervision until this time. Students may enter the building at 8:25 a.m.

Delayed Start of School

There may be occasions when, for safety reasons related to inclement weather, it would be prudent to delay the start of a school day, particularly if reports indicate that the weather and road conditions will improve. If school is delayed, an announcement will be made via automated message system and TV channels of a delayed starting time**. Please refer to the inside front cover for specific media coverage that will report delayed openings.

Start times for delayed school start:

1 hour delay – school in session from 9:30 a.m. until 2:50 p.m. Students should not arrive at school before 9:25 a.m.; A.M. PreK Program only is cancelled.

2 hour delay – school in session from 10:30 a.m. until 2:50 p.m. Students should not arrive at school before 10:25 a.m.; A.M. PreK Program and Half-Day Kindergarten classes are cancelled.

Delayed school start times can involve forethought for planning when to arrive at bus stops and/or leave for school. The following are examples that can be used in determining when to leave for school on days where there is a delayed start:

1 Hour Delayed Start

If a student ordinarily leaves home at 8:05 a.m. to board a bus, s/he should plan to leave home at 9:05 a.m. to be in school at the **9:30 a.m. start time.**

If a student ordinarily leaves home to walk to school at 8:15 a.m., s/he should plan to leave home at 9:15 a.m.

2 Hour Delayed Start

If a family leaves home at 8:10 a.m. to arrive at school for the 8:30 a.m. start, plan to leave at 10:10 a.m. to arrive for the delayed **10:30 a.m. start time.**

If a student arrives at the bus stop at 8:15 a.m. to board a bus, s/he should plan to arrive at the bus stop at 10:15 a.m.

Students Entering the Building

Families dropping students by car in the morning will utilize the Live Drop Off. Cars will proceed down the front driveway and drop students in the front of the school. Staff will be available and will assist students exiting cars and entering the building. Grades K-5 will enter via the Main Lobby Door.

Students Arriving by Vehicle

Arriving students shall enter the school by the following doors:

- Grades K- 5 arriving by car shall enter the building using the Front Main Lobby Door
- Students traveling by bus will enter via Door 15
- Grades K-5 arriving by car shall enter the building using the Front Main Lobby Door

Students Arriving by Bus

Upon arriving at school, students riding the bus will be guided by staff to enter the school via door 15 and will be directed by school staff to report to their classrooms.

Building Security

In order to improve building security, our school has a locked door policy. During the morning arrival process, doors 1 and 15 will be opened and monitored by staff. Once students have entered the building in the morning, doors are closed and will remain locked at all times. Visitors shall enter the building through the front door where buzzers, cameras and speaker systems are in place. Please ring the doorbell.

Visitors to the Building

Visitors to our school shall proceed to the front doors of the building, where office staff will admit them. All visitors will be asked to present a photo ID to the office staff and will receive a Visitor's Badge to wear at all times while in the building. Visitors shall check in with office staff and sign out as they leave the school. * Please note that due to police and fire department regulations no unauthorized vehicles are permitted to park directly in front of or behind the building in order to keep emergency access lanes clear – your cooperation with this regulation is appreciated. Accessible parking is available in front of the school.

Parking

Visitors and volunteers to the school may park in the Main CFB Parking Lot or the Spring Street Lot. Parking in front of the building is prohibited, as this lane is designated for emergency vehicles only. Accessible parking is available in front of the school building. During after school events, additional parking is available at the high school.

ATTENDANCE PROTOCOL

Absences

Clyde F. Brown School has a phone messaging system. **Parents are requested to call the absence/attendance line at (508) 376-7003 prompt #2 to report a student absence prior to 9:00 a.m.** An automated phone call will be made to the homes of students who are not in school and whose parents have not called the school. **By state law, daily attendance in school is mandatory, and every effort should be made to keep absenteeism to a minimum.** As high absenteeism impacts student learning, the Clyde F. Brown School abides by Chapter 76, Sections 1 and 2 of the State Laws.

Truancy

Truancy is against the law. Truancy is defined as being absent from school without permission of parents or school officials. Students who are absent and whose parent or guardian has not called the school will be marked truant. The school administration will connect with students and their parents/caregivers regarding truancy concerns. The Commonwealth of MA requires schools to track chronic absenteeism. Students are considered chronically absent when they have missed 10% of school days in a session at any given time during the year.

Excused Absences

Absences will be excused for the following circumstances:

1. Doctor/dentist appointment – Please ask the nurse/receptionist to provide a note from the medical office indicating when the student's appointment actually occurred
2. Absences due to a death in the family (defined as a parent, sibling (brother/sister), grandparent, aunt/uncle, niece/nephew, cousin)
3. Observance of religious holidays
4. Documented medical issues – Absences for documented medical issues, as communicated by the family to the School Nurse, may be waived at the discretion of the principal; in certain circumstances a doctor's certificate of good health is also required by the School Nurse upon return to school

Communications and notes from excused absences will be kept on file in the office to document student absences.

Tardiness

Students are required to be in their classrooms by 8:30 a.m. **Students arriving after 8:40 a.m. will be marked “tardy.” Families are requested to call the absence/attendance line at (508) 376-7003 prompt #2 to report a student who is going to be tardy.** Families should be aware that when students are tardy it can be upsetting to the student and can cause the student to miss valuable learning time. Because arriving late to school is disruptive to learning, chronic tardiness will be addressed by the administration.

Letters of communication are automatically generated from the attendance database and mailed to families of students who have accrued absences.

School Absence / Tardiness Communication Protocol

Letters of communication are automatically generated from the attendance database and mailed to families of students who have accrued chronic absences or who are chronically tardy. Additional courses or action due to continued chronic absenteeism/tardiness shall be required as deemed necessary to ensure state mandated student attendance at school.

Out-of School-Time Vacations

Family vacation trips during the school year are not encouraged. If a disruption to consistent attendance must occur, an email or written note explaining the upcoming trip should be sent to the office at least a week in advance. Students are responsible for all work missed and will make up assignments upon their return to school. Students will have one day per day out of school to complete the work missed. Teachers shall not provide assignments in advance.

SCHOOL DAY GENERAL PROCEDURES

Snacks

Children are allowed to bring in a snack for their own consumption; nutritious snacks (fruit, vegetables, etc.) are encouraged. We encourage students to bring in water or water bottles to use in the classroom. Students shall not share food with other children in school.

Some classrooms are designated as “peanut aware/tree nut aware/egg-aware classrooms” due to allergies that may cause severe reactions in certain students. In the interest of the health and safety of all our students, we do our best to provide a peanut/tree nut/egg allergen aware environment with intentional

awareness, as a school community, on all allergies. If your child is in one of these classrooms, a notice will be sent home at the beginning of the school year.

Recess

Recess is a time for students to practice social skills and negotiation skills with one another, as well as to use creativity and problem-solving skills in a more loosely structured play format. At CFB, there is a supervised 25-minute recess period for students in Grades 1-5 and for Full-Day Kindergarten students. While playing, children should respect the rights of others and their property. Games involving direct physical contact should be avoided and the school wide expectations for appropriate behavior are in place, as they are inside of the building.

- Please help your child to select appropriate seasonal outdoor clothing when outdoor recess is held.
- Because we care about the health of our students, school staff will determine whether the clothing is appropriate for outdoor play, and students with inadequate outdoor clothing will not be able to participate in outdoor recess.

Outdoor Recess – For safety reasons, students may not leave the playground unless they receive permission from a teacher on duty. While playing outside the staff encourage students to engage in games or other safe activities. Students should not play games that involve physical contact (e.g. piggyback rides, stealing hats, tackling, play-fighting, or rough house). The supervising staff also encourage active problem solving and conflict resolution during recess; students should feel free to approach any staff member while on the playground to assist with this process.

Indoor Recess – Student free time is supervised in a classroom, and students are encouraged to play the games available within the classroom as well as become involved in the activities the teacher deems appropriate.

Classroom Celebrations

Classroom celebrations allow teachers and students to embrace learning in new and different ways. Teachers may choose to hold classroom celebrations periodically throughout the year, with the permission of the principal, to connect classroom learning with the traditions and customs of other world cultures. These celebrations may occur during the fall and near Winter Holidays, as well as during times in the school year when strong curriculum connections can be reinforced.

Due to the prevalence of food allergies, CFB promotes a “food-free” celebration philosophy:

- Valentine’s Day - Only non-food valentines will be allowed.
- Birthday celebrations - Only non-food items will be allowed.
- Balloons (latex, mylar or otherwise) are not permitted in classrooms at CFB.

Breakfast/Lunch

Students at CFB have the opportunity to purchase a “grab and go” breakfast each morning. Students who wish to purchase breakfast may enter the building and pick up breakfast in the lobby as students arrive.

Students in all grades have a designated 25-minute lunch block; Students have the opportunity to purchase a healthy, nutritious hot lunch from the Cafeteria, or may bring a lunch from home; milk and bottled water are available for purchase. Cafeteria pricing is as follows:

Breakfast:	\$1.50
Hot Lunch:	\$2.75 (includes milk)
Milk:	\$0.50
Water:	\$1.00

Prepayment Option - Each student at CFB is assigned a 4-digit pin number that is linked to an account in his/her name; students are given this number when they enroll at CFB, and the cafeteria staff maintain this information (in case the number is forgotten). For your convenience, families may opt to pre-pay for lunches directly into the student account. Information for this prepayment option can be found directly at: <http://learnmyschoolbucks.com/parent>.

Peanut/Tree Nut/Egg Allergen Aware Table - There are food allergy tables available at each grade-level lunch block for those children with any types of food allergies; please speak with the school nurse should the dietary needs of your child change.

Cafeteria Expectations - While in the cafeteria students are expected to **Take Care of Yourself** (eat only your own food – no sharing), **Take Care of Others** (be courteous and use good manners) and **Take Care of the Environment** (clean up your own area and lunch trash once you’ve finished eating).

Dismissal

Dismissals During the School Day - Students and parents should make every effort to avoid dismissals during the school day. In the event that a student will be dismissed during the school day, we require that the parent/caregiver physically enter the building and fill out the “Sign Out” sheet in the office when picking up the child. **Written permission must be given by the parent/caregiver to dismiss a child to the care of another adult over the age of 18.** For safety reasons, in the case where an adult who is not known to the school community has been given parental/caregiver permission to dismiss a student, the dismissing adult will be asked to present photo ID to confirm their identity.

General Student Dismissal - Dismissal will begin at 2:50 p.m. Students will be dismissed in the following manner:

Parent/Caregiver Pick-up Procedure - CFB staff will make a connection between students to their parents/caregivers on foot when using Parent/Caregiver Pick-up.

Parents/Caregivers will park their vehicles and walk to the front of CFB to pick up their student(s). Parents/Caregivers will use a QR code to identify their place in line and their student will be dismissed from the cafeteria to their adult at 2:50pm.

Walkers - If your student is a designated "walker" they are dismissed from the Main CFB door and immediately exit school property. If you are a parent /caregiver picking up a 'walker' you must meet them off school grounds and not in other locations near the school. If you prefer to meet your student on school grounds, you must follow parent /caregiver pickup procedures outlined above.

Busers - Students travelling home by bus will be supervised in the school by CFB staff and loaded onto buses using the back bus lane. The buses will then proceed out of the Spring Street lot.

Extended Day Students - Students attending Extended Day will meet Extended Day staff at designated locations within their grade level hallways.

Changes to a Student's Regular Dismissal Schedule

Any changes to a student's regular dismissal schedule must be communicated in writing to the classroom teacher. As teachers may not have the opportunity to check email prior to dismissal, we strongly discourage email communication for this intended purpose and require families to send in a written note with the student at the start of the school day.

We recognize that occasionally families may need to change a student's regular dismissal due to unforeseen circumstances. We require that families call the office with this information prior to 2:15 p.m. to ensure the message is passed along in a timely manner to the classroom teacher.

In the interest of student safety, parents/caregivers who plan to release their child to another person at dismissal time must send a note to the classroom teacher that identifies the adult to whom the child will be released; the Clyde F. Brown School will not release any student to a person under the age of eighteen, or to another adult, without prior written consent.

SCHOOL PROCEDURAL INFORMATION

School Staff Communication Guidelines

CFB strives to create a school community environment where families are welcome, at all times, to speak freely with school staff about questions and concerns with academics or social issues. Parents/caregivers who wish to contact school staff should please use this guideline for assistance in getting needed information:

- First contact your student's classroom teacher – this is the most direct route to finding needed information; teachers are always ready to assist parents/caregivers with immediate concerns.
- For further questions, contact the principal or assistant principal – the principal and assistant principal can directly assist in resolving questions/concerns once the classroom teacher has been contacted.

Change of Address and Communication

Parents/caregivers must complete yearly online Returning Student Registration. If changes occur after the Returning Student Registration has been completed, contact the main office with the updated information.

Change of Name, Custody and Guardianship

The school should be notified immediately of any of the above changes which affect your child's permanent records and transcripts. The original court document must be brought to the principal's office where a copy will be made and placed with the student's records. According to Massachusetts's law we cannot acknowledge a name change or change in custody/guardianship without a legal document. If your student can only be dismissed with certain persons, we must have written confirmation of that from the custodial parent, guardian, or the court.

Student Records Regulations

(Excerpt from Massachusetts Department of Education 603.CMR 23.00: Student Records, Section 23.07A)

a. A school may release a student's name, address, telephone listing, date and place of birth, major field of study, dates of attendance, weight and height of members of athletic teams, class, participation in officially recognized activities and sports, degrees, honors and awards, and post-high school plans without the consent of the eligible student or parent; provided that the school gives public notice of the types of information it may release under 603 CMR 23.07 and allows eligible students and parents a reasonable time after such notice request that this information not be released without prior consent of the eligible student or parent. Such notice may be included in the routine information letter required under 603 CMR 23.10. As of January 1, 2001, Millis Public Schools will implement this section of the Student Records Regulations by releasing any of the above information. If a parent or guardian should choose not to allow this information to be released, he or she must write a letter and turn it into the building principal. It is your right to choose not to release any of this information.

b. Sending a complete copy of a child's student record to a public school in which the student seeks or intends to enroll. (603CMR23.07(4)(g)) The school district shall provide a complete copy of a student's school records to any public school into which the student seeks or intends to enroll, upon receiving verification from any source that the student may be transferring out of the school district.

c. Requirement that incoming students provide a complete copy of their student record from their prior school. (M.G.L. Chapter 71, Section 37L)

Parents should sign a "Release of Records" form giving the school permission to send a student's records to the new school.

Fire Drills, Hold-in-Place/ Lockdown/ Intruder Drills and Bus Evacuation Drills

As required by state law, all Millis Public Schools conduct periodic fire drills throughout the school year. These drills ensure that our students know what to do and where to go in the event of an actual fire. During fire drills students are expected to remain quiet, orderly and safe as they move from the building to an area designated by their teacher.

In addition to fire drills, CFB and all Millis Public Schools regularly conduct hold-in-place drills, lockdown drills and intruder drills. All Millis Public Schools staff are trained in responding to situations in which an intruder enters the building; this training is conducted in conjunction with the Millis Police Department and is reviewed periodically.

All Millis Public Schools conduct bus evacuation drills at least twice during the regular school year to ensure the safety of all students while riding school busses.

EXPECTATIONS FOR OUR STUDENTS

Expectations for Learning

At CFB, we strongly believe in providing our students with a well-rounded and developmentally appropriate educational experience that allows them to learn in an environment that is engaging and supportive to their academic and emotional needs. We all want school to be a place where students look forward to coming each day! We expect our students to arrive at school each day:

- on time (in class at or before 8:30 a.m.)
- prepared to start the day and ready to learn (materials, homework, etc. ready to go)
- ready to do their personal best (a willingness to work hard, ask good questions and take risks)

Clothing Guidelines

We encourage our students to take pride in their personal appearance and to consider school to be their “job”, as the job of learning is very important. Although there is no formal dress code, it is our firm hope that parents will ensure that children dress appropriately and seasonally according to the weather conditions. Because we believe that school is a place of learning, and that some manners of dress may interrupt this process, we request that parents and students please be aware of the following:

- Clothing that displays inappropriate language or pictures.
- To prevent playground injuries, ***please make sure that shoes/sandals have straps across the heels to hold them securely to the feet.***
- Hats and hoods will not be worn in the school building.
- Warm weather dress should be appropriate.
- Hats, coats, gloves/mittens, and boots are required for outdoor snow play during the winter months

Please be sure to put your child’s name on each article of outdoor clothing, lunch box, book bag and/or pocketbook to prevent loss. A *Lost and Found* box is located in the cafeteria; another *Lost and Found*

box is located at the Millis Department of Public Works for articles left on the bus. Usable, unclaimed articles will be donated to agencies in January and June.

School Wide Behavior Expectations

PBIS - CFB is participating in an important district initiative, called *Positive Behavior Intervention and Support* (PBIS).

What is Positive Behavior Support?

PBIS is a process for creating safer and more effective schools. It is a systems approach to enhancing the capacity of schools to educate all children by developing research-based, school-wide, and classroom behavior support systems. The process focuses on improving a school's ability to teach and support positive behavior for all students. Rather than a prescribed program, PBIS provides systems for schools to design, implement, and evaluate effective school-wide, classroom, non-classroom, and student specific plans. PBIS includes school-wide procedures and processes intended for all students and all staff in all settings. PBIS is not a program or a curriculum. It is a team-based process for systemic problem solving, planning, and evaluation. It is an approach to creating a safe and productive learning environment where teachers can teach and all students can learn.

What does PBIS look like at our school?

We have adopted a unified set of school wide and classroom rules that coincide with our Guiding Principles: ***Clyde F. Brown is a safe and respectful community working together to learn, grow, and become responsible citizens.*** These rules define our expectations for behavior in our school. You will see these rules posted throughout the school and your child will be learning them during his or her first days at school. Our unified school wide rules, found in every classroom and non-classroom setting in the school, are as follows:

Rule #1: TAKE CARE OF YOURSELF

Rule #2: TAKE CARE OF OTHERS

Rule #3: TAKE CARE OF THE ENVIRONMENT

Each school wide rule has specific behaviors linked to it; the rules apply to all common areas in the school community, including classrooms, hallways, bathrooms, cafeteria, playground and on school busses. Teachers use the "big 3" rules to create classroom-specific behavioral expectations, and students benefit from the consistency in rules across all settings at school.

As part of our PBIS process, all teachers and school support staff members use evidence-based practices to increase student learning and decrease classroom disruptions. To keep students on the rules in a positive manner, we do the following when teaching academics and behavior:

- Constantly teach and refer to our school-wide expectations.
- Provide students with more praise than correction
- Talk to students with respect using positive voice tone.
- Actively engage everyone in the class during instruction.
- Use pre-correcting, prompting, and redirecting as we teach.

- Look for the positive first and provide positive, immediate, frequent, and explicit feedback.

Positive Reinforcers

PBIS promotes positive reinforcement for “expected behaviors” – students earn bear paws for positive behaviors; when 10 bear paws are collected the student receives a “Clyde Brown Bear”, which is posted in the cafeteria for the entire school to admire. Grades levels that accrue a specific number of “Clyde Brown Bears” are eligible to receive a grade wide reward/ event to celebrate their success.

Behavioral Consequences

We also have a school-wide system of consequences:

Disruptive Rule Break #1= “*I Ask*” – student reminded of the rule

Disruptive Rule Break #2= “*I Tell*” – warning;

Disruptive Rule Break #3= “*I Act*” – classroom consequence provided by the teacher

SEVERE CLAUSE (Major Infractions): Immediate office referral; parent contacted

Dangerous, Destructive, or Disrespectful Behaviors

- Students are expected to respect the rights and feelings of others.
- Fighting and other forms of aggressive behavior will not be tolerated.
- Stealing or destroying another individual’s property will not be tolerated.
- Disrespectful behaviors toward any member of the school staff or other students will not be tolerated.
- Profanity (using bad language) or gesturing has no place in the school.
- Threatening the safety of others is prohibited.
- Students should not leave the school building or playground area during school hours without adult supervision.

Consequences for Dangerous, Destructive, or Disrespectful Behaviors

An Office Referral Form will be completed for each and every dangerous, destructive, and disrespectful infraction. Office Referral Forms are entered into our School Wide Information System database; parents are contacted when their child has received an ORF. Consequences for dangerous, destructive or disrespectful behavior will be determined by the offense, its frequency, the intent and the attitude of the student. Consequences may include, but are not limited to, the following:

- Verbal or written apology
- Missed recess
- Replace, repair, and/or pay for damages
- Depending on the severity of the infraction, the student may be removed from the situation and /or sent home
- In extreme circumstances (threatening others, physical/sexual assaults) police may be notified

These rules are guidelines since there is no way to list every specific type of misbehavior and its consequences. In each case involving discipline, every effort will be made to treat each incident separately and to take into account all the circumstances. These would include past history of misbehavior, the intent of the student, and the extent of his/her involvement. We believe that it is in

the best interest of all to communicate our school's standards and expectations.

Discipline of Students with Special Needs

According to the Individuals with Disabilities Education Act and Mass General Laws, a child with a disability may be suspended up to ten (10) days in any school year for violating school rules to the extent that such a removal would be applied to students without disabilities. Additional procedural safeguards apply prior to any suspension beyond ten (10) consecutive days or more than ten (10) cumulative days (if there is a pattern of suspension) in any school year. After a child with a disability has been removed for more than ten (10) school days in the same year the school must provide services during any subsequent days of removal.

School personnel may order change in the placement of a student with a disability to an interim alternative education setting for not more than forty-five (45) calendar days if a 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 or a school function. A hearing officer may also order a change in placement of a student with a disability to an interim alternative setting for not more than forty-five (45) days. If the removal of a student will constitute a change in the student's placement as defined by federal special education law, the student's IEP team shall meet to review the student's educational program and the misconduct

When suspension of students with disabilities exceed ten (10) consecutive school days or a pattern has developed for suspension exceeding ten (10) cumulative days it is considered a change in placement. If the school has not already conducted a functional behavioral assessment and implemented a behavioral intervention plan the school shall convene the IEP meeting to develop an assessment plan. After developing the plan, the school shall develop appropriate behavioral interventions and implement those interventions. If a child with a disability has a behavior plan the IEP team shall review the plan and determine if modifications are necessary.

If an action is contemplated regarding removal of a child with a disability from the child's current placement for more than ten (10) school days a review must be conducted between the child's disability and the behavior subject to disciplinary action. Parents will be notified and provided notice of parent and student rights.

In accordance with Massachusetts General Laws chapter 76, section 21, students who are suspended from school for 10 or fewer consecutive days, whether in or out of school, shall have an opportunity to make academic progress during the period of suspension, to make up assignments and earn credits missed including, but not limited to, homework, quizzes, exams, papers and projects missed. The responsibility for making such arrangements rests with the student. All work must be made up within the proportionate number of days suspended, i.e., two days suspension - two days for makeup.

Also, in accordance with Massachusetts General Laws chapter 76, section 21, students who are suspended for more than ten (10) consecutive days are entitled to receive educational services as outlined in the Millis Public Schools Educational Service Plan.

For more information on these procedures, contact the Millis Public Schools Department of Student Services

Discipline of Students with 504 Plans

Students with 504 Accommodation Plans have similar protections to those with IEPs. The 10-day suspension limit applies to students with 504 plans, as does the requirement to hold a manifestation determination before suspensions of more than 10 days or expulsions. Further, a 504 student whose offense involves drugs or alcohol and is currently using drugs or alcohol can be suspended or expelled like any other student and has no right to a manifestation determination.

Education During Suspension

In accordance with Massachusetts General Laws chapter 76, section 21, students who are suspended from school for 10 or fewer consecutive days, whether in or out of school, shall have an opportunity to make academic progress during the period of suspension, to make up assignments and earn credits missed including, but not limited to, homework, quizzes, exams, papers and projects missed. The responsibility for making such arrangements rests with the student. All work must be made up within the proportionate number of days suspended, i.e., two days suspension - two days for makeup.

Also, in accordance with Massachusetts General Laws chapter 76, section 21, students who are suspended for more than ten (10) consecutive days are entitled to receive educational services as outlined in the Millis Public Schools Educational Service Plan.

Suspension

- a. A pupil may be temporarily suspended by the principal for clear or repeated opposition to authority to observe reasonable regulations of the school. The following bad conduct will be cause for suspension, persistent truancy, opposition to authority, repetition of offenses after notice, harassment including sexual harassment, causing injury to another, habitual and determined neglect of duty, use of profane or obscene language, marring, defacing, destroying public property, disrupting the educational process, carrying real or play weapons or tools that could cause bodily harm; threatening the safety of others, and/or consumption of alcoholic beverages and use of illegal drugs.
- b. No suspension shall exceed five consecutive school days unless the Superintendent or his/her designee has granted prior approval of said action.
- c. In suspension cases the applicable procedure as noted below shall be used:
 1. A student shall be given a hearing prior to suspension and the reason for the suspension shall be discussed.
 2. Before suspending a pupil, the parent or guardian shall be notified by telephone that this is being done.
 3. If the parent or guardian cannot be reached by telephone, the student shall be kept in the principal's office until dismissal time.
 4. In all suspension cases where a parent or guardian cannot be reached by telephone, a follow-up letter shall be sent to the parent or guardian on the same day as the suspension, if possible. This letter shall make it clear to the parent or guardian that the pupil will not be reinstated until a satisfactory parent/student conference has been held. Furthermore, a copy of the notification will be sent to the Superintendent of Schools who may inform the School Committee. It is expected that the Guidance Department will exercise a supportive role in any conference involved in the suspension process.

5. A pupil shall have the opportunity to make up assignments and tests missed during a period of temporary suspension. All work must be made up within the proportionate number of days suspended, i.e. two days suspension – two days for make-up.
6. An in-house suspension may be used at the discretion of the building administrator.

SCHOOL BUS PROGRAM

School Bus Safety Policy

The Millis Public Schools provide school bus service on its school-leased buses. The district ensures that all vehicles are safe and properly maintained, and that drivers are carefully selected and trained according to the Commonwealth of Massachusetts' standards. It is the intent of the Millis School Committee and the administration to have the safest and most efficient pupil transportation system possible. Parents are responsible for supervision prior to the time their children board the bus in the morning and after the child leaves the bus at the conclusion of the school day. Children riding school buses are required to conduct themselves on the bus in a manner consistent with established standards of classroom behavior. Abuse of this privilege may result in a student's loss of bus transportation. Acceptable conduct on the school bus is developed through the cooperative efforts of parents, students, and school personnel.

In cases when a child does not conduct himself/herself properly on a school bus, the bus driver and/or Coordinator of Transportation shall bring such misconduct to the attention of the building principal through an Office Referral Form. The building principal will inform the parents of misconduct and request their cooperation in altering the child's behavior.

A child who becomes a serious disciplinary problem on a school bus may have his/her riding privileges suspended. Improper behavior endangers the life and safety of all who ride the bus as well as motorists and pedestrians.

In a case where a child's riding privilege is suspended, the parents and/or guardians involved will be responsible for transporting the child safely to and from school.

Administrative Procedure

School children being transported on school buses are under the direct supervision and control of the bus driver and are subject to discipline by the driver. Rules for students who ride school buses have been established to ensure safe transportation of all students in keeping with the School Bus Safety Policy of the Millis Public Schools.

Procedures which follow have been established by the school district and shall apply in cases when a bus driver believes an act of misconduct has created a safety hazard on his/her vehicle.

1. A warning will verbally be given to the student by the driver who will explicitly state that the student is being warned about his/her behavior.
2. If discipline violations continue after the verbal warning, the driver will write an Office Referral Form to the principal. The driver will note the violation and the fact that a verbal warning has been previously given to the student.
3. Upon receiving the Office Referral Form, the principal, or his/her designee, will hold a conference with the student regarding the violation(s) and will inform parents/guardians about the violation(s) and the action taken.
4. If discipline violations continue after the family has been notified of the first Office Referral Form, the driver will continue to monitor behavior on the bus using the Office Referral Forms; the principal or his/her designee, again will hold a conference with the student regarding the violation(s) and will contact the parent directly.
5. If a third Office Referral becomes necessary, it may result in suspension of busing privileges as determined by the building principal or his/her designee. Parents of the student will be notified if such action is necessary. The parent, the school bus driver, and the director of transportation will be sent a notice of the action taken.
6. Additional violation(s) of the Millis Public Schools Bus Safety Policy or lack of student cooperation in meeting responsibilities as stated in the Bus Transportation Regulations and Responsibilities section of this document may result in a student's long-term suspension from bus privileges.

Student's Responsibilities

- A. Be ready to board the bus on time.
- B. Wait until the bus is at a complete standstill before boarding
- C. Be seated quickly upon entering the bus: make room for others to sit. Do not stand or move from place to place during the trip.
- D. The use of loud, boisterous, or profane language or indecent conduct on a bus will not be tolerated.
- E. Teasing, scuffling, tripping, holding, hitting, or using hands, feet, or body in an objectionable manner is unacceptable bus behavior.
- F. Opening or closing bus windows or doors is not allowed except with the permission of the bus driver. Keep hands, arms, and feet inside the bus at all times.
- G. Cooperate in keeping the bus safe and sanitary. Eating on a bus is prohibited.
- H. Never experiment or tamper with the bus or any of its equipment. Intentional damage caused to seats or other interior parts of a school bus by a student must be reimbursed.
- I. Animals are not allowed on school buses.
- J. Be careful not to leave lunches, clothing, books, or other personal items on the school bus.
- K. Throwing anything out of school bus windows or doors is prohibited.
- L. Personal possessions are to be kept out of the aisle of the bus.
- M. Practice courtesy to fellow pupils, the bus driver and assist in looking after smaller children.
- N. Remain quiet when the bus is approaching a railroad crossing and until the bus has passed the railroad tracks.
- O. Obey the school bus driver. In case of emergency, remain on the bus unless otherwise instructed by the bus driver.

Upon leaving the school bus:

1. **BE CAREFUL**
2. Help look after the safety of smaller children

3. When necessary to cross the road after leaving the bus, cross at a safe distance in **FRONT OF THE BUS**. Look both ways to make certain no traffic is approaching.
4. Get off the bus at your designated stop. Students will be allowed to disembark **only** at their designated stop unless parents have made other arrangements with the school in writing. **Students are not allowed to go home on a different bus for an afternoon play date with a friend.**

Request to Change Bus

Children may ride to and from school only on the bus assigned to them at the beginning of the year. A request to change a child's bus assignment must be made in writing and sent to:

Director of Transportation, Office of the Superintendent, Millis, MA 02054

A regular bus student must bring a note to the teacher each time he/she is to be a "Walker or Parent Pick up." Without a note the child must go home on his/her regular bus. As cited previously, any changes to a student's regular dismissal schedule must be communicated in writing to the classroom teacher. **As teachers may not have the opportunity to check email prior to dismissal, we strongly discourage email communication for this intended purpose and would encourage families to send in a written note with the student at the start of the school day.**

SCHOOL HEALTH POLICIES

Smoking and Use of Tobacco Products

In accordance with state law, smoking and the use of tobacco products of any type shall be prohibited at all times on school property (buildings and grounds), at any school related events, and within any school owned/contracted/leased vehicles.

School Health Services

Millis Public Schools employ registered nurses who are responsible to serve the Millis Public Schools. During the school day the nurses administer first aid, provide assistance for injuries or illnesses that occur during school hours and manage chronic conditions that a child may have. They are responsible for compliance of state mandated school health regulations.

New Student Enrollment

All incoming students must complete online registration on the Millis Public Schools website.

Documentation required:

- Complete copy of student record from previous school (M.G.L. Chp 71, Section 37L)
- Copy of Birth Certificate
- Complete Immunization Record
- Current Physical Exam Report
- Completed Student Registration Form

Your student's registration is complete when all of the documentation above has been provided.

Emergency Information

At the beginning of each year, families are asked to complete the **Returning Student Registration** form online school personnel might contact in the event of illness or injury when a parent/caregiver cannot be reached at home, place of business, or cell phone. Families should notify the school promptly of any changes in the list of emergency contacts.

Illness at School

- A student must receive permission from his/her teacher to visit the nurse. Some elementary school students may be accompanied by a teacher or another student when going to the nurse.
- At the time of the visit, the student's name, time of arrival, reason for the visit, assessment of the problem and intervention is recorded.
- Parents/caregivers will be notified when there is a serious illness or injury, repeated visits to the Health Office during the school day for the same complaint, or frequent visits to the nurse.
- Parents/caregivers will be asked to pick up their child if their child's temperature is 100 degrees or above.
- In the event that a student requires immediate medical attention, 911 will be called, the parents/caregivers will be contacted if possible and the student will be sent to the Emergency Room (preference to the designated hospital as listed on the Emergency Information Form, if possible.)

Only those injuries or illnesses that occur in school, on the school bus going to or from school, or on school grounds during the school hours are the responsibility of the school personnel. The school nurse will not treat children injured outside of school hours. The treatment or the arrangement of treatment of home injuries, illnesses, rashes, etc., is the home's responsibility.

1. The school nurse cannot legally diagnose.
2. The school has the responsibility for immediate first aid care as well as notifying parents who, in turn, have the responsibility for transporting the student home or to a doctor at their expense. It is the responsibility of the parent to arrange for a taxi if this is the means of transportation of choice. Under no circumstances shall any school personnel call a taxi for a student.
3. The discretion of the school nurse will be used when the parents/caregivers cannot be reached for a reason that would require parental notification. If the child needs to be treated, a memorandum from the Health Office will be sent home.
4. Accidents are to be reported to the school nurse and to the principal. This includes any and all accidents. The teacher in charge of the class or activity in which the accident occurred must submit an accident report to the office before the end of the day. This report must include the assessment of the school nurse.

5. Treatment and after care of an injury or illness is the responsibility of the family and their family physician.
6. No student is dismissed without being accompanied by a responsible adult, or with parental permission. It should be made certain that a qualified person will be there when the injured or sick child arrives home.

Returning to School Following an Illness

- When a child has been absent from school for five days or more due to an illness, a note from the child's physician stating that s/he may return to school is required. The school must also have a physician note for any contagious or infectious disease regardless of the "5-day rule". Some examples are: measles, mumps, chicken pox, etc.
- If the student was not treated by a physician, the school nurse will consult with the school physician, if necessary, to determine a proper course of action. If it is determined that the student needs to be evaluated by a physician prior to returning to school, the parent will be notified and will be responsible for making an appointment with a physician.
- Do not send your child back to school if s/he has a temperature of 100 or above.
- Your child should be fever free for a full 24 hours before returning to school.
- If your child's physician prescribes an antibiotic for a contagious or infectious condition, such as strep throat or conjunctivitis, your child may not return to school until s/he has received a full 24 hour dosage of the prescribed antibiotic.

Participation in Physical Education Program

If a student is unable to participate in Physical Education/Health, the parent/caregiver must submit a note from the physician stating the reason for and the duration of the restriction.

1. All long-term medical restrictions from physical education must be renewed yearly.
2. Any fracture, sprain, etc., that requires a cast, crutches, ace bandage, sling or splint will automatically exclude a student until a physician's note is received. Instructions for outdoor recess should be included in the physician's note as well.

Administration of Medication

The school nurse cannot administer medication of any kind at a parent's /guardian's request unless we receive a written order from the physician and parental authorization form.

- Medications will be administered at school only under the following conditions:
- Acetaminophen (Tylenol) may be given by the school nurse with written and/or telephoned permission (one time only) of a parent.
- A written note from the doctor must accompany the medication requesting that the dose be administered at school. The order must also include the name of the medication, dose to be administered, time(s) for administration, any known allergies or side effects, and the reason for medication. The only exception to this policy is for prescription medication requiring administration for two weeks or less. Under these circumstances the pharmacy or manufacturer-labeled container may serve as the doctor's order if the school nurse has no

questions. Each time a prescription medication is changed or the dosage is adjusted, a new order must be written. Physician's orders may be brought in or faxed to the Health Office.

- State law (10SCMR210.00S) requires written authorization by the parent/guardian, which contains approval to have the school nurse administer the medication. A parental authorization form which is available in the Health Office must accompany all medications.
- All medication must be plainly labeled and brought to school in the original pharmacy or manufacturer-labeled container.
- When it is necessary for a child to take medication at school a parent/guardian or a responsible adult must bring the medication to school. The student should not bring medication to school. There is a safety factor to consider regarding bottle breakage or other children taking the medication. Please contact the school nurse if you require special arrangements.
 1. There shall be a new licensed prescriber's order for all medication at the beginning of each academic school year. A new licensed prescriber's order will also be required when there are any changes made in the type or dosage of medication.
 2. No student will be allowed to carry any medications (this includes inhalers) unless he/she has a physician's letter/order allowing them to carry them during the school day. All medications are to be brought to and kept in the Health Office.
 3. The school nurse will dispose of any medication left in the Health Office after the last day of school.

Physical Examinations

Massachusetts State Law requires that students have a physical examination at intervals throughout his/her school year. In Millis, these intervals are when entering Preschool or Kindergarten and again in Grades 3, 7, and 10. A yearly physical examination by a physician is required if a student participates in interscholastic sports. Parents may have examinations performed by a private physician.

Immunizations

All students must be immunized as required by the state law (Massachusetts Department of Public Health 10SCMR220.000) before visiting or being admitted to school. This requirement applies to all newly enrolled students, transfer students, visiting students, and exchange students. Parents should realize that a "booster" of tetanus toxoid should be given prior to entering the 7th grade.

Screenings

As required by the State of Massachusetts, students are screened for vision, hearing, height, weight, BMI, and postural deviations. Parents will be notified of any problems that are discovered during screening. In order for a child to be excluded from postural screening written verification from a physician stating that this exam has been done must be given to the Health Office.

Head Lice

Periodically, school health personnel examine the hair and the scalp of each student for the presence of head lice and nits. A student who has head lice and/or nits will be sent home with directions for treatment.

- A student may not return to school until seen by the school nurse who has determined that the possibility of further contagion has been addressed.
- If your child has been exposed to or treated for head lice, even on a weekend or during vacation, please inform the school nurse who will further evaluate the situation and will work with you to determine a treatment plan.

Suspected Head Injury/ Concussion Policy

Millis Public Schools have adopted a policy pertaining to injured students who are suspected to have sustained a head injury or concussion. A full copy of this policy is found on the Millis Public Schools website at: <http://www.millisps.org/cms/one.aspx?portalId=241658&pageId=7337110>

EDUCATIONAL PROGRAMMING

Student Support Services

The office of Student Support Services (SSS) provides a range of programming that is designed to support students with specific learning needs.

Special Education

A student may be evaluated through the Special Education Department in order to determine if the student has a disability that impacts learning. If the student is determined to have a disability and is in need of specialized instructional services, an Individualized Education Plan (IEP) may be developed to provide the student with specific educational programming. Please contact the principal for more information about the Special Education referral process.

504 Plans

A student who has a disability but who is not in need of specialized instruction may have a 504 plan developed, which outlines specific accommodations or modifications to the student's educational program. Please contact the assistant principal/school counselor for more information about the development of 504 plans.

Social/Emotional Learning

Open Circle

The Clyde Brown School is thoroughly committed to the principles and practices of the social competency program developed by the Stone Center of Wellesley College called “Open Circle”. Teachers typically meet with their classes twice a week to review classroom issues or lessons from the Open Circle curriculum. Elements of our district bullying protocol are included instructionally within the Open Circle curriculum, thereby providing students with strategies in addressing bullying through a social education context.

Preschool Program

The Millis Integrated Preschool is an inclusive program that serves both children with special needs and typically developing children. Children must be three by August 31 to qualify for registration in that school year.

The application can be obtained on our website in early spring or contact the main office if you do not have internet access. A lottery will be held if necessary.

Kindergarten

Millis Public Schools offers families both a tuition-based full-day Kindergarten program, as well as a no cost half-day Kindergarten program. Both the full-day and half-day Kindergarten programs utilize the *Tools of the Mind* curriculum, thereby providing all Kindergarten students with a holistic approach to literacy, mathematics and social-emotional development.

Kindergarten Registration

Kindergarten registration occurs in early spring online. A copy of your student’s birth certificate and record of immunizations are needed. There is a *Kindergarten Questions and Answers Document* outlining the procedures and practices of the program.

Kindergarten Screening

By state law, all students entering public school must be initially screened to determine if specific educational services might be needed.

Entrance Age - Kindergarten

Students enrolling in Kindergarten must be five years old on or before August 31st of the school year they are applying for. A copy of this policy is found on the Millis Public Schools website at:

http://www.millisps.org/information/school_committee/district_policy_book/policy_5_1_1-entrance_age_kindergarten/

Entrance Age - First Grade

Students enrolling in grade one must be six years old on or before August 31st of the school year they are applying for. A copy of this policy is found on the Millis Public Schools website at: http://www.millisps.org/information/school_committee/district_policy_book/policy_5_1_2-entrance_age_first_grade/

Spanish Immersion

The Clyde Brown Elementary School offers a Spanish Immersion Program for children from Grades 1-5. There is one Immersion class per grade that provides children with the opportunity to learn academics while also learning the Spanish language. Spanish is utilized as a tool for learning academic content. Beginning in grades three and four, students are instructed in English for reading and writing. Parents are required to apply through a lottery process for the Spanish Immersion Program during the child's kindergarten year. Students who participated in the lottery who were not selected for the Spanish Immersion Program in Kindergarten are placed on a waitlist for slots that may open up during the school year due to attrition.

Lottery Procedure

For Spanish Immersion and Preschool a lottery may need to be held in a transparent manner. The principal determines the number of available slots for each program prior to the lottery date. Parents must fill out and return an application for each of these programs prior to the lottery deadline. An ordered wait list will be established for any possible future openings due to attrition. Timely written notification of the lottery results will be given to families.

FLES (Foreign Language in Elementary School)

Students in non-Spanish Immersion classrooms have the opportunity to learn Spanish as part of school programming through FLES. Beginning in Kindergarten and extending through Grade 5, students participate in weekly Spanish lessons that provide foundational language instruction in vocabulary, usage, and speaking/writing; this elementary programming prepares students for further study in Spanish at the middle school level.

Unified Arts Programming

Instructional Media and Technology

Technology is used by students and teachers to personalize and support learning. K-5 Students are provided with their own device, either a Chromebook or an iPad, which they use to access curriculum-based digital tools and resources and to demonstrate their understanding.

Classrooms are equipped with interactive whiteboards, smart projectors and wireless network access. The STEAM lab houses a 3D printer, several sets of codable robots, virtual-reality headsets and circuitry/construction kits.

K-4 Teachers co-teach a Digital Literacy curriculum with the Technology Integration Specialist. This curriculum encompasses the Google Suite of Tools (Docs, Slides, Sheets and Sites,) Digital Citizenship topics (Online Safety & Etiquette, Digital Footprint, Media Balance and Cyberbullying) and Coding

Many of the Digital Tools used at CFB are on our [Digital Learning Website](#).

We ask that families review the Millis Public Schools Acceptable Use Policy with your students. It can be found on the Millis Public Schools website at:

<http://www.millisps.org/cms/one.aspx?portalId=241658&pageId=7334213>

School Library Media Center

Literacy and learning is enhanced at CFB through our school Learning Commons. Our two designated Learning Commons are operated by a full-time paraprofessional and parent volunteers under the supervision of the district media specialist. The Learning Commons also function as a place for integrated learning to occur as teachers bring students to the learning commons for multimedia learning experiences.

STEAM Lab

CFB embraces Science, Technology, Engineering, Arts, and Mathematics (STEAM) integration through an active, problem solving approach that further develops 21st Century skills and thinking in our students. Students, as part of the Unified Arts curriculum, have the opportunity to engage in both “tinker” activities (which use common, everyday items and materials) to create working models while they plan and think through problem solving, as well as “maker” activities (which use technology-based materials to teach specific skills that students apply in new ways) as part of Instructional Media programming. Done both collaboratively and independently, instruction in the STEAM Lab richly complements content learning across the curriculum.

Art

Art instruction is designed to offer students sensory experiences using a variety of media that expand creativity and expression. The elementary visual arts curriculum helps students understand how media, technique and process are used to create works of art; how artworks are structured; how art has a variety of functions; how to identify, analyze and select subject matter, symbols and ideas for personal/cultural expression; how historical and cultural contexts provide meaning for works of art, and how to assess the merits of their own artwork and the artwork of others.

Music Programming

All CFB students in grades K through 5 receive choral music instruction. In Grade 3, instrumental music instruction is introduced as students learn to read music and play the recorder. Beginning in Grade 4 and 5, children may take lessons in one of the band instruments and become a member of the elementary band. Each year, students take part in concerts as part of a performing group.

Physical Education and Health

At CFB, we want all students to develop an understanding of the importance of lifelong fitness and making healthy life choices at a young age in an attempt to impact positive self awareness and lifestyle choices. Physical education instruction is designed to teach students important life health skills through

instruction in locomotor, non-locomotor, and manipulative skills, team-building, social interaction skills, and cognitive concepts linked to fitness and wellness development. Elements of collaboration, teamwork and social skills appropriate to each grade/developmental level form the basis of peer assisted learning that promotes tolerance, resilience and leading an enjoyable, healthy and active lifestyle.

Project Based Learning

Project Based Learning (PBL) blocks are incorporated within the general curriculum. Co-taught by Unified Arts staff and classroom teachers, PBL blocks offer students an opportunity to learn more deeply across disciplines as classroom concepts in Social Studies, Science, Literacy or Math are further expanded through projects that connect core learning to 21st Century learning and thinking as students use technology, the arts and engineering thinking to think creatively as they seek to solve problems.

Academic Intervention Blocks

CFB promotes differentiated instruction for all students. Whether students need further challenge, skill review, or more intensive learning support, these academic needs are addressed during our academic intervention blocks. Skills benchmark testing in Reading and Math occurs in the fall, winter and spring; these data, in addition to learning data collected from the classroom, help staff determine the learning needs of each student which are then further differentiated during the intervention block time.

Reading Support

In addition to classroom support, qualifying CFB students receive further Reading instruction in small groups both in and outside of the regular classroom. The Reading Support Staff are certified to provide this instruction. Additional reading support is determined through student skill assessment, and occurs for students who need further challenge, skill review, or more intensive learning support. Families are notified when students are directly involved in this program.

Mathematics Support

The Clyde Brown School offers supplementary support services in Math through Title I, which is a federally funded program. Students receive small group instruction in and out of the classroom by Title I staff under the direction of the Math Specialist and the Math Support staff. Additional Math support is determined through student skill assessment, and occurs for students who need further challenge, skill review, or more intensive learning support. Families are notified when students are directly involved in this program

Curriculum Enhancement and Enrichment

The Millis Home and School Association (HSA) supports learning at CFB by providing curriculum enhancement and enrichment programming for all grade levels. A variety of content-based enrichment is offered throughout the year; prior activities have included choral groups, art enrichment, author visits, poet-in-residence programs, and period costumed presenters who enhance classroom learning experiences.

Field Trips

Millis Home and School Association (HSA) sponsors transportation for field trips throughout the year for all grade levels.

Technology Enhancement

HSA generously supports academic programming in many ways, including the enhancement of instruction through technology. Fundraising efforts have provided teachers and their students with: Smart Boards, iPads, Chromebooks, and apps that support web-based learning.

Homework Policy

Homework is assigned to students in grades Kindergarten through Grade 5 at CFB. Part of homework each night should be 20 minutes of reading for pleasure - this promotes greater reading fluency, builds vocabulary, and encourages greater expansion of background knowledge necessary for building strong comprehension skills. We encourage families to share reading as an evening activity by reading to their children, or by having children read to family members. Please review the Millis Public School Homework Policy found on the Millis Public Schools website at:

<http://www.millisps.org/cms/one.aspx?portalId=241658&pageId=7333136>

Photographing or Videotaping Students

In the interest of promoting the programming at CFB, local newspapers are contacted to cover these events through articles and photographs. Students are sometimes videotaped for the local cable channel or TV station, and there may be times when student pictures or work samples may be displayed on our website or other electronic media (e.g. - Twitter, Facebook, email blast list serves, etc.) or in our district/school newsletters. *****Should you wish to have no photos, videos, or work samples of your child appear in any newspaper, video, TV show, newsletter or on the website or other electronic media, please send a letter to the principal indicating this preference.*** If you allow your child to have his/her picture/video taken or work sample displayed then no letter is necessary.

Standards Based Report Cards, Progress Reports and Parent Conferences

Standards Based Report Cards - CFB reports student progress in a trimester format – in November, in March, and in June (last day of school). The report card used is standards based, which means that reporting is communicated out by student skill growth in proficiency towards many different clearly described standards in each subject area (rather than providing one overall grade for the entire subject area).

Parent Conferences are a time for parents/guardians and teachers to meet face-to-face to discuss student learning progress made during the school year. Towards the end of the first trimester in November, CFB holds parent conferences on two afternoons; additionally, an evening conference time is provided for parents/guardians as well.

Progress reports for students who have specific educational goals, as indicated in an IEP, will be issued at least as often as report cards for general education students. Additionally, Progress Reports can be issued at any time to indicate improvement, lack of progress, or changes in attitude, effort, and achievement.

Parents may request conferences at any time during the school year by contacting the school office at (508) 376-7003.

Other Programs and Family Partnerships

Millis Extended Day Program

The Millis Extended Day Program is a self-supporting, non-profit public school program for students in Kindergarten through Grade 6. Extended Day offers three programs at the Clyde F. Brown School: *Before School* (7:00 – 8:30 AM), *Kindergarten*, which wraps around the half-day Kindergarten time (12:00 – 2:50 PM), and *After School* (2:50 – 6:00 PM). Childcare is also available, for enrolled students only, on professional development, low attendance, and vacation days during the school year. All instructors are certified in elementary education or by the Massachusetts Department of Early Education and Care. For further information on tuition rates or enrollment, please contact the director at 508-376-8042.

Opportunities for Family Engagement

Open House

Open House, held early in the school year, provides an opportunity for parents/caregivers to meet school staff and to visit classrooms to learn more about educational programming.

Curriculum Evenings

Curriculum Evenings are a time for students and their families to visit the school and celebrate learning in literacy and/or mathematics. Typically these events are held as a grade level experience so that students have the opportunity to share learning with their families.

School Council

The CFB School Council is comprised of teachers, parents, community members and the principal, and serves as an advisory board to the principal in making recommendations for curriculum and school programming, budget, welfare and safety, and school policy. Meetings are held monthly and are subject to the Open Meeting Law.

Special Education Parent Advisory Council

This district-wide organization is dedicated to supporting a proactive school environment where children with disabilities have equal access to educational opportunities and all children are encouraged to reach their full potential. SEPAC serves as a resource and forum for parents/guardians to share information and discuss matters of common interest and concern. Meetings are open to all.

Millis Home and School Association (HSA)

The Millis Home and School Association is committed to providing students and teachers at CFB with optimal opportunities to enhance and enrich classroom learning. Each family of a CFB student is automatically a member of HSA, and families are encouraged to participate fully in the total educational experience at CFB by partnering with the school through volunteering for the many events offered through this organization each year. Meetings are held monthly, and all parents and caregivers are invited to attend. For more information about Millis HSA, please contact the main office at (508) 376-7003.

DISTRICT POLICIES

Nondiscrimination Policy

The Millis Public Schools has the responsibility to overcome, insofar as possible, any barriers that prevent children from achieving their potential regardless of race, color, religion, sex, national origin, age, disability or sexual orientation, gender identity, or homelessness. The public school system will do its part. It is committed to equal opportunity for all individuals and creating a safe school environment that allows all students equal access and opportunities to all of the District's programs and activities, including academic programs, educational supports, services, and enrichment activities.

It is the policy of the Millis Public Schools to maintain a learning and working environment that is free from harassment, violence or discrimination based on actual or perceived race, color, creed, religion, national origin, sex/gender, disability, sexual orientation, gender identity or age (collectively known as the "actual or perceived protected class status").

*The complete Millis Public Schools Nondiscrimination Policy may be found in the School Committee Policy Book and district website (School Committee policy #1.16) The entire online version of the Millis Public Schools School Committee District Policy Book can be found on the Millis Public Schools website at:
http://www.millisps.org/information/school_committee/district_policy_book/

NONDISCRIMINATION / ANTI-HARASSMENT PROCEDURES INVESTIGATION PROCESS

Any individual who believes he or she has been harassed, or who has witnessed or learned about the harassment of another person in the school environment, should inform the School Principal or appropriate discrimination/harassment complaint official as soon as possible. If the principal/official does not address the problem in an effective manner, the individual should inform the appropriate discrimination/ harassment complaint official.

The discrimination/harassment complaint officials for the Millis Public Schools are:

Section 504 / Americans with Disabilities Act (ADA):

Millis High School Principal, Mark Awdycki, 245 Plain St. Millis MA mawdycki@millisps.org,
(508)376-7010

Millis Middle School Principal, Christopher Glynn, 245 Plain St. Millis MA, cglynn@millisps.org,
(508)376-7014

Clyde Brown Elementary Principal, Tanna Jango, 7 Park Road, Millis MA, tjango@millisps.org
(508)376-7003

Titles VI, VII, IX, Chapter 622, Section 504/ADA and Age Discrimination
Director of Student Services, Nealy Urquhart, 7 Park Road, Millis MA, (508)376-7021

CHAPTER 76: SECTION 5. PLACE OF ATTENDANCE VIOLATION; DISCRIMINATION

Section 5. Every person shall have a right to attend the public schools of the town where he/she actually resides, subject to the following section. No school committee is required to enroll a person who does not actually reside in the town unless said enrollment is authorized by law or by the school committee. Any person who violates or assists in the violation of this provision may be required to remit in full restitution to the town of the improperly attended public schools. No person shall be excluded from or discriminated against in admission to a public school of any town, or in obtaining the advantages, privileges, and courses of study of such public school on account of race, color, sex, religion, national origin or sexual orientation.

The entire online version of the Millis Public Schools School Committee District Policy Book can be found on the Millis Public Schools website at:

http://www.millisps.org/information/school_committee/district_policy_book/

CR10B

BULLYING PREVENTION PLAN

The Millis Bullying Prevention and Intervention Plan is a comprehensive approach to addressing bullying and cyber-bullying. The Millis Public School District is committed to working with students, staff, families, law enforcement agencies, and the community to create a culture that is respectful to all and to prevent issues of bullying. We take a pro-active approach through Peer Leadership programs and many other initiatives to create a culture that respects and values all. This plan was developed by Millis' Bullying Prevention Committee to clearly define the manner in which the Millis Public School will develop and implement the Bullying Prevention and Intervention Plan to ensure the emotional and physical safety of our students. Members of the team include the Millis School District Administration and the members of the Millis School District Faculty. We are soliciting public comment through Millis School Councils and broadly through our website and list serves. In the future, parents will access our plan/curriculum through our website, www.millisps.org. In addition, parents will be made aware of the plan at Open Houses, Back-to-School Nights, and through newsletters, listservs, etc.

The Millis Public Schools Bullying Prevention and Intervention Plan is our system's blueprint for enhancing capacity to prevent and respond to issues of bullying within the context of other healthy school climate initiatives. School leaders, with input from families, students and staff, will assess the adequacy of current programs; review current policies and procedures; review available data on bullying and behavioral incidents; and assess available resources including curricula, training programs, and behavioral health services.

During the 2016-2017 school year, and every two years going forward, our schools will have utilized surveys to obtain input from students, staff, parents and guardians on school climate and school safety issues through the MetroWest Adolescent Health Survey. Data from each school is collected and analyzed on the prevalence and characteristics of bullying (e.g., focusing on identifying vulnerable populations and "hot spots" in school buildings, on school grounds, or on school buses). This information helps to identify patterns of behaviors and areas of concern, and informs decision-making for prevention strategies including, but not limited to, adult supervision, professional development, age-appropriate curricula, in-school support services and outreach to families.

Planning and oversight

The Millis Public Schools Bullying Prevention and Intervention Plan has identified that the building principal (or his/her designee) as the individual who is responsible for receiving all reports on bullying. The building principal (or his/her designee) is responsible for collecting and analyzing building data on bullying to assess the present climate. This same individual is also responsible for creating a process for recording and tracking incident reports, and for accessing information related to targets and aggressors. The Millis Public Schools' Professional Development Committee, under the supervision of the Director of Curriculum, as well as building principals are responsible for planning for the ongoing professional development that is required by the law. The building principal (or his/her designee) is responsible for planning supports that respond to the needs of targets and aggressors as well as for choosing and implementing the curricula that the school or district will use to instruct students about issues of bullying and cyber bullying. Each building principal (or his/her designee) is responsible for implementing the Millis Public Schools Bullying Prevention and Intervention Plan; for amending student and staff handbooks and codes of conduct; leading parent or family engagement efforts and drafting parent information materials; and reviewing and updating these materials each year, or more frequently if necessary.

The Superintendent (or her/his designee) is responsible for developing new or revising current policies and protocols under the Millis Public Schools Bullying Prevention and Intervention Plan, including an Internet safety policy, and for designating key staff to be in charge of reviewing and updating these policies. The School Committee is responsible for the approval of any new policy. The School Committee updated our policy in June of 2016 to adhere to new laws and regulations.

The Millis Public Schools' Priority Statement:

The Millis Public Schools Bullying Prevention and Intervention Plan is a comprehensive approach to addressing bullying and cyber-bullying, and each school in the district is committed to working with students, staff, families, law enforcement agencies, and the community to prevent issues of violence. In consultation with these constituencies, we have established this Plan for creating respectful cultures and for preventing, intervening, and responding to incidents of bullying, cyber-bullying, and retaliation. The building principal is responsible for the implementation and oversight of the Plan. Each school in the

district expects that all members of the school community will treat each other in a civil manner and with respect for differences.

DEFINITIONS

Perpetrator is a student or staff member who engages in bullying, cyber-bullying, or retaliation.

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

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

Cyber bullying is bullying through the use of technology or electronic devices such as telephones, cell phones, computers, and the Internet. It includes, but is not limited to, email, instant messages, text messages, and Internet postings. See M.G.L. c. 71, § 37O for the legal definition of cyber bullying.

Hostile environment, as defined in M.G.L. c. 71, § 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 student who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying.

Staff includes, but is not limited to, educators, administrators, counselors, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to extracurricular activities, support staff, or paraprofessionals.

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

Collaboration with Families

Advice for Parents and Adults About How To Deal With Bullying

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

- causes physical or emotional harm to the target or damage to the target's property;
- places the target in reasonable fear of harm to himself or herself or of damage to his or her property;

- creates a hostile environment at school for the target;
- infringes on the rights of the target at school; or
- materially and substantially disrupts the education process or the orderly operation of a school.

Cyber bullying is bullying through the use of technology or electronic devices such as telephones, cell phones, computers, and the Internet. It includes, but is not limited to, email, instant messages, text messages, and Internet postings. See M.G.L. c. 71, § 37O for the legal definition of cyber bullying.

Kids who are bullied are more likely to

- Do poorly in school
- Have low self-esteem
- Be depressed
- Turn to violent behavior to protect themselves or get revenge on their bullies

Kids who bully are more likely to

- Do poorly in school
- Smoke and drink alcohol
- Commit crimes in the future

Parents can play a central role to preventing bullying and stopping it when it happens. Here are a few things you can do.

- Teach kids to solve problems without using violence and praise them when they do.
- Give children positive feedback when they behave well to help them build self-esteem. Help give them the self-confidence to stand up for what they believe in.
- Ask your children about their day and listen to them talk about school, social events, their classmates, and any problems they have.
- Take bullying seriously. Many kids are embarrassed to say they have been bullied. You may only have one chance to step in and help.
- If you see any bullying, stop it right away, even if your child is the one doing the bullying.
- Encourage your child to help others who need it.
- Don't bully your children or bully others in front of them. Many times kids who are bullied at home react by bullying other kids. If your children see you hit, ridicule, or gossip about someone else, they are also more likely to do so themselves.
- Support the bully prevention program in your child's school.

When Your Child Is Bullied

Many kids are embarrassed to be bullied and may not tell their parents or another adult right away. If your child comes to you and asks for help with a bully, take it seriously. Many times, if kids aren't taken seriously the first time they ask for help, they don't ask again. Even if your child doesn't turn to you for help, you can watch for these warning signs that he or she is being bullied. Kids who are bullied often experience

- Withdrawal
- A loss of friends
- A drop in grades
- A loss of interest in activities he or she previously enjoyed
- Torn clothing
- Bruises
- A need for extra money or supplies
- Child does not want to ride bus, wants to be driven to school

If you think your child is being bullied or if your child has told you that he or she is being bullied, you can help. Parents are often the best resource to build a child's self-confidence and teach him or her how to best solve problems. Here are a few ways you can help:

- Talk to your child's teacher about it instead of confronting the bully's parents. If the teacher doesn't act to stop the bullying, talk to the principal.
- Teach your child nonviolent ways to deal with bullies, like walking away, playing with friends, or talking it out.
- Help your child act with self-confidence. With him or her, practice walking upright, looking people in the eye, and speaking clearly.
- Don't encourage your child to fight. This could lead to him or her getting hurt, getting in trouble, and beginning more serious problems with the bully.
- Involve your child in activities outside of school. This way he or she can make friends in a different social circle.
-

Some children seem to be bullied all the time, while others rarely get picked on. Why do some kids seem to attract all of the bullies? Kids who are bullied often:

- Are different from other kids, whether by size, race, sexually, or have different interests
- Seem weak, either physically or emotionally
- Are insecure
- Want approval
- Won't tell on their bullies

Through various ways, the staff of the Millis Public Schools will support students who may be more vulnerable to being targets of bullying and provide them with the skills and strategies they need to prevent or respond to bullying.

Parents or guardians seeking assistance or wishing to file a claim/concern may access the Massachusetts Department of Education's problem resolution system at atcompliance@doe.mass.edu.

For more information please see <http://www.doe.mass.edu/pqa/prs/>

When Your Child Is a Bully

It's hard for any parent to believe that their child is a bully, but sometimes it happens. But just because your child bullies doesn't mean that he or she will bully forever. Parents are one of the best resources to help their child stop bullying and start interacting positively with their classmates.

Your child may bully if, he or she

- Lacks empathy and doesn't sympathize with others
- Values aggression
- Likes to be in charge
- Is an arrogant winner and a sore loser
- Often fights often with brothers and sisters
- Is impulsive

What you can do to stop your child from bullying

- Take it seriously. Don't treat bullying as a passing phase. Even if you're not worried about long-lasting effects on your child, another child is being hurt.

- Talk to your child to find out why he or she is bullying. Often, children bully when they feel sad, angry, lonely, or insecure and many times major changes at home or school may bring on these feelings.
- Help build empathy for others and talk to your child about how it feels to be bullied.
- Ask a teacher or a school counselor if your child is facing any problems at school, such as if your child is struggling with a particular subject or has difficulty making friends. Ask them for advice on how you and your child can work through the problem.
- Ask yourself if someone at home is bullying your child. Often, kids who bully are bullied themselves by a parent, family member, or another adult.

TRAINING AND PROFESSIONAL DEVELOPMENT

The Millis Public Schools ongoing professional development plans reflect the requirements under M.G.L. c. 71, § 37O and provide annual professional development for all staff, including but not limited to, educators, administrators, counselors, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to extracurricular activities, and paraprofessionals.

Annual staff training on the Plan:

Annual training for all school staff on the Millis Public Schools Bullying Prevention and Intervention Plan includes staff responsibilities under the Plan, an overview of the steps that the principal or designee will follow upon receipt of a report of bullying or retaliation, and an overview of the bullying prevention curricula to be offered at all grades throughout the school building. Staff members hired after the start of the school year are required to participate in school-based training during the school year in which they are hired, unless they can demonstrate participation in an acceptable and comparable program within the last two years.

Ongoing professional development:

The goal of professional development is to establish a common understanding of tools necessary for staff to create a school climate that promotes safety, civil communication, and respect for differences. Professional development will build the skills of staff members to prevent, identify, and respond to bullying. As required by M.G.L. c. 71, § 37O, the content of school-wide and professional development will be informed by research and will include information on:

- developmentally (or age-) appropriate strategies to prevent bullying;
- developmentally (or age-) appropriate strategies for immediate, effective interventions to stop bullying incidents;
- information regarding the complex interaction and power differential that can take place between and among an aggressor, target, and witnesses to the bullying;
- research findings on bullying, including information about specific categories of students who have been shown to be particularly at risk for bullying in the school environment;
- information on the incidence and nature of cyber bullying; and
- Internet safety issues as they relate to cyber bullying.
- Professional development will also address ways to prevent and respond to bullying or retaliation for students with disabilities that must be considered when developing students' Individualized Education Programs (IEPs). This will include a particular focus on the needs of students with autism or students whose disability affects social skills development.
- Additional areas identified by the school or district for professional development include:
- promoting and modeling the use of respectful language;
- fostering an understanding of and respect for diversity and difference;

- building relationships and communicating with families;
- constructively managing classroom behaviors;
- using positive behavioral intervention strategies;
- applying constructive disciplinary practices;
- teaching students skills including positive communication, anger management, and empathy for others;
- engaging students in school or classroom planning and decision-making; and
- maintaining a safe and caring classroom for all students.

Written notice to staff:

Each school provides all staff with an annual written notice of the Millis Public Schools Bullying Prevention and Intervention Plan by publishing information about it, including sections related to staff responsibilities, in the mandated training.

ACCESS TO RESOURCES AND SERVICES

A key aspect of promoting positive school climates is ensuring that the underlying emotional needs of all students are addressed. These students include targets, aggressors or bystanders of bullying or cyber bullying. Schools will also address the emotional needs of these students' families. The Millis Public Schools Bullying Prevention and Intervention Plan includes strategies for providing supports and services necessary to meet these needs. In order to enhance the schools' capacity to prevent, intervene early, and respond effectively to bullying, available services reflect an understanding of the dynamics of bullying and provide approaches to address the needs of targets, aggressors and bystanders. The schools provide counseling or referral to appropriate services for students who are aggressors, targets, and family members of those students.

Identifying resources:

School counselors, together with building administrators, will work to identify the school's capacity to provide counseling, case management and other services for these students (targets, aggressors, bystanders) and their families. Schools will conduct an annual review of staffing and programs that support the creation of positive school environments, focusing on early interventions and intensive services, and develop recommendations and action steps to fill resource and service gaps. The Millis Public Schools work in collaboration with local and state agencies to adopt evidenced-based curricula and to provide additional preventative services to students, parents and guardians, and faculty and staff.

Counseling and other services:

Guidance counselors, nurses, school adjustment counselors and special educators provide a variety of skill-based services to students within the educational setting that include on-going emotional support, risk assessment, crisis intervention, and help with community based counseling referrals when appropriate. School counselors meet with parents and teachers as needed to help address students' academic, emotional and behavioral concerns as collaboratively as possible. School counselors work with administrators to provide linguistically appropriate resources to identified families. School counselors maintain up-to-date information on community based mental health referrals as well as Community Service Agencies (CSAs) within the local vicinity, providing services to Medicaid eligible students. Guidance counselors, adjustment counselors and intensive special needs educators work collaboratively to develop behavior plans and social thinking groups for students with social skill weaknesses. In addition, school counselors and special education professionals work together to educate and support parents,

conduct parent workshops and apprise parents of outside resources to enhance parenting skills and provide for the needs of children.

The Millis Administrative Team is committed to a proactive approach to preventing bullying through establishing an accepting, respectful and caring culture and building student leadership capacity in our school district. Clearly, this is the key component to reduce bullying in our schools. We are very proud of the positive contributions of staff members and the accomplishments of each school. Some of these include: numerous high school academic awards, a community-wide drama program, team sportsmanship recognition by the state and individual sports awards, a thriving Spanish Immersion program, and a nationally recognized anti-bullying program in the middle school. These programs were highlighted because they promote a high level of school spirit, student engagement, and more importantly the building of positive relationships with our students that must be maintained to promote a healthy school culture.

Below is a list highlighting activities offered at various schools that, put all together, create a seamless and comprehensive approach to building a healthy and respectful culture:

- One-on-one and small group counseling
- Case management services
- Crisis intervention
- Social Competency Program (Open Circle)
- Facilitating classroom meetings to resolve problems
- School counseling curriculum on issues of respect, sexual harassment and student success skills
- Leadership Group
- DARE
- High School Mentor Program
- Save one Student Program
- Social skills groups
- Study skills/time management groups
- Parent-teacher conferences
- Parent workshops (online internet safety night for parents)
- Transition planning
- Parent guidance
- Behavioral plan development
- Classroom observations
- Peer Tutoring Program
- CAP (Credit Achievement Program/Drop-Out Prevention)
- Grade Level Team Meetings
- STAT(Student Teacher Assistance Team)
- CST (Child Study Team) Meetings
- Al's Pals to Open Circle

ACADEMIC AND NON-ACADEMIC ACTIVITIES

The Millis Public Schools will provide age-appropriate instruction on bullying prevention in each grade that is incorporated into the schools' evidence-based curricula. Effective instruction includes classroom approaches, whole-school initiatives, and focused strategies for bullying prevention and social skills development.

Specific bullying prevention approaches:

- Bullying prevention curricula is informed by current research, which, among other things, emphasizes the following approaches:
- using scripts and role plays to develop skills;
- empowering students to take action by knowing what to do when they witness other students engaged in acts of bullying or retaliation, including seeking adult assistance;
- helping students understand the dynamics of bullying and cyberbullying, including the underlying power imbalance;
- emphasizing cyber-safety, including safe and appropriate use of electronic communication technologies;
- enhancing students' skills for engaging in healthy relationships and respectful communications;
- engaging students in a safe, supportive school environment that is respectful of diversity and difference; and
- providing parents and guardians with information regarding the schools' bullying prevention curricula
- Initiatives will also teach students about the student-related sections of the Millis Public Schools Bullying Prevention and Intervention Plan through school assemblies and/or small group meetings at the beginning of each school year.

Policies and Procedures for Reporting

This process applies to only situations where bullying is alleged. Disciplinary incidents will be reported using the school disciplinary action process.

Step One: Complete Incident Report Form

If a staff member or other adult witnesses or reports incident:

- Staff member completes incident report and gives to the building Principal
- **If a student reports incident to staff member:**
- Acknowledge student's feelings
- Determine if there are safety issues that must be addressed immediately
- Staff member completes incident report and gives to the building Principal

Step Two: Conduct Investigation

Interview Target of bullying:

- Interview the target first, then the alleged aggressor
- Target and alleged aggressor should be separated
- Do not ask to see target in the alleged aggressor's presence
- Encourage target to report any additional incidents with the alleged aggressor

Interview the student accused of bullying:

- Identify the problem
- Focus more on the alleged aggressor's behavior, protecting the target's confidentiality
- In case of denial or if further information is needed, interview witnesses.
- Document the witness account

- Make the alleged aggressor aware of consequences of retaliation against target and reporter

Contact parent of target and alleged aggressor

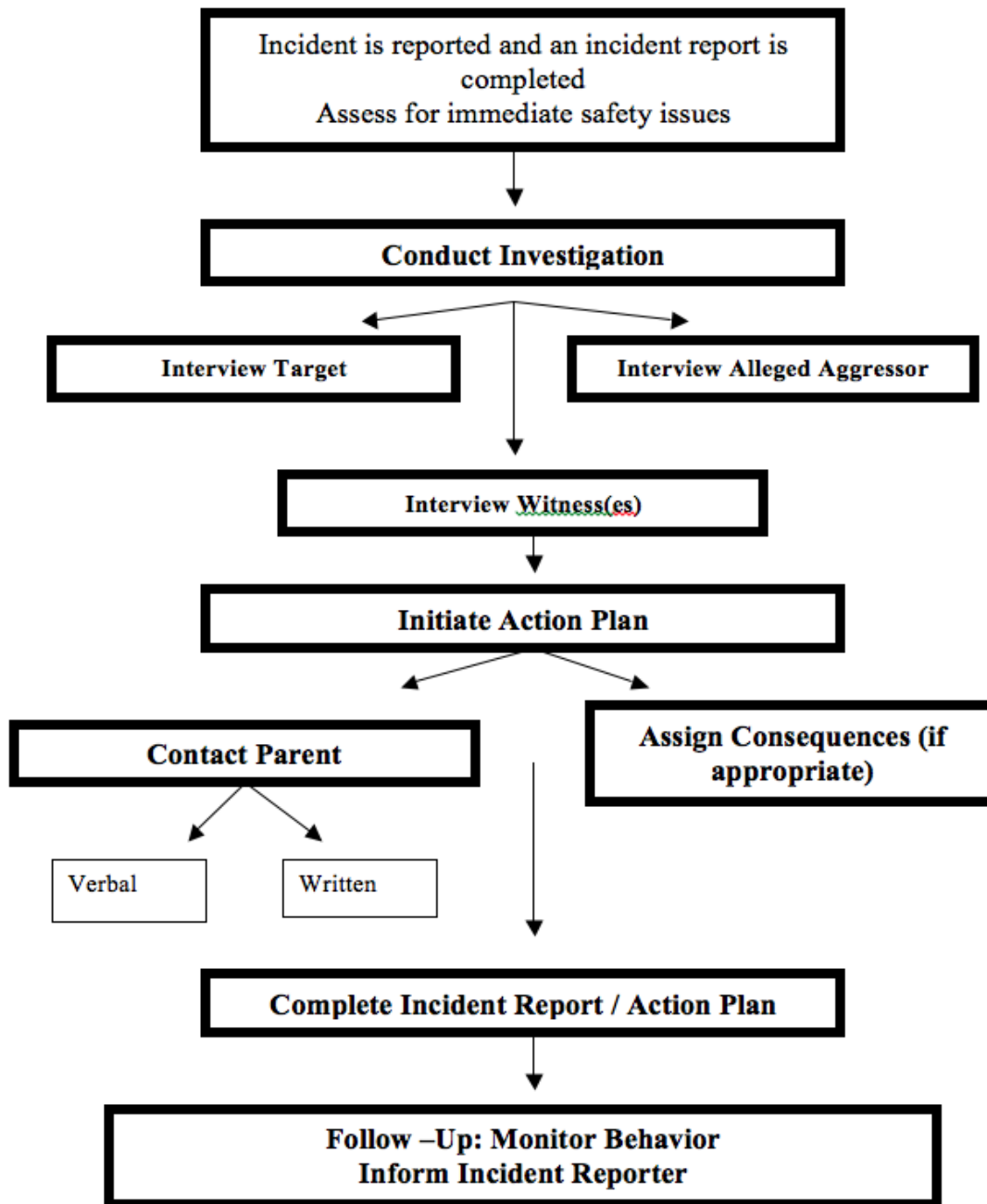
Step Three: Assign Consequences if needed

- Assign appropriate consequence
- If the alleged aggressor denies the incident and there is insufficient evidence, tell the alleged aggressor that you hope s/he is right and that nothing happened, but you will continue to monitor behavior
- No discipline will be taken until anonymous reports are verified
- Any student that knowingly makes a false accusation of bullying or retaliation shall be subject to disciplinary action
- Monitor safety of target

Step Four: Document Incident and Consequences / Follow-up / Implement procedures for restoring a sense of safety for a target, reporter, witness or interviewees

- All names of target, reporter, witness and interviewees will be kept confidential
- Two check-ins by Principal or designated personnel on day immediately following conclusion of investigation
- One check in per day on the two following days
- Document outcome of investigation on the Incident Report Form / Action Plan Form Follow up: provide update to appropriate staff member(s)
- Monitor students' behavior
- Notify teachers who have contact with target and aggressor
- Notify police if the action may be of a criminal nature

PROCESS FOR RESPONDING TO A REPORT OF BULLYING FLOW CHART



PROHIBITION AGAINST BULLYING AND RETALIATION

The Millis Public Schools will not tolerate any unlawful or disruptive behavior, including any form of bullying, cyber bullying, or retaliation, in our school buildings, on school grounds, on school buses and at school bus stops or in school-related activities. Schools will investigate promptly all reports and

complaints of bullying, cyber bullying, and retaliation, and take prompt action to end that behavior and restore the target's (regardless of student's legal status) sense of safety. The Millis Public Schools will support this commitment in all aspects of our school community, including curricula, instructional programs, staff development, extracurricular activities, and parent or guardian involvement.

Acts of bullying, which include cyber bullying, are prohibited:

- on school grounds and property immediately adjacent to school grounds, at a school-sponsored or school-related activity, function, or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased, or used by a school district; or through the use of technology or an electronic device owned, leased, or used by a school district, and
- the following statement will be included in the student code of conduct, the student handbook, and the staff handbook and will be disseminated widely through student assemblies, newsletters, the news media, on our website and list serves.
- acts of bullying, which include cyber-bullying, are prohibited:
 - (i) on school grounds and property immediately adjacent to school grounds, at a school-sponsored or school-related activity, function, or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased, or used by a school district or school; or through the use of technology or an electronic device owned, leased, or used by a school district or school, and
 - (ii) at a location, activity, function, or program that is not school-related through the use of technology or an electronic device that is not owned, leased, or used by a school district or school, if the acts create a hostile environment at school for the target or witnesses, infringe on their rights at school, or materially and substantially disrupt the education process or the orderly operation of a school.
- retaliation against a person who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying is also prohibited.

As stated in M.G.L. c. 71, § 37O, nothing in this Plan requires the district or school to staff any non-school related activities, functions, or programs.

RELATIONSHIP TO OTHER LAWS

Consistent with state and federal laws, and the policies of the school or district, no person shall be discriminated against in admission to a public school of any town or in obtaining the advantages, privilege and courses of study of such public school on account of race, color, sex, religion, national origin, or sexual orientation. Nothing in the Millis Public Schools Bullying Prevention and Intervention Plan prevents the school or district from taking action to remediate discrimination or harassment based on a person's membership in a legally protected category under local, state, or federal law, or school or district policies.

In addition, nothing in the Millis Public Schools Bullying Prevention and Intervention Plan is designed or intended to limit the authority of the school or district to take disciplinary action or other action under M.G.L. c. 71, §§ 37H or 37H½, other applicable laws, or local school or district policies in response to violent, harmful, or disruptive behavior, regardless of whether this Plan covers the behavior.