

# **Douglas Middle School**



## **Student/Parent Handbook**

**2021-2022**

**Grades 6-8**

Main Office (508)-476-3332

Superintendent

Paul D. Vieira, Ed.D

(508)-476-7901

Robert E. O'Brien, Principal

Matthew P. Aronian, Dean of Students

Tracy White

School Secretary

**21 Davis Street**

**Douglas, MA 01516**

**DOUGLAS MIDDLE SCHOOL**  
**Student/Parent Handbook Sign-Off**  
**2021-2022**

I am aware that the Douglas Middle School Student/Parent Handbook, containing the expectations needed to make our school a safe, comfortable, and respectful place for everyone, is posted electronically on our District website ([www.douglasps.net](http://www.douglasps.net)). I am also aware that printed copies are available upon request from the school office.

Signature of Parent/Guardian: \_\_\_\_\_ Date: \_\_\_\_\_

Signature of Student(s): \_\_\_\_\_ Grade : \_\_\_\_\_

*(If there are multiple children in the household, please just submit one signed form from your eldest child. Additional signature lines have been provided here if needed for other siblings attending Douglas Middle School.)*

\_\_\_\_\_ Grade: \_\_\_\_\_

\_\_\_\_\_ Grade: \_\_\_\_\_

\_\_\_\_\_ Grade: \_\_\_\_\_

(Please sign and return no later than **Friday, Sept. 10, 2021.**)

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##### **Equals Student Success**

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# *Douglas Middle School*

21 Davis Street  
Douglas, Massachusetts 01516  
Telephone: 508-476-3332

*Robert E. O'Brien*  
*Principal*

*Paul D. Vieira, Ed.D*  
*Superintendent*

September 2021

Dear Middle School Parents/Guardians:

Welcome to the 2021-2022 school year! This handbook has been written so that all students attending Douglas Middle School have a clear understanding of the expectations designed to make our school a safe and supportive place of learning for everyone. **Please review this handbook together** with your children and talk about the contents with them – not just about what is expected, but why. I hope this handbook will generate productive discussion among family members. After reviewing it together, please sign and return the form in your child's opening day packet, indicating that you have done so, no later than **Friday, Sept. 10th.**

This handbook will serve as one of the many methods we use to create and strengthen the home/school communication partnership. Communication between home and school is extremely important, and we encourage your attendance at Parent Conferences and other special curriculum-based events and performances held throughout the school year. Please check with your children daily to see if any important notices have been sent home. You may also check the district website at <http://www.douglasps.net> for important information. Weekly e-mail updates will also be sent out, and I encourage you to sign up for these updates if you are not already receiving them.

Our handbook contains information designed for all students, as well as information specific to each learning community. I am fully committed to working collaboratively with families of children in all grade levels – 6-8, to ensure success for all.

Thank you for helping us to maintain a safe, supportive, and respectful community at Douglas Middle School! Please remember that we are a **latex-safe and nut-safe facility**. Working together, we can ensure the safety of all of our students. I look forward to another outstanding year, and I pledge to do my utmost to provide the best possible educational experience for your children.

Sincerely,

Robert E. O'Brien  
Principal

# *Douglas Middle School*

21 Davis Street  
Douglas, Massachusetts 01516  
Telephone: 508-476-3332

*Robert E. O'Brien*  
*Principal*

*Paul D. Vieira, Ed.D*  
*Superintendent*

September 2021

Dear Students:

Welcome to the 2021-2022 school year! This is your school, and it's very important that you feel comfortable to learn here. I hope that you will help others to feel respected, accepted, and safe here at all times, so that you can get the best possible education. You, and all of the other students who make up the largest part of our educational community, can do that by treating every person in this school with respect at all times.

This handbook explains our expectations for student behavior in the classrooms, in the hallways, in the bathrooms, in the cafeteria, on the bus, and when participating in school-sponsored activities. I hope that you will meet these expectations wherever you are – whether you are at school, at home with your family, out in our community, or in any other place that you will go. Please remember that all of our rules and expectations are based on this fact:

***Everyone at Douglas Middle School has the right to feel safe and comfortable in order to be able to do his or her job well!***

Please read this handbook carefully with your parents/guardians. It contains a lot of important information that will help you enjoy your school year. It also has great suggestions for how you can make your school a great place to learn, enjoy your friends, experience growth, and have fun. Please remember that we are a latex-safe and nut-safe facility. Working together, we can all ensure that everyone stays safe!

Douglas Middle School is all about students! You are the reason I am here. Please feel free to come and see me in the office if you don't think something is going right, if you have a problem, or if you just want to say "Hello." I want to help in any way we can. I'm looking forward to an excellent year, and I hope this new school year will be the best one yet!

Sincerely,

Robert E. O'Brien  
Principal



# Douglas Public Schools

21 Davis Street, Douglas, MA 01516 (508) 476-7901 FAX (508) 476-3719 [www.douglasps.net](http://www.douglasps.net)

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Paul D. Vieira, Ed.D Superintendent

Cortney Keegan, Business Manager

John Calebresi, Director of Technology

Cindy Socha, Curriculum Director

Tara Sobaleski, Assistant Superintendent of Student Services

## **Bullying and Harassment Information**

September 2021

Dear Students and Parents:

The Douglas School District continues to implement our Bullying and Harassment Policy in accordance with state legislation prohibiting any form of bullying in the schools. The complete policy and a shorter summary are posted on the District website. Further information is also published in all student handbooks.

Douglas will continue to enforce this bullying policy this year, and will maintain a zero tolerance for bullying and harassment. All incidents of bullying will be reported to the principal and investigated, with consequences given as appropriate. Parents will also be notified if their child is involved in a bullying incident, either as the bully or the victim of a bully.

However, we need your help and support in dealing with this important issue. Parents should talk to their child about bullying - what bullying is, the importance of refraining from bullying, and talking to someone if bullying is happening. (Information is provided on the back of this letter). We urge students and parents to report information on bullying incidents to the school so we can deal with them appropriately. Parents should be aware of changes in their child's behavior that may indicate a bullying problem: withdrawal, fearfulness, anger, refusal to go to school. Parents should contact the school if they suspect a problem and would like a trained counselor to talk to their child.

Our district is working to provide regular lessons on bullying prevention and intervention to students in all grades. We also have an Anonymous Alert program that is located on the website so students and parents can anonymously report problems with bullying and harassment.

We are asking every student and parent to sign and return the bottom portion of this letter to indicate that you are aware of the district bullying policy and support the school's zero tolerance of bullying behaviors. Please feel free to call your child's school if you have any questions or concerns.

Sincerely,

Paul D. Vieira, Ed.D Superintendent



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### **Bullying and Harassment Policy**

We have read the information on the district bullying and harassment policy implemented by the Douglas Public Schools, and pledge to support the zero-tolerance policy for any bullying behaviors.

---

Parent signature/date

---

Student signature/date

**Please sign and return this slip to your child's school. A separate slip should be completed for each child.**

## **Bullying and Harassment Information for Parents and Students**

Bullying is defined as the repeated use of a written, verbal, or electronic communication, or a physical act or gesture, or any combination thereof, by a student or staff member directed at another student or staff member that has the effect of:

- causing physical or emotional harm to the other student or damage to his or her property;
- placing the other student in reasonable fear of harm to him or herself or of damage to his or her property;
- creating a hostile environment at school for the bullied student;
- infringing on the rights of the other student at school; or
- materially and substantially disrupting the education process or the orderly operation of a school.

Cyber-bullying is bullying through the use of technology or any electronic means, and includes the distribution of electronic communications or the posting of electronic material that may be accessed by one or more persons.

In accordance with Massachusetts Law Chapter 92 of the Acts of 2010, An Act Relative to Bullying in Schools, bullying is prohibited in any form:

- At school and at all school facilities;
- At school-sponsored or school-related functions, whether on or off school grounds;
- On school buses and at school bus stops;
- Through the use of technology or an electronic device owned, licensed or used by a school; and
- At non-school-related locations and through non-school technology or electronic devices, if the bullying affects the school environment.
- Retaliation against a person who reports bullying, provides information during an investigation of bullying, or who is a witness to or has reliable information about bullying is prohibited.

To stop bullying as soon as it occurs, all school staff are required to promptly report bullying when they witness or become aware of it. A school principal or designee must immediately investigate and take appropriate disciplinary action. While the school is required to respond to documented cases of bullying with appropriate consequences, information on specific consequences cannot be shared with other parents, students, or staff under state and Federal guidelines.

Tips for students and parents to stop bullying:

- Tell the bully to stop his behavior, or walk away if you can.
- Report incidents of bullying to an adult who has the power to intervene.
- Take a stand! Empowering bystanders to intervene to stop bullying when they see it has been shown to have the greatest effect on reducing incidents of bullying.

For more information on bullying and bullying prevention for students and adults, check the District website. Other helpful websites are listed below:

Massachusetts Aggression Reduction Center: <http://webhost.bridgew.edu/marc/>

Stop Bullying Now: <http://www.stopbullyingnow.hrsa.gov/kids/>

Stop Cyberbullying: <http://www.stopcyberbullying.org>

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

DOUGLAS PUBLIC SCHOOLS  
2021-2022  
SCHOOL CALENDAR

REVISED on:  
5/19/2021

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		<div><b>January (19 Days)</b> NO SCHOOL ~ Prof. Dev. (PreK-12) NO SCHOOL ~ Martin Luther King, Jr.</div>																																																																																														
		<div><b>February (15 Days)</b> President's Day NO SCHOOL ~ Winter Break</div>																																																																																														
		<div><b>March (23 Days)</b></div>																																																																																														
		<div><b>April (15 Days)</b> NO SCHOOL ~ Good Friday Patriot's Day NO SCHOOL ~ Spring Break</div>																																																																																														
		<div><b>May (21 Days)</b> NO SCHOOL ~ Memorial Day</div>																																																																																														
		<div><b>June (13 Days)</b> Graduation 180th Day of School ~ Last Day if NO Snow Days are used NO SCHOOL ~ Juneteenth 185th Day of School ~</div>																																																																																														

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

Douglas Middle School grading is based on a trimester system. Progress reports are issued at the mid-point of each of the three trimesters, and report cards are issued at the end of each of the three trimesters, according to the schedule below:

<b>2021-2022 School Year</b>	<b>Q1</b> (8/31-11/5) 45 DAYS	<b>Q2</b> (11/8-1/21) 44 DAYS	<b>Q3</b> (1/24-4/1) 45 DAYS	<b>Q4</b> (4/4-6/15) 46 DAYS
Progress Report Grades due	OCT 1 <sup>ST</sup>	DEC 10 <sup>TH</sup>	MARCH 1 <sup>ST</sup>	MAY 11 <sup>TH</sup>
Progress Reports Issued	OCT 4 <sup>TH</sup>	DEC 13 <sup>TH</sup>	MARCH 2 <sup>ND</sup>	MAY 12 <sup>TH</sup>
Grades Close	NOV 5 <sup>TH</sup>	JAN 21 <sup>ST</sup>	APRIL 1 <sup>ST</sup>	JUNE 15 <sup>TH</sup>
Grades Due	NOV 8 <sup>TH</sup>	JAN 24 <sup>TH</sup>	APRIL 4 <sup>TH</sup>	JUNE 15 <sup>TH</sup>
Report Cards Issued	NOV 9 <sup>TH</sup>	JAN 25 <sup>TH</sup>	APRIL 5 <sup>TH</sup>	

In order to promote strong, home-school communication, and to keep parents/guardians better informed of their child's academic progress, parents/guardians are provided access to the iPass iParent feature in order to view their child's grades. Parents may log in to the Parent Portal to view their child's attendance data, class schedules, and biographical data. Parents of students in grades 6-8 may view quarterly progress reports and report cards online.

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

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

If you have difficulties logging in or need your password reset, please send an email to [iparent@douglasps.net](mailto:iparent@douglasps.net).

We encourage you to sign up for the principal's e-mail updates.

## **Douglas School Committee**

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

### **Central Administration**

Paul D. Vieira, Ed.D. 508-476-7901  
*Superintendent of Schools*

Cortney Keegan 508-476-4037  
*Business Manager*

Cindy Socha 508-476-2154  
*Primary School Principal/Director of Curriculum*

Tara Sobaleski 508-476-4034  
*Assistant Superintendent of Student Support Services*

John Calebresi 508-476-4100  
*Director of Technology* x 2111

### *District-Level Supervisors / Directors*

Raquel Hammond 508-476-3332  
*Director of Food Services* x 2253

## Douglas Public Schools Mission Statement

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

*Decisions are made in the best interest of our students.*



## Statement of Non-Discrimination

The Douglas Public School District strives to provide a safe, respectful, and supportive learning environment in which all students can thrive and succeed in its schools. The Douglas Public Schools prohibits discrimination on the basis of race, color, sex, gender identity, religion, national origin, or sexual orientation and ensures that all students have equal rights of access and equal enjoyment of the opportunities. To the extent practical and as required by law, the district will work with homeless students and their families to provide stability in school attendance and other services. Special attention will be given to ensuring the enrollment and attendance of homeless students not currently attending school. Homeless students will be provided district services for which they are eligible, including Head Start and comparable pre-school programs, Title I, similar state programs, special education, bilingual education, vocational and technical education programs, gifted and talented programs and school nutrition programs. For an inclusive view of district policy for Homeless Students, please go to the District Policy Manual and reference policy advantages, privileges, and courses of study. (As mandated by Chapter 622 of the Massachusetts Acts of 1971 and Chapter 282 of the Acts of 1993, General Laws Chapter 76, Section 5; and Chapter 199 of the Acts of 2011, amended statutes G.L.c. 76, & 5)

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

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

## **DMS Vision/Core Values and Beliefs/Learning Expectations**

### **Douglas Public Schools Mission Statement**

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

### **Our Vision**

The vision of the Douglas Middle School community is to create a safe, welcoming, and challenging learning environment in which everyone feels valued and respected. Students are encouraged to ask questions and reflect upon their learning. We want our students to be 21<sup>st</sup>-century learners who think critically, creatively, and independently while participating in active, inquiry-based learning experiences designed to promote college and career readiness. Working as a team, and utilizing the talents and skills of all, we will collaborate in guiding our students to show initiative, take responsibility, read fluently, solve problems, synthesize information, and communicate ideas effectively, in order to become life-long, active learners. We expect our students to treat others with empathy and kindness, to respect diversity, and to demonstrate citizenship and service to their school, community, and world.

### **Our Core Values and Beliefs**

#### **Students learn best when....**



Everyone in the school community feels valued and respected in a safe and welcoming learning environment, where the talents and skills of all are recognized and used creatively.



Students are required to work effectively both individually and in teams, utilizing creative and critical thinking skills, in order to become 21<sup>st</sup>-century learners who possess a strong foundation for success in middle school, high school, college, and future careers.



Students are engaged in active, inquiry-based learning opportunities, applying what they already know and building upon prior knowledge and experience to achieve their highest potential.



Students feel safe to ask questions, practice self-advocacy, take risks, make mistakes, and reflect upon their learning, recognizing that these are all essential aspects of the learning process.



All educational stakeholders communicate effectively in order to maximize student engagement and foster a strong home/school/community connection.

### **Our Expectations for Student Learning**

#### **Academic Competencies:**

##### **Students will:**



Be fluent readers who enjoy reading for a variety of purposes.



Communicate effectively by expressing ideas clearly both orally and in writing, using formal and informal language appropriately.



Access, analyze, evaluate, synthesize, and manage new information effectively, using a variety of resources and technologies, in order to conduct research, make predictions, hypothesize, draw conclusions, and solve problems.



Think critically, creatively, and independently, utilizing a variety of multiple intelligences and learning styles in the development of authentic products that demonstrate learning.



Develop and use organizational and time-management skills in order to become self-confident learners who take ownership, try their best, and show pride in their work.

#### **Social Competencies:**

##### **Students will:**



Take responsibility for their own actions.



Demonstrate courtesy, respect, and kindness when interacting with both peers and adults.



Show empathy, consideration, and respect for others and their ideas.

#### **Civic Competencies:**

##### **Students will:**



Stay informed regarding current developments in both their local and global communities, showing tolerance and respect for diversity.



Collaborate with others in order to demonstrate citizenship, contribute to their community, and bring about positive change.



## **STEM Integration Vision - Douglas Public Schools 2021-2022**

The Douglas Public School District's vision of STEM Integration is to build STEM literacy through fostering an interdisciplinary approach to learning in which science, technology, engineering and mathematics are integrated in all subject areas and applied to real world contexts. We want our students to be 21<sup>st</sup>-century, life-long learners who can communicate, collaborate, and think creatively and critically across disciplines in order to be effective, educated creators and consumers of scientific and technical information. Through participation in active, inquiry-based learning experiences, we seek to prepare our students for success in college and the global workforce, and to equip them to apply their skills and knowledge in developing innovative solutions that will improve the quality of life in both our community and our world.

### **STEM Integration Goals**

- Increase STEM literacy for all students, including those who do not pursue STEM related careers or additional study in the STEM disciplines
- Raise the achievement of all students so that they are prepared to create and use technology in their learning, college, community, and careers
- Inspire learning which benefits the common good, resulting not only in individual gains in STEM skills, but also in stronger communities as a result of students applying their skills to solve relevant community issues
- Foster the skills and abilities needed for students to be educated and intelligent creators and consumers of scientific and technological information related to their everyday lives
- Prepare students with the necessary knowledge and skills to enter careers of their choice, including (but not limited to) careers in science, technology, engineering and mathematics

### **STEM Integration Learning Expectations**

All students will be able to:

- Work effectively both independently and in diverse teams
- Plan and carry out investigations
- Evaluate information critically and carefully
- Construct explanations and design solutions
- Draw conclusions based upon data
- Utilize STEM skills and concepts to be effective creators and consumers of STEM knowledge and information

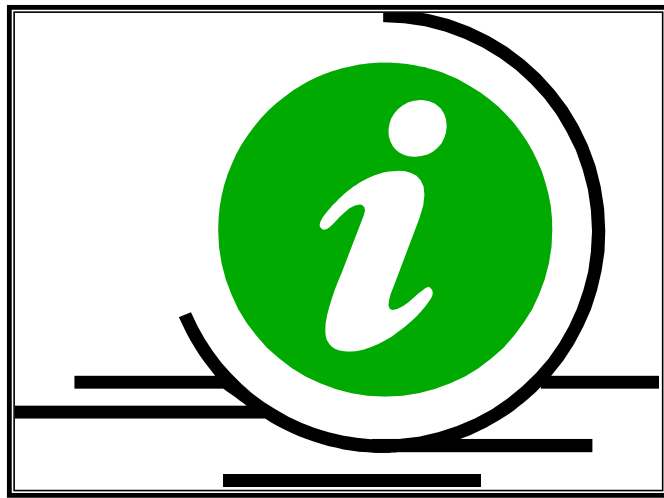
Teacher		Room / Ext	
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6	Auger	Elaenor	2109	History
6	Bronzo	Shannon	2111	Science
6	Findlay (Leroux)	Jessica	2107	Math
6	Martinsen	Robyn	2104	ELA
6	Ballou	Nancy	2106-2302	Para
6	Peloquin	Johna	2106-2302	Para
6	Simmons	Heather	2106	Spec Ed
7	Coyne	Jack	2301	History
7	Durham	Laurie	2304	Pre-Algebra
7	Ford	Lisa	2303	ELA
7	Walker	Nicole	2313	Science
7	Campbell	Stephanie	2229	Para
7	DiTerlizzi	Andrea	2302	Para
8	GravesonPayne	Kelly	2328	Science
8	Hayes	Kathy	2308	ELA
8	Miller	Megan	2310	History
8	Reber	Ellen	2307	Spanish
8	Tamelleo	Stephanie	2309	Algebra
8	Thewes-Miller	Diane	2306	Para
8	Valipour	Roshan	2306	Spec Ed
	DiCesare	Christine	2229	STEM
	Moseley (Murphy)	Bridget	2201	Art
	Shanks	Emily	2202	Gym
	Strycharz	Justina	2329/2312	Music
	Alcott	Erin	2101-2102-2103	Spec Ed Flex
	Carvahlo	Reeve	2101-2102-2103	Para
	Flynn	Kelli	2101-2102-2103	ABA
	Hanson	Haley	2101-2102-2103	ABA

	<b>Huff</b>	<b>Jocelyn</b>	<b>2101-2102-2103</b>	<b>ABA</b>
	<b>Witkus</b>	<b>Melissa</b>	<b>remote</b>	<b>ABA</b>
	<b>O'Brien</b>	<b>Bob</b>	<b>2218</b>	<b>Principal</b>
	<b>Aronian</b>	<b>Matt</b>	<b>2311</b>	<b>Dean of Students</b>
	<b>White</b>	<b>Tracy</b>	<b>2219</b>	<b>MS Secretary</b>
	<b>Peterson</b>	<b>Zach</b>	<b>2319</b>	<b>IT</b>
	<b>Middle School info</b>	<b>508-476-3332</b>	<b>Fax-508-476-1604</b>	
	<b>Bartolini</b>	<b>Lois</b>	<b>1191</b>	<b>Secretary/Student Services</b>
	<b>Beman</b>	<b>Elizabeth</b>	<b>2263</b>	<b>ELL Liaison</b>
	<b>Bourgeois</b>	<b>Stacey</b>	<b>2276</b>	<b>Asst to Business Manager</b>
	<b>Calabresi</b>	<b>John</b>		<b>IT</b>
	<b>Campbell</b>	<b>Kathy</b>	<b>2274/ fax 508-476-4036</b>	<b>Nurse</b>
	<b>Gosselin</b>	<b>Heather</b>	<b>2222/1422</b>	<b>Secretary Clerk</b>
	<b>Harvey</b>	<b>Leslie</b>	<b>2264</b>	<b>Speech</b>
	<b>Keegan</b>	<b>Cortney</b>	<b>2277</b>	<b>Business Manager</b>
	<b>Hammond</b>	<b>Raquel</b>	<b>2253</b>	<b>Food Svc Director</b>
	<b>Menchin</b>	<b>Jaye</b>	<b>2305</b>	<b>Spec Ed Teacher</b>
			<b>1123 (ES)</b>	<b>Spec Ed Coordinator</b>
	<b>Sobaleski</b>	<b>Tara</b>	<b>1122 (ES)</b>	<b>Director of Student Svc</b>
	<b>Stand</b>	<b>Ellen</b>	<b>2278</b>	<b>Accounts Payable</b>
	<b>Avedian</b>	<b>Kayla</b>	<b>2265</b>	<b>Adjustment Counselor</b>
	<b>Thompson</b>	<b>Carolyn</b>	<b>2253</b>	<b>Psychologist (district wide)</b>
	<b>Tibbets</b>	<b>Lauren</b>	<b>2280</b>	<b>Asst to Superintendent</b>

# General School Information



## **School Hours**

Students may enter the building at 7:15 a.m. Homeroom will take place from 7:20-7:28. Any student arriving in class **after 7:25 will be considered tardy**. The last class ends at 1:58 p.m., when students will transition to their lockers prior to dismissal at 2:00.

## **Bus Drop-Off & Pick-Up**

In order to reduce traffic congestion, we strongly urge students to take advantage of available bus transportation, and ride the bus whenever possible. Buses will drop off and pick up by the auditorium doors, and bus students will enter/exit the building through these doors.

## **Parent Drop-Off & Pick-Up**

Parents are to drop off and pick up students at the curb, heading down Davis Street. Students will enter through the main front entrance.

Cars are **not** to enter the parking area where the buses load and unload students. Parents are reminded not to park in reserved spaces or in such a manner as to block egress from these spaces.

## **Walkers**

Walkers will enter and exit the building through the main front entrance. Walkers will not be permitted to exit through the auditorium doors.

## **Dismissals**

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

If a student is to participate in an after-school function, sport, sports practices, and/or school sanctioned or school sponsored activity, he/she should not be dismissed from school. A student who is tardy must be in school by 10:45 A.M. in order to participate in the above activities. Any deviation from this policy should be discussed with the Principal.

## **Leaving Grounds**

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

## **School Cancellation/Delay**

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

WBZ TV Channel 4

WXLO (FM104.5)

WTAG (AM 580)

WBZ (AM 1030)

WSRS (FM 96.1)

WCVB Channel 5

(In addition, stations list closings/delays on their websites.)

## **Tardiness**

Whenever a student arrives late to school, he/she must report to the Main Office. Students who arrive at school after 7:25 a.m. will be marked "tardy". We encourage all students to be punctual as arriving late to school disrupts the learning process.

**After the fifth tardy**, a notification letter will be sent to parents/guardians and the administration. **After the sixth tardy**, a student will be assigned an office detention.

## **Attendance Policy**

### **Absences**

Whenever a student is absent from school, we request that a parent call the school before 8:00 a.m. at (508) 476-3332. The office will call the homes of students who are absent and whose parents have not called the school.

**Daily attendance in school is mandatory.** Every effort should be made to keep absenteeism to a minimum. High absenteeism impacts learning. Douglas Middle School abides by M.G.L. Chapter 76, Sections 1 and 2, which allows **no more than seven (7) absences within a six-month period.**

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

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

### **Vacations**

Classroom learning is an ongoing process and every effort should be made to schedule family vacations to coincide with the school calendar. The school does not condone or encourage vacations during school time. Vacations taken during school time will be counted as unexcused absences. Parents should notify the school in writing prior to any vacation. The student is responsible for any make-up work. All make-up work will be assigned upon the student's return and must be completed in the allotted amount of time similar to any other absences. Most of the assignments given to students are an extension of classroom instruction; therefore the classroom teacher will not send work with a student during these vacations.

### **Excused Absences**

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

### **Perfect Attendance**

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

### **After School Functions**

Students will not be allowed to participate in or be in attendance at an extracurricular event on the same day they are absent from school unless the absence has been excused in advance by the Principal or the Dean of Students. This applies particularly to dances and athletic events.

If a student is to participate in an after-school function, sport, sports practices, and/or any school sanctioned or school-sponsored activity he/she should not be dismissed prior to the end of the lunch period. A student who is tardy must be in school by 10:45 A.M. in order to participate in the above activities. Any deviation from this policy should be discussed with the Principal or the Dean of Students.

Students are eligible to attend weekend/vacation school events if they are absent on the Friday prior to the weekend, if contact is made to the school administration on the last school day prior to the weekend/vacation.

### **Visitors and Volunteers**

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

In order to comply with Massachusetts state law, all volunteers must sign and file a CORI form (criminal background check) with the school department, and volunteers may not begin their work until the CORI check is complete. These forms must be updated yearly.

## **Daily Announcements**

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

## **Phone Messages**

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

## **Lost and Found**

Articles found are to be turned in at the main office. Students should check with the main office for lost articles and claim the same by proper identification. Items like sweatshirts and lunchboxes will be kept on a table in the cafeteria. Periodic announcements will be made for items to be retrieved. Unclaimed items will be donated two days after announcements and reminders have been given.

## **Media Coverage/Publication Release**

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

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

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

## **Student Records**

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

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

## School Pictures

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

## School Meals

Breakfast costs **\$1.50**. Lunch costs **\$3.00** for students and **\$3.75** for adults. Milk costs **\$0.65**.

**\*Please note that meal fees have been waived for the 2021-2022 school year.** If you have any questions please contact Food Services @ 508-476-3332 ext 2253.

Please note the *Charge and Collection of Payment for School Meals Policy* approved by the Douglas School Committee in August 2015. This policy is posted on the school website.

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

## Fire Drills

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

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

## Lockdown Drills

Lockdown drills are held periodically during the school year. Students, faculty, and staff are asked to follow all protocols for these drills as directed. Douglas Public Schools follows the protocols defined in A.L.I.C.E. training, which requires Announcement, Lock Down, Informing, Counter, and Evacuation as necessary.

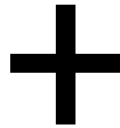
**False alarms may result in criminal prosecution.**







# The Parent/School Partnership



Equals



Student Success!

# The School/Parent Partnership

## **The Importance of a Strong Parent/School Partnership**

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

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

Please check our website: [www.douglasps.net](http://www.douglasps.net) frequently for important updates.

## **Communication**

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

### **Open House Night**

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

This night provides an excellent opportunity to strengthen the connection between home and school, and to foster strong communication and teamwork among students, teachers, and parents. The Open House is held in the evening of an early release day. More information regarding details of the evening's schedule will be provided, prior to the event.

**Teachers** conduct a "mock schedule" experience for parents, in which parents proceed in 10-minute intervals through the various classrooms, thus providing parents the opportunity to meet each of their child's teachers. Following the "mock schedule" tours, the teachers hold an informational meeting for parents at the end of the evening.

Related Arts Specialist teachers are stationed at the end of the main floor hallway near the library, where they can greet parents and share the exciting projects they do with students. Our Special Education teachers, along with our Guidance and Nursing staff, are also available in their classrooms and offices to meet with parents.

While children are always welcome at the Douglas Middle School, it is suggested that parents of middle school students who would like to participate in the "mock schedule" experience enjoy

the evening as parents only, simply because classroom space and seating are limited. Parents who are unable to attend the “mock schedule” portion of the evening are welcome to attend the informational sessions held either prior to or following the “mock schedule” experience. We appreciate the cooperation of parents to assist us in ensuring that all children are adequately supervised so that they can be safe and enjoy the evening. We encourage all parents/guardians to come and enjoy this special evening when we celebrate the start of a new school year!

### **Parent/Teacher Conferences**

Parent-Teacher Conferences are designed to provide a forum for discussing your child’s academic progress. Conferences are scheduled by the teachers. Conferences for all students are held following the first trimester progress reports. (Please see 2021-22 school calendar.)

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

We appreciate parents’ understanding regarding the operational schedule of a middle school, as well as their willingness to collaborate with the teachers in determining a mutually convenient time to meet.

### **Communicating with the Teachers**

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

### **Communicating with the Principal**

The Principal at Douglas Middle School welcome your input at any time, and encourages an open line of communication. Please feel free to address any questions/concerns by contacting

him via phone or by e-mail. If you would like to meet the Principal, he would be happy to set up an appointment at a mutually convenient time.

### **E-Mail Updates**

The Principal sends out periodic e-mail updates regarding the latest school news. If you would like to sign up for these updates, please sign up via our District website.

### **District Website/Teacher-Team Websites**

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

### **When Parents Have a Concern**

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

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

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

### **Parent Organizations**

#### **PTO**

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

#### **Douglas Parents' Advisory Council (DPAC)**

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

## School Council

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

## Athletic Boosters

The Douglas Middle School Athletic Boosters group consists of parents of middle school students who fundraise to support our sports program.

## Visiting the School

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

## Volunteering

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

- assisting classroom teachers
- supervising the school Book Fair, and
- presenting special topics and projects to the students.

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

## Guidelines for Parent Volunteers

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

1. **CORI Background Checks.** All volunteers are required to comply with the Districts' request for a Criminal Offenses Record Information (CORI.) background check. The CORI form is available in the main office, and also posted on the District website at [www.douglasps.net](http://www.douglasps.net).
2. **Safety First.** Parent volunteers should enter through the main front entrance. Before coming to the classrooms, all volunteers must sign in at the office and wear a visitor's badge while in the building. This is for the safety of our children and our staff. To assure the safety of all, parents should not be alone with any student behind a closed door out of direct observation of another adult. At the conclusion of the visit, parent volunteers are to sign out at the main office prior to leaving.

3. **Respect Confidentiality.** The classroom environment at Douglas Middle School is a safe and happy one. We respect each child's individual rate and style of learning. We are highly professional and respectful of the privacy of our children and their families, and we do not talk about individual students outside of the classroom. Everything observed or heard while working in the classroom must be treated as confidential; therefore, please respect the confidentiality of information you may learn while in the school, and please refrain from sharing confidential information (for example, pictures taken on a school field trip) on social media. Because it is of utmost importance to protect the privacy and confidentiality of our students, we ask that all volunteers acknowledge that what happens in the classroom is confidential, and should not be discussed outside of school.
4. **Keeping Commitments.** It is important that you set a scheduled time with the teacher to assist in the classroom and that you follow through in a consistent manner. Your commitment is valued; the teacher will be planning for you to be there. Please be on time and provide adequate notice if you cannot keep your scheduled time.
5. **Your Primary Responsibility: Helping the Teacher and the Class.** Parent volunteers work under the direction of the classroom teacher who defines the volunteer's duties and expectations. Your primary responsibility in the classroom is helping and supporting the class as a whole, and providing assistance to all students identified by the teacher. Please try to keep your role as volunteer and parent separate in the classroom. If your child has a problem, let your child work out the problem with others and the teacher through established classroom routines and procedures. Please do not try to solve problems for your own child while in class; that takes independence away from your child. We are striving to help our students become more independent and self-sufficient.
6. **Be a Good Role Model.** At Douglas Middle School, children and adults treat each other with mutual respect at all times. Be a good role model, and demonstrate desired behavior. Encourage students to do quality work, and give their best effort.
7. **Questions and Issues.** Volunteers work under the direction of school staff, recognizing that instructing, supervising, grading, and disciplining students are school staff responsibilities. Each teacher's job is to make decisions in the best interest of the whole class. If you have questions or concerns, please bring them to the teacher's attention privately at an appropriate time and consult with the teacher for guidance. Discussing issues in the middle of class, or with other staff members or parents is not appropriate at any time. Clear, open, and direct communication is vital to our success.
8. **Support the Classroom Teacher in Maximizing Instructional Time.** When you are volunteering in a classroom where several parent volunteers are present, please keep adult conversations to a minimum. This will assist students in staying focused on the classroom lesson or activity. Also, to avoid any unnecessary classroom interruptions, if you carry a cell phone, please turn off the ring tone and hold any phone conversations outside of the classroom. Younger siblings should be left in the care of others while you are working at school.
9. **Thank You!** As a volunteer, you have the capacity to impact the success of many students. Your willingness to contribute and work in educational partnership with us is greatly appreciated!

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

### **GUIDELINES FOR PARENT VOLUNTEERS**

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

Parent Signature \_\_\_\_\_ Date \_\_\_\_\_

# Information Regarding Curriculum, Instruction, and Assessment





# Curriculum and Instruction Information

## General Curriculum Information

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

## Instructional Schedule

Douglas Middle School students follow an instructional schedule in which all students have Math, ELA, Science, and Social studies on a daily basis. They also have one Related Arts class daily.

## Grouping Practices

The staff and administration of Douglas Middle School believe that the purpose of grouping is to create learning environments that best meet the needs of students. As a result, we support flexible grouping practices. In order to deal effectively with mixed ability groups and students with special needs, teachers use a variety of instructional strategies. These may include pre-test and post-test evaluations, small group/large group instruction, cooperative learning, peer tutoring, independent study, and the use of technology.

In grades 6-8, students are members of heterogeneously grouped classes that include students of all ability levels. In grade 8, Honors Algebra I is also offered to students who qualify, based on teacher recommendation, grades, and standardized test scores.

We have a full inclusion model, with each grade level being serviced by a special education teacher, as well as paraprofessionals who provide services to students both within the classroom, and in a pullout setting. One-to-one paraprofessional support is also provided to students whose Individualized Education Program requires it.



## Honor Roll

In accordance with School Committee policy, students in grades 6-8 must earn grades of 80 or higher in all major subjects in order to be named to the honor roll. Once that basic requirement is met, honor levels will be designated as follows:

- Honors: Overall average of 85-88 (no course below an 80)
- High Honors: Overall average of 89-92 (no course below an 80)
- Highest Honors: Overall average of 93 or higher (no course below an 80)

## Promotion/Retention

Students in **grade 6, 7, or 8** can fail a maximum of one major subject-area class for the year and be promoted to the next grade. **However, if a student fails more than one major subject-area class for the year, he/she must make up the class(es) in summer school in order to be promoted.** (For example, if a student fails two major classes, he/she must make up one in summer school; if a student fails three major classes, he/she must make up two; and so on. However, in order to do so, the student must have a minimum final average of 50 in the subject.) Students who fail two or more major courses with subject averages below 50 will repeat the current grade.

In order to receive a passing grade for the class, **a student must earn a passing grade for the class in summer school (70 or above).**

Summer school expenses (average cost is \$140-\$195 per course) and transportation are the responsibility of the student's parents/guardians.

Summer school classes are not generally offered in Douglas; however, these classes are offered in various neighboring towns, such as Millbury and Webster.

Parents/guardians are required to forward summer school grades to the Douglas Middle School main office upon completion of the course.

Students who fail more than one major course and do not attend summer school will repeat the current grade. Also, students who fail two or more major subjects, attend summer school, but **do not** achieve a passing grade (70 or above) in summer school will repeat the current grade.

Specific summer school information (including the names and locations of summer school programs) will be available in the guidance office by the end of the school year. Please note that summer school courses have no impact on academic eligibility.

# **Homework**

## **Purpose of Homework:**

The faculty and administration of Douglas Middle School believe that *homework is an important extension of the learning that takes place in the classroom*. Students need time to process what they have learned during the school day and to reflect upon this learning later on at home. We also believe it is beneficial for the students to accept responsibility for completing assignments on time. Homework interventions may be assigned at the teacher's discretion if students have excessive missing homework assignments.

The purposes of homework at Douglas Middle School are to:

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



Homework should be related to the subject-area, grade-level curriculum, and foster lifelong learning. Although we recognize the importance of completing homework, we also recognize that there are many learning activities in the life of a student in addition to homework. School activities, athletic and cultural events, co-curricular activities, and other personal interests are all important in the growth and development of children. *Therefore, the faculty at Douglas Middle School makes every effort to balance homework demands with the realities of family life in the 21st century.*

## **Homework Guidelines:**

Teachers distribute homework guidelines at the beginning of the school year. Homework may be given every night of the week, Monday through Friday. Students are responsible for recording their daily assignments. Ample time will be allowed at the end of each class to assure the night's homework is written down and explained. Some nights your child may have homework in every subject and other nights he/she may not have any homework at all. *Every effort is made to assign the due dates for long-term projects at least two weeks before the projects are due, and to refrain from having projects due on Mondays.* Students should plan ahead in order to spread work on projects out over a period of time, rather than trying to get a project all done in a short amount of time. Due dates should be considered when planning homework time.

Homework assignments are generally accessible online via the school's website ([www.douglasps.net](http://www.douglasps.net)). Parents can be a great support to students in ensuring that homework is completed. Here are several important guidelines regarding homework to keep in mind:

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

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

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

### **Approximate Daily Time Allocations per Grade Level for Homework:**

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

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

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

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

**Grades 6-8** – 60-70 minutes daily uninterrupted time, Monday – Friday. This time would include doing assignments, finishing projects, and preparing for quizzes and tests.

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

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

The guidelines below reflect the requirements at each grade level regarding the additional uninterrupted time a child is expected to spend per day reading independently, outside of school. These times for reading are in addition to the homework times listed above. Students are encouraged to read for at least 30 minutes daily, Monday-Friday.

### **Homework and Absences**

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

Please check the "Teacher Web Pages" section on the school web page ([www.douglasps.net](http://www.douglasps.net)), or Edmodo, as assignments are posted there on a consistent basis. If your child has been absent and you wish to pick up class and homework assignments, please call the office and place this request prior to 10 a.m. on the third day of the absence.

## **Homework Missed Due to Vacation**

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

## **Students' Roles and Responsibilities**

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

## **Student Work Habits**

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

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

## **Students with good work habits will:**

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

- Read actively each day
- Take an active interest in what they are learning
- Do their own work rather than copying the work of others
- Try their best, and persevere despite difficulties

### **Parents' Role and Responsibilities**

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



### **Teachers' Role and Responsibilities**

- Identify the purpose of homework assignments for parents and students.
- Communicate to parents/guardians the teacher's homework guidelines/expectations at the start of the year.
- Establish objectives and guidelines for special projects, including any expectations for parent participation.
- Follow the guidelines for the amount of time designated for homework, including special projects.
- Communicate expectations to students.
- Post all assignments and provide time for students to record them.
- Model and provide homework strategies as appropriate throughout the school year.
- Review homework and return it in a timely manner.
- Establish a system for recording and reporting homework.
- Ensure that the student easily obtains resources and materials required for homework projects.
- Provide ways for parents to communicate with teachers about homework.
- Notify parents regarding homework problems and missing assignments.
- Assign long-term projects so that the completion time includes more than one weekend, and is not limited to a school vacation period.
- Discuss homework practice with colleagues and share guidelines for the type of homework expected at each grade level.



### **Administrators' Role and Responsibilities**

- Ensure that homework is consistent with the educational goals of Douglas Middle School.
- Facilitate communication between classroom and specialist teachers concerning homework.
- Monitor and support the teachers in the implementation of the homework guidelines.
- Encourage teachers to use homework as a tool to reinforce learning.

- Be aware of the assignment of major projects and their impact on the student's overall educational program.
- Facilitate the communication process between the school and home, and help maintain the parent/school partnership on homework.

### **Academic Dishonesty/Cheating & Plagiarism**

Douglas Middle School students are expected to be honest and truthful. Academic honesty means not cheating, plagiarizing or using information unethically in any way. Academic honesty is the basis of sound scholarship, so situations involving plagiarism, academic dishonesty or inappropriate collaboration will not be tolerated. We do not allow any cell phones to be used during a test, quiz, or exam.

**Plagiarism** is the passing off as one's own the ideas or words of another without crediting the source. It is the presentation of an idea or product found in an existing source as new or original. Most often, plagiarism occurs on a research paper. All sources, quotations, and references should be cited correctly. Any student in doubt about plagiarism should consult the teacher prior to an assignment being due.

Examples of plagiarism include, but are not limited to:

- Submitting someone else's work as your own, including that of tutors, friends, parents or siblings.
- Turning in papers found on the Internet that were written by someone else.
- Using someone else's ideas without giving credit.
- Helping others plagiarize by giving them your work, even if you don't think it will be copied.

**Academic Dishonesty** may include giving or receiving information during a testing situation, sharing lab reports and papers, or copying homework from another student. Both the giver and receiver are responsible in these situations. Students should check with teachers about whether cooperative work is allowed on a particular assignment.

**Inappropriate Collaboration** can occur when a student violates the instructions given by his/her teacher about acceptable collaboration in such a way that the final product no longer represents his/her independent thinking and writing. Both the giver and receiver are responsible in these situations.

### **Cheating**

Examples of cheating may include, but are not limited to:

- Copying assignments that are turned in as your own work.
- Trading or sharing assignments with other students, even if you don't think they will be copied.
- Using unauthorized notes or technology, such as bringing notes into a test, using a cell phone to access the Internet and/or share test questions/answers, or using a computer program to translate an assignment and turning it in as your own.

- Sharing answers before, during or after quizzes or tests. Students must be responsible for their own papers. Make sure others cannot copy your work.
- Using summaries or technology, instead of reading the assigned material.
- Taking credit for work that you didn't do (e.g. not acknowledging the assistance of a parent, friend or tutor).

### **How to Avoid Plagiarism and Cheating**

- Plan ahead. Rushing to get your work done the night before a big project is due may make it more tempting to cheat or plagiarize.
- Make sure you understand the assignment. Don't always rely on your friends for information about what is required.
- Don't read someone else's paper or homework before you do your own work.
- Make sure to **always** cite your sources. This means saying where you got the information you are using for all assignments.
- Keep a list of the sources you use (including the author, title, publisher and copyright date) as you use them and make sure to note which information you got from which source.
- When in doubt about what you need to do to avoid cheating or plagiarism, ask your teacher.

### **Consequences:**

- Parents are informed of the incident.
- The student may be asked to re-do the assignment and credit will be at the discretion of the teacher.
- The student may lose credit for the assignment, project, quiz, or test.
- If more than one person was involved, they may also lose credit for the assignment, at the discretion of the teacher.

### **Meetings with Teachers/Parents**

Strong communication between school and home is a top priority. Sometimes either teachers or parents may request a meeting - to be scheduled at a mutually convenient time - to discuss a student's progress, to share concerns, and to devise strategies to address these concerns. When these meetings have been scheduled, it is expected that they be conducted at the time agreed upon by all parties, except in cases of unforeseen situations and/or an emergency. If one or the other party is unable to meet, it is expected that the other party will be notified in as timely a manner as possible. If meetings begin late, they may need to be shortened or rescheduled.

### **Changing/Dropping a Class**

Students will not be allowed to change/drop classes after the first quarter progress report. (This includes band and/or chorus, if it is offered.) Any changes to a student's schedule after the first progress report, will require a formal review with guidance, administration, student and parent relative to extenuating circumstances.



### **Extra Help**

Teachers provide extra help after school, and will provide students with more information as to days/times when extra help will be available at the beginning of the year. Students should see their teachers if they need extra help to arrange a mutually convenient date and time, in advance. Teachers may also request that a student stay after for extra help. Parents are responsible for providing after-school transportation.

### **Paraprofessionals and Substitute Teachers**

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

Some of our paraprofessionals are licensed teachers, or are working toward a degree in an educational field. Others are interested parents who enjoy working with children within a school setting.

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

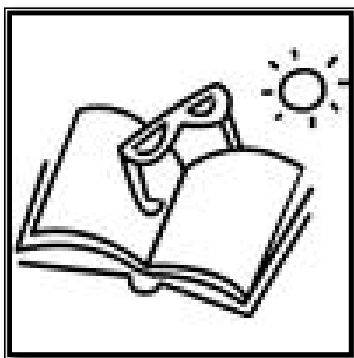
### **Books and Equipment**

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

### **Summer Reading Program**

Douglas Middle School has a required summer reading program for all students in grades 6 through 8. Each spring, parents will receive information regarding this program, prior to the end of the school year.

Each fall teachers and students will review the previous summer's readings. Parents are requested to make sure that their children complete all of the assignments. Building strong reading habits goes far in helping to ensure academic success.



## **Library Circulation Policies**

### **Checkout:**

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

### **Circulation:**

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

### **Interlibrary Loan:**

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

### **Rules & Regulations:**

1. Students must have a pass to use the library during school hours.
2. Students with lost or overdue materials may use material in the library but will not be permitted to check out additional items until those items are paid for or returned.
3. Students who are disturbing the work of others will be asked to leave.
5. Gum, food, and drink (other than water, as per school policy) are not permitted in the library.
6. Students caught removing material from the library without checking them out may have library privileges revoked.
7. Students are not to use the library as a "short cut" to classes or lockers.

### **Reserve Materials**

Learning resources, both print and non-print, will be placed on reserve by teachers. These materials will have direct application to specific classroom assignments. They must remain in the resource center.

Reference Material: Encyclopedias and other reference materials must remain in the resource center. It is the responsibility of the student to return an item to its proper place after use.

Fiction and Non-Fiction: Students may have the flexibility to go to the stacks and locate materials for checkout use during the period. Checkouts may be done at any time during the period. Checkouts may be done at the front desk. Students are encouraged to take care of this before the end of the period to avoid congestion at the front desk. All books must be signed out. All books should be returned on or before the date due so that other students may use them.

### **Technology-Related Information**

- Students in grades 6-8 will have access to iPads during the 2021-22 school year. Further information regarding guidelines for the use and care of these devices will be shared with students and parents. Please carefully review the iPad agreement in the first-day packet. **Students are expected return their iPads at school each day, to fully charge. Students will not be allowed to call home if they forget to bring their iPad to school.**
- Students in grades 6-8 will be issued a user name and password to log on to the computer system.
- It is important that students write down this log-in information, and that they keep it in a safe place, and that they not share it with anyone.
- All students in grades 6-8 will be issued a Google Docs account user name and password for their own personal use.
- **Please note:** This Google Docs account is an account set up and hosted on the school server. It is not a Google Docs account set up on the Internet.
- **Printing Restrictions** – In an effort to conserve paper and cut back on unnecessary printing, we ask that all students and staff carefully monitor paper usage and only print when necessary.

## Physical Education Guidelines

**All students are expected to bring sneakers to physical education class.** Failure to wear sneakers will result in a zero for that class. If a student is unable to participate in physical education due to illness or injury, please send in a note with your child. Your child will then be excused from that class with no penalty. If your child is unable to play due to injury, please send in a note indicating when it is safe for him/her to resume participation in physical education classes.

## Physical Education-Exemption from Participation

Any student who for health reasons must be excused from physical education for a day or period of time must present to the teacher a note from the nurse or parent. After one day, a note should be obtained from the nurse or a doctor.

## Music & Chorus Information

Students will take part in **general music** with their classes. Students may also participate in band or chorus as offered.

## Band Information

If band is offered, grade 6-8 Band students must bring their instruments to school on the days of scheduled rehearsals.

They must take instruments home at the end of rehearsal days as there is no secure location for them to be stored. Students are also required to practice their assigned band music at home. After school rehearsals will be scheduled prior to performances and attendance is required.



# MCAS TESTING INFORMATION

## Guidelines for Parents and Students

Students in grades 6-8 will take MCAS tests in ELA, Math, and Science/Technology Engineering in 2022, within the testing window of March 28 – May 27, 2022. More specific information regarding the school-wide testing schedule will be made available during the course of the year.

### General Requirements for Participation

Students educated with Massachusetts public funds are required by law to participate in MCAS testing, including students with disabilities and Limited English Proficient students, whether they are enrolled in public schools, public charter schools, or educational collaboratives.

### Information for Parents and Students (from the Department of Elementary and Secondary Education Principal's Administration Manual)

- Students should try their best to answer all of the questions.
- Any form of cheating is strictly forbidden. In addition to any local penalties imposed, students may receive an invalidated score, or another consequence may be imposed.
- Cell phones are strictly prohibited. Any use of cell phones for any purpose will result in the invalidation of test results.
- Students must read all questions carefully and be sure to answer all parts of the question.
- When students answer open-response questions, they must label each part of their answers.
- Students may bring a book to each test session to read if they finish a test session early.

### How Can I Help My Child Prepare?

- Parents/guardians should ensure that students **get a good night's sleep and eat a healthy breakfast** on testing days. (Fruit, a cereal bar, and a drink will be served to all students prior to the start of testing.)
- It is extremely important that **students be in school** on scheduled test days. Please do not schedule vacation time, dentist/orthodontist appointments, or medical appointments on test days.
- Students must **arrive at school on time** on testing days, in order to avoid interruption of the testing environment by coming late. Students will not be allowed to enter their classrooms if they come late to school.
- **Please encourage your child to do his/her best**, but avoid putting undue pressure on your child. Sometimes undue emphasis on achieving a high test score can be upsetting, cause anxiety, and affect performance.



### **General Test-Taking Tips for Students**

- Keep a positive attitude throughout the whole test and try to stay relaxed. If you start to feel nervous, take a few deep breaths to try to relax.
- Keep your eyes on your own work. You don't want to appear to be cheating and cause unnecessary trouble for yourself.
- Don't rush, but pace yourself. Read the entire question and highlight key words.
- Always read the whole question carefully. Don't make assumptions about what the question might be.
- If you don't know an answer, skip it. Go on with the rest of the test and come back to it later. You may find something on another question that may help you.
- Don't worry if others finish before you. Focus on the test in front of you.
- When you are finished, make sure you have answered all of the questions. Change an answer only if you misread or misinterpreted the question. The first answer that you put down is usually the correct one.
- Watch out for careless mistakes. Proofread your work.

### **Tips for Answering Multiple Choice Questions:**

- Read the question before you look at the answers.
- Come up with the answer in your head before you look at the possible answers. That way, the choices on the test are less likely to throw you off or trick you.
- Eliminate the answers you know are not correct.
- Read all of the choices before you answer.
- There is no penalty for guessing, so always take an educated guess and select an answer.
- In "All of the above" or "None of the above" choices, if you are certain one of the statements is true, don't choose "None of the above"; likewise if one of the statements is false, don't choose "All of the above".
- In a question with an "All of the above" choice, if you see at least two correct statements, then "All of the above" is probably the correct answer.

- Usually the correct choice is the one with the most information.

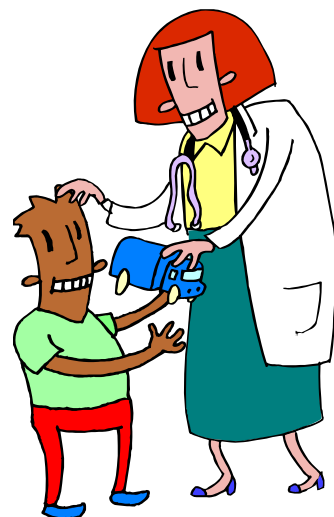
### Tips for Answering Open-Response and Short-Answer Questions

- Read the question and make sure you answer all parts of the question.
- Make estimates for your answer. If you are asked to answer  $48 \times 12 = ?$ , you could expect the number to be around 500. If you get an answer that is 5000, you know you did something wrong.
- Show all of your work and write as legibly as possible. LABEL EACH PART CLEARLY.
- Even if you know your final answer is wrong, don't erase your work because you may get partial credit for using the correct procedure.
- When you see a graph on the test, focus on reading the visual information correctly. Pay special attention to how the vertical and horizontal axes are labeled.
- On chart questions that require you to make a bar graph, make sure you clearly label the horizontal and vertical axes.
- Many geometry questions that involve angles are drawn close to scale. Use your eyes to help you estimate the given distances and to eliminate any answer choices that appear too small or too great.
- You may have to convert one unit of measurement into another (for example: feet to inches). Be sure to include the correct unit in your answer.
- When you see a probability question, think multiplication.
- **Check over your test** when you are done with it. If you have time, redo the problem on a separate sheet of paper and see if you came up with the same answer the second time around. Look for careless mistakes. Make sure the decimal is in the right place, that you read the directions correctly, that you put in a negative sign if it is needed, that your arithmetic is correct, and that you didn't transpose numbers or incorrectly write down the numbers given in the question when doing your calculations.





# Health and Wellness





## **Emergency Information**

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

## **Medications**

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

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

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

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

## **Non-Prescription Medication Guidelines**

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

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

This includes oral medications, asthma inhalers, Epi-Pens and any over the counter products containing aspirin. If your child had a prescription for medication for the current school year, you will receive a new medication form with his/her final report card. Please have your doctor complete this form for the next school year and return it to the nurse prior to the start of school. No prescription medication will be dispensed without it.



If parents/guardians need more detailed information or have any questions, they are asked to please contact the school nurse at 508-476-3332 X 2274

### **Illness and Injury**

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

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

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

### **Communicable Diseases**

#### **Disease**

#### **Exclusion**

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

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

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

- Undiagnosed rash or skin eruptions
- Head lice/nits

**Please do not touch wild animals.**

Occasionally, wild animals are spotted on or near the outdoor track, or elsewhere outside on school grounds. Please do not touch these animals. Please report any concerns to the main office staff and/or administration.

## **DOUGLAS PUBLIC SCHOOLS**

### **HEAD INJURIES AND CONCUSSION POLICY**

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

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

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

### Training Program

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

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

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

### Participation Requirements for Students and Parents

#### A. Education and Training

1. Each year at the required pre-season meeting for every season, a school shall provide current Department-approved materials to all students who plan to participate in extracurricular athletic activities and their parents in advance of the student's participation. Such materials shall be posted on the district's website and shall at minimum include a summary of the Department's rules relative to safety including but not limited to recognition of symptoms of head injury, the biology and short-term and long-term consequences of a concussion, second impact syndrome and rules for return to play after a head injury or concussion.
2. The student and parent shall submit to the Athletic Director as a pre-requisite to participation in extracurricular athletic or band activities either (a) a certification of completion for any Department approved on-line course or (b) a signed acknowledgment as to their receipt of Department approved written material required by 105 CMR 201.009(A)(1).
3. The training and education required by 105 CMR 201.009(A)(2) applies to one school year and must be repeated for every subsequent year.

#### B. Documentation of Head Injury and Concussion History

1. At or before the start of each sport or band season, all students who plan to participate in extracurricular athletic or band activities shall complete and submit to the Athletic Director a current Department Pre-participation Form, signed by both the student and the parent, that provides comprehensive history with up-to-date information relative to concussion history; any head, face or cervical spine injury history; and any history of co-existent concussive injuries.
2. The Athletic Director shall ensure that all forms that are required by 105 CMR 201.009(B)(1) are completed and reviewed, and shall:

- Provide each coach or band director with copies of forms from all students participating on that coach's team or band director's band;
  - Distribute copies of forms that indicate a history of head injury to the school nurse and school physician.
3. If a student sustains a head injury or concussion during the season, the Department Report of Head Injury During Sports Season Form (hereinafter "Department Report of Head Injury Form") must be completed (a) by the coach or band director, if the injury or suspected concussion occurs during a game or practice, or (b) by a parent if the injury occurs outside of those settings, and forwarded to the coach or band director. The Athletic Director shall ensure that these forms are reviewed and provided to the persons specified in 105 CMR 201.009(B)(2).

#### Suspected Concussion Exclusion from Play

1. Any student, who during a practice or competition, sustains a head injury or suspected concussion, or exhibits signs and symptoms of a concussion, shall be removed from the practice or competition immediately and may not return to the practice or competition that day.
2. The student shall not return to play unless and until the student provides medical clearance and authorization as specified in 105 CMR 201.011.
3. The coach shall communicate the nature of the injury directly to the parent in person or by phone immediately after the game or practice in which a student has been removed from play for a head injury or suspected concussion. The coach also must provide this information to the parent in writing by the end of the next business day.
4. The coach or his/her designee shall communicate, by the end of the next business day, with the Athletic Director that the student has been removed from play for a head injury or suspected concussion.
5. Each student who is removed from play and subsequently diagnosed with a concussion shall have a written graduated reentry plan for return to full academic and extracurricular activities.
  - The plan shall be developed by the student's teachers, school nurse, parent, members of the building-based student support and assistance team or individualized education program team as appropriate and in consultation with the student's physician.
  - The written plan shall include but not be limited to:
    - Physical and cognitive rest as appropriate;
    - Graduated return to classroom studies as appropriate;
    - Estimated time intervals for resumption of activities;
    - Frequent assessments by the school nurse as appropriate; and
    - Periodic medical assessments until full return to classroom activities and extracurricular athletic activities are authorized.
  - The student must be completely symptom free and medically cleared in order to begin graduated reentry to extracurricular athletic activities.
  - *If a situation arises such that the student has been cleared to participate and the school staff notes that the student is still experiencing symptoms, that student shall be removed from play. The school has the authority to make the final determination whether a student may safely participate in a given extracurricular activity/sport. Participation is a privilege that may be permitted or withheld by the school staff based on individual circumstances. If these situations arise the school staff will communicate to the health care provider who provided the clearance, the specific symptoms and reason for concern and that the student is not symptom-free.*

#### Medical Clearance and Authorization to Return to Play

Each student who is removed from play for a head injury or suspected concussion shall obtain and present to the Athletic Director a Department Post Sports-Related Head Injury Medical

Clearance and Authorization Form (herein after "Department Medical Clearance and Authorization Form") prior to resuming the extracurricular athletic activity. This form must be completed by a physician or one of the individuals as authorized by 105 CMR 201.011(A). The ultimate return to play decision is a medical decision that may involve a multidisciplinary approach, including consultation with parents, the school nurse and teachers as appropriate.

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

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

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

#### Record Maintenance

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

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

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

#### Reporting

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

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

First Reading: October 19, 2011

Second Reading: November 2, 2011

Third Reading and Vote: November 16, 2011

Adopted: November 16, 2011

### **Life-Threatening Allergies**

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

It is the policy of the Douglas School Committee to set age-appropriate guidelines for students and schools within the Douglas School system that minimize the risk for children with life threatening allergies (LTA) to be exposed to offending allergens that may trigger a life-threatening reaction. Such guidelines shall include building based general medical emergency plans, Individualized Student Allergic Reaction Plan for all students diagnosed with a LTA, appropriate training of staff, availability on site of medical equipment for quick response to life threatening allergic reactions, and such other guidelines that will ensure that students with LTA can participate fully in school activities without undue fear of harm from exposure to life threatening allergens.

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

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

### **Food – Classroom Celebrations**

Due to the fact that students with severe food allergies are enrolled at Douglas Middle School, and in order to avoid a potentially life-threatening allergic reaction, we would appreciate the assistance and cooperation of both the faculty/staff and parents/guardians in minimizing food-based celebrations and rewards, and in seeking out healthy alternatives.

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



### **Field Trip Medications**

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

### **Physical Exams/Immunization Records**

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

### **Hearing and Vision Screening**

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

### **Health Insurance**

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

### **Before/After-School Program Permission Slip**

In order to promote the safety and well being of all students, parents are asked to complete the "After-School Program Permission Slip." This slip requires documentation of medical information, contact information in case of emergency, and a medical treatment/injury waiver.

This slip must be filled out and returned to the office, prior to your child taking part in an after-school activity.

*Douglas Middle School*

21 Davis Street, Douglas, Massachusetts 01516

Telephone: 508-476-3332 Fax: 508-476-1604

**BEFORE/AFTER-SCHOOL PROGRAM INFORMATION/PERMISSION SLIP**

Student's Name: \_\_\_\_\_ Grade \_\_\_\_\_

After School Activity \_\_\_\_\_

History of Concussion(s) (Y or N) \_\_\_\_\_ How Many: \_\_\_\_\_ Date(s): \_\_\_\_\_

Allergies: \_\_\_\_\_ EpiPen ordered? \_\_\_\_\_ Carried By Student? \_\_\_\_\_

Asthma: \_\_\_\_\_ Inhaler Carried by Student? \_\_\_\_\_

Pertinent Medical History/Conditions: \_\_\_\_\_

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**Please Complete-Important In Case Of An Emergency**

Parent#1 \_\_\_\_\_ #2 \_\_\_\_\_

Phone # \_\_\_\_\_ #2 \_\_\_\_\_

Emergency Contact if Parents can't be reached \_\_\_\_\_ Phone# \_\_\_\_\_

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Primary Care Physician \_\_\_\_\_ Phone \_\_\_\_\_

Dentist \_\_\_\_\_ Phone# \_\_\_\_\_

Hospital Preference: \_\_\_\_\_

**CONSENT for MEDICAL TREATMENT (minor)**

As a parent or Legal Guardian of the above-named student, I hereby give my consent for emergency medical care prescribed by a duly licensed Doctor of Medicine or Doctor of Dentistry. This care may be given under whatever conditions are necessary to preserve life, limb, or well-being of my dependent.

## INJURY WAIVER

I hereby absolve The Douglas Public Schools, including, but not limited to, its coaches, managers, and officers, from any and all liability resulting from injury sustained by the student listed above while participating in the Douglas Public School's activity.

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Parent/Guardian Signature  
*Waiver)*

Print Name

Date *(Medical Treatment and Injury*

# Code of Conduct

**Cooperation**

**Tolerance**

**Respect**

**Effort**

**Growth**

**Good Behavior**

**Helping Others**

**Doing Your Best!**

# Douglas Middle School

## 2021-22



Positive behavior is recognized at Douglas Middle School, and students are encouraged to strive for academic and social excellence through our Positive Behavior Intervention and Supports (PBIS) Program. Students at Douglas Middle School must observe school-wide behavioral expectations in order to establish a positive, respectful, and focused environment that is conducive to learning. The development of good behavior in the elementary and middle school grades is a learning process in which growth takes place over time. Since school is a place where children and adults learn and spend many hours together, rules are necessary to ensure that everyone can be free from distraction, fear, or discomfort, and so that learning can take place.

Each member of the Douglas Middle School team – students, faculty, staff, and administrators - has the following rights:

- To work in safe, pleasant, and orderly surroundings
- To be free from harassment, bullying, or insulting and abusive treatment
- To work in an atmosphere that promotes learning

**Therefore, Douglas Middle School students at all times will:**

- ***T*** - Show ***tolerance*** for differences and be kind and caring toward others.
- ***I*** - Be ***invested*** by taking pride in keeping the school neat and clean.
- ***G*** - Come to school rested, on time, and prepared in order to achieve their highest potential for ***growth***.
- ***E*** – Put forth their best ***effort***.
- ***R*** - Be ***respectful*** of others, of their personal belongings, and of school property.
- ***S*** - Put ***safety*** first!

*Please take the time to review our Code of Conduct with your child by reading the rules together and discussing why they are necessary.*

## **Douglas Middle School Code of Conduct**

The Code of Conduct applies to all school activities both during the school day and after regular school hours (including, but not limited to, after-school activities, programs, athletic events, school trips, dances, etc.)

Our goal is to maintain a positive, purposeful learning environment in which students are accountable for their actions, and learn from their mistakes. Developmentally appropriate consequences will be administered when students engage in inappropriate behavior at Douglas Middle School. These consequences may range from the less serious to the more severe, based upon the nature of the misbehavior. Prior circumstances leading up to the offense will also be taken in account. Consequences that are administered for violating the Code of Conduct are intended to help students improve and learn from their mistakes, and to ensure that all members of the Douglas Middle School community have the right to learn and work in a safe and orderly environment.

Factors that are considered when determining consequences for violating the Code of Conduct are:

- The student's disciplinary record
- The student's attitude regarding the violation
- The student's willingness to address the issue and learn from his/her mistake
- The impact on the classroom and school environment.

In some cases, students may be denied privileges such as participation in sports, clubs, or other co-curricular activities, lose their privilege to ride the bus (see bus conduct policy), or be restricted from other school activities and events, such as assemblies, field trips, dances, etc.

All Douglas Middle School students are expected to abide by the Code of Conduct, and to let a trusted adult know if something happens that goes against the school's core values, so that it can be addressed. It is essential for all members of the Douglas Middle School community to work together in order to maintain an environment conducive to learning.

**When a student violates the Code of Conduct, the following steps are taken:**

- The teacher or staff member completes the disciplinary form and submits it to an administrator.
- The administrator reviews the form and contacts the reporting staff member for clarification of information if necessary.
- The administrator meets with the student and asks him/her to tell his/her account of what happened. The administrator may ask the student to fill out a "student statement" form.
- When necessary, the administrator will interview witnesses to the violation.
- Upon completion of the investigation, the administrator will assign appropriate consequences that address the violation.

- The administrator will contact the referring teacher and the student's parent/guardian with the outcome. Communication with the parents of other involved students will also occur when needed.

Developmentally appropriate consequences will be administered when students engage in inappropriate behavior at Douglas Middle School. These consequences may range from the less serious to the more severe, based upon the nature of the misbehavior and the age of the student. Prior circumstances leading up to the offense(s) will also be taken into account. Every effort will be made to help the student understand the reason for the disciplinary consequences to reflect upon the inappropriate behavior; and to see it as a learning experience and growth opportunity by making a commitment to improve his/her personal behavior going forward. Students who do not follow school rules may lose privileges, such as a field trip, dance, sports event, or other school-sponsored activity. Parents will be notified of disciplinary consequences. Students who are suspended are not allowed to participate in any school-related function or activity. The consequences listed below align with our Positive Behavioral Interventions and Supports (PBIS) School-Wide Behavior Expectations.

#### **Teacher/Classroom Consequences:**

- Assigned Seating
- Conference with student
- Conference with parent
- Loss of privilege
- Student contract
- Teacher detention

#### **Office Consequences:**

- Office referral
- Conference with student
- Conference with parent
- Lunch detention
- After-school detention
- In-school suspension
- Out-of-school suspension

- Expulsion procedures

**Behavior Violations:**

- Poor attendance/Tardiness to class (After the 5<sup>th</sup> tardy, a meeting will be requested with parents/guardians and the administration. After the 6<sup>th</sup> tardy, a student will be assigned an office detention.).
- Disruptive/off-task behavior
- Gum chewing
- Excessive missing homework assignments
- Not prepared for class/no supplies
- Lying
- Dress code violation
- Defiance/disrespect/insubordination/non-compliance
- Harassment/teasing/taunting/bullying
- Skipping class/truancy
- Inappropriate language/profanity/vulgarity
- Inappropriate use of cell phone during school hours
- Inappropriate physical contact
- Property misuse or damage/vandalism
- Fighting/physical aggression to student
- Fighting/physical aggression to staff
- Forgery/theft
- Cheating
- Possession/use of tobacco/alcohol/drugs
- Possession/use of combustibles
- Making a bomb threat/arson/possession or use of weapons



## **Typical disciplinary consequences and their definitions are:**

**Conference:** Teacher/administrator speaks with the student regarding his/her behavior in order to help him/her learn and improve. A Social Behavior Map will be used as a resource to help students learn to distinguish between “expected” and “unexpected” behaviors; to realize how each behavior they do has an emotional impact on those around them, and to see that how a person feels contributes strongly to how s/he reacts to another person's behavior.

**Reflective Writing/Improvement Plan:** The student is required to complete a writing assignment designed to help him/her understand why the behavior is inappropriate, and to create a plan to avoid repeating the same behavior in the future.

**Lunch Detention:** The student is restricted from the cafeteria and instead eats lunch in the office. Conferencing or writing as described above may take place during this time.

**After-School Detention (Classroom or Office):** The student is required to stay after school under the supervision of school personnel. (In the case of a teacher-assigned detention, the teacher will supervise; in the case of an office detention, office personnel will supervise.) Conferencing or writing as described above may take place during this time.

**In-School Suspension:** The student remains in school in a supervised location where he/she will complete academic work and/or conferencing or writing as described above. This alternative to out-of-school suspension is designed to limit a student's social interactions and maximize the student's focus on learning.

**Out-of-School Suspension:** The student is removed from the school environment and not allowed to attend school or any school-related events, or to be present on school grounds for a period of time specified by the administration. Students are encouraged to stay current with completing their academic work while out on suspension.

**Expulsion:** The student is removed from the school environment for an extended, indefinite period of time, or permanently.

The following chart exemplifies a typical range of consequences for behaviors in violation of the Code of Conduct, from less severe to most severe. It is important to note that these are guidelines. Teachers and administrators will use their professional judgment to determine what the appropriate consequence will be for a violation of the Code of Conduct.

Level	Behaviors	Typical Range of Consequences
	<ul style="list-style-type: none"> <li>Repeated tardiness to school</li> </ul>	<ul style="list-style-type: none"> <li><b>After the 5<sup>th</sup> tardy</b> to school, a notification letter will be sent to the parent/guardian</li> <li><b>After the 6<sup>th</sup> tardy</b>, a student will be assigned an office detention</li> <li><b>After the 8<sup>th</sup> tardy</b>, a student will be assigned an in-school suspension</li> </ul>
	<ul style="list-style-type: none"> <li>Repeated unexcused absences/truancy</li> </ul>	<ul style="list-style-type: none"> <li>MA State Law (Chapter 76, Section 2) indicates that <b>a child's absences should not exceed more than 7 full-day sessions</b> or 14 half-day sessions in a six-month period.</li> <li>The law further requires that the principal must contact the parent/guardian of any student who has had <b>more than 5 unexcused absences</b> in a school year to meet in order to develop an action plan for student attendance.</li> <li>If chronic unexcused absences continue, court involvement may result.</li> </ul>
<b>Level 1</b>	<ul style="list-style-type: none"> <li>Being unprepared for class (no notebook/textbook, no writing utensil, missing iPad, and/or iPad not charged)</li> <li>Late to class without a pass</li> <li>Lack of academic work completion and/or failure to complete/turn in homework</li> <li>Dress code violation</li> <li>Gum chewing</li> <li>Cell phone misuse</li> </ul>	<ul style="list-style-type: none"> <li>Communication with parent/guardian</li> <li>Conference with student and teacher</li> <li>Conference with a teacher, parent, and/or administrator</li> <li>Reflective writing assignment and/or plan to remedy the problem</li> <li>After-school detention to complete missing work or reflection</li> <li>Removal of electronic device; sending it to office for parent to pick up</li> </ul>
<b>Level 2</b>	<ul style="list-style-type: none"> <li>Disrupting the learning environment</li> <li>Rude, inappropriate language/behavior</li> <li>Inappropriate physical contact</li> <li>Defiance/disrespect</li> </ul>	<ul style="list-style-type: none"> <li>Communication with parent/guardian</li> <li>Conference with student and teacher</li> </ul>

	<ul style="list-style-type: none"> <li>Cheating/plagiarizing/forging signature</li> <li>Falsely reporting an incident/lying</li> <li>Violating the technology/electronic device policies, such as the Acceptable Use Policy and the iPad agreement, and/or repeated cell phone misuse</li> <li>Repeated and/or flagrant Level 1 violations</li> </ul>	<ul style="list-style-type: none"> <li>Conference with parent/guardian and administrator</li> <li>Lunch detention</li> <li>After-school detention with teacher or office</li> <li>Partial or complete loss of credit for cheating, or for obtaining answers by any means not accepted by the teacher, as well as giving or receiving information, plagiarizing, or copying another's work and submitting it as one's own.</li> <li>In-school suspension (Typically, students will be required to do reflecting writing and/or make a plan to remedy the problem while serving this time, as well as do their school work.)</li> <li>Restricted access to electronic devices</li> <li>Student contract</li> </ul>
<b>Level 3</b>	<ul style="list-style-type: none"> <li>Bullying/Harassment (MGL Ch. 71, Section 37 O)</li> <li>Property misuse/damage/vandalism</li> <li>Stealing/destroying property/defacing property</li> <li>Tampering with fire alarm</li> <li>Fighting/threatening violence/acting violently (MGL, Ch. 71, Section 37H)</li> <li>Possessing a weapon (MGL Ch. 71, Section 37H)</li> <li>Possessing, using, and/or being under the influence of tobacco (including electronic cigarettes/vaping/juuling), alcohol, dangerous substances, or illegal drugs (MGL Ch. 71, Section 37H)</li> <li>Threatening and/or assaulting school personnel</li> <li>Repeated and/or flagrant Level 2 violations</li> </ul>	<ul style="list-style-type: none"> <li>Retribution for damages</li> <li>In-school suspension (Typically, students will be required to do reflective writing and/or make a plan to remedy the problem while serving this time, as well as do their school work.)</li> <li>Completion/signing of a safety plan</li> <li>Out-of-school suspension</li> <li>Expulsion</li> </ul>

### Disciplinary Regulations and Guidelines

In accordance with Massachusetts General Laws:

M.G.L. c. 71,37H

M.G.L. c. 71,37H ½

M.G.L. c. 71,37H ¾

M.G.L. c. 76,21

603 CMR 53.00

Douglas Middle School values a respectful and safe school community. In order to encourage the development of self-discipline and a respect for the rights of others – as well as to maintain an atmosphere conducive to learning – rules and regulations are necessary. To assist in the maintenance of an orderly educational system, disciplinary regulations have been established and apply to all students.

Disciplinary procedures range from an informal conference to expulsion from school. The procedure to be used in a particular instance depends upon the infraction, specific circumstances, and the individual's overall pattern of behavior.

The principal, or his/her designee, may also remove a student from privileges, such as extracurricular activities and attendance at school-sponsored events, based on a student's misconduct. This type of removal is not subject to the procedures for suspension and expulsion outlined below.

### **Suspension**

Suspension from school is regulated under Massachusetts General Law Sec. 71 Chapter 37H ¾. The principal, or his/her designee, may suspend students on a short-term or long-term basis. Unless a student poses a danger to persons or property, substantially and materially disrupts the order of school, possesses a firearm, controlled substance, or assaults a school staff member, the student will receive the following prior to a short-term suspension or long-term suspension:

#### **Short-term suspension (period of less than 10 days)**

1. Oral and written notice of the charges in English and the primary language of the home if other than English. This notice shall include:
  - i. The disciplinary offense;
  - ii. The basis for the charge;
  - iii. The potential consequences, including the potential length of the suspension;
  - iv. The opportunity to have a hearing with the principal/designee and the parent concerning the proposed suspension, including the opportunity to dispute the charges and to present the student's explanation of the alleged incident, and the right of the parent to attend the hearing;
  - v. The date, time, and location of the hearing;
  - vi. The right of the parent and student to interpreter services at the hearing; and
  - vii. If the student may be placed on a long-term suspension following the hearing with the principal:
    - 1) The rights set forth under the "Long-Term Suspension"; and
    - 2) The right to appeal the principal's decision to the superintendent.

2. At the hearing, if the student and/or parent elects to attend, the student shall have the opportunity to present his/her version of the relevant facts and any mitigating circumstances.
3. The principal/designee shall make reasonable efforts to notify the parent orally of the opportunity to attend the hearing. To conduct the hearing without the parent, the principal/designee must be able to document reasonable efforts to include the parent. The principal/designee is presumed to have made reasonable efforts if the principal/designee sent written notice and has documented at least two (2) attempts to contact the parent in the manner specified by the parent for emergency notification.
4. Based on the available information, the principal/designee shall make a determination as to whether the student committed the disciplinary offenses and what remedy shall be imposed.

The principal/designee shall notice the student and parent in writing of his/her decision, the reasons for it, and, if applicable, the type and duration of the suspension and the opportunity to make up assignments and other academic work.

#### **Long-term Suspension (period of more than 10 school days):**

All of the same procedures as outlined in short term suspensions (1-4) including the following:

1. In advance of the hearing, the student shall have the right to review the student's record and the documents upon which the principal/designee may rely in making a determination to suspend the student.
2. The student shall also have the right to be represented by counsel or a lay person at the choice and expense of the student/parent.
3. At the hearing, if the student and/or parent elects to attend, the student shall have the opportunity to present his/her version of the relevant facts and any mitigating circumstances. The student shall also have the right to produce witnesses and the right to cross-examine witnesses presented by the school. The student may request that the hearing be audio recorded by the principal and may request a copy of the recording. All parties must be made aware that the hearing is recorded in advance of the hearing.
4. The parent, if present, shall have the opportunity to discuss the student's conduct and other information, including mitigating circumstances that the principal/designee should consider in determining consequences for the student.
5. The principal/designee shall make a determination as to whether the student committed the disciplinary offenses and what consequences shall be imposed. The principal shall notice the student and parent in writing of his/her decision, including the following information:

- i. The disciplinary offense, the date on which the hearing took place, and the participants in the hearing;
- ii. The key facts and conclusions reached by the principal;
- iii. The length and effective date of the suspension and the date of return to school;
- iv. The notice of the student's opportunity to receive education services to make academic progress during the suspension;
- v. The student's right to appeal the principal's decision to the superintendent or his/her designee if a long-term suspension has been imposed. This notice of appeal shall include the process for appealing the decision, which requires the parent or student to file a written notice of appeal with the superintendent within five (5) calendar days of the effective date of the long-term suspension.
  - a. The superintendent shall hold the hearing within three (3) school days of the student's request, unless an extension is mutually agreed to.
  - b. The superintendent shall make a good-faith effort to include the parent in the hearing.
  - c. The hearing shall be conducted to determine whether the student committed the disciplinary offense and, if so, what the consequence shall be. The hearing shall be audio recorded and a copy of the recording shall be provided to the student or parent upon request.
  - d. All the same rights as are afforded in the above long-term suspension principal's hearing shall apply to the student in a superintendent's hearing.
  - e. The superintendent shall issue a written decision within five (5) calendar days of the hearing. If the superintendent determines that the student committed the disciplinary offense, the superintendent may impose the same or lesser consequence than the principal.
  - f. The decision of the superintendent shall be the final decision of the school district.

### **Academic progress during suspension**

Any student who is serving a short-term suspension, long-term suspension, or expulsion shall have the opportunity to make up assignments, test, papers, and other school work as needed to make academic progress during the period of his or her removal from the classroom.

### **Procedures for emergency removal**

If the student's continued presence poses a danger to persons or property, or materially and substantially disrupts the order of the school and, in the principal/designee's judgment, there is no alternative available to alleviate the danger or disruption, the principal/designee shall temporarily remove the student from the school. This temporary removal shall not exceed two (2) days following the day of the emergency removal and the superintendent shall be immediately notified of the removal. Additionally, the principal/designee shall make immediate and reasonable efforts to orally notify the student and student's parent of the emergency removal, the reason for the emergency

removal, and the other information required in a short-term suspension notification. The short-term suspension notice shall be provided in writing to the student and parent. The opportunity for a hearing with the principal/designee shall occur within two (2) school days, unless otherwise extended by the school and parent. A decision regarding the student's continued suspension or other removal shall be rendered the same day as the hearing and written notice shall be provided the following school day. This written notice shall include all the information required based on the type of discipline imposed (short-term suspension, long-term suspension, or expulsion).

### **Additional Procedural Protections for Special Education Students**

In general, special education students may be excluded from their programs for up to ten school days per school year just as any other student. However, when the district seeks to exclude a special education student from his/her program for more than ten school days in the school year, the student's special education Team must first determine whether the student's behavior was caused by, or was directly and substantially related to his/her disability or whether the conduct in question was the direct result of the district's failure to implement the student's IEP (a "manifestation determination"). If the Team determines that the behavior was a manifestation of his/her disability or was caused by a failure to implement the IEP, it must conduct a functional behavioral assessment and develop a behavior plan (or review and modify an existing plan, if necessary), and return the student to his/her current program, unless the student's parents and the district agree to a change in placement.

If the Team determines the behavior was not caused by, or directly and substantially related to the student's disability or failure to implement the IEP, the school may discipline the student according to the school's code of student conduct, except that during the period of suspension or expulsion, the district must continue to provide the student with a free appropriate public education (FAPE) and, if appropriate, conduct a functional behavior assessment and provide intervention services and modifications to prevent the conduct from recurring. If the conduct involves weapons, drugs, or serious bodily injury, a special education student may be removed to an interim alternative educational placement for up to 45 school days regardless of the behavior's relationship to his/her disability.

Additional information regarding the procedural protections for students with disabilities can be obtained from the Director of Student Support Services.

### **POLICY ON NON-DISCRIMINATION**

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

All inquiries regarding compliance with Title IX and Chapter 622 should be made to Kevin Maines, Superintendent of Schools, or may be reported directly to the director of the Office for Civil Rights, U.S. Department of Health and Human Services, JFK Federal Building Room 1875, Boston, MA 02203, (617) 565 1340, 617 565 1343 (TDD).

In addition, no person between ages three and 21 will be denied a free, appropriate, public education in the least restricted environment, as required and mandated by Massachusetts Regulation 603 CMR 28.00 and IDEA, 2004.

### **Section 504 of the Rehabilitation Act**

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

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

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

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

### **B. DISCIPLINE OF STUDENTS UNDER SECTION 504 AND ADA**

Under various federal and state laws and regulations, students with disabilities may not be discriminated against in discipline matters on the basis of their disability or impairment. In addition to those rights set forth in this handbook, the following procedures will be implemented to comply with state and federal laws and regulations regarding students with disabilities. Procedures for students eligible for special education services are set forth in "Discipline of Special Needs Students" in this handbook.



**1. Definition**

A student with a disability is a student who has had or is perceived to have a physical or mental impairment that substantially limits one or more major life activities. This category includes students who are found to currently have such an impairment, have a record of having such an impairment, or who are perceived as having such an impairment.

**2. Procedure**

In the event that a student is found to have violated a school rule after implementing the general due process procedures (notice and hearing) provided in this handbook or under other school policies, the Principal or his/her designee shall ascertain whether the student has been identified as a student with a disability under Section 504.

- a. If the student has not been identified as disabled, the Principal or his/her designee must consider whether the circumstances surrounding the disciplinary incident suggest the existence of a disability.
- b. In the event that the Principal or his/her designee concludes that there is no reason to suspect a disability, the student may be disciplined according to the regular disciplinary sanctions of the Douglas High School Student Handbook.
- c. If the circumstances suggest that the student may be disabled, the Principal or his/her designee shall refer the student to the 504 Committee to evaluate whether the student has a disability.
- d. If the student is identified or has previously been identified as a student with a disability under Section 504, prior to taking disciplinary action which would result in a suspension of one (1) to ten (10) days, the Principal or his/her designee shall determine whether the student's misconduct is a manifestation of his or her disability and assure that all disciplinary actions are consistent with the mandates of Section 504.
- e. If the student is identified or has previously been identified as a student with a disability under Section 504 and/or is so identified upon an initial 504 evaluation and the disciplinary sanction or cumulative disciplinary sanction could result in a suspension from school for more than ten (10) days and the 504 Committee determines that:
  - i. the student is or continues to be disabled and his or her misconduct has a direct and substantial relationship to his or her disability
  - ii. the violation of school rules is a direct result of a failure to accommodate the student's disability or an inappropriate or unimplemented 504 plan

then the student will not be suspended from school provided, however, that the 504 Committee may determine that the student's 504 plan should include modifications to address the student's misconduct including but not limited to delivery of educational services at an alternative site, behavioral modification plans, or any other appropriate modification or accommodation of disciplinary consequence consistent with Section 504.

- f. In the event that the student previously has been identified as a student with a disability under Section 504 and/or, upon an initial 504 evaluation, the 504 Committee determines that the student is or continues to be disabled but his or her violation of school rules is not related to his or her disability, a failure to accommodate, or an inappropriate or unimplemented 504 plan, regular disciplinary sanctions under the Douglas High School Student Handbook may be imposed.

### **3. Evaluation / Re-evaluation**

Initial evaluation pursuant to this policy and re-evaluation of students with disabilities under Section 504 who may be subject to suspension or expulsion for more than ten (10) cumulative days shall be conducted pursuant to Section 504. Determination of disability and disability relatedness under subpart 2(a), 2(c), 2(d), and 2(e) of this policy by the 504 Committee will be made prior to the imposition of disciplinary sanction.

## **C. DISCIPLINE OF STUDENTS WITH DISABILITIES**

1. The Principal or his/her designee will notify the Special Education Office of any offense committed by a student with a disability warranting suspension. A record will be kept of such notices.
2. When it is known that the suspension of a student with a disability may accumulate ten (10) days in a school year, a review of the IEP for sufficiency as required by Federal Special Education Regulations (IDEA 2004) will be held to determine the appropriateness of the student's placement or program. The Team will make a finding as to the relationship between the student's violation of the discipline code and his or her disability.
  - a. If the IEP Team finds that the student's violation of the discipline code is related to his or her disability or the Team determines that the current IEP is inappropriate, the Team will develop an amended IEP.
  - b. If the student's violation of the discipline code is not related to his or her disability or to an inappropriate IEP, a suspension may be imposed. The Team will determine a placement in which the student will receive services during periods of suspension beyond ten (10) days, which provides access to the general curriculum and addresses his or her IEP goals. All required regulatory procedures will be followed should further disciplinary consequences become necessary.
  - c. If a student carries a weapon to school or to a school function, or if the student possesses or uses illegal drugs, drug paraphernalia, or sells or solicits the sale of a controlled substance while at school or a school function, the Principal may order the change of placement for forty-five (45) days. The placement will be determined by the IEP Team.
  - d. In cases where a student's violation of the discipline code presents a danger to other students, staff, or the student himself/herself, and the parent or guardian does not accept the proposed placement, the School Committee will immediately seek court approval to suspend or exclude the student from Douglas High School.

Any dispute regarding the IEP will be resolved through the special education dispute resolution process. If a hearing is requested, the student will stay in his or her current placement unless a court determines otherwise or the parent agrees to an alternate setting pending resolution of the dispute.

### **Participation in Activities During Suspension or Absence**

Students will not be allowed to participate in or be in attendance at an extracurricular event on the same day they are absent from school, unless the absence has been excused in advance by the Principal. This applies particularly to dances and athletic events. Students who have been suspended from school are to stay off school grounds until allowed by the Principal to return. They are also not allowed to attend school-sponsored events while on suspension.

### **Bus Conduct**

Safety and courtesy require appropriate conduct while boarding or riding the bus and while leaving school. No "guest riders" will be allowed without specific permission granted in advance by the school department (no same day permission will be granted.) Bus drivers may not grant permission for "guests." Students should **be aware the bus ride is an extension of the school day.** Conduct on the bus should mirror classroom conduct with the same expectations of mutual respect between students and the driver. Bus students are not to be dropped any place except on the school property during arrival in the morning.

### **Loading and Unloading**

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

### **Required Conduct Aboard the Bus**

- Respect the driver and bus property.
- Enter the bus quietly and in an orderly fashion.
- Get seated quickly and remain seated throughout the bus ride.
- Refrain from eating and drinking on the bus.
- Use quiet voices.
- Keep hands, feet, and all belongings to oneself.
- Use acceptable language.
- Do not push or wrestle.
- Do not annoy other passengers, or talk to the driver in an annoying manner.
- Do not throw objects in the bus or out of windows.
- Do not climb over seats, and/or open or close windows unnecessarily.
- Do not lean out of windows, and keep hands and arms inside the bus at all times.
- Do not litter.

Students reported for misconduct will be dealt with as follows:

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

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

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

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

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

**Students will be held responsible for purposely damaging the bus.**

### **Dress Code**

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

The following are the school’s guidelines for dress/accessories at school and at school events:

### **Acceptable Dress/Attire**

Dresses\*

Skirts, Dress Shorts\*

Slacks

Dress Blouses or tops

Dress shoes, dress boots, dress sandals or sneakers (shower sandals, flip-flops, and slippers should not be worn)

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

**\*Dresses, blouses and tops** can be sleeveless as long as the **strap is at least 2” wide**.

### **Unacceptable Dress/Attire**

Clothing that is excessively revealing, such as spaghetti straps, halter tops, tank tops, tops that show the midriff, low-cut blouses, miniskirts or mini dresses (shorter than 6” above knee cap), backless shirts, and short-shorts.

Armbands/wristbands with metallic spikes, points or studs, multiple safety pins, wallet chains, or any other items that could be deemed dangerous are not permitted.

Hats or other head covering, except for a medical or religious purpose, is not allowed.

Coats or heavy jackets are not to be worn in the classroom and must be stored in the student’s assigned locker.

Items that are interpreted to be offensive or to denigrate others.

Dress or accessories that can be interpreted as representing gang affiliation.

Items that promote or endorse the use of alcohol, tobacco or illegal drugs or encourage illegal or violent activities.

Leggings (unless worn with a long top or skirt)

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

Muscle shirts

Bandannas

Low riding pants

Pajamas

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

If a student is out of compliance with the dress code and cannot adjust their dress appropriately at school at the direction of a member of the DMS faculty or staff (for example, by putting on a sweater over a short top or wearing a sweatshirt to cover up an inappropriate t-shirt), the student may be restricted from class until a change of clothing can be brought to school by a family member. Refusal to change, or subsequent occurrences, will be considered insubordination and be subject to disciplinary action.

### **Aerosol Sprays**

The possession/use of aerosol-style sprays is prohibited at Douglas Middle School. There is significant risk for student injury with use of such sprays. Students may utilize roll-on or glide style deodorant/antiperspirants.

### **Drinks, Food, Gum, and Candy**

Water bottles may be allowed in classrooms; if this becomes a distraction, a teacher may restrict access. Food is to be consumed in the cafeteria only, with the exception of special events under the direction of a teacher or administration. Students are strongly discouraged from bringing candy to school. Chewing gum is not allowed.

### **Energy Drinks**

In recent years, we have seen an increase in middle school students' consumption of highly-caffeinated beverages often referred to as "energy drinks." Due to the adverse effects these beverages can have on middle school-aged children (such as increased heart rate and blood pressure, dehydration, nervousness, irritability, and insomnia), students are not allowed to consume these beverages on school grounds, in buses, or at any school-sponsored activities.

### **Conduct at School-Sponsored Activities**

At any school-sponsored student activity whether on or off campus it should be fully understood by all students and parents that all school rules apply throughout the extent of the activity.

### **Dance Guidelines**

The guidelines listed below will be in effect at all Middle School dances for grades 6-8, including school-sponsored dances, as well as dances sponsored by booster groups and town youth organizations. These guidelines will be in effect at all Douglas Public Schools locations where the dances are held. The group sponsoring the dance will be responsible for hiring a police officer to assist the chaperones with supervision for the duration of the dance, as well as to assist during drop-off and pickup times.

Chaperones should also be fully informed as to the agreed-upon middle school dance guidelines. School-sponsored dances will have a minimum of 5 staff chaperones assigned.

Hours for all dances will be 6:30-9:00 p.m.

No more than two dances will be held per month, for a total of 18. The Middle School Student Council, the Band Boosters, the Cheer Boosters, the Athletic Booster groups, and Celebration Graduation will each get 3 dances per group, in order to be fair and equitable for all groups. If an organization does not wish to book all three dates, these dates will be released and other groups may sign up.

Organizations sponsoring dances must obtain a current list of students attending Douglas Middle School. Only students attending the Douglas Public Schools will be admitted to the dance. (If a middle school student is a town resident and does not attend the Douglas Public Schools, he/she may attend the dance with prior permission of the administration, and if the parent/guardian provides the school with contact information, as well as a referral from the student's school indicating satisfactory behavior and conduct.) Chaperones will check students in at the door, utilizing these current enrollment lists. Dances being conducted by school-sponsored organizations must have at least 5 staff chaperones in attendance. This number of chaperones is also highly recommended for all sponsoring groups. Students must provide school ID's in order to be admitted.

**A faculty/staff member employed by the Douglas Public Schools** affiliated with the organization sponsoring a dance must obtain a list of students ineligible to attend from the building secretary at Douglas Middle School, prior to the dance. (In order to protect student confidentiality, the reason for being on the list will not appear – but the list will include students who were absent

that day, or suspended.) The evening of the dance, **a staff member employed by the Douglas Public Schools must keep this list.** Students who were absent that day will not be admitted to the dance. (Students must attend school a minimum of 3 hours the day of the dance.) If they were dismissed early for a doctor/dentist appointment, or came to school late for that same reason, they will be allowed to attend.

Students must arrive at the dance within **1 hour** of the starting time – by **7:30 p.m.** Once admitted to the dance, students will be required to stay for the duration of the dance. If a student needs to leave early, he/she should bring a note signed by the parent/guardian and given to a chaperone at the beginning of the dance. Once a student leaves the dance, re-entry is not allowed.

Students who have received an out-of-school suspension during the school year will not be permitted to attend dances for the remainder of that semester.

School rules concerning proper behavior will be in effect throughout the duration of the dance. Students are to treat all teacher and parent chaperones courteously and follow the instructions they are given. Students are expected to be respectful, responsible, and appropriate; refrain from running around; and avoid behaviors that will interfere with the emotional and physical safety and well-being of others.

Attire worn to a dance must not be disruptive to the school environment or pose a threat to the safety and well-being of other students or adults. Chaperones reserve the right to make decisions concerning questionable or inappropriate school attire. If contacted by a chaperone, parents may be summoned to school to provide acceptable clothing or pick the student up from the dance.

Texting/media use of an inappropriate and/or bullying nature will result in a student being told to leave the dance. The student's parent/guardian will be called to pick them up. Further disciplinary consequences – including possible suspension - may also result. Students whose behavior is inappropriate may be instructed to sit for a short time, asked to call a parent/guardian to pick them up, or told they are not allowed to attend the next dance. Some inappropriate behaviors may result in a referral to administration.

Bathrooms are to be used for their intended purposes. Students are not to spend the evening in them.

The only food and drink permitted in the dance will be sold by the sponsoring group. A list of safe, nut-free snacks must be agreed upon by all parties sponsoring dances, and products sold at dances will be limited to this list. Food and/or drinks may not be brought into the dance.

Students will not be permitted to leave the dance without an adult.

All students must be picked up no later than 15 minutes after the conclusion of the dance. Students who are picked up late will not be allowed at the next dance.

Students found in violation of any of the above guidelines will not be allowed to remain at the dance. These regulations are for the safety and enjoyment of the students attending the dance.

### **Vandalism Covered by School Committee Policy**

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

### **Loitering**

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

### **Leaving Grounds**

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

### **Detentions**

Teacher-assigned after-school detentions will be handled by the teachers at their discretion. Office detentions are assigned by the administration and are one hour in length. The Dean of Students keeps records of detentions. If a student is absent on the day of an assigned detention, he/she is expected to serve the detention the next day he/she is in school.

Teachers may administer their own detentions to assist students in making up any missed work due to disciplinary procedures.

### **Tardiness**

Whenever a student arrives late to school, he/she must report to the Main Office. Students who arrive at school after 7:25 a.m. will be marked "tardy". We encourage all students to be punctual as arriving late to school disrupts the learning process.

**After the fifth tardy**, a notification letter will be sent to parents/guardians and the administration.

**After the sixth tardy**, a student will be assigned an office detention.

### **Articles/Substances Prohibited in School**

Students may not bring articles to school that are hazardous to the safety of others or interfere in some way with school procedures.

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

If an electrical/electronic device is needed for an educational purpose and has been approved by the classroom teacher then it may be brought to school, otherwise, all electrical



devices are prohibited. Pornographic/adult oriented materials are prohibited during the school day.

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

State Law prohibits the use of tobacco products (cigarettes, e-cigarettes, vape, cigars, pipes, snuff, or chewing tobacco) by students on school grounds or at school-related functions.

Tobacco products, lighters, and matches will be confiscated by any staff member. Confiscated items will not be returned.

### **Prohibition of Drug Use**

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

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

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

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

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

### **Investigation**

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

### **Desk and Locker Searches**

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

### **Searches of the Person**

School administrators may search a student (including pockets, book bags, purses, etc.) upon reasonable suspicion that the student is in possession of illegal drugs or other contraband. Reasonable suspicion can be gained by observation of the student's behavior, information from reliable sources, or other facts leading the school to believe that drugs or contraband will be

found in the place to be searched. Students returning from suspension for drug or violence related offenses should expect to be searched prior to being readmitted to school.

### **Student Under the Influence of Alcohol or Drugs**

If the school suspects that a student is under the influence of alcohol or drugs, while in school or at a school related event, the student may be referred to the school nurse, if available, for an evaluation. If necessary, for the student's safety, paramedics and/or police will be called to take the student to the hospital for a medical evaluation. In such event, the student's parents will be notified immediately.

### **Students Who Seek Assistance**

A student who voluntarily seeks the assistance of a school administrator to obtain drug or alcohol treatment or advice will not be punished under the disciplinary code set forth in this handbook. Parents will be involved as part of the team of adults enlisted to consider the best possible means of helping the student.

### **Discipline Related to Drug Use**

Any student, found by the Principal of the school or by his assistant or designee to have violated for the first time the drug abuse policy, will be suspended for ten school days; and, in case the student was found to be under the influence of either a controlled substance or an alcoholic beverage, his or her parents or guardian will be asked to meet with the Principal or members of the staff during the first five school days of the suspension for the purpose of designing a specific plan for monitoring the student's subsequent behavior. If such meeting takes place within said five-school day period, to the satisfaction of the school authorities, the suspension period will automatically be reduced to five school days.

Any student, found by the Principal of the school or by his/her assistant or designee to have violated for a second time the drug abuse policy, will be suspended for ten school days, and, in addition, the student and his or her parents or guardian will be given, after notice, an opportunity to be heard by the Principal preferably within the ten-school day suspension period, for the purpose of determining whether the student should be permanently excluded from the public schools.

The Principal, immediately after finding a student to have violated the drug abuse policy, will furnish the police department with a complete report, including the controlled substances, alcoholic beverages and other physical evidence obtained, for analysis and such criminal action as the police department may determine.

Students who violate the school's drug policy may be suspended or expelled in accordance with the procedures set forth in this student handbook. In appropriate cases, the school may agree to reduce an expulsion to a suspension, or to reduce the duration of a suspension, where the parent and student agree to cooperate in a treatment and monitoring program.

### **Involvement of Other Agencies**

Cases involving violations of this policy relating to illegal drugs will generally be reported to the Douglas Police for appropriate action. Cases involving alcohol, or validly obtained prescription

drugs, may be reported to the police if, in the school's discretion, the matter warrants police action.

In appropriate cases, the school may file a Child Requiring Assistance (CRA) petition with the appropriate court or report violators of this policy to the Department of Children and Families (DCF).

### **Weapons**

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

#### Chapter 269, Sec.10

1. A student shall not possess, use, or attempt to use any weapon on school premises or at a school related situation.
2. In order to protect the students of the Douglas Public Schools, the Building Principal and/or Superintendent of Schools will expel for a minimum of one calendar year any secondary school student found in possession of a gun or knife on school premises or at a school-sponsored situation.
3. In order to protect the students of the Douglas Public Schools, the Building Principal and/or Superintendent of Schools may expel for a minimum of one calendar year any student found in possession of a gun or knife on school premises or at a school-sponsored situation.
4. All lockers available to students are the property of the Douglas Public Schools. Use of lockers by students is regulated by the school administration and all lockers are subject to inspection by the school administration at any time. Any weapon found in a locker in violation of school policy may be considered to be the property of the student assigned to the locker for purposes of disciplinary action under this code.
5. For security reasons, students will not be permitted to wear outerwear (coats, jackets, and hats) or carry large book/gym bags with them throughout the school day. Students must store all books, bags, gym bags, and outerwear (coats, jackets, and hats) in their lockers during the school day.

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

### **Prohibition Against Firearms in Schools**

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

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

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

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

### **Violence – Prohibited Conduct**

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

The following conduct is prohibited:

#### **Assault**

Assault is intentional, physical or verbal conduct by a student directed at another person, which results in unwanted contact with that person, or reasonably places that person in fear of imminent, unwanted, physical contact. Examples of assaultive conduct include striking another person, shoving another person, attempting or pretending to strike another person, brandishing a fist or weapon, or moving close to someone in a threatening manner.

#### **Threats of Violence**

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

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

#### **Possession or Use of Weapons**

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

#### **Property Damage**

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

## **Hazing Regulations**

### **Massachusetts General Laws—Chapter 269**

Douglas Middle School adheres to the policy followed by Douglas High School which states:

#### **Ch.269, Sec. 17. Crime of Hazing: Definition: Penalty**

Whoever is a principal organizer or participant in the crime of hazing as defined herein shall be punished by a fine of not more than three thousand dollars or by imprisonment in a house of correction for not more than one year, or by both such fine and imprisonment.

The term “hazing” as used in this section and in sections eighteen and nineteen, shall mean any conduct or method of initiation into any student organization, whether on public or private property, which willfully or recklessly endangers the physical or mental health of any student or other person. Such conduct shall include whipping, beating, branding, forced calisthenics, exposure to the weather, forced consumption of any food, liquor, beverage, drug, or other substance, or any other brutal treatment or forced physical activity which is likely to adversely affect the physical health or safety of any such student or person, or which subjects such student or other person to extreme mental stress, including extended deprivation of sleep or rest or extended isolation.

Notwithstanding any other provisions of this section to the contrary, consent shall not be available as a defense to any prosecution under this action. Added by St.1985, c.536; amended by St. 1987, c.665

#### **Ch. 269, Sec. 18. Duty to Report Hazing**

Whoever knows that another person is the victim of hazing as defined in section seventeen and is at the scene of such crime shall, to the extent that such person can do so without danger or peril to himself or others, report such crime to an appropriate law enforcement official as soon as reasonably practicable. Failure to report such crime shall be punished by a fine of not more than one thousand dollars.

## **Harassment**

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

## **Reporting and Investigation**

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

## **Discipline**

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

#### BULLYING PREVENTION

The Douglas Public Schools is committed to providing a safe, positive and productive educational environment where students can achieve the highest academic standards. No student shall be subjected to harassment, intimidation, bullying, or cyber-bullying.

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

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

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

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

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

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

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

## **Disciplinary Procedures**

### **Participation in Activities During Suspension or After Absence**

Students will not be allowed to participate in or be in attendance at an extracurricular event on the same day they are absent from school unless the absence has been excused in advance by the Principal. This applies particularly to dances and athletic events.

Students who have been suspended from school are to stay off school grounds until they have been allowed by the Principal to return. They are also not allowed to attend school-sponsored events while on suspension.

Students are eligible to participate in weekend/vacation school-sponsored events if they are suspended on the Friday prior to the weekend, if contact is made to the school administration on the last school day prior to the weekend/vacation. This only applies for suspensions that end on the last school day prior to the weekend/vacation.

## **Sexual Harassment**

### **Introduction**

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

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

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

*Unwelcome actions such as:*

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



## **The Rule**

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

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

## **Violation of Policy**

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

## **Committee Procedures for Complaints**

### **1. Complaint**

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

Personnel:	Paul D. Vieira, Ed.D, Superintendent of Schools Cortney Keegan, Business Manager, Alternate
High School:	Josh Romano, Principal Desi Vega, Assistant Principal, Alternate
Middle School:	Robert E. O'Brien, Principal
Elementary:	John Bell, Principal Tara Sobaleski, Assistant Superintendent of Student Support Services,
Primary School:	Cindy Socha, Principal Tracy Purvis, Adjustment Counselor, Alternate

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

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

### **1. Investigation**

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

### **2. Decision**

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

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

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

# Special Resources and Programs



## **School Adjustment Counseling**

The School Adjustment Counselor at Douglas Middle School addresses the academic, social, and emotional needs of students in grades 6-8. There is a strong collaboration with parents, teachers, and staff to ensure that each student can reach their full potential.

Some of the services provided by the Adjustment Counselor are:

- Individual counseling
- Referrals for outside counseling and other resource assistance
- Crisis assessment and intervention
- Completion of developmental assessments as part of the Special Education testing process
- "Lunch Bunch" social skill-building groups
- Guidance Seminar for 8<sup>th</sup> grade students
- Teacher consultation and support
- 504 Coordination
- SAT (Student Assistance Team) coordination
- PBIS (Positive Behavioral Intervention Systems) coaching and planning

## **Student Assistance Team**

The Student Assistance Team (S.A.T.) is a resource for teachers who are concerned about a student's academic performance or behavior. This team of teachers and staff members listens to the teacher's description of the problem and offers strategies that can be used to address the student's needs. This collaborative approach helps our staff find ways to offer assistance to students having difficulty.

## **Class Trips:**

No trips will be taken by any class unless duly authorized by the Principal and appropriately chaperoned. A student will not be allowed on the field trip if any of the following have taken place:

- Excessive detentions with classroom teachers.
- Excessive office detentions.
- Repeated failure to serve detentions.
- Repeated classroom disturbances.
- Excessive suspensions from school and/or in-school suspensions.

### **Student Council-Sponsored Activities/Field Trip Guidelines:**

Douglas Middle School prides itself on students who value academic effort, show positive behavior, demonstrate good citizenship, and are exemplary role models to others. Students who have excessive absences or tardies, frequent disciplinary referrals to the office (more than 3 per trimester), or serious inconsistency in completing homework may put themselves at risk for eligibility to participate. We encourage students to display high standards of behavior and effort in order to be eligible to participate in all activities.

### **Student Council (Grades 6-8):**

The Student Council is made up of students in grades 6-8, elected by their peers to represent the student body as leaders in the school and role models for other students. The council elects a president, vice president, secretary, and treasurer to provide leadership in planning and conducting activities that are service-oriented, as well as special activities to build community within the student body, such as spirit weeks, student socials, and dances. Members of the Council also take turns running the school store during lunch periods, serve as hosts to visitors, and participate in other leadership activities. Membership is contingent upon following school rules and expectations.

### **Eighth Grade Class Officers**

Eighth grade class officers are also elected each year to assist with planning activities specifically for the eighth grade, such as the annual dinner dance and 8<sup>th</sup> grade recognition ceremony.

### **Extracurricular Activities**

We are proud to offer extracurricular activities in addition to the regular grade-level curriculum for students at Douglas Middle School. We believe that extracurricular activities are an integral aspect of school life, and help students learn as well as develop positive attitudes, sportsmanship, and effective social skills. These activities enhance and extend learning beyond the school day.

# Massachusetts Interscholastic Athletic Association (MIAA) Rules



## **MIAA Rules**

### **(Massachusetts Interscholastic Athletic Association)**

Douglas Middle School abides by all rules which are in the current MIAA Blue Book.

#### **Academic Requirements**

To maintain academic eligibility for any middle level, junior varsity, or varsity athletic team, a middle school student may fail no more than one major course (English, Math, Science, and Social Studies).

Academic eligibility for a given term shall be official on the date that report cards for the previous term were issued (i.e., eligibility for the second trimester is determined the day first trimester report cards are issued).

The third trimester report card shall be used to determine eligibility for the following fall sports season. Incomplete grades may not count towards eligibility for the following fall sports season.

A student receiving services through Special Services Education, whose individual educational plan is a 502.4 or a more restrictive prototype, may be declared academically eligible by the Principal provided that all other eligibility requirements are met.

#### **Chemical Health**

During the season of practice or play, a student shall not, regardless of the quantity, use or consume, possess, buy/sell or give away any beverage containing alcohol; any tobacco product; marijuana; steroids; or any controlled substance. It is a violation for a student to be in possession of a legally defined drug specifically prescribed for the student's own use by his/her doctor. Member schools are aware that this rule represents a minimum standard upon which schools could develop more stringent requirements.

Penalties for violation of the Chemical Health policy are:

*First Violation:* When the Principal confirms, following an opportunity for the student to be heard, that a violation occurred, the student shall lose eligibility for the next 2 consecutive interscholastic events, or 2 weeks of a season.

*Second and Subsequent Violations:* When the Principal confirms, following an opportunity for the student to be heard, that a second or subsequent violation has occurred, the student shall lose eligibility for the next 12 consecutive interscholastic events, or 12 consecutive weeks, whichever encompasses the greater number of contests in which the student is a participant.

#### **Steroid Use**

Anabolic androgenic steroid use by students in school sports is of grave concern. Some athletes in sports use steroids and the seriousness of the problem has been well documented recently. A recent study indicates that more than 6% of high school seniors use steroids. About two-thirds of them tried steroids before the age of 16. The use of steroids by athletes involved in sports at Douglas Middle School is strongly prohibited.

## **Douglas Middle School**

### **Athletic Regulations**

1. Athletes must be in school by 10:45 A.M. to play or practice that day.
2. Athletes must ride to and from events on the team bus, follow bus regulations, and must dress according to the policy dictated by the respective coach.
3. Athletes must be in school, and on time, the day following a competition.
4. Athletes must abide by Douglas Middle School rules of behavior as well as the athletic regulations. A student athlete may be suspended or dismissed, resulting in the loss of any individual or team awards for failure to follow these guidelines.
5. Athletes are responsible for any equipment or uniforms issued to them. They will have to pay the cost of any article not returned at the end of the season.

The following offenses will be dealt with according to team rules or Douglas Middle School Rules and Regulations:

1. Missing or being late for practices or games without prior notification to the coach.
2. Disrespect toward a coach or game official.
3. Any other actions unbecoming of a Douglas Middle School student/athlete that are not covered by the rules of behavior or athletic regulations.
4. All students are required to have a physical exam before they may practice or play any sport.
5. All athletes must have their athletic program participation form signed by their parent or guardian before they may practice or play.
6. All athletes must have school insurance or some other plan in order to participate in the Douglas Athletic Program.



# Internet Safety and Acceptable Use Policy

Douglas Public School District  
Internet Safety & Acceptable Use Policy

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

## Introduction

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

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

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

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

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

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

## Computer Technologies and Internet Access

Access to computer technology resources and the Internet are **privileges, not rights** offered to users at the discretion of the school and District administrators. Only authorized users may log on using the District's computer technologies and/or Internet access connections.

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

### A. Educational Purpose

1. Computer technology resources and Internet access have been implemented for the purpose of educational enhancement. The term "educational enhancement" includes

support of classroom activities, assignments, curriculum development, enrichment, and career development, as determined by the classroom teacher or administration.

2. The computer technology resources and Internet access have not been established as a public access service or a public forum. The District has the right to place reasonable regulations on the material accessed or posted through these resources.

3. The Internet may not be used for non-authorized commercial purposes; therefore, non-authorized products or services must not be offered, provided, or purchased through the Internet.

4. Computer technology and/or the Internet may not be used for political lobbying. However, resources to communicate with elected representatives and to express opinions on political issues may be utilized.

5. Computer technology and/or the Internet may not be used for any unlawful or criminal activities, including violation of any criminal or civil laws or regulations.

## **B. Access to Inappropriate Material**

### **1. Technology Protection Measures**

a. To the extent practical, technology protection measures shall be used to block or filter the Internet, other forms of electronic communications, and access to inappropriate information. Specifically, as required by the Children's Internet Protection Act (CIPA), blocking shall be applied to:

i. visual depictions of material deemed obscene as the term is defined in section 1460 of title 18, US Code

ii. child pornography, as the term is defined in section 2256 of title 18, US Code

iii. Material deemed "harmful to minors"

1. Taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion;

2. Depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts (refer to section 2246 of title 18 US code), or a lewd exhibition of the genitals; and

3. Taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.

b. In addition to blocking of materials that are "harmful to minors" as described above and within CIPA, the District will enable blocking protection measures for additional web sites and materials that are not within the District's educational curriculum. Blocking protection shall be applied to materials that are illegal, promote violence, profanity, intolerance or violates District/school policies. This may include any site that does not contribute to educational pursuits.

c. Blocking of additional websites will be maintained by the Technology Director.

d. The technology protection measures may be temporarily bypassed when requested by staff only for bona fide research or other lawful purposes. Only the District technology administrators will have the authority to disable filters for adult bona fide research.

e. District administrators may request proof of age identification for users before disabling filters for "adult bona fide research."

f. Inadvertently blocked web sites that conform to the policies stated in this AUP and CIPA may be unblocked by the technology administrators after a thorough

review by school and District administration for educationally suitable, age appropriate content.

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

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

### C. Network Usage

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

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

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

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

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

The technology administrators will assign E-mail accounts to employees at the request of school administration. Student E-mail accounts will be allowed only if an account is needed to perform communications for a currently enrolled course. Faculty members offering courses that require student E-mail addresses must provide the technology administrators with a formal request for an account. Students must request consent from faculty before each usage of E-mail, chat rooms, blogs, instant messengers, or other forms of electronic communications.

**Students are not to use electronic communications unsupervised.**

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

3. **Use of Personal Computer Technology**

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

4. **Illegal Activities**

- a. **Hacking** - Users will not attempt to gain unauthorized access or go beyond their authorized access when connecting to technology resources available in the Douglas Public School District or to any other computer system through the use of the Internet so called "hacking".
- b. **Eavesdropping / Wiretapping "sniffing"** - Users will not listen to or decrypt any electronic communication that is not meant for their attention.
- c. **Spoofing** - Users will not attempt to use the computer technologies to illicitly impersonate or assume the name of another computer system.
- d. **Port Scanning** - Users will not generate an attack on any host for the purpose of finding vulnerabilities in active ports.
- e. **Viruses** - Users will not make deliberate attempts to disrupt the computer system or destroy data by uploading, downloading or spreading computer viruses by any other means. The District has implemented virus protection software; users must not uninstall or disable this software. District virus protection procedures must be followed in order to prevent the inadvertent spread of computer viruses.
- f. **Denial of Service (DOS)** - Users will not generate an attack by monopolizing system resources so that other users can not gain access to technology resources and the Internet.
- g. **Other Illegal/Non-authorized Activities** - Users will not use the District's computer resources to engage in any other illegal/non-authorized acts such as - but not limited to - arranging for a drug sale or the purchase of alcohol, entering into criminal gang activity, threatening the safety of a person, and gambling.

5. **System Security**

- a. Users must immediately notify a technology or school administrator if they have identified a possible security problem. **USERS MUST NOT** intentionally search for a security problem because this activity may be construed as an illegal attempt to gain access.

6. **Dial-In Access**

- a. VPN, RAS or any other dial-in means is restricted to Douglas Public School District employees and authorized students for the purpose of distance learning.

D. **Inappropriate Language**

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

E. **Supervision and Monitoring**

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

F. **Data and System Resource Limitations**

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

**Plagiarism and Copyright Infringement**

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

G. **User Rights**

1. **Free Speech**

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

2. **Intentional Violations**

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

3. **Privacy, Search and Seizure**

- a. The District retains ownership and control of its technology resources. Accordingly, all users possess no rights to privacy in regard to their use of District technology resources, including – but not limited to – District computers, the computer network, the electronic mail system (e-mail), the Douglas website, and Internet access. The District does not guarantee - and users should not expect - confidentiality, privacy, security, or ownership of the content of any information accessed, sent, received, created or stored, using technology resources, with the exception of databases storing confidential information. All users should be aware that electronic communications and other information sent via the Internet are accessible by third parties, specifically the Internet Service Provider.
- b. An individual search will be conducted if there is reasonable suspicion that a user has violated this policy, the disciplinary code, or the law. The investigation will be reasonable and related to the suspected violation.

4. **Due Process**

- a. The District will cooperate fully with local, state, or federal officials in any investigation related to any illegal activities conducted through the District's technology resources and the Internet.
- b. In the event there is a claim that a user has violated this policy and/or the



disciplinary code in using the technology resources and/or Internet, he/she will be provided with a written notice of the suspected violation and an opportunity to present an explanation before an administrator.

- c. If the violation also involves other violations of the disciplinary code, it will be handled in a manner described in the student or faculty handbooks. Additional restrictions may be placed on a user's use of the technology resources and/or Internet, which may include cancellation of privileges.

5. **Disciplinary Action**

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

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

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

H. **Limitation of Liability**

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

I. **Adoption**

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

J. **Signed Agreement**

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

## L. Glossary

Cite – To attribute the source of information

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

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

Executable file – File that runs or starts a program

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

RAS – Remote Access Server

VPN – Virtual Private Network

First Reading: February 1, 2012

Second Reading: February 15, 2012

Third Reading: March 7, 2012

Adopted March 7, 2012

Students may use e-readers in school (such as Kindles and Nooks), with parental permission. The following guidelines are in effect regarding the use of these devices:

1. The Douglas Public Schools will not be held responsible for the loss or theft of e-reader devices.
2. Students are responsible for knowing how to properly and effectively use their e-reader.
3. The e-readers may only be used at designated times to be determined by the classroom teacher. E-readers are not to be used during lunch, in the hallways, or during outdoor recess time. The devices may be used during indoor recess with a teacher's supervision.
4. The e-readers may not be used to access the Internet for other purposes such as communication, entertainment, music, gaming, etc. They are to be used **for reading only**. All e-readers that have cellular and network capabilities must be disabled (turned off) while the device is at school.
5. Parents/guardians are asked to please identify the device with the student's name clearly marked on the device itself, rather than on the cover. We encourage students to utilize a personal password that is not to be shared with other students.
6. Failure to follow these guidelines will result in loss of the privilege to use the e-reader in school.

These guidelines do not apply to Apple iTouch devices (such as iPads and iPods), as well as cell phones.

Parents who grant permission for their children to use their e-readers in school are asked to fill out and return the *E-Reader Agreement Form* to their child's homeroom teacher.

### **Personal Electronic Devices**

Electronic devices (cell phones, messaging devices, iPods or other similar media devices, etc.) are the sole responsibility of the student. These items may only be used under the supervision of a teacher. They are not to be used in the cafeteria. Students are required to abide by the district Acceptable Use Policy. Should these items be lost, damaged or stolen, the sole responsibility for addressing these circumstances belongs to the student and parent. Any student using an electronic device inappropriately (including but not limited to: taking photographs or video for non-educational purposes, bullying or harassment) will be subject to discipline under the Code of Conduct.

Cell phones may be brought to school but may only be used after school hours. Cell phones are not allowed in classrooms nor should they be used during locker breaks or recess. They should not be used, seen, or heard during school hours.

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

# **Douglas Public Schools iPad/Chromebook Use Agreement**

## **1.0 GENERAL INFORMATION**

The policies, procedures and information within this document apply to all student iPads used in the Douglas Public Schools, including any other device considered by the Administration to come under this policy. Teachers may set additional requirements for use in their classroom.

### **1.1 Receiving the iPad/Chromebook**

The iPads will be distributed during class. Students in grades 2-5 will utilize the iPads via an iPad cart assigned to each teacher. Students in grades 6-8 will be allowed to take the iPads home, once both the parent and the student have signed and returned the iPad Use Agreement.

### **1.2 Returning the iPad/Chromebook**

iPads, with accessories, will be returned to the Douglas Public Schools during the final week of school. If a student transfers out of the Douglas School District during the school year, the iPad will be returned at that time. Students who withdraw, are suspended or expelled, or terminate enrollment at Douglas Public Schools for any other reason must return their individual school iPad with accessories on the date of termination.

## **2.0 CARE OF THE IPAD/Chromebook**

The iPad/Chromebook is school property and all users will follow the Douglas Public Schools Acceptable Use Policy in utilizing this technology resource. Students are responsible for the general care of the iPad they have been issued by the school. iPads that are broken or that fail to work properly must be taken as soon as possible to the Douglas Technology Department for evaluation.

### **2.1 General Precautions**

- Only a clean, soft cloth must be used to clean the screen; no cleansers of any type should be used.
- Cords and cables must be inserted carefully into the iPad/Chromebook to prevent damage.
- iPads/Chromebook must remain free of any writing, drawing, stickers, or labels that are not the property of the Douglas Public School District.
- iPads/Chromebook must never be left in an unlocked locker or any unsupervised area.
- Food and drinks must be kept away from the iPad.

### **2.2 Carrying iPads/Chromebook**

The protective cases provided with iPads are sufficient to protect the iPad during normal use and provide a suitable means for carrying the device within the school. The guidelines below should be followed:

- iPads should always be within the protective case when carried.
- When transporting an iPad between school and home, care should be taken to avoid placing too much pressure and weight from other objects on the iPad screen.
- Books should not be placed on top of the iPad when being carried.

### **2.3 Screen Care**

The iPad/Chromebook screen can be damaged if subjected to rough treatment. The screen is particularly susceptible to damage from excessive pressure.

- Do not lean on the top of the iPad/Chromebook.
- Do not place anything near the iPad that could put pressure on the screen.
- Clean the screen with a soft, dry cloth or anti-static cloth.
- Do not “bump” the iPad/Chromebook against lockers, walls, car doors, floors, etc., as doing so will eventually break the screen.

## **3.0 USING THE IPAD/Chromebook AT SCHOOL**

iPads are intended for use at school each day. In addition to teacher expectations for iPad use, school

messages, announcements, calendars and schedules may be accessed using the iPad. Students must be responsible to bring their iPad to all classes, unless specifically instructed not to do so by their teacher.

### **3.1 iPad/Chromebook Undergoing Repair**

Loaner iPads may be issued to students when they leave their iPads for repair in the Technology Department. Requests for loaner iPads will be filled, based on availability.

### **3.2 Screen Savers/Background photos**

Inappropriate media may not be used as a screensaver or background photo. Inappropriate media includes but is not limited to the presence of guns, weapons, pornographic materials, inappropriate language, alcohol, drug, gang related symbols or pictures and will result in disciplinary actions. Passwords are not to be used.

### **3.3 Sound, Music, Games, or Programs**

Sound must be muted at all times unless permission is obtained from the teacher for instructional purposes. Internet Games are not allowed on the iPads. Game apps may only be installed for educational purposes. All software/Apps must be district provided or approved.

### **3.4 Printing**

Printing will be available with the iPad/Chromebook on a limited basis. Students should talk to their teachers about which printer to use. Students will be given information and instruction on printing when using the iPad at school.

## **4. MANAGING YOUR FILES & SAVING YOUR WORK**

### **4.1 Saving to the iPad/Home Directory**

Students may save work directly on the iPad. Storage of files will be available online using Google Drive through the school's Google Drive domain. Students may also e-mail documents to themselves and/or their teacher for storage on a District server. Storage space will be available on the iPad—but it will not be backed up in case of re-imaging. It is the student's responsibility to ensure that work is not lost, due to mechanical failure or accidental deletion.

### **4.2 Network Connectivity**

The Douglas School District makes no guarantee that their network will be up and running 100% of the time. In the rare case that the network is down, the District will not be responsible for lost or missing data.

## **5. SOFTWARE ON IPADS/Chromebook**

### **5.1 Originally Installed Software**

The software/Apps originally installed by the Douglas Public Schools must remain on the iPad in usable condition and be easily accessible at all times. From time to time the school may add software applications for use in a particular course. Periodic checks of iPads may be made to ensure that students have not removed required apps or added apps that are not authorized by the school.

### **5.2 Additional Software**

Students are not allowed to load extra software apps on their iPads unless otherwise directed to do so by their teachers or school staff. The Douglas Public Schools will synchronize the iPads so that they contain the necessary apps. Students will not synchronize iPads or add apps to their assigned iPad.

### **5.3 Procedure for Re-loading Software**

If technical difficulties occur or illegal software is discovered, including apps not installed by the Douglas Public Schools, the iPad will be re-imaged. The Douglas Public School District is not responsible for the loss of any software or documents deleted, due to a re-image.

### **5.4 Software Upgrades**

Upgraded versions of licensed software/apps are available from time to time. Students may be required to check in their iPads for periodic updates and syncing.

## **6. ACCEPTABLE USE**

### **6.1 Statement of Responsibility**

The use of the network is a privilege. Users are responsible for what they say and do on the network. Communication with thousands of others is quick and easy. Therefore, it is crucial for the user to stop and think before communicating, and to show respect for other people and for their ideas.

Keeping the network running efficiently is beneficial for all users. Each user must take responsibility for keeping down costs and avoiding system disruption. Excessive streaming of videos or music should be avoided unless directed to do so by a teacher for educational purposes.

Network administrators will make reasonable efforts to maintain reliable service. They cannot, however, absolutely guarantee that the system will always be available or operating correctly. Student users should assume that none of their data is private or confidential. Any communication or data may be subject to review by network or school administration.

Internet access is available on every computer with network access in the Douglas Public Schools. Users must adhere to the Douglas Public Schools' network rules, guidelines, and procedures when connected to other networks.

### **6.2 Parent/Guardian Responsibilities**

Parents are encouraged to speak with their children about safe usage of the Internet, including guidelines to follow in order to ensure proper usage. As with any use of media, the potential exists for misuse. It is important that students, educators, and parents all work together to ensure that students practice good digital citizenship.

### **6.3 School Responsibilities**

- Provide Internet and Email access.
- Provide Internet Blocking of inappropriate materials to the greatest extent possible.
- Provide network data storage areas. These will be treated similar to school lockers. The District reserves the right to review, monitor, and restrict information stored on or transmitted via district-owned equipment, and to investigate the inappropriate use of resources.
- Provide staff guidance to aid students in proper technology usage.

### **6.4 Students Responsibilities:**

- Use computers/devices in a responsible and ethical manner.
- Obey school rules concerning behavior and communication that apply to network use, in accordance with the **Douglas Public Schools Acceptable Use Policy**. This policy is available online and in the student handbooks and must be signed by students and their parents each year as part of the student handbook.
- Use all technology resources in an appropriate manner so as to not damage school equipment through negligence, errors or omissions - potentially causing loss of data resulting from delays, non-deliveries, mis-deliveries, or service interruptions.
- Use of any information obtained via the Douglas School District's designated Internet System is at the user's own risk. The District is not responsible for the accuracy or quality of information obtained on the Internet through utilizing the District's services.
- Cooperate with the Douglas Public Schools in protecting the computer system and devices by promptly notifying an adult about any security problems encountered.
- Monitor account activity.
- Turn off and secure the iPad/Chromebook when finished working to protect one's work and information.
- Notify an adult immediately of any inappropriate or abusive messages received.
- Return the iPad/Chromebook to the Douglas Public Schools at the end of each school year. Students who graduate early, withdraw, are suspended or expelled, or terminate enrollment in the District must return their individual school iPad/Chromebook computer prior to leaving.

### **6.5 iPad/Chromebook Care**

- The iPad/Chromebook must be charged and ready for school each day.
- Students will be held responsible for maintaining their individual iPads and keeping them in good working order.
- Only labels or stickers approved by the Douglas School District may be applied to the iPad/Chromebook.
- iPad Chromebook cases furnished by the school district must be returned with only normal wear and no alterations to avoid paying a replacement fee.
- iPads that malfunction or are damaged must be reported to an adult at school, and the Technology Department will be contacted. The District will be responsible for repairing iPads that malfunction. The cost to repair iPads damaged through misuse or neglect will be borne by the student and/or parent.
- iPads that are stolen must be reported immediately to the school's main office, and the theft will also be reported to the Douglas Police Department.

### **6.6 Student Discipline**

Students who intentionally misuse the iPad are subject to a range of disciplinary consequences in accordance with the school disciplinary code, including the loss of iPad usage and/or network privileges, detention, suspension – or, in extreme cases – expulsion.

## **7. PROTECTING & STORING YOUR IPAD/Chromebook**

### **7.1 iPad/Chromebook Identification**

Student iPads will be labeled in the manner specified by the school.

### **7.2 Storing the iPad/Chromebook**

When students are not using their iPads, they should be stored in their locked lockers or in an iPad cart. Nothing should be placed on top of the iPad when it is stored. If a student needs a secure place to store their iPad, they may check it in for storage with their homeroom teacher.

### **7.3 iPads/Chromebook Left in Unsupervised Areas**

Under no circumstances should iPads be left in unsupervised areas. Unsupervised areas include the school grounds and campus, the lunchroom, computer lab, locker rooms, library, unlocked classrooms, dressing rooms, hallways, and other unsupervised areas. Any iPad left in these areas is in danger of being stolen. If an iPad is found in an unsupervised area, it will be taken to the Technology Department or the Principal's Office.

## **8. LOSS OR DAMAGE**

In cases of theft, vandalism and other criminal acts, a police report - or in the case of a fire, a fire report – must be filed by the student or parent. A copy of the police/fire report must be provided to the Principal's Office. If it has been determined in the sole judgment of the school district that intentional damage was done to an iPad, or the iPad is lost, the students' parents will be responsible for the repair or replacement cost. Students/parents are not responsible for routine "wear and tear."

(Current replacement cost for the iPad/Chromebook is \$399 subject to change)

\*\*\*\*\*

-I have read and agree to the terms of the Douglas iPad/Chromebook Use Agreement. If I am the parent of a sixth, seventh, or eighth grader, I understand that unless I sign this agreement, my child will not be allowed to take an iPad home. (Fourth and fifth graders will use the iPad in school, but will not take them home.)

-I understand that I will be held responsible for the return of the iPad to the Douglas Public Schools.\*

**Student Name** (Please Print)\_\_\_\_\_

**Student Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

**Parent/Guardian Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

**iPad/ Chromebook ID #** \_\_\_\_\_

\*Replacement cost for iPad/Chromebook is \$399 (Subject to change)



# Appendix

## Federally-Mandated Programs

### Appendix of Federally Mandated Programs

#### **Douglas Staff Contacts**

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

Information on each area is included in this book.

504 Coordinator	Tara Sobaleski	508-476-4034
504 Building Coordinator	Kayla Avedian	508-476-3332
Title IX	Tara Sobaleski	508-476-4100
Title VI	Tara Sobaleski	508-476-4034
Special Education/ Student Services	Tara Sobaleski	508-476-4034

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

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

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

### **Student Records**

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

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

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

### **Confidentiality of Records**

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

### **Amendment or Deletion of Records**

The parent, guardian or eligible student has the right to add relevant comments, information or other written material to the student's record. In addition, the parent, guardian or eligible

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

### **Destruction of Records**

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

### **Policy on Release of Student Record Information**

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

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

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

Students fourteen (14) years of age or older or who have entered the ninth (9) grade are entitled to receive this notification regarding the release of student record information. If you do not want this information concerning your child/yourself to be released without your consent, please send written notification to the office of your school principal. You will be asked to review this policy annually.

### **Notification of Rights Under FERPA**

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

1. The right to inspect and review the student's education records within 45 days of the day the district receives a request for access. Parents or eligible students should submit to the

school principal (or appropriate school official) a written request that identifies the record(s) they wish to inspect. The principal will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

2. The right to request the amendment of the student's education records that the parent or eligible student believes is inaccurate or misleading. Parents or eligible students may ask the Douglas Public Schools to amend a record that they believe is inaccurate or misleading. They should write the school principal, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the district decides not to amend the record as requested by the parent or eligible student, the district will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.
3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the district as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Committee; a person or company with whom the district has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.
4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the district to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue SW, Washington, DC 20202-4605.

### **Notification of a Parent's Right to Know Teacher Qualifications**

Parents or Guardians may request information about the professional qualifications of their child's classroom teachers. The parent/guardian will be provided with the following information on request:

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

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

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

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

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

*Receive notice and an opportunity to opt a student out of*

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

*Inspect, upon request and before administration or use*

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

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

Collection, disclosure, or use of personal information for marketing, sales or other distribution.  
Administration of any protected information survey not funded in whole or in part by ED.  
Any non-emergency, invasive physical examination or screening as described above.

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

Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, DC 20202-4605  
(Information from the U.S. Department of Education)

### **PPRA Notice and Consent/Opt-Out for Specific Activities**

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

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

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

### **Section 504 of the Rehabilitation Act**

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

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

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

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

### **Student Support Services: Special Education**

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

### **Early Intervening**

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

### **Referral to Special Education**

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

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

### **Evaluation Process**

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

### **The Team Meeting**

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

- Eligibility
- IEP Services
- Placement

Eligibility requires a response to the following questions:

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

Disabilities for Eligibility include:

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

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

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



NOTES: