

Lillian M. Jacobs Elementary School

# Student/Parent Handbook

2021-2022



**Lillian M. Jacobs Elementary School**

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The Hull Public Schools admits students and makes available to them its advantages, privileges, and course of study without regard to race, color, national origin, age, gender identity, sex, religion, sexual orientation, disability, or homelessness.

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## MISSION STATEMENT

Hull Public Schools provide a challenging and supportive learning environment to encourage all students to reach their greatest potential. We foster the growth of creative, curious, critical thinkers who are equipped to succeed as responsible, compassionate, and productive members of a diverse society.

## VISION

The Hull Public Schools, in partnership with our entire community, will nurture a culture of personal success, collaboration, and support. We will develop well-rounded, enthusiastic learners and leaders who think critically and innovatively while mastering the essential skills to advance in and contribute positively to our diverse and changing world.

## HULL PUBLIC SCHOOLS CORE VALUES

### Pirate PRIDE

Partnership with families and community

Rigorous, comprehensive academic and social emotional curriculum

Inclusive and respectful culture for all

Dedication to a safe and secure learning environment

Essential skills for success in a 21<sup>st</sup> century global society

## JACOBS SCHOOL CORE VALUES

We teach our students to exemplify “RAD” behavior:

- Respect others
- Act in ways that make our school safe, caring and welcoming
- Do your best learning

## ENTRANCE AGE

In an attempt to permit children to enter school at the time most appropriate for them individually, the School Committee establishes the following policy on entrance age:

1. The entrance age to the Kindergarten is five (5) years as of the first day of school. The entrance age to first grade is six (6) years as of the first day of school;
2. The admission of children whose birthdays fall after the first day of school will be solely at the school’s discretion;
3. There shall be a pre-entrance age conference between the Kindergarten teacher, parent and child by September of each year; and

4. Initial admission of children to the first grade (or other grades) will involve a consideration of both chronological age and the readiness of the children to do the work of those grades.

Certification of birth and any required physical examinations and immunizations shall be required at the time of registration.

## **SCHOOL HOURS**

The school office is open between 7:30am and 4:00pm. The office phone number is 781-925-4400. Instruction begins for students at 8:35am and concludes at 3:15pm. Students arriving after 8:35am will be marked tardy. All students not involved in a supervised after-school activity should leave the school immediately following dismissal to the buses at 3:15. Supervision (unless otherwise arranged) is not available after this time.

Early dismissal times are as follows:

12:15pm—Principal-directed teacher collaboration

1:00pm—Professional development

1:45pm—90 minute early release for parent-teacher conferences

11:45am—(no lunch served) Wednesday before Thanksgiving

Preschool Hours:

Morning Program—8:45-11:30am (Wednesday before Thanksgiving, early release at 11:00am)

Afternoon Program—12:00-2:45pm (No afternoon preschool on early release days)

## **COMMUNICATION**

Classroom teachers will keep parents/guardians informed of classroom happenings, important skills and specific work for parents/guardians to see on a regular basis. If you need to reach your child's teacher, you may email him/her or you may leave a message on his/her school voicemail. Urgent and/or time sensitive messages should not be left on voicemail, but should be left with a school secretary to ensure timely delivery.

A Jacobs School calendar is distributed monthly to keep you informed of special events, holidays, vacations and early release days.

### **SchoolMessenger (phone, email, social media messaging system)**

SchoolMessenger is a service that allows recorded messages to be transmitted simultaneously to the homes of every student and staff member, or to selected recipients. The service may be used to notify parents/guardians of students who are absent or to notify parents/guardians and/or staff of important upcoming events or information.

### **Cancellations, Delayed Openings and Emergency Dismissals**

If it becomes necessary to cancel or delay school, announcements will be made over television stations WBZ, WCVB, WHDH, FOX25 and NECN as well as on radio station WBZ 1030 AM, the Hull Public Schools district webpage, Facebook and Twitter, as soon as possible the night before or in the morning. In addition, your primary and secondary phone numbers and email addresses will be used by the SchoolMessenger system to notify you of any unexpected schedule changes, including cancellations, delays and emergency dismissals. Any changes to phone numbers or email addresses should be reported to the school. SchoolMessenger will not connect to extensions; therefore, direct numbers are required. (School delays do not affect dismissal times.)

### **Report Cards/Parent-Teacher Conferences**

Students in grades K-5 will receive three report cards throughout the year. It is necessary to sign and return your child's report card envelope to their teacher.

There are two scheduled parent-teacher conference dates, and one Open House. Additional conferences may be arranged as needed by sending a note to the teacher or calling the school. All parents/guardians are **strongly** encouraged to take part in conferences with your child's teacher(s).

### **Newsletter**

The Jacobs School newsletter, The Blue Notes, is emailed weekly. The intent of The Blue Notes is to relay important dates, student accomplishments, PTO news, special events, curriculum happenings and sign-ups. If you do not have internet access, contact the school secretary to receive a paper copy of The Blue Notes each week.

Newsletters, classroom information, and/or calendars on web sites will be updated on a regular basis.

### **ATTENDANCE**

Regular and punctual school attendance is essential for success in school. The School Committee does recognize that parents/guardians of children attending our schools have special rights as well as responsibilities, one of which is to ensure that their children between the ages of 6 and 16 attend school regularly, in accordance with state law. State law requires the school system to investigate cases of excessive school absence. For this purpose, the committee defines excessive absence as more than five unexcused absences per five-month semester. All absences (even those authorized by parents/guardians) are considered unexcused unless the required documentation is provided.

An absentee line is provided for parents/guardians to report absences. Please call before 8:30am to report your child absent from school. That number is 781-925-4398.

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

1. Illness or quarantine (with a doctor's note)

2. Bereavement or serious illness in family
3. Weather so inclement as to endanger the health of the child
4. For observance of major religious holidays
5. Legal (with documentation from the court, lawyer etc.)
6. Other – a student may be excused for other absences with approval from the school administrator.

Documentation for the above absences should be provided to the school principal or designee within ten (10) school days of the absence. Documentation provided after 10 school days may require a meeting with the principal or attendance counselor.

Clear communication between parents/guardians and the school is imperative to ensure the safety of students and to reinforce a student's understanding of the importance of day-to-day schoolwork. Accordingly, parents/guardians will provide a written explanation for the absence and/or tardiness of a child. This will be required in advance for types of absences where advance notice is possible.

Unexcused absence from school is considered truancy and will be treated as such. This includes absence from any class, or activity during the school day for which the student is scheduled. It also includes any after-school programs. Disciplinary action shall be taken in such case, beginning with notification of parents/guardians. Continued violation may lead to suspension from school.

Unexcused absences in excess of five per semester (5 month periods) will require assessment and intervention. Interventions may include contact with parents/guardians, school conferences, case management services and service referral. In situations in which attendance does not improve despite intervention by the attendance counselor, the school may take one or more of the following actions:

1. A Failure To Send, Criminal Complaint, against the parent/guardian may be sought at Hingham District Court;
2. A 51A for parental neglect may be filed with the Department of Social Services;
3. A CRA (Child Requiring Assistance) petition will be sought at Hingham District Juvenile Court.

## **TRANSPORTATION**

Bus riding practices will be reviewed with students throughout the year during assemblies. Bus evacuation drills will be held to prepare students in the event of an emergency situation on the school bus.

Bus transportation is available to students at the Jacobs School. Alternative arrangements for students with special needs may be made on an individual basis provided that their educational plan calls for such alternatives. The bus driver is responsible for maintaining order on the bus, and all students are expected to cooperate with the driver's instructions at all times. Riding the school bus is a privilege. Students whose behavior fails to comply with the bus regulations or endangers the welfare of other riders may have this privilege suspended or revoked by the principal or



designee, in which case the student's parents/guardians will be responsible for arranging transportation for the student to and from school. Bus rules and regulations are intended to ensure the safety of all riders. All students are required to adhere to the following:

1. Students will wait at their bus stops in a safe and orderly fashion, respecting private property in the vicinity. It is a parent/guardian's responsibility to monitor his/her child at the bus stop.
2. Students must remain in their seats until reaching their destination. Students should keep their hands to themselves at all times.
3. Students should use appropriate language and "inside" voices at all times on the bus. Inappropriate language should never be used on the school bus or on school grounds.
4. Students must not open or close the windows or emergency door without instructions from the bus driver, except in an emergency. Heads, arms and hands must remain inside the bus at all times.
5. Bullying of any kind is prohibited both in school and on the school bus and will not be tolerated. This includes teasing, verbally or physically threatening anyone, or any type of physical contact.
6. Students who cross the street after exiting a bus must do so in front of the bus while it is stopped and its lights are flashing.
7. Students may only ride the bus to which they have been assigned and must get on and off at their designated stops. Bus changes will not be permitted.
8. Upon returning home, kindergarten students must be met at the bus stop by a responsible adult. If no adult is present, the bus driver will drive the child back to the school.
9. Students who normally travel to and from school by bus must have a note from a parent/guardian in order to use any other means of transportation.
10. Students are responsible for any damage that they cause to bus equipment.

Students who do not obey the bus rules and/or cause disciplinary problems on the bus may be denied the privilege of riding the bus. If a bus contractor/driver refers a student to the principal or her designee for misconduct on the bus, the following consequences will apply.

Consequences for misbehaving on the school bus:

- On the first offense, the student will meet with the Assistant Principal, the parent/guardian will be notified, and the student will receive a warning. If the offense is of a very serious nature, more serious disciplinary action may be taken.
- On the second offense, the student will be given an assigned seat for two weeks and the parent/guardian will be called to discuss the incident.
- On the third offense, the student will lose his/her privilege to ride the bus for up to two weeks and a parent conference will be held before the student's bus privileges will be reinstated.

- On the fourth offense, a meeting will be scheduled with the parents/guardians and the student, and the student will lose his/her privilege to ride the bus for a period greater than two weeks. A meeting will be held before bus privileges will be reinstated.
- It should be noted that a student may immediately lose his/her bus privilege after a very serious bus offense in order to ensure the safety and well-being of all students. This includes bullying or harassment of another student on the bus.

Parents/guardians are responsible for transporting students to and from school if they are removed from a bus for disciplinary reasons. Parents/guardians are expected to cooperate and support school administration and bus drivers in promoting a safe bus environment.

### **WALKING AND BIKING TO SCHOOL**

Students are allowed to walk or bike to/from school. When biking, helmets **MUST** be worn. Bicycles must be kept locked up outside the school building. The school is not responsible for lost, stolen, or damaged bicycles. Parents/Guardians should use their own discretion in determining whether or not it is appropriate for their children to walk or bike to/from school.

### **VISITORS AND BUILDING SECURITY**

Parents/guardians and community members are welcome and encouraged to visit the Jacobs School throughout the year.

For the safety and security of our students and staff, all building doors are locked. Visitors must ring the doorbell to be admitted into the school during school hours, and must immediately report to the office to sign the visitors log and obtain a visitor pass before proceeding further into the school. All visitors must wear a visitor pass while they are in the building.

#### **Security Cameras**

Hull Public Schools may use security cameras and other security devices and measures on any school property or any school vehicle. School Committee policy governs the use of security cameras, devices, and measures, and can be found on the district website or can be requested from the Office of the Superintendent.

### **DISMISSING A STUDENT**

When a student is to be dismissed from school, the parent/guardian should write a note informing the student's teacher of the early dismissal and who will be picking up the student. The adult dismissing the student **MUST** report to the office to sign the dismissal log. A positive photo identification will be required before the student can be summoned from his/her classroom.

## **VOLUNTEERS**

Parent/guardian and community volunteers are greatly appreciated and play an important role in our school community. There are many ways to assist our students and staff throughout the school year. These may include volunteering in the classroom, library, computer room or office, chaperoning field trips, or helping out at such special events as Book Fairs, Turkey Trot or Field Day. Parents/guardians are encouraged to join and/or participate in groups and activities including PTO, School Council, School Committee meetings, and Principal Coffee hours. A form will be sent home at the start of the school year soliciting school volunteers, and a volunteer meeting will be held in September. A current CORI check must be on file for every volunteer and chaperone. All volunteers and chaperones must follow confidentiality rules regarding student and teacher information.

## **FIRE DRILLS/EMERGENCY LOCKDOWNS**

Periodically, there will be fire drills and lockdown drills during the school year. The procedures will be taught to the students and practiced.

## **HEALTH SERVICES**

The school nurse collaborates with other members of the educational team and parents/guardians to support the academic success of students. School nurses seek to prevent or identify student health-related concerns and intervene to modify or remedy these issues. The school nurse, Kathleen Keegan, is available from 8:15am to 3:30pm daily and can be contacted by calling 781-925-4400 ext. 1144.

It is critical that you or an emergency contact person can be reached during the school day in case of illness or emergency.

- Please make sure that you complete and return your child's health information form as soon as possible. In addition, please make sure that your emergency contacts are aware that you are listing them as emergency contacts. It is imperative that telephone numbers are correct and that the people you list can be reached during the day. It is best to give home, work and cell phone numbers for all emergency contacts. Please update your emergency contact information throughout the year as necessary.

Please contact the school nurse if your child is under the care of a physician or if there have been any changes in his or her health status. Information is shared with faculty and staff only when appropriate to maintain the health and safety of your child.

Parents/guardians of students with a medical concern (asthma, diabetes, seizure disorder, life-threatening allergies or any other medical condition) should contact the school nurse in order to set up a meeting with the nurse and/or teacher at the start of the year to discuss your concerns and to develop an individualized health care plan.

Students with an acute injury (fracture, sprain) that may require the use of crutches or wheelchair must be seen by the school nurse before returning to school. A written note from the health care provider regarding the injury and limitations or restrictions is required. The school nurse will work with parents/guardians to develop appropriate accommodations so that the student can attend school.

### **Health Screenings**

Vision and hearing screenings as well as measurement of height and weight are conducted on all students in Kindergarten through grade 5. Postural Screening for the detection of scoliosis is conducted on all students in Grade 5, as mandated by the Massachusetts Department of Public Health. Additionally BMI calculations are done for students in Grades 1 and 4, also mandated by the Massachusetts Department of Public Health.

Parents/guardians are notified if their child does not meet the minimal screening standards for vision and hearing as well as any unusual findings seen during the postural screening. The school nurse will work with families to obtain appropriate follow up service as needed.

### **Medication Policy**

Students requiring prescription medicine, including inhalers, during the school day must have a signed consent from both the health care provider and the parent/guardian on file in the health office before medications can be administered. Medication must be delivered to the school in a pharmacy or manufacturer labeled container by the parent/guardian or responsible adult. Please do not send pills or medicine to school in lunch boxes, backpacks, pockets, etc., as other children may accidentally ingest them and potentially have a serious reaction. This is to include all over-the-counter medications and homeopathic remedies, including any CBD products. The school may decline to administer medicine in certain instances due to safety issues. Parents/guardian should provide the school with a phone number of a person to be called in such circumstances.

Non-Prescription Medication: Acetaminophen (Tylenol) and other common over-the-counter medications as outlined on the health information form may be administered to students as deemed necessary with parental permission.

### **Physical Exams**

According to Massachusetts General Laws, students entering Pre-K or Kindergarten are required to have a current physical examination along with up-to-date immunizations and proof of lead screening. Students in Grade 3 are also required to have an updated physical examination. If these students are unable to see their own primary care physician, the school doctor will offer these examinations once during the spring at school. Parents/guardians are notified in early spring of this visit.

### Head Lice

Head lice are a common occurrence in elementary age schoolchildren. The Jacobs School follows a “no nit” policy. In order to return to school after a case of lice has been determined a parent/guardian must accompany their child to the nurse’s office for clearance. Information on handling a case of head lice is available from the school nurse.

### Illness

The most important thing you can do to keep illnesses from spreading in the community is to keep your child home when he or she is sick. If your child shows symptoms of being ill, please do not send him/her to school. Children should be fever-free without the use of fever-reducing medication (e.g., acetaminophen, ibuprofen) for 24 hours before returning to school. Children who are sent home from school with a fever or vomiting should stay out of school for 24 hours.

Students with conditions such as but not limited to strep throat, conjunctivitis, ringworm should remain out of school for 24 hours from the start of treatment.

### Child Abuse And Neglect

The Hull Public Schools affirms its responsibility to provide for the safety and well-being of students. School personnel, having responsibilities for schoolchildren, are by law required to refer for investigation by the Department of Children and Family Services, any schoolchild suspected of having been abused or neglected.

### SNACKS & LUNCH

Due to the growing prevalence of severe allergies, foods containing peanuts and/or tree nuts are not allowed at the Jacobs School. Please do not send ANY peanut or tree nut products in to school with your child.

*Please Note: While the Jacobs School strives to provide a peanut/nut free environment, it is essential to know that there may be times when peanut/nut products make their way into the school building. The risk of life-threatening allergic reactions can never be fully eliminated in the school environment. Parents/guardians must speak with their children about how to avoid contact with foods and products to which they are allergic.*

Jacobs School students have a daily snack time. Parents/guardians should send their children to school with a healthy snack each day.

The Hull School System’s Food Services Department offers both breakfast and lunch to every child who attends the Jacobs School. School lunch costs \$3.00 per day, breakfast costs \$1.75 and milk alone costs \$.50 per day. Children who qualify for free lunch also qualify for free breakfast. The nutritional content of our menus is available for review at any time. We encourage parents/guardians to prepay for school lunches online through [www.myschoolbucks.com](http://www.myschoolbucks.com). Children may also pay daily. If a student forgets his/her lunch money they may charge a lunch for that day, but must pay their bill promptly. If you believe you may be eligible for free/reduced lunch, please fill out the application which

can be found on the school website or in the school office. Applications are available throughout the year, should your financial situation change.

### **BIRTHDAYS/INVITATIONS**

A child's birthday is a special time and the Jacobs School staff understands the desire to share that day with classmates. However, with the increase in food allergies, we ask that **NO FOOD PRODUCTS** be brought in for birthday celebrations. In lieu of a food treat, you may donate a book or educational game for the classroom. We will announce student birthdays during our morning announcements.

Distributing invitations to birthday parties or other events will not be allowed. For those who do not receive an invitation, it can be a hurtful experience that may affect the remainder of their day in the classroom. Your cooperation is greatly appreciated. Also, due to confidentiality, class lists of phone numbers or addresses cannot be given to parents/guardians, unless signed permission is given by the parent/guardian.

### **LOST AND FOUND**

Each year clothing and lunch containers fill our *Lost & Found* box, located by the 1<sup>st</sup> floor elevator. Please label your child's clothing and lunch containers, and encourage him/her to check the *Lost & Found* for misplaced items. Before school vacations, the *Lost & Found* is relocated and displayed in the front lobby to remind students to check for their lost possessions. Unclaimed items will be donated to Wellspring at the end of December and June.

### **DRESS STANDARDS**

The manner in which a student is attired reflects the quality of his/her learning environment. It is the responsibility of the parents/guardians that the student is appropriately dressed in style or type of clothing conducive to school activities and the classroom. We ask for your cooperation in providing an environment that limits these:

- Students should not wear clothing that advertises alcohol, tobacco, or other products that are illegal for student use.
- Students are required to wear sneakers on the day of their physical education class.
- When the weather is wet, cold or snowy, students should be dressed warmly and wear weather appropriate footwear.
- As a safety measure, it is requested that drawstrings at the wrist or neck of outerwear be removed.
- Footwear containing wheels is prohibited.
- Because they can interfere with safe running and play at recess, wearing flip-flops is strongly discouraged.
- In addition to the student's attire, other physical appearances can also be a distraction for some classmates. While appropriate in some environments,

tattoos (fake or real) on the face or neck area, excessive make-up, etc., can be a distraction in the elementary classroom, and are prohibited.

## **FIELD TRIPS**

Field trips enhance the educational experience for our students by providing a learning environment at a site outside the classroom. These trips may include visits to local historical sites, museums, science centers, performing arts theaters and other locations that are age appropriate for the students.

Each student must submit a signed permission form to participate in any field trip. The permission form must be signed by a parent/guardian and returned to the classroom teacher, along with any fee required, prior to the date of the field trip. Students without a completed form will not be allowed to participate. Adult volunteers will accompany the students and classroom teachers if chaperones are needed. CORI checks are required for all school volunteers, including field trip chaperones.

Participation in a field trip experience is a privilege. Each student's behavior reflects directly on the Jacobs School. At the discretion of the principal, a student may be excluded from a field trip as a result of past behavior. This is to ensure the safety of the students, chaperones and classroom teachers.

No child shall be denied access to attend a field trip because of the family's financial situation. If you cannot afford the field trip fee, please contact the principal directly and arrangements will be made.

## **SCHOOL CEREMONIES AND OBSERVANCES**

The United States Constitution and The Constitution of the Commonwealth of Massachusetts and related court rulings clearly establish the concept of "separation of church and state" and the "preclusion of sectarian instruction in public schools".

In order to help staff members abide by the spirit and letter of the law, and to avoid compromising any student's religious or conscientious beliefs or freedoms, the following guidelines have been established.

The observance of religious holidays is not the responsibility of the public schools. However, we will not plan activities during religious holidays as noted on the school calendar.

While it is recognized that some activities are initiated with the approach of major holidays due to interest that is generated at these times, it should be understood that such occasions frequently have religious underpinnings. Care should be taken to relate only to secular aspects of these holidays.

Music programs given at times close to religious holidays should not use religious aspects of these holidays as the underlying motive or theme. Although religious music is appropriate in the schools to the extent that it is sung or presented for musical rather than religious content, its use should not violate the secular nature of the school.

Pageants, plays, recitals and other literary or dramatic activities should not be used to convey religious messages. Teachers should avoid assigning or encouraging artwork that promotes religious aspects of such holidays.

In accordance with the Hull Public Schools “School Ceremonies and Observances” policy, the Jacobs School Council has decided to acknowledge the diverse religious beliefs of the student population and may display holiday symbols and seasonal décor of the various holidays in the school’s lobby.

### **MOBILE PHONES & ELECTRONIC DEVICES**

Students who carry mobile phones and other electronic devices should keep them turned off and in their backpacks during school hours and on the school bus. The Jacobs School will not be responsible for lost, stolen, or damaged items.

### **CLASS PLACEMENT**

From the end of April until June, teachers and administrators work in collaboration to develop well-balanced classes. As parents/guardians, and as your child’s first teacher, you have significant knowledge of your son or daughter’s learning style and academic needs. If you have specific concerns or information regarding your child that you would like us to take into consideration during class placement, please make note of your concerns on the form that you will receive in April. If you are unable to discuss these issues with your child’s teacher, please send the note to the Assistant Principal or Principal. NOTE: Parental requests for specific teachers are not accepted. Parents/guardians are notified of class placements for the following year on or before the last day of school.

### **STATEWIDE STANDARDIZED TESTING**

The following statewide standardized tests are administered to elementary students:

English Language Arts	Math	Science
Grade 3	Grade 3	
Grade 4	Grade 4	
Grade 5	Grade 5	Grade 5

Other school-based or district-based assessments may also be administered to students.

### **STUDENT RECORDS**

The Lillian M. Jacobs Elementary School is responsible for maintaining official student records that include permanent and temporary transcripts of every student. The school will provide a complete copy of a student’s school record to any public school into which the student seeks or intends to enroll, upon receiving verification from any source that the student may be transferring out of this school district. Upon promotion, a student may obtain a copy of any record pertaining to that student.



Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA and Massachusetts student records laws allow the Lillian M. Jacobs Elementary School to disclose those records, without consent, to the following parties or under the following conditions:

- School administrators, teachers, counselors and other professionals who are employed by the school committee or who are providing services to the student under an agreement between the school committee and a service provider, and who are working directly with the student in an administrative, teaching, counseling, and/or diagnostic capacity. It includes contractors, electronic/online vendors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions or to whom are providing administrative and educational services;
- Administrative office staff and clerical personnel who are either employed by the school committee or are employed under a school committee service contract, and whose duties require them to have access to student records for purposes of processing information for the student record;
- Specified officials for audit, enforcement, or evaluation purposes, provided that, except when collection of personally identifiable data is specifically authorized by law, any data collected by such officials shall be protected so that parties other than such officials and their authorized agents cannot personally identify such students and their parents;
- Local and state health department personnel to student health records, when such access is required in the performance of official duties;
- Organizations conducting certain studies for or on behalf of the school;
- Accrediting organizations;
- To comply with a judicial order or lawfully issued subpoena;
- Appropriate officials in cases of health and safety emergencies;
- And state and local authorities, within a juvenile justice system, pursuant to specific State law.

#### **Transfer of Student Records to/from Another School**

Incoming Transfer Students:

A parent/guardian transferring a student into the Jacobs Elementary School must provide school personnel with a complete set of records including academic, health and discipline records. Any student who has an Individual Education Plan (IEP) must provide

the IEP prior to enrollment. The parent/guardian must sign a release form prior to enrollment.

#### Outgoing Transfer Students:

Parents or guardians of students who are moving or leaving the Jacobs Elementary School for another school must come into the main office to sign a release form in order for records to be transferred. Records will not be sent until all schoolbooks have been returned.

### **Confidentiality of Records**

Except where the regulations specify authorized access by third parties, no individuals or organizations other than the parent/guardian, eligible student, and school personnel working directly with the student are allowed to have access to information in the student record without the specific, informed, written consent of the parent/guardian of the eligible student.

As required by M.G.L. Chapter 71 Section 34H, a non-custodial parent may have access to the student record in accordance with the following provisions.

1. As set forth in 603 CMR 23.07(5), non-custodial parents are eligible to obtain access to their children's student records unless the school or district has been given documentation that:
  - the parent has been denied legal custody or has been ordered to supervised visitation, based on a threat to the safety of the student and the threat is specifically noted in the order pertaining to custody or supervised visitation, or
  - the parent has been denied visitation, or
  - the parent's access to the student has been restricted by a temporary or permanent protective order, unless the protective order (or any subsequent order modifying the protective order) specifically allows access to the information contained in the student record, or
  - there is an order of a probate and family court judge which prohibits the distribution of student records to the parent.
2. In order to obtain access, the non-custodial parent must submit a written request for the student record to the school principal annually. The initial request must include the following:
  - a certified copy of the court order or judgment relative to the custody of the student that either indicates that the requesting parent is eligible to receive access as set forth in 603 CMR 23.07 (5) (a), or a certified copy of a court order specifically ordering that the student records be made available to the non-custodial parent, and
  - an affidavit from the non-custodial parent that said court order or judgment remains in effect and that there is no temporary or permanent order

restricting access to the custodial parent or any child in the custodial parent's custody.

Additional information regarding these state regulations may be obtained from the guidance office.

According to Public Law 107-110 (H.R.1) Section 9528, the school shall provide, on a request made by military recruiters or an institution of higher education, access to secondary school students' names, addresses, and telephone listings. Parents/guardians have the right to deny this access by written request to the guidance office.

## **SPECIALISTS**

At the Jacobs Elementary School, we believe a well-rounded education extends beyond the three R's of "reading, 'riting and 'rithmetic". Toward this end, students will leave their classrooms each day for a 47-minute period of specialized instruction in Art, Music, Physical Education or Technology.

### **Art**

The goal of the Jacobs School Art Program is to let all children find a means of expression that they will take along their life's journey. Art lessons are process oriented not product generated. Children will learn that all people perceive and interpret the world around them differently. An art session consists of instruction and implementation of a lesson where children are exposed to a variety of different artists, methods, materials and techniques.

### **Music**

The goals of the Jacobs School Music Program are to create an awareness of music, to develop an understanding of how music functions and to foster in all students a lifelong interest and appreciation of music. The music program provides basic information about music vocabulary, music history, and aural recognition of folk and classical music, which will lay the foundation for the students to grow into culturally literate adults. The first obligation to the students is to help them develop an attitude toward music, which will ultimately reveal to them a personal value in music.

### **Physical Education**

All children participate in Physical Education once per week throughout the school year, as well as one trimester of Health Class. Developmentally appropriate skills and concepts are taught for each grade level, with a focus on maximum participation and respecting others and their efforts. Children must wear comfortable clothing and sneakers on gym days.

### **Technology**

The goal of the Jacobs School is to continue to work towards integrating computers into instruction and providing all students with meaningful technology based experiences.

The lessons and activities presented in the lab vary among classroom teachers and grade levels. The staff recognizes that the computer is another tool in a child's educational program and the use of technology is encouraged. In addition, every classroom has computers within the class and access to the Internet. It is expected that teachers will integrate technology into their instructional plans.

## **LIBRARY**

The goals of the Jacobs School Library are to familiarize all students with books and resources and to encourage a love of reading that is not only the foundation of all education, but also one of life's great pleasures. Our library is staffed by parent/guardian and community volunteers who generously donate their time to our school. Each class is assigned a half-hour library period each week, during which students can explore our extensive book collection and borrow books that interest them. Each student is allowed to borrow one book per visit, and is expected to return the book during their class's next library visit. Students may not borrow new materials until they return books that they have previously borrowed. Overdue materials may be returned on other days at the discretion of the classroom teacher. Students are responsible for the books that they borrow and may be charged for lost or damaged materials.

## **TITLE I**

Title I is a federally funded program that provides financial assistance to public school districts. It is a supplementary program designed to provide additional help in the basic skill areas of Language Arts and/or Math.

The classroom teachers refer children for Title I services based on a checklist of test scores and classroom performance. The Jacobs School follows an inclusion model. The Title I teachers give direct services in the classroom whenever appropriate. Various instructional strategies are introduced and modeled.

Parental involvement is emphasized and encouraged. Parents/guardians are invited during Open House and Parent/Teacher Conferences to visit with both the classroom teacher and their child's Title I teacher. These teachers will be able to share strategies that they utilize in the classroom. Homework and study skills will also be highlighted.

## **SPECIAL EDUCATION**

The Jacobs School embraces the concept of full inclusion. Most of the services are provided in the regular classroom. Special education teachers provide consultation, support and direct services to children. There are also paraprofessionals who work with students, classroom teachers and specialists under the supervision of a special education teacher. Students with special needs are monitored in compliance with all state laws and in conjunction with Individual Educational Program (IEP) recommendations. Student progress is reported twice per year. Annual reviews and three-year re-evaluations are also conducted for students with an IEP.

Access to the curriculum for students with an IEP is based on the student's need and the curriculum being utilized by the classroom teacher. This integration is carried out in various ways. Students who can follow regular class lessons with support are given accommodations so that they may remain on task with the rest of the class. If class lessons are beyond a child's skill level, lessons are differentiated or assignments are modified to target the appropriate skills. Students needing additional help may receive support in a small group within the class.

For some special education students there is a need for "pull out" services where students leave the regular education classroom for direct instruction. These services are provided outside of the general education classroom. Skills taught are reinforced throughout the day in the regular classroom. Speech and language services, occupational therapy, physical therapy, counseling, and optimal learning physical education classes may be held within the regular education classroom or as a pull out service.

### **Referral Procedures for Special Education**

If a teacher is concerned about a student, he/she initially consults the student's parents or guardians. If the concern is of an emotional/social nature, the teacher may consult the school psychologist, assistant principal, and adjustment counselor. If the concern is not resolved, the issue will be discussed at a meeting of the Student Assistance Team. The Student Assistance Team, made up of the assistant principal, school psychologist, adjustment counselor, and school nurse, meets once a week. At this meeting further support will be determined. Support may take many forms: continued consultation with the teacher; group or individual counseling at school; meeting with the parent/guardian; and/or possible referral for outside services.

If the concern is of a more academic/cognitive nature, the teacher will make a referral to the Student Intervention Team. This team is composed of the school psychologist, assistant principal, adjustment counselor, a classroom teacher, reading specialist, and special education teacher. They provide a forum for discussion of any such concerns, and formulate an action plan. The success of this plan is evaluated within four weeks. If additional support is then deemed necessary, the child may be referred for an evaluation (specialized assessments) through the team chair.

A parent/guardian that suspects his/her child may have a disability may also make a request for an evaluation at any time by contacting their child's classroom teacher or school psychologist.

Once the evaluation request is received, specified assessment measures are determined. All state and federal regulations are followed. A Notice of Procedural Safeguards and Permission to Evaluate form is sent to the parents/guardians. Once permission to test has been received by the team chair, all members involved in the assessment are notified of permission to test, the due date, and the day they will meet with the parent/guardian to discuss the results.

Upon completion of the evaluation, within thirty days after the referral has been signed, the specialist, classroom teachers and parents/guardians will meet to determine the best educational plan for the child. If the student is found eligible for special educational services, an Individualized Educational Program (IEP) will be developed.

### **Speech and Language Therapy**

The speech and language pathology team screens all preschool children (ages 3 and 4) to determine if a need exists for a speech and language intervention. In addition, speech and language evaluations may be included as part of initial evaluations or three-year re-evaluations when appropriate. Speech and language services address delays in articulation, language (expressive and receptive), fluency, pragmatics and voice. Services may be provided in small groups, individually, in the classroom, and through consultation with classroom teachers. Students are referred for speech and language services by the Student Intervention Team, parents/guardians, classroom teachers, or physicians.

### **Occupational Therapy and Physical Therapy**

Occupational and physical therapy services are provided to children who have delays in their fine motor or gross motor, visual motor, sensory integration or perceptual development. Services may be provided individually, through consultation with classroom teachers, or in a small group. Students are referred for occupational and/or physical therapy by the Student Intervention Team, by parents/guardians, classroom teachers or physicians.

### **Counseling Services**

Counseling services are available to students through the school psychologist and school adjustment counselor for school related issues. The counseling staff works with students individually or in small groups with the duration of services depending on the individual need of the child. Consultation to parents/guardians concerning school related emotional, social or behavior issues, as well as information about referrals to outside services/agencies is available.

### **HOMEWORK POLICY**

The term “homework” refers to an assignment to be prepared outside of class and/or which requires individual work in the home. Long-term assignments or projects are not considered “homework” as defined in this policy. Homework shall be regarded as an integral part of the school program. It shall also be regarded as an important liaison between the school program and the objectives of instruction. The purposes of homework are to improve the learning processes, to aid in the mastery of skills, to prepare students for upcoming assignments or assessments, and to create and stimulate interest on the part of the student. Homework is a learning activity that will increase in complexity based on grade level (K-12) and course level (Accelerated, CP, honors, Advanced Placement).

The teacher will clearly communicate the purpose of the homework assignment. The information for any homework assignment should be clear and specific so that the student can complete the assignment independently. Homework assignments should take into consideration individual differences of students such as health, ability, conditions at home, and educational resources at home. Homework should not require the use of reference materials not readily available in most homes, school libraries, or the public library, and should require the use of those materials only when the students have had instruction in the use of them. Homework is not to be used as a form of punishment under any circumstances. Homework should be counted as no more than 15% of the term or trimester grade.

Homework at the Lillian M. Jacobs School is assigned four nights per week and is an expectation in every grade level. Reading at the elementary level has been found to be the single common factor for success in school. This includes independent reading as well as reading with or listening to reading by a parent or guardian. Multiple studies have found links between children's reading and increased communication skills, intellect, and even math abilities. A parent/guardian reading with their child has also been found to foster a stronger relationship and create a more open line of dialogue within families. In addition to reading, reviewing math facts through math games provides students with the necessary foundational skills needed for the higher-level math concepts taught in the upper elementary grade levels and beyond. For this reason, students will be held accountable for reading and math homework on a nightly basis based on their grade level and teacher. Long-term projects will still be assigned throughout the year with a homework component as needed. The following are general guidelines for those directly involved in the homework process:

**Responsibilities of the student:**

- Put aside non-essential electronics to promote focus on learning
- Seek extra help from teachers if struggling with the content
- Recognize the need for independent work and investigation
- Budget time properly for long-term assignments
- Put in time and effort towards completing homework assignments by the due date

**Responsibilities of the teacher:**

- Clearly establish the connection between learning objectives and the homework assignment
- Ensure that homework is checked, reviewed, and timely feedback is given
- Consider the needs and abilities of all students and differentiate assignments accordingly
- Clearly post all assignments

- Be certain all students clearly understand the expectations of the homework assignment
- Challenge students to investigate and problem solve
- If there are significant concerns about homework completion, parents will be contacted

**Responsibilities of the parent/guardian:**

- Provide an environment without distractions for your child to complete their work
- Check in with your child about what work is assigned, when it is due, and if it is completed
- Check Aspen/Google Classroom or other platform regarding assigned and completed work

## **LEARNING ENVIRONMENT**

The staff at the Lillian M. Jacobs School will expect, model and encourage appropriate behavior from our students in all school situations, including classrooms, cafeteria, playground, buses and during school sponsored events.

A major goal of the Jacobs School is to provide a positive learning environment that will encourage the intellectual, emotional, physical and social well-being of children. Behavioral expectations have been established to foster self-discipline through taking care of oneself, each other and the school. Students are required to treat people (fellow students, staff, teachers and visitors) and property with respect and not to engage in harmful conduct.

Students are expected to abide by the School Rules against Bullying:

1. We will not bully other students. This includes physical threats or actions, name-calling, verbal threats, and teasing.
2. We will try to help students who are bullied.
3. We will make a point to include students who are easily left out.
4. When we know somebody is being bullied, we will tell an adult at school and an adult at home.

On those occasions when behavior is detrimental to the conducting of effective classes, or to other students, we may follow a procedure that could include any of the following:

- a.) Discussing the specific incident with the child or children who are involved
- b.) Excluding the child from a specific activity
- c.) Notifying the parent/guardian via a note or phone call about the specific incident
- d.) Having parent/guardian come to the school for an in-school conference



- e.) Implementing a plan of action to address the on-going behavioral issue with the student, parent/guardian, and the school
- f.) Detaining the student beyond the regular school day (parent/guardian would be contacted and required to arrange transportation.)
- g.) Suspension, in or out of school

In determining the severity of the penalty, the principal, assistant principal or designee may consider all relevant factors, including, but not limited to, the following:

- a.) The student's previous disciplinary record
- b.) The severity of disruption to the educational process
- c.) The degree of danger to self, others and the school in general
- d.) The degree to which the student is willing to change his/her inappropriate behavior

## **CODE OF CONDUCT**

### **Principal's Discretion**

In every case of student misconduct for which suspension may be imposed, the principal, or his/her designee, shall exercise discretion in deciding the consequence for the offense. The principal shall consider ways to reengage the student in learning and shall attempt to avoid long-term suspension as a consequence until alternatives have been tried. These alternatives may include the use of evidence-based strategies and programs such as mediation, conflict resolution, restorative justice, and positive behavioral interventions and supports.

### **Procedures For Short-Term Suspension**

Short-term suspension is the exclusion of a student from school premises and regular classroom activities for a specified period of not more than ten school days.

The principal, or his/her designee, may suspend students on a short-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:

- 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:
  - a) The disciplinary offense;
  - b) The basis for the charge;
  - c) The potential consequences, including the potential length of the suspension;

- d) The opportunity to have a hearing with the principal and the parent/guardian concerning the proposed suspension, including the opportunity to dispute the charges and to present the student's explanation of the alleged incident;
  - e) The date, time, and location of the hearing;
  - f) The right of the parent/guardian and student to interpreter services at the hearing; and
  - g) If the student may be placed on a long-term suspension following the hearing with the principal:
    - i) The rights set forth under the "Procedures for Long-Term Suspension"; and
    - ii) The right to appeal the principal's decision to the superintendent.
- 2) At the hearing, if the student and/or parent/guardian elects to attend, the student shall have the opportunity to present his/her version of the relevant facts and any mitigating circumstances. The principal shall make reasonable efforts to notify the parent/guardian orally of the opportunity to attend the hearing. To conduct the hearing without the parent/guardian, the principal must be able to document reasonable efforts to include the parent/guardian. The principal is presumed to have made reasonable efforts if the principal sent written notice and has documented at least two (2) attempts to contact the parent/guardian in the manner specified by the parent/guardian for emergency notification.
- 3) Based on the available information, the principal shall make a determination as to whether the student committed the disciplinary offense(s) and what remedy shall be imposed. The principal shall notify the student and parent/guardian 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.
- 4) If the student is in a public preschool program or in grades K through 3, the principal shall send a copy of the written determination to the superintendent and explain the reasons for imposing an out-of-school suspension, before the suspension takes effect.

#### **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's judgment, there is no alternative available to alleviate the danger or disruption, the principal 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 shall make immediate and reasonable efforts to orally notify the student and student's parent/guardian 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/guardian. The

opportunity for a hearing with the principal shall occur within two (2) school days, unless otherwise extended by the school and parent/guardian. 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, in-school suspension, long-term suspension, or expulsion).

The principal 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 in this policy.

#### **Procedures for an In-School Suspension**

An in-school suspension may be used as an alternative to short-term suspension for disciplinary events. An in-school suspension means the removal of a student from regular classroom activities, but not from the school premises, for no more than ten (10) consecutive school days, or no more than ten (10) school days cumulatively for multiple infractions in one school year.

If the principal chooses this alternative, the principal shall inform the student of the disciplinary offense charged and the basis for that charge and provide the student an opportunity to dispute the charge and explain the circumstances surrounding the charge. If an in-school suspension is issued, the principal shall make reasonable efforts to notify the parent/guardian orally of the disciplinary offense, the reasons for concluding that the student committed the offense, and the length of the in-school suspension.

The principal shall also invite the parent/guardian to a meeting to discuss the student's academic performance and behavior, strategies for student engagement, and possible responses to the behavior. This meeting shall be scheduled on the day of the suspension, if possible, or as soon as possible thereafter. The principal shall also send written notice to the student and parent/guardian about the in-school suspension, including the reason and length of the in-school suspension, and inviting the parent/guardian to the above-described meeting, if such meeting has not already occurred.

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

Long-Term Suspension is the exclusion of a student from school premises and regular classroom activities for more than ten school days.

The principal, or his/her designee, may issue long-term suspensions at the building level. The principal may also issue expulsions for the offenses set forth in M.G.L. c. 71, §37H and §37H½. Expulsions for other offenses are handled by the School Committee pursuant to M.G.L. c. 76, §16 and §17.

- 1) In the event of a long-term suspension or expulsion, the student will be provided 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 and the parent/guardian concerning the proposed suspension, including the opportunity to dispute the charges and to present the student's explanation of the alleged incident;
  - v) The date, time, and location of the hearing; and
  - vi) The right of the parent/guardian and student to interpreter services at the hearing.
- 2) The principal shall make reasonable efforts to notify the parent/guardian orally of the opportunity to attend the hearing. To conduct the hearing without the parent/guardian, the principal must be able to document reasonable efforts to include the parent/guardian. The principal is presumed to have made reasonable efforts if the principal sent written notice and has documented at least two (2) attempts to contact the parent/guardian in the manner specified by the parent/guardian for emergency notification.
- 3) In advance of the hearing, the student shall have the right to review the student's record and the documents upon which the principal may rely in making a determination to suspend the student.
- 4) 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/guardian.
- 5) At the hearing, if the student and/or parent/guardian 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 will be recorded in advance of the hearing.
- 6) The parent/guardian, if present, shall have the opportunity to discuss the student's conduct and other information, including mitigating circumstances, that the principal should consider in determining consequences for the student.
- 7) The principal shall make a determination as to whether the student committed the disciplinary offenses and what consequences shall be imposed. The principal shall

notify the student and parent/guardian 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 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/guardian 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.
  - (1) The superintendent shall hold the hearing within three (3) school days of the student's request, unless an extension is mutually agreed to.
  - (2) The superintendent shall make a good-faith effort to include the parent/guardian in the hearing.
  - (3) 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/guardian upon request.
  - (4) 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.
  - (5) 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.
  - (6) The decision of the superintendent shall be the final decision of the school district.
- vi) If the student is in grades K-3, the principal shall send a copy of the written determination to the superintendent and explain the reasons for the suspension before the suspension takes effect.

## **Expulsion**

Expulsion is the removal of a student from the school premises, regular classroom activities, and school activities for more than ninety (90) days, indefinitely, or permanently. Conduct that may lead to expulsion includes but is not limited to possession of a dangerous weapon, assault on school personnel or upon other students, possession of a controlled substance, and certain criminal convictions and charges. Procedures associated with expulsion are set forth under the Procedures for Expulsion section of the handbook. See also, the Suspension/Expulsion Based Upon A Felony Charge/Conviction M.G.L. C. 71, § 37h½ section of the handbook.

### **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/guardians 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.

### **Discipline of Students on Individual Educational Programs and 504 Plans**

All students are expected to meet the requirements for behavior as set forth in this handbook. Regulations based on federal law, 20 U.S.C. § 1415k and federal regulations, 34 CFR §§300.519 – 300.529, require that additional provisions be made for students who have been found by an evaluation team to have a disability and whose support plan is described in an Individualized Educational Program (IEP). Students that are in the process of being tested, or are waiting to be tested, are afforded all the provisions of a student with an IEP until eligibility is determined. The following additional requirements apply to the discipline of students with disabilities:

- In some cases, the IEP for a student with disabilities might indicate whether the student can be expected to meet the regular discipline code or if the student's handicapping condition requires a modification. Any modification will be described in the IEP.
- The principal or designee will notify the Special Education Office of the suspendable offense of a student with disabilities and a record will be kept of such notices.
- When it is shown that the suspension(s) of a student with disabilities will accumulate to ten (10) days in a school year, a manifestation determination 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 misconduct and his/her handicapping condition.
- Pending the approval of the amended IEP and alternative plan by the parent/guardian(s), the student remains in the last agreed upon placement, unless a court order has been obtained which allows the school district to change the student's placement.
- If a student on a 504 plan is being considered for expulsion, the 504 team must convene to conduct a manifestation determination.
- In some instances, additional evaluations may be required before a determination is made as to whether the student's misconduct is related to his or her disability.

Additional information regarding the procedural protections for students with disabilities can be obtained from the Director of Student Services at 781-925-4400 ext. 1121.

### **Procedures for Expulsion**

Massachusetts General Law Ch. 71, §37H authorizes the principal to expel students as follows:

1. Any student who is found on school premises or at school-sponsored or school-related events, including athletic games, in possession of a dangerous weapon, including, but not limited to, a gun or a knife; or a controlled substance as defined in Chapter 94C, including, but not limited to, marijuana, cocaine, and heroin, may be subject to expulsion from the school or school district by the principal.
2. Any student who assaults a principal, assistant principal, teacher, teacher's aide or other educational staff on school premises or at school-sponsored or school-related events, including athletic games, may be subject to expulsion from the school or school district by the principal.
3. Any student who is charged with a violation of either paragraph (1) or (2) shall be notified in writing of an opportunity for a hearing; provided, however that the student may have representation, along with the opportunity to present evidence

and witnesses at said hearing before the principal. After said hearing, a principal may, at his or her discretion, decide to suspend rather than expel a student who has been determined by the principal to have violated either paragraph (1) or (2).

4. Any student who has been expelled from a school district pursuant to these provisions shall have the right to appeal to the superintendent. The expelled student shall have ten days from the date of the expulsion in which to notify the superintendent of his or her appeal. The student has the right to counsel at a hearing before the superintendent. The subject matter of the appeal shall not be limited solely to a factual determination of whether the student has violated any provisions of this section.
5. Any school district that suspends or expels a student under this section shall continue to provide educational services to the student during the period of suspension or expulsion, under section 21 of chapter 76. If the student moves to another district during the period of suspension or expulsion, the new district of residence shall either admit the student to its schools or provide educational services to the student in an education service plan, under section 21 of chapter 76.
6. Districts shall report to the Department of Elementary and Secondary Education the specific reasons for all suspensions and expulsions, regardless of duration or type, in a manner and form established by the commissioner. The Department of Elementary and Secondary Education shall use its existing data collection tools to obtain this information from districts and shall modify those tools, as necessary, to obtain the information. On an annual basis, the Department of Elementary and Secondary Education shall make district level de-identified data and analysis, including the total number of days each student is excluded during the school year, available to the public online in a machine readable format. This report shall include district level data disaggregated by student status and categories established by the commissioner.
7. Under the regulations promulgated by the department, for each school that suspends or expels a significant number of students for more than 10 cumulative days in a school year, the commissioner shall investigate and, as appropriate, shall recommend models that incorporate intermediary steps prior to the use of suspension or expulsion. The results of the analysis shall be publicly reported at the school district level.

A copy of this law may be obtained in the main office.

#### **Suspension/Expulsion Based Upon A Felony Charge/Conviction M.G.L. C. 71, § 37h½**

Upon the issuance of a criminal complaint charging a student with a felony or upon the issuance of a felony delinquency complaint against a student, the principal of a school may suspend a student for a period of time determined appropriate by the principal if the principal determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school. The student shall



receive written notification of the charges and the reasons for such suspension prior to such suspension taking effect. The student shall also receive written notification of his or her right to appeal and the process for appealing such suspension; provided, however, that such suspension shall remain in effect prior to any appeal hearing conducted by the superintendent.

The student shall have the right to appeal the suspension to the superintendent. The student shall notify the superintendent in writing of his or her request for an appeal no later than five calendar days following the effective date of the suspension. The superintendent shall hold a hearing with the student and the student's parent or guardian within three calendar days of the student's request for an appeal. At the hearing, the student shall have the right to present oral and written testimony on his or her behalf, and shall have the right to counsel. The superintendent shall have the authority to overturn or alter the decision of the principal or headmaster, including recommending an alternate educational program for the student. The superintendent shall render a decision on the appeal within five calendar days of the hearing. Such decision shall be the final decision of the city, town or regional school district with regard to the suspension.

The principal may expel a student who has been convicted, adjudicated, or admitted guilt with respect to a felony or felony delinquency, if the principal determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school. The student shall receive written notification of the charges and reasons for such expulsion prior to such expulsion taking effect. The student shall also receive written notification of his or her right to appeal and the process for appealing such expulsion; provided, however, that the expulsion shall remain in effect prior to any appeal hearing conducted by the superintendent.

The student shall have the right to appeal the expulsion to the superintendent. The student shall notify the superintendent, in writing, of his or her request for an appeal no later than five calendar days following the effective date of the expulsion. The superintendent shall hold a hearing with the student and the student's parent or guardian within three calendar days of the expulsion. At the hearing, the student shall have the right to present oral and written testimony on his or her behalf, and shall have the right to counsel. The superintendent shall have the authority to overturn or alter the decision of the principal or headmaster, including recommending an alternate educational program for the student. The superintendent shall render a decision on the appeal within five calendar days of the hearing. Such decision shall be the final decision of the city, town or regional school district with regard to the expulsion.

A copy of this law may be obtained in the main office.

#### **Educational Services And Academic Progress During Suspensions And Expulsion**

Any student who is serving an in-school suspension, short-term suspension, long-term suspension, or expulsion shall have the opportunity to earn credits, as applicable, 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. The principal shall inform the student and parent/guardian of such opportunity in writing when such suspension or expulsion is imposed.

Any student expelled or suspended from school for more than ten (10) consecutive days, whether in school or out of school, shall have an opportunity to receive education services and make academic progress toward meeting state and local requirements, through a school-wide education service plan. This plan will be developed by the principal and shall describe the services that the school district will make available to students who are expelled or suspended for ten (10) or more consecutive days. The plan will include the process for notifying such students and their parents/guardians of the services and arranging the services.

LEGAL AUTHORITY: 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

### **Due Process**

Under the law, students are entitled to due process in matters dealing with possible suspension. In general, the following is required for a fair hearing:

- Oral/written notice of the charges against him or her
- An explanation of the evidence and the opportunity to present his or her side of the story to an impartial decision-maker (e.g., the school administrator)

In matters, which involve a possible exclusion for over ten days or possible expulsion, the student's rights are extended to include the following:

- Written notice of charges
- The right to be represented by a lawyer or advocate (at the student's expense)
- Adequate time to prepare for the hearing
- Suspensions and expulsions are conducted in accordance with the applicable provisions of law and may involve, depending on the circumstances, the school Principal, the Superintendent or the School Committee.
- As required by law, such as in special education situations, the school may apply a different procedure for suspensions and expulsions in accordance with applicable law.

## Appeals

If an appeal is to be considered, it must be presented to the principal in writing, stating the overall issue, the grounds for the appeal, and the desired result of the appeal. Appeals must be submitted to the principal within twenty-four hours of notification of suspension.

## Physical Restraint Guidelines

### What is a Physical Restraint?

Physical restraint is defined as the use of bodily force to limit a student's freedom of movement. Physical escort is defined as the touching or holding of a student without the use of force for the purpose of directing the student. Physical escort is not physical restraint and is not covered by these procedures.

The Hull Public Schools, in accordance with 603 CMR 46.00, has determined that school staff will adhere to the following guidelines:

1. All school staff must receive annual orientation training with respect to the district's restraint policy. New staff must receive orientation training within the first month of their employment. The principal shall direct the Crisis Intervention Team Leader within the school to provide the training to the new staff. The school must identify specific staff to serve as the school-wide resources (Crisis Intervention Team) to assist in ensuring proper administration of physical restraint. These individuals must receive in-depth training with respect to restraint and implementation of regulations.
2. A physical restraint will be administered only when needed to protect a student and/or member of the school community from imminent, serious physical harm and when non-physical interventions would be ineffective. The use of physical restraint is to prevent or minimize any harm to the student and/or other individual. Only staff trained in physical restraint should physically restrain a student.
3. Physical restraint may not be used as a means of punishment or as a response to property destruction, school disruption, refusal to comply with a school rule or staff directive, or verbal threats that do not constitute a threat of imminent, serious, physical harm. Seclusion is prohibited.
4. All incidents of physical restraint must be reported to the principal or his/her designee immediately following the incident.
5. The principal or designee shall verbally report any physical restraint incident that last longer than five minutes in duration to the student's parents/guardians as soon as possible following the incident. In addition, the principal/designee shall report incidents (described in Item 6 & 7) by written report postmarked no later than 3 school working days of the incident in the language that is used for other

reports to that student's parents/guardians. A copy of this report will be sent to the Director of Student Services.

6. The staff member shall report the use of physical restraint that lasts longer than 5 minutes or results in personal injury to the student or a staff member. The staff member shall inform the administration of the physical restraint as soon as possible, and by written report no later than the next school day. The principal or his/her designee shall maintain an ongoing record of all reported instances of physical restraint, which upon request, shall be made available to the Department of Elementary and Secondary Education (DESE). A copy of these reports will be forwarded to the Director of Student Services.
7. Any physical restraint incident that last longer than 20 minutes and/or that results in personal injury to the student must be reported to the DESE within 5 days of the incident. A copy of the school's record of physical restraints covering the 30-day period prior to the incident must be included. A copy of these reports will be sent to the Director of Student Services.
8. Follow-up procedures for restraint include not only the reporting requirements set for above, but also reviewing the incident with the student, staff and consideration of whether follow-up is appropriate for students who witnessed the incident.

## **NOTICES OF CIVIL RIGHTS**

### **Notice of Equal Opportunity**

The Hull Public Schools reaffirms that they do not discriminate on the basis of age, race, color, national origin, sex, gender identity, homelessness, disability, religion or sexual orientation in admission to, access to treatment in or employment in its programs or activities. Consistent with M.G.L. Chapter 76, Section 5, the Hull School District also affirms the commitment to maintain a school and work environment free of harassment based on age, race, color, national origin, sex, gender identity, homelessness, disability, religion or sexual orientation. Any harassment on the basis of age, race, color, national origin, sex, gender identity, homelessness, disability, religion or sexual orientation will not be tolerated and will be punishable to the full extent of the law.

If you should have a complaint or concern that there has been discrimination, you may also utilize the following procedure:

1. Report the violations to any staff member in the Hull Public Schools. He/she will notify a building administrator. The building administrator will meet with you and other persons who might have information about the issue promptly and will attempt to resolve the issue. Any additional investigation will be commenced by the school district investigators in each area, within a reasonable period of time. The building administrator will issue his/her decision in writing to you within twenty (20) days of the

conclusion of the investigation.

2. If the complaint is not resolved, it can then be appealed to the district's Equal Opportunity, Title IX, Section 504, ADA Coordinator. This appeal must be in writing, describe the circumstances, and the relief you seek. This appeal should be taken within one week after receipt of the administrator's decision.
3. The Equal Opportunity, Title IX, Section 504, ADA Coordinator will meet with you within a reasonable time. Following a review of the materials presented to the administrator and any additional investigation that will be conducted promptly, the coordinator will make a final determination on whether there has been a violation of the district's policy within twenty (20) days after the conclusion of any additional investigation. If there has been a violation, the coordinator will indicate the steps to be taken to correct it.

Inquiries concerning the application of nondiscrimination policies may also be referred to the Superintendent of Schools or the Regional Director, Office for Civil Rights, U.S. Department of Education, Room 222, Boston, MA 02109-4557.

### **NOTICE OF NON-DISCRIMINATION**

The L.M. Jacobs Elementary School admits students, regardless of age, race, color, national origin, sex, gender identity, homelessness, disability, religion or sexual orientation to all the rights, privileges, programs, courses and activities generally accorded or made available at the school. Further, Jacobs Elementary School does not discriminate on the basis of age, race, color, national origin, sex, gender identity, homelessness, disability, religion or sexual orientation in the administration of its educational policies and programs.

Inquiries concerning the application of this policy prescribed by TITLE IX of the Education Amendments of 1972 and Chapter 622 of the Laws of the Commonwealth of Massachusetts may be directed to a building Administrator or the Superintendent of Schools.

Inquiries concerning the application of nondiscrimination policies may also be referred to: Regional Director, Office for Civil Rights, U.S. Department of Education, Room 222, Boston, MA 02109-4557.

### **Discrimination And Harassment**

The Hull Public Schools has a commitment to maintaining an educational environment where bigotry and intolerance, including discrimination or harassment on the basis of age, race, color, national origin, sex, gender identity, homelessness, disability, religion or sexual orientation, are not tolerated. Discrimination and harassment are contrary to the mission of the Hull Public Schools and its commitment to equal opportunity in education.

It is the policy of the Hull Public Schools to promote and maintain a working environment that is free from all forms of harassment including sexual harassment. The district does not discriminate against students, parents, guardians, employees, or the general public. No person shall be excluded from or discriminated against in admission to the Hull Public Schools on account of age, race, color, national origin, sex, gender identity, homelessness, disability, religion or sexual orientation (M.G.L. c. 76 5). Additionally, the Hull Public Schools does not tolerate harassment based upon age, race, color, national origin, sex, gender identity, homelessness, disability, religion or sexual orientation. (603 CMR 26.08). "School" includes school sponsored events, trips, sport events, similar events connected with school or employment. Any retaliation against an individual who has complained about discrimination or harassment, or any retaliation against any individual who has cooperated with an investigation of discrimination, harassment or retaliation complaint, is also unlawful and will not be tolerated.

The Hull Public Schools takes allegations of discrimination and harassment seriously and will respond promptly to complaints. Where it is determined that conduct that violates the law and this policy has occurred, the Hull Public Schools will act promptly to eliminate the conduct and will impose corrective action as necessary, including disciplinary action where appropriate, which may include school-related discipline.

#### **Definition of Discrimination and Harassment**

**Harassment** is defined as unwelcome conduct, whether verbal or physical, that is based on: age, race, color, national origin, sex, gender identity, homelessness, disability, religion or sexual orientation.

**Sexual Harassment** is defined as unwelcome sexual advances, requests for sexual favors, and verbal or physical conduct of a sexual nature when:

1. Submission to such conduct is made a term or condition of employment;
2. Submission or rejection of such conduct is used as a basis for employment decisions or success as a student;
3. Such conduct unreasonably interferes with work performance, or creates an intimidating, hostile or offensive working or educational environment.

While it is not possible to list all circumstances that may be considered sexual harassment, the following examples of conduct that violate the law and policy and which, if severe and pervasive, constitute sexual harassment. In each case, such a determination will depend upon the totality of the circumstances, including the severity of the conduct and its pervasiveness. Sexual harassment may include, but is not limited to:

- Unwelcome sexual advances, whether they involve physical touching or not
- Coerced sexual relations
- Physical assault, including rape

- Inappropriate personal questions about an individual's sexual activity
- Sexual remarks about a person's clothes, body or sexual activity
- Unwelcome suggestive remarks, verbal abuse, whistling, brushing against the body
- Public display of sexually explicit, offensive or demeaning photographs
- Requiring a person to wear sexually revealing clothing
- Leering, ogling of a person's body
- Unnecessary touching in any form
- Subtle pressure for sexual activity
- Demanding sexual favors, accompanied by promises, hints or threats concerning one's opportunities.

#### **Grievance Officer:**

The building Principal and/or Designee, Assistant Principal, Adjustment Counselor and School Psychologist act as grievance officers for the Jacobs Elementary School. The grievance officers will be provided with training for handling discrimination/harassment cases and each year will be responsible for informing all staff and students of their rights and responsibilities under this policy.

#### **Procedures for reporting, investigating and resolving complaints of discrimination/harassment:**

1. Any member of the school community who believes that he or she has been subjected to discrimination/harassment will report the incident(s) to a building administrator. If normal disciplinary procedures are determined to be inadequate, the incident(s) will be referred to one of the grievance officers. In the case of student-to-student discrimination harassment it is the belief of Hull Public Schools that education is the first step in resolving discrimination/harassment complaints.
2. The grievance officer will meet with the individual to obtain a clearer understanding of that individual's statement of facts. After meeting with the grievant, the grievant or grievance officer may put the complaint of discrimination/harassment in writing. In the event that the grievance officer puts the complaint in writing, the grievant will review the written grievance for its accuracy and sign it. In the event that the grievant does not feel comfortable making the grievance as outlined above, he or she is free to report the grievance with any other administrator. That administrator will then coordinate the processing of the grievance with the grievance officer.

#### **Student-to-Student Education Procedure**

The student complainant meets with the Adjustment Counselor and/or School Psychologist. The student is given the opportunity to meet with the

alleged harasser face-to-face or, if that is not possible, to write a letter to the alleged harasser. The conversation or the letter should include the following:

- a. An exact description of the behavior, including when and where it occurred
- b. A description of how the behavior made the victim feel – embarrassed, intimidated, angry, etc.
- c. A request that the behavior stop because it is discrimination/harassment and is against the law
- d. An agreement that if the behavior stops, nothing further will be said and no further action is to be taken

The Adjustment Counselor and/or School Psychologist will meet with the accused to discuss and resolve the issue either with the complainant or by going over the letter. A statement of resolution will be signed. The Adjustment Counselor and/or School Psychologist will provide the Principal and/or Assistant Principal a brief report which documents the intervention.

This documentation shall be kept in the School Psychologist's office. Within a reasonable time following this meeting, the Adjustment Counselor and/or School Psychologist will meet with the complainant to confirm resolution of the situation.

In cases where the discrimination/harassment is determined to be severe, persistent, when there is retaliatory behavior or when it is not resolved through the above procedure, the situation will be immediately referred to the administration (Principal and/or Assistant Principal) for disciplinary action.

**Formal Complaint Procedures for filing report of discrimination/harassment with Central Office Harassment Complaint Officer:**

In cases where the student complainant is not satisfied with the outcome, the student has the option of filing the written complaint of discrimination/harassment with the district Harassment Complaint Officer.

3. The central office grievance officers are responsible for processing all discrimination/harassment complaints whose seriousness falls beyond the regular discipline code, by following the procedure outlined below. The grievance officers will attempt to resolve the problem through the following process:

- a. The grievance officer will meet with the individual to obtain a clearer understanding of that individual's statement of facts. After meeting with the grievant, the grievant or grievance officer shall put the complaint of discrimination/harassment in writing. In the event that the grievance officer puts the complaint in writing, the



grievant will review the written grievance for its accuracy and sign it. In the event that the grievant does not feel comfortable making the grievance as outlined above, he or she is free to file the grievance with any other administrator. That administrator will then coordinate the processing of the grievance with the grievance officer. If a student under 18 years of age is involved, his/her parents/guardians shall be notified immediately unless, after consultation with the student, it is determined not to be in the best interests of the student.

- b. The grievance officer will meet with the alleged discriminator/harasser to obtain his or her response to the complaint.
  - c. The grievance officer may hold as many meetings with the parties as is necessary to gather facts.
  - d. The grievance officer will meet with other individuals who may have pertinent information.
  - e. The grievance officer will review any pertinent documents.
  - f. The Hull Public Schools may take immediate steps, at its discretion, to protect the complaining student, alleged discriminator/harasser, witness, students, and school employees pending completion of an investigation of alleged discrimination/harassment and may make any appropriate referrals for assistance, including but not limited to counseling, rape crisis intervention, etc.
- 4. The investigation will be processed expeditiously with a completion time goal of two weeks. Upon completion of the investigation, the grievance officer shall prepare a report outlining the findings. If discrimination/harassment is found to have occurred, the grievance officer will meet with the Superintendent of Schools to plan appropriate disciplinary action.
  - 5. The grievance officer will write a summary of the investigation and the disciplinary action decided upon by the Superintendent of Schools. Both the complainant and the alleged discriminator/harasser shall receive the summary. If a complaint is substantiated, the summary shall be placed in the file of the discriminator/harasser. If the complaint is unsubstantiated, a summary shall be kept in the grievance officer's confidential files for one (1) year.
  - 6. Grievants are not limited to a formal grievance procedure but may seek relief from other agencies including the Equal Employment Opportunity Commission, the Massachusetts Commission Against Discrimination, or the Office of Civil Rights of the Department of Elementary and Secondary Education.

7. Any retaliatory action taken by an employee or student in connection with a discrimination/harassment complaint will be regarded as a separate and distinct matter under this procedure.

**ABBREVIATED REFERENCE TO THE LEGISLATION AND SPECIFIC CRITERIA OF CIVIL RIGHTS, AND SCHOOL AND DISTRICT COORDINATOR INFORMATION**

<b>Law</b>	<b>Coordinator</b>
<b>Title VI of the Civil Rights Act of 1964</b> – prohibits discrimination, exclusion from participation and denial of benefits based on race, color and national origin.	Assistant Superintendent 18 Harborview Road 781-925-4400
<b>Title IX of the Education Amendments of 1972</b> – prohibits discrimination, exclusion from participation, and denial of benefits in educational programs based on sex.	Ms. Rebecca MacDonald 81 Central Avenue 781-925-2040 Assistant Superintendent 18 Harborview Road 781-925-4400
<b>Title I of the Americans with Disabilities Act of 1990</b> – prohibits discrimination, exclusion from participation, and denial of benefits on the basis of disability in the areas of employment.	Assistant Superintendent 18 Harborview Road 781-925-4400
<b>Title II of the Americans with Disabilities Act of 1990</b> – prohibits discrimination, exclusion from participation, and denial of benefits on the basis of disability in the areas of educational programming and activities.	Assistant Superintendent 18 Harborview Road 781-925-4400
<b>Section 504 of the Rehabilitation Act of 1993</b> – prohibits discrimination, exclusion from participation and denial of benefits based on disability	Assistant Superintendent 18 Harborview Road 781-925-4400 Ms. Rebecca MacDonald 81 Central Avenue 781-925-2040 Ms. Meghan Preble 180 Main Street 781-925-3000 Ms. Michelle Burke 180 Main Street 781-925-3000 Dr. Maureen Rosenplanter 18 Harborview Road 781-925-4400
<b>Massachusetts General Laws, Ch. 76, S. 5</b> – prohibits discrimination in all public schools on the basis of race, color, sex, national origin, religion and sexual orientation.	Assistant Superintendent 18 Harborview Road 781-925-4400
<b>Title I of the Elementary and Secondary Education Act of 1965</b> – designed to help disadvantaged children meet challenging content and student performance standards.	Assistant Superintendent 18 Harborview Road 781-925-4400

Law	Coordinator
<b>603 CMR 46.00</b> – governs the use of physical restraint on students in publicly funded schools.	Assistant Superintendent 18 Harborview Road 781-925-4400 Ms. Nicole Nosek 180 Main Street 781-925-3000 Mr. Anthony Hrivnak 81 Central Avenue 781-925-2040 Ms. Christine Cappadona 18 Harborview Road 781-925-4400
<b>Sexual Harassment</b>	<b>Harassment Grievance Officer District-Wide:</b> Assistant Superintendent 18 Harborview Road 781-925-4400 <b>Building-Based Grievance Officers:</b> <b>-Jacobs Elementary School</b> Mr. Kyle Shaw and Dr. Maureen Rosenplanter 18 Harborview Road 781-925-4400 <b>-Memorial Middle School</b> Ms. Alison Caputo and Ms. Rebecca MacDonald 81 Central Avenue 781-925-2040 <b>-Hull High School</b> Mr. Dan Mastragiacomo and Ms. Andrea Centerrino 180 Main Street 781-925-3000

Hull Public School policy, AC, “Nondiscrimination” states, “Individuals who have a complaint or feel they have been discriminated against because of age, race, color, national origin, sex, gender identity, homelessness, disability, religion or sexual orientation, should register their complaint with the Title IX compliance officer.” The above referenced laws and coordinators indicate whom individuals should contact in the event they feel they have been victims of discrimination.

If any individual associated with the Hull Public Schools feels discriminated against on the basis of race or national origin (Title VI), gender (Title IX) or disability (Section 504), s/he may file a complaint with the appropriate school or district coordinator.

## BULLYING AND CYBERBULLYING

The Hull Public Schools are committed to maintaining a school environment where students are free from bullying and cyberbullying and the effects thereof. The Jacobs

Elementary School is committed to creating a safe and caring place for all students. We will treat each other with respect, and we will refuse to tolerate bullying in any form at our school.

At Jacobs Elementary School bullying can be understood as unfair and one-sided. It happens when someone keeps hurting, frightening, threatening, or being unkind on purpose in a repeated and severe manner, as defined below.

Examples of bullying may include:

- Hurting someone physically by hitting, kicking, tripping, pushing, etc.
- Stealing or damaging another person's things
- Ganging up on someone
- Teasing someone in a hurtful way
- Using put-downs, such as insulting someone's race or making fun of someone
- Touching or showing private body parts
- Spreading rumors about someone

Staff at Jacobs Elementary School will do the following things to prevent bullying and help children feel safe at school:

- Supervise students in all areas of the school and playground
- Watch for signs of bullying and try to stop it when it happens
- Respond quickly and sensitively to bullying reports
- Provide education to students on bullying
- Watch for retaliation against students who report bullying
- Work with principal and assistant principal to assign consequences for bullying based on school discipline code

Students at the Jacobs Elementary School will do the following things to prevent bullying:

- Treat each other respectfully
- Refuse to bully others
- Refuse to let others be bullied
- Refuse to watch, laugh, or join in when someone is being bullied
- Report bullying to an adult

### **Definitions**

Bullying is prohibited on school grounds, property immediately adjacent to school grounds, at school-sponsored or school-related activities, functions or programs whether on or off school grounds, at school bus stops, on school buses or other vehicles owned, leased or used by a district or school, or through the use of

technology or an electronic device owned, leased or used by a school district, commonwealth charter school, or non-public school.

Bullying is also prohibited both (i) at a location, activity, function or program that is not school-related and (ii) through the use of technology or an electronic device that is not owned, leased or used by a district or school, if the act or acts in question create a hostile environment at school for the victim, infringe on the rights of the victim at school, or materially and substantially disrupts the education process or the orderly operation of a school.

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

**Aggressor** is a student or a member of a school staff who engages in bullying, cyberbullying, or retaliation towards a student.

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

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

**Cyberbullying** is bullying through the use of technology or electronic devices such as telephones, cell phones, computers, and the Internet. It includes, but is not limited to, email, instant messages, text messages, and Internet postings. See M.G.L. c. 71, § 37O for the legal definition of cyberbullying. Hostile environment, as defined in M.G.L. c. 71, § 37O, is a situation in which bullying causes the school environment to be permeated with intimidation, ridicule, or insult that is sufficiently severe or pervasive to alter the conditions of a student's education.

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

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

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

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

### **Bullying and Retaliation are Prohibited and May Lead to Discipline.**

The Hull Public Schools absolutely prohibits bullying, cyberbullying and retaliation as defined above. Students who engage in bullying or retaliation may be subject to disciplinary action; however, disciplinary action taken must balance the need for accountability with the need to teach appropriate behavior. The range of disciplinary action includes, but is not limited to, one or more of the following: verbal warnings, written warnings, reprimands, detentions, short-term or long-term suspensions, or expulsions from school as determined by the school administration and/or school committee, subject to applicable procedural requirements. Nothing in this policy is intended to prevent the school administration and/or school committee from taking disciplinary action against a student for conduct that does not meet the definition of bullying or cyberbullying, as defined above, but nevertheless is inappropriate for the school environment.

### **Reporting Obligations**

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

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

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

**Reporting to Local Law Enforcement:** If at any point after receipt of a report of bullying or retaliation, or during or after an investigation, the school principal or designee has a reasonable basis to believe that the incident may involve criminal conduct, the school principal or designee will notify the local law enforcement agency.

In addition, if an incident of bullying or retaliation occurs on school grounds and involves a former student under the age of 21 who is no longer enrolled in a local school district, charter school, non-public school, approved private day or residential school or collaborative school, the Superintendent of the Hull Public Schools or designee will notify local law enforcement if he/she believes that criminal charges may be pursued.

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

**Investigation:** The school principal or designee shall investigate promptly a report of bullying or retaliation, giving consideration to all circumstances at hand, including the nature of the allegations and the ages of the students involved.

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

**Written statement of the complaint:** The investigator will seek to determine the basis of the complaint, gathering information from the complainant, including such matters as: what specifically happened, who committed the alleged acts, who was present or may have information about the events, when the events occurred (date, time of day), and where the events occurred. It is helpful to have these facts in writing. If age appropriate, the complainant may be asked to put the complaint in writing and to sign and date it. If the complainant cannot or chooses not to write a complaint, the investigator will record the allegations, read them to the complainant to confirm accuracy, and ask the complainant to sign the document. If the complainant cannot or chooses not to sign, the investigator may sign and date the document her/himself.

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

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

**Student with Individual Education Program:** The Individualized Education Program Team will indicate if a child has a disability that affects social skills development or that child is vulnerable to bullying, harassment or teasing because of the child's disability. The Individualized Education Program shall address the skills needed to avoid and respond to bullying, harassment, or teasing.

## **DETERMINATION**

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

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

- Hold parent conferences
- Transfer a student's classroom
- Limit or deny student access to a part, or area, of a school
- Enhance adult supervision on school premises
- Exclude a student from participation in school-sponsored or school-related functions, after-school programs, and/or extracurricular activities
- Provide relevant educational activities for individual students or groups of students. Clinical staff and others in the school setting who have been trained to work with students on interpersonal issues may be helpful in providing such programs.
- Personalized Action Plan and directives for future conduct, including providing the target with a process for reporting any concerns about future conduct immediately. It is critical to involve the student in creating an action plan that involves a reporting process that works for that particular student.
- Arrange for communication between the parties, if appropriate, to assist them in resolving issues which have arisen between them. (Such an approach will be used cautiously since communication can sometimes exacerbate, rather than alleviate, the target's concerns and since the conduct often



involves an imbalance of power.)

- Provide counseling (or other appropriate services) or referral to such services for the target and/or the aggressor and/or for appropriate family members of said students

### **Closing the Complaint and Possible Follow-Up**

If a complaint is substantiated, school staff will promptly provide notice to the parent/guardian of the target and the aggressor. Notice will indicate what action is being taken to prevent any further acts of bullying or retaliation. Specific information about disciplinary action taken generally will not be released to the target's parents or guardians—unless it involves a “stay away” or other directive that the target must be aware of in order to report violations.

If appropriate, within a reasonable time period following closure of the complaint, the administrative staff or designee will contact the target to determine whether there has been any recurrence of the prohibited conduct.

The district will retain a report of the complaint, containing the name of the complainant, the date of the complaint, investigator, school, a brief statement of the nature of the complaint, the outcome of the investigation, and the action taken.

Any student that is found to have violated this policy may be subject to action including, but not limited to, warning, formal reprimands, education or counseling, suspension, or exclusion.

- **Step One: Incident Reporting**

- ***If a student/staff member or other adult witnesses or reports an incident:***
  - Staff member reports incident to designated administrative staff member
  - Prevention and Intervention Incident Reporting Forms are available in school
- ***If a student reports an incident to a staff member:***
  - Acknowledge student's feelings
  - Determine if there are safety issues that must be addressed immediately
  - Staff member completes incident report and gives to designated administrative staff member on the same school day

- **Step Two: Conduct Investigation**

- Interview the alleged target first, then the alleged aggressor
- Target and alleged aggressor should be separated
- Careful consideration must be given before arranging to see target in the alleged aggressor's presence
- Careful consideration must be given before arranging mediation in

bullying situations

- Encourage target to report any additional incidents with the alleged aggressor
- Interview the student accused of bullying:
- Identify the problem
- Focus more on the alleged aggressor's behavior, protecting the target's confidentiality
- In case of denial or if further information is needed, interview witnesses
- Document the witness account
- Make the alleged aggressor aware of consequences of retaliation against target and reporter
- **Step Three: Initiate an Action Plan – Assign Consequences if needed**
  - Assign appropriate consequences (educational/disciplinary)
  - If the alleged aggressor denies the incident and there is insufficient evidence, tell the alleged aggressor that you will continue to monitor behavior
  - Monitor safety of target
- **Step Four: Document Incident and Consequences/Follow-Up**
  - Document outcome of investigation on the Incident Report Form/Action Plan Form
  - Contact parent/guardian of target and alleged aggressor
  - Follow-up: Provide update to appropriate staff member(s)
  - Monitor students' behavior
  - Notify teachers who have contact with target and aggressor

## INTERNET USE POLICY

### Internet Acceptable Use Policy

In order for a student/faculty/staff to use the Hull Public Schools' Internet Connection, the party must read these guidelines and sign the Acceptable Use Contract. A parent or guardian for anyone under eighteen (18) years of age must also sign the contract.

### MOBILE COMPUTING DEVICE ACCEPTABLE USE POLICY

#### Hull Public Schools (HPS) Mobile Computing Projects Policy, Procedures, Information Guide & Loan Agreement

The HPS Mobile Computing Devices are tools and resources for the 21st Century Learner. Excellence in education requires that technology be seamlessly integrated

throughout the educational program. Increasing access to technology is essential for that future, and one of the learning tools of these twenty-first century students is the mobile computing device (ie: iPads, Android tablets, Windows Tablets, Netbooks, etc...). The individual use of mobile computing devices is a way to empower students to maximize their full potential and to prepare them for college and the workplace.

According to studies and school reports, students who use a computing device in a one-to-one education environment are more organized and engaged learners, attend school more regularly, advance their knowledge and understanding of technology, and become constructors and designers of formation and ideas. Mobile computing devices are devices that make learning more engaging and assessable by freeing up the student from being tied to a static location.

Learning results from the continuous dynamic interaction among students, educators, parents and the extended community. Technology immersion does not diminish the vital role of the teacher. To the contrary, it transforms the teacher from a director of learning to a facilitator of learning. Effective teaching and learning with mobile computing devices integrate technology into the curriculum anytime, anyplace.

The HPS Computer Network and Mobile Computing Devices are established for a limited educational purpose, and have not been established as a public access service or a public forum. The HPS has the right to place restrictions on the use of the Computer Network and Mobile Computing Devices it issues, and to require users to abide by system rules and School Committee policies, including but not limited to, the HPS' Non-Discrimination Policy and Prohibition Against Sexual Harassment and the HPS' Anti-Bullying Policy and Bullying Prevention and Intervention Plan and to protect the confidentiality of student record information and personnel record information.

While there are many valuable resources on the Internet, there also are many sites that can be considered inappropriate for students and serve no educational value. All individuals using the Internet must use the Computer Network and Mobile Computing Devices responsibly to ensure it is only used for educational purposes, and must be consistent with the academic activities of the HPS and will be under the supervision of HPS staff. By using the HPS networked information resources, both student and adult users are agreeing to accept this policy.

Use of the HPS Computer Network and Mobile Computing Devices, including without limitation networked information resources, for any illegal or commercial activities is prohibited.

## **1.0 GENERAL INFORMATION**

The policies, procedures and information within this document apply to all student mobile computing devices used at the Hull 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 your Mobile Computing Device**

Mobile computing devices will be distributed during “Device Orientation”. Parents & students must sign and return the Mobile Computing Device Acceptable Use Policy and Student Pledge before the device can be issued to their child.

### **1.2 Returning your Device**

Devices with accessories will be returned back to the Hull Public Schools during the final week of school or upon sooner request. If a student leaves or transfers out of the Hull Public Schools District during the school year, the device will be returned at that time. Students who withdraw, are suspended or expelled, or terminate enrollment at Hull Public Schools for any reason must return their device with accessories on the date of termination.

## **2.0 CARE OF THE MOBILE COMPUTING DEVICE**

The mobile computing device is school property and all users will follow this policy and the Hull Public Schools Acceptable Use Policy for this technology. Students are responsible for the general care of the device and assorted accessories they have been issued by the school. Devices that are broken or fail to work properly must be taken as soon as possible to the technology department for an evaluation of the equipment.

### **2.1 General Precautions**

- Only use a clean, soft cloth to clean the screen, no cleansers of any type.
- Cords and cables must be inserted carefully into the device to prevent damage.
- Devices must remain free of any writing, drawing, stickers, or labels that are not the property of the Hull Public Schools.
- Devices must never be left in an unlocked locker, unlocked car or any unsupervised area.
- Students are responsible for keeping their device’s battery charged for school each day.

### **2.2 Screen Care**

The screens can be damaged if subjected to tough treatment. The screens are particularly sensitive to damage from excessive pressure on the screen.

- Do not lean on the top of the device when it is closed.
- Do not place anything on the device that could put pressure on the screen.
- Clean the screen with a soft, dry cloth or anti-static cloth.
- Do not “bump” the device against lockers, walls, car doors, floors, etc. as it will eventually break the screen.

## **3.0 USING YOUR DEVICE AT SCHOOL**

Mobile Computing Devices are intended for use at school each day. In addition to teacher expectations for device use, school messages, announcements, calendars,

grades, school work, and schedules may be accessed using the device. Students must be responsible to bring their device to all classes, unless specifically instructed not to do so by their teacher.

### **3.1 Mobile Computing Devices Left at Home**

If students leave their device at home, they are responsible for getting the course work completed as if they had their device present, and may ask if a loaner device is available for the class.

### **3.2 Mobile Computing Devices Undergoing Repair**

Loaner devices may be issued to students when they leave their devices for repair with the technology department. There may be a delay in getting a device should the school not have enough to loan.

### **3.3 Charging your Mobile Computing Device's Battery**

Devices must be brought to school each day in a fully charged condition. Students need to charge their devices each evening.

### **3.4 Screen Savers/Background Photos**

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

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

Sound must be muted at all times unless permission is obtained from the teacher for instructional purposes. All required school software/Apps will be provided by the district. Inappropriate material includes but is not limited to the presence of guns, weapons, pornographic materials, inappropriate language, alcohol, drug, and gang related symbols or pictures and will result in disciplinary actions.

### **3.6 Printing**

Wireless printing will be available for devices in the library and classrooms.

### **3.7 Home Internet Access**

Students are allowed to set up access to wireless networks on their mobile computing devices.

### **3.8 Passwords**

All users must be aware that they should not have any expectation of personal privacy in the use of these devices. If a password is used to lock a device, the password must be given to administration upon request.

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

#### **4.1 Saving to the Mobile Computing Device/Cloud**

Student may save work directly on the device. It is recommended students e-mail documents to themselves and/or their teacher for storage on a flash drive or district server or sync to iCloud, Google Docs, Dropbox or similar online service.

Storage space will be available on the device 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 Hull Public Schools makes no guarantee that their network will be up and running 100% of the time.

### **5. SOFTWARE ON MOBILE COMPUTING DEVICES**

#### **5.1 Originally Installed Software**

The software/apps originally installed by the Hull Public Schools must remain on the device 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 mobile computing devices will be made to ensure that students have not removed required apps or added apps that are not appropriate for school.

#### **5.2 Additional Software**

Students are allowed to load extra software apps on their mobile computing device via wireless Internet connection, CD, DVD, flash drive or the like. Students are allowed to log into their personal online accounts (for example, iTunes or Android marketplace) in order to load appropriate software apps at their own expense. Under NO circumstance is any school device to be connected or synchronized to ANY computer. This action could wipe the device.

#### **5.3 Inspection**

Students may be selected at random to provide their mobile computing device for inspection.

#### **5.4 Procedures For Reloading Software**

If technical difficulties occur or inappropriate media is discovered, the device will be restored from backup. The Hull Public Schools do not accept responsibility for the loss of any software or documents deleted due to re-imaging.

#### **5.5 Software Upgrades**

Upgrade versions of licensed software/apps are available from time to time. Students may be required to turn in their device for periodic updates and synching.

## **6. ACCEPTABLE USE**

### **6.1 Statement of Responsibility**

The use of a mobile computing device is a privilege. The user is responsible for what he/she says and does on the network. Communication with thousands of others is quick and easy. Therefore it is important for the user to stop and think before communicating and to show respect for other people and for their ideas. Student users should assume that none of their data is private or confidential. Any communication or data may be subject to review by the technology department or school administration. Please refer to the district “Internet Use Policy” which is located in the student handbook.

### **6.2 Confidentiality and Data Guidelines**

The Hull Public Schools abides by the Family Education Rights and Privacy Act (FERPA), The Children’s Online Privacy Protection Act (COPPA), The Children’s Internet Protection Act (CIPA), The Protection of Pupil Rights Amendment (PPRA), and Freedom of Information (FOI). Guidelines, protocols, and service contracts have been established to ensure all data systems, cloud based resources, locally installed applications, databases, and vendors protect and secure the confidentiality and privacy of students.

### **6.3 Parent/Guardian Responsibilities**

Talk to your children about values and the standards that your children should follow on the use of the Internet just as you would on the use of all media information sources as television, telephones, movies, and radio. If you have particular concerns regarding use of the mobile computing device by your child, these conditions, access to sites, material, content or the like, you must discuss it with the school.

### **6.4 School Responsibilities**

- Provide Internet access to its students.
- Provide Internet Blocking of inappropriate materials while on the school wireless and wired networks.
- Provide network data storage areas. These will be treated similar to school lockers. The Hull Public Schools reserves the right to review, monitor, and restrict information stored on or transmitted via Hull Public Schools owned equipment and to investigate inappropriate use of resources.
- Provide staff guidance to aid student in doing research and help assure student compliance of the “Internet Use Policy”.
- Teachers, administrators and other school personnel who are using the Internet as part of their teaching may call the HPS Technology Department to request that a specific site be blocked or unblocked. Such decisions will be made by those responsible for monitoring the HPS filtering system in consultation with

appropriate school personnel.

### **6.5 Students Responsibilities**

- Use computer/devices in a responsible, respectful, and ethical manner. Responsible users will not use computers, devices or the network:

- for commercial purposes of any kind;
- for political lobbying, although users may use the system to communicate with representatives and to express his/her opinion on political issues;
- for illegal or criminal activities;
- for posting, disclosing or otherwise disseminating personal contact information about themselves or other people, including name, address, telephone, school or work address, without the prior permission of a school administrator, and the prior written permission of the individual whose personal contact information is to be posted;
- for posting or otherwise disseminating a message that was sent to them privately without permission of the person who sent the message. This provision does not prohibit a user from promptly disclosing to a teacher or school administrator any message they receive that is inappropriate or makes them feel unsafe;
- to threaten, humiliate, bully, harass, intimidate or send offensive information to another person or about another person;
- for posting chain letters, engaging in spamming or engaging in any other inappropriate form of communication over the computer network;
- for posting, disclosing or otherwise disseminating personnel record information without prior permission of a school administrator unless such disclosure or dissemination is permitted by federal or state law;
- for viewing, possessing, posting, disclosing, sending, sharing or otherwise disseminating sexually explicit digital pictures, text messages, emails or other material of a sexual nature on any computer, cell phone or other electronic device regardless of whether federal or state child pornography law is violated;
- for activities which disrupt the educational environment;
- for unethical activities, such as cheating on assignments or tests or engaging in plagiarism;
- for activities that invade the privacy of others;
- violate the legal rights of software producers, network providers, copyright and license agreements;
- to permit students to interact with any websites that require input of



personal or student identifiable information (such as name, address, telephone number, email address, etc.) unless the use of such website has been approved by the HPS Technology Department; and to violate the provisions of M.G.L.c. 71, §370, including its provisions of regarding bullying, cyberbullying and retaliation.

- Obey general school rules concerning behavior and communication that apply to network use according to the Hull Public Schools Internet Use Policy. This policy is available online and in the student handbook and must be signed by students and their parents each year.
- Use all technology resources in an appropriate manner so as to not damage school equipment. This “damage” includes, but is not limited to, the loss of data resulting from delays, non-deliveries, mis-deliveries or service interruptions cause by the students’ own negligence, errors or omissions, or hacking. Use of any information obtained via Hull Public Schools designated Internet System is at your own risk. Hull Public Schools specifically has no responsibility for the accuracy or quality of information obtained through its services.
- Help Hull Public Schools to protect our computer system/device by contacting an administrator about any security problems you may encounter. Students will not attempt to gain unauthorized access to the HPS Computer Network and Mobile Computing Devices or any other computer network or go beyond the user’s authorized access, make deliberate or malicious attempts to disrupt the Computer Network and Mobile Computing Devices or destroy data by spreading computer viruses or by any other means, or otherwise vandalize, tamper with, destroy or interfere with the Computer Network and Mobile Computing Devices, with programs, data, files or any other electronic information or devices or attempt to vandalize, tamper with, destroy or interfere with the Computer Network or Mobile Computing Devices, with programs, data, files or any other electronic information or devices.
- Students should always turn off and secure their mobile computing device after they are done working to protect their work and information.
- If a student should receive email or other electronic message containing inappropriate or abusive language or if the subject matter is questionable, it must be reported immediately to a staff member or parent/guardian.
- Return the device to Hull Public Schools at the end of each school year.
- Students who graduate early, withdraw, are suspended or expelled, or terminate enrollment from the Hull Public Schools for any other reason must return their school issued mobile computing device on or before the date of termination. Students and parents must return the device and all accessories in good working condition whenever directed to do so by the school. If you do not fully comply in a timely manner with all terms of this Agreement and the Internet Use Policy including the timely return of the property, the district shall be entitled to declare

you in default and may notify the police and/or pursue legal action.

### **6.6 Mobile Computing Device Care**

- The device battery must be charged and ready for school each day.
- Students will be held responsible for maintaining their individual devices and keeping them in good working order.
- Only labels or stickers approved by the Hull Public Schools may be applied to the device.
- Mobile computing devices that malfunction or are damaged must be reported to the technology department or assistant principal.
- The school district does not cover the mobile computing device if it is lost, stolen or damaged due to neglect.
- If it is determined that the damage, loss or theft was due to student or parent negligence or intentional conduct, the student/parent shall be liable for replacement or repair costs as directed by the Hull Public Schools. Students will not receive a replacement device until the cost of the damaged, lost, or stolen device is paid in full.

### **6.7 Student Discipline**

The discipline procedure in the student handbook addresses serious and major offenses such as stealing and destruction of school or personal property, which apply to the mobile computing device. Depending on the seriousness of the offense, students may lose mobile computing device and/or network privileges as well as being held for detention, suspension or even in extreme cases expulsion.

## **7. PROTECTING & STORING YOUR MOBILE COMPUTING DEVICE**

### **7.1 Mobile Computing Device Identification**

Student devices will be labeled in the manner specified by the Hull Public Schools. Devices can be identified in the following ways:

- Serial number
- Hull Public Schools Asset Tag

### **7.2 Storing Your Issued Mobile Computing Device**

When students are not using their devices, they should be stored in their locked lockers. The Hull Public Schools require that students use the lock provided by the school district. Nothing should be placed on top of the device when stored in the locker. Students are encouraged to take their devices home every day after school, regardless of whether or not they are needed. Devices should not be stored in a

vehicle at school or at home. If a student needs a secure place to store their device, they may check it in for storage with their classroom teacher.

### **7.3 Devices Left in Unsupervised Areas**

Under no circumstances should mobile computing devices be left in unsupervised areas. Unsupervised areas include the school grounds, the lunchroom, computer lab, locker rooms, library, unlocked classrooms, dressing rooms and hallways. This includes areas outside of the school system and any area where the device is not secure or properly supervised. Any device left in these areas is in danger of being stolen. If a mobile computing device is found unattended by school staff, it will be taken to the principal's office.

## **8. LOSS OR DAMAGE**

- If the device, cables, and/or cords are damaged, lost, or stolen, you are responsible for the reasonable cost of repair or its fair market value on the date of loss. You must immediately report this to the assistant principal.
- Loss or theft of the property must be reported to Hull Public Schools by the next school day after the occurrence.
- If your device is an iPad, it will have been purchased by the district to carry AppleCare protection. AppleCare does not cover an iPad if it is lost, stolen or damaged due to neglect. A cracked case or screen will not be covered under AppleCare and is considered neglect.

## **9. ONLINE EDUCATIONAL SERVICES**

**9.1** HPS utilizes many online applications and web-based tools to foster student learning through personalization, collaboration, and exploration. Online or "cloud" based applications and services extend student learning beyond the school day and building and provide accessibility to useful learning tools.

**9.2** HPS uses educational accounts for most of its online services in order to have more control of settings and ease of classroom setup. Prior to using a service or application in the classroom, a staff member must contact the HPS Technology Office. HPS will review the service's privacy and security policies and inform teachers of best practices for using them responsibly. HPS does not approve providers who use personally identifiable information outside of Family Educational Rights and Privacy Act (FERPA) and Massachusetts student records law and do not meet third party standards. Once the application or online educational service has been approved, the staff member will be notified.

**9.3** HPS provides these online educational programs and services, certain personal information, generally a student's name and email address and/or user name.

**9.4** COPPA requires website operators to provide parental notification and obtain parental consent before collecting personal information from children under the age of 13. COPPA, however, allows school districts to consent for the collection of personal information on behalf of students under the age of 13, eliminating the need for parental consent to be given to each website operator. To streamline the provision of educational services to students, the District will provide consent on behalf of all students. Any website operator who provides educational services is prohibited from disclosing student information to third parties. Parents may at any time request personal information collected from the website operator and ask for the website operator to delete the personal information maintained on the student.

**9.5** HPS will maintain a list of programs currently being used by the District.

## **10. MISCELLANEOUS**

**10.1** These policies may be amended or supplemented from time to time by the Hull Public Schools. The Hull Public Schools may at any time waive, under appropriate circumstances, any of these terms and conditions.

**10.2** The headings in this policy are for convenience and administrative purposes only and do not limit the application of the policy. If you do not completely understand any term of the policy, you are to ask for an explanation from the appropriate representative of the school. Signatures shall be taken as your representation that you understand and agree to the policy.

**10.3** The Hull Public Schools will cooperate fully with local, state, or federal officials in any investigation concerning or relating to violations of computer crime or other laws. You have no rights of confidentiality when using a school issued mobile computing device. Contents of email, information regarding your Internet usage, and network communications may be reviewed at the sole discretion of the Hull Public Schools.

**10.4** Many mobile computing devices come equipped with a microphone, front and rear-facing camera, and video capacities. The district retains the rights concerning any recording and/or publishing of any student or staff member's work or image. You must obtain permission from the principal or designee before recording an individual or group or publishing a photograph or video of any school related activity. Unauthorized recordings are subject to disciplinary action in accordance with the Internet Use Policy, student handbooks and applicable law.

**10.5** You shall defend, exempt, indemnify and hold harmless the Hull Public Schools, its officers, agents, servants, representatives and/or employees from any and all claims, suits, actions, legal proceedings, demands, damages or judgments, including all expenses, attorney fees, witness fees, costs, and costs and expenses of appeals there from, arising out of your use of the mobile computing device including, but not

limited to, your intentional or negligent acts and/or omissions. This paragraph shall survive termination of this Agreement.

**10.6** The Mobile Computing Device Acceptable Use Policy must be reviewed and signed each school year.

**10.7** I understand that I am to be solely responsible for the care and custody of the equipment listed above during the term of this loan agreement. I understand and agree that I will bear the cost of restoring the equipment to the condition described if it is damaged during the term of this agreement. I understand and agree that if the equipment is damaged beyond repair, or that I am unable for any reason to return it in the condition described, reasonable wear and use excepted, I will pay to the Hull Public Schools the fair value of said equipment.

#### **iPad/Chromebook Initiatives and Google's G-Suite for Education Notice**

Students at the Jacobs School will use iPads and/or Chromebooks to enhance their educational experience. These devices help students with organization, research, communication, collaboration, and other 21<sup>st</sup> century skills. The faculty and administration believe that mobile computing devices are essential to a student's educational experience.

The Jacobs School and district are using electronic applications and programs, such as Google Classroom/G Suite for Education. G Suite for Education is a suite of free, web-based, productivity and collaboration tools that include a word processor, spreadsheet, presentation creator, calendar, and other collaboration applications. Students in grades 3-5 are issued a Google Account that looks like an email address but does not work as one at the elementary level. This access and use of electronic applications and programs is designed to expand our students' use of digital tools, enhance learning and improve their collaboration skills. The Massachusetts Department of Elementary and Secondary Education (DESE) issued state frameworks (standards) in June of 2016 to guide our instruction of Digital Literacy and Computer Science. <http://www.doe.mass.edu/frameworks/dlcs.pdf>

The Family Education Rights Privacy Act (FERPA) and the Massachusetts student records regulations allow school districts to disclose student record information or personally identifiable information, without parental consent, to "school officials" or "authorized school personnel." Online and other electronic vendors are "school officials" or "authorized school personnel," when they are providing services to the student in an administrative, diagnostic, or teaching capacity, have a legitimate educational interest in the information, and are under the direct control of the district with regard to the use and maintenance of the educational records. Hull Public Schools ensures that any electronic vendor it uses agrees to comply with student records regulations and that any vendor is under the direct control of the Hull Public Schools. If the District had concerns that any electronic vendor was failing to comply with the relevant student records laws, the District would terminate use of the program.

## BEFORE AND AFTER SCHOOL PROGRAMS

### **JASPER: Jacobs After School Program For Enrichment And Recreation**

The Jacobs School offers several sessions of JASPER throughout the year. Courses typically meet for one hour after school, one day a week for six to eight weeks. A variety of courses are offered during each session, such as arts and crafts, games, and sports. The vision of JASPER is to provide a low-stress, small group, safe and caring environment for students in grades K-5. For more information call the school at 781-925-4400. We are always looking for parents/guardians to offer enrichment courses as part of our JASPER program. Please call us if you are interested in teaching a course or assisting in a program.

## ORGANIZATIONS FOR PARENTS/GUARDIANS

### **Jacobs School Council**

In accordance with the Education Reform Act of 1993, the Jacobs School has an advisory board, referred to as the Jacobs School Council. The council is composed of parents/guardians, community members, teachers and the principal. Though law dictates the number of members, anyone is welcome to attend any of the meetings. Dates are posted at Town Hall or can be found through the school office and school website. The council meets monthly to review school budgets, formulate school improvement plans and advise the school principal.

### **Hull PTO**

The Hull PTO (Parent Teacher Organization) is a group of parents/guardians, teachers and community members who actively support the educational program of the Hull Public Schools. Its members are involved in fundraising projects to provide financial support for activities such as field trips and supplementary materials for teachers. The PTO sponsors three book fairs every year at the Jacobs School. The proceeds benefit the library and other student activities. The organization also provides parent/guardian volunteers for special events throughout the school year.

### **SEPAC (Special Education Parent Advisory Council)**

Hull SEPAC is a state-mandated volunteer organization serving as a resource and advisor to parents/guardians of children with special needs in Hull from preschool through high school. The purpose is to: participate effectively in the planning development and evaluation of special education services and programs; provide information on special education topics and issues; encourage networking among parents and guardians; encourage and facilitate an effective partnership between parents/guardians and school administration and staff. For more information contact the Director of Student Services at 781-925-4400 x1121.

### **Wellspring**

The students and staff of L.M. Jacobs Elementary School occasionally hold food drives for the food pantry at Wellspring, a multi-service center that provides support to individuals and families in need. For more information, go to <http://wellspringhull.org> or call 781-925-3211.

## **HULL PUBLIC SCHOOLS STUDENT PLEDGE FOR MOBILE COMPUTING DEVICE USE**

- I will take show respect for others and stop and think before communicating with my device.
- I will secure my device while it is unattended.
- I will never loan out my device to other individuals.
- I will know where my device is at all times.
- I will charge my device daily.
- I will keep food and beverages away from my device.
- I will not disassemble any part of my device or attempt any repairs.
- I will protect my device by caring for it appropriately.
- I will not place decoration (such as stickers, markers, etchings, etc.) on my device.
- I will not deface the serial number or asset tag number on any device.
- I understand that the data on my device is not confidential.
- I understand that my device is subject to inspection at any time without notice as it is the property of the Hull Public Schools.
- I will follow the policies outlined in the Mobile Computing Device Acceptable Use Policy while at school, as well as outside of the school day.
- I will be responsible for all damage or loss caused by neglect or abuse.
- I agree to return the device, power cords, and any issued accessories in good working condition at the end of every school year.
- I will demonstrate digital citizenship by exhibiting responsible behavior with regard to my technology use.

*Adoption: September 8, 2014*

*First Reading: April 10, 2017*

*Second Reading: April 24, 2017*

*Adoption: June 19, 2017*

*Proposed reconsideration: June 2022*

*Hull Public Schools*



**MOBILE COMPUTING DEVICE ACCEPTABLE USE AGREEMENT SIGNATURE PAGE**

I understand and agree to the stipulations set forth in the above document (Mobile Computing Device Acceptable Use Policy) and the HPS Internet Use Policy in the Student Handbook.

Student Name: \_\_\_\_\_

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent Name: \_\_\_\_\_

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

\_\_\_\_\_ I want to opt out of my student taking the mobile computing device home.

*Adoption: September 8, 2014*

*First Reading: April 10, 2017*

*Second Reading: April 24, 2017*

*Adoption: June 19, 2017*

*Proposed reconsideration: June 2022*

*Hull Public Schools*

## STUDENT HANDBOOK SIGNATURE PAGE

Please sign the following statement. All students must submit this form to their respective homeroom teacher before Monday, September 20, 2021.

- I have read the Lillian M. Jacobs Elementary School Handbook and agree to obey the rules, expectations, regulations, and policies of the school.
- I have read "The Internet Use Policy" and agree to obey the rules, regulations and policies of the school.
- I have **read and signed** the "Hull Public Schools Student Pledge for Mobile Computing Device Use."
- I have read the Bus Conduct/Transportation policy and agree to obey the rules, regulations and policies of the school.
- This serves as your annual notice of Civil Rights - notice of grievance officers and grievance procedures, bullying prevention and intervention plan, physical restraint procedures, and code of conduct.
- On occasion, photographs are taken of students working on classroom projects, during special events, or for the school or local newspaper(s). I give permission for my child to be photographed or videotaped either by the school for the school newsletter and various news agencies who may be doing stories about the Lillian M. Jacobs School. Pictures may be published in local newspapers and on the school website or social media sites. If you do not want your child's photograph to be used, please check off the appropriate box below your signature.

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

Teacher's Name: \_\_\_\_\_  
(Please Print)

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

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

Address: \_\_\_\_\_

Home Telephone: \_\_\_\_\_ Work Telephone: \_\_\_\_\_

Parent/Guardian Cell phone: \_\_\_\_\_

Parent/Guardian Email Address: \_\_\_\_\_

☐ I DO NOT WANT MY CHILD PHOTOGRAPHED IN SCHOOL. *Only check this box if you **do not want your child included in school photographs** or videos of classroom activities and events that may be included on the website, social media or in newspaper articles.*