

Clinton Elementary School

STUDENT HANDBOOK

2019-2020

**Committed to Excellence for all
Students**

SCHOOL DIRECTORY

Mr. Robert Rouleau, Principal 978-365-4230 ext. 15514

Ms. Meghan Sheridan, Asst. Principal 978-365-4230 ext. 15515

Mrs. Cathy Small, School Nurse..... 978-365-4230 ext. 15526

Mrs. Meghan Heighton, School Nurse..... 978-365-4230 ext. 15527

Mrs. Beth McNally, Dean of Students..... 978-365-4230 ext. 15331

Mrs. Emma Mayo, School Counselor.....978-365-4230 ext. 15333

Mrs. Lauren Eng, School Counselor..... 978-365-4230 ext. 15332

Mrs. Mary Auger, Office Secretary 978-365-4230 ext.
15517

Mrs. Jasmin Vazquez, Office Secretary..... 978-365-4230
ext.15516

Mr. David Vanasse, Director of Food Services 978-365-4230 ext.
15502

Ms. Angela Casasanto, Cafeteria Manager 978-365-4230 ext. 15545

School Phone Number 978-365-4230

School Fax Number 978-368-7209

For all pertinent school information, please visit the Clinton Public Schools
Website at www.clinton.k12.ma.us.

CLINTON ELEMENTARY SCHOOL

MISSION STATEMENT

Together with families and the community, the mission of Clinton Elementary School is to develop a sense of community, independence, responsibility, and individuality. Integrating technology and thorough data collection, teachers and administrators will provide rigorous and diverse learning experiences in a safe, student-centered, and nurturing environment to ensure the development of all students.

VISION

A high-quality education is the fundamental right of every child. All children receive the respect, encouragement and opportunities they need to build the knowledge, skills and attitudes to be successful contributing members of a global society. Our vision is to have students at a proficient level of understanding in all areas of curriculum by the end of grade 4.

SCHOOL HOURS

- The school day begins at 8:35 a.m. and ends at 2:55 p.m.
- **No child should arrive before 8:20 a.m.**
- A child arriving after 8:35 a.m. **MUST** be accompanied by an adult when reporting to school.
- **The hours for Kindergarten are 9:15 a.m. to 2:55 p.m. No K student should be in school before 9:00 a.m.**

The hours for Pre School are: Session One- 9:00-11:30 a.m./ Session Two- 12:45-3:15 p.m.

- When entering the building for any reason, you must stop and sign in at the Office. You will be required to wear a visitor's badge and sign out before you leave the building.

ATTENDANCE

The administration and staff at the Clinton Elementary School recognize that consistent and timely attendance is vital to a student's success in school. We understand that students and their families are faced with many challenges throughout the school year. However, regular attendance at school is essential to ensure that children are able to reach their full potential. Please ensure that your child is here every day.

- All parents/guardians are required to do the following when a child is going to be absent from school:

1. Call the morning of the day the student is out to report absenteeism to school officials. The telephone number is 978-365-4230 to report an absence.
2. On the day the child returns to school, a note explaining the reason for absence should be delivered to the Office.
3. Any parent/guardian requesting homework must do so by 10:00 a.m. and may pick up the work after the school day.

M.G.L. c. 76 s. 1B requires a pupil absence notification program. In addition, there is a policy of notifying the parent or guardian of a student who has missed 2 or more periods unexcused over at least 5 days in a school year or missed 5 or more school days in a school year. Under this same policy, the Principal or designee must make reasonable efforts to meet with the parent or guardian of a student who has 5 or more excused absences to develop an action plan for student attendance.

DISMISSAL PROCEDURES

Safety procedures are strictly enforced to ensure the safety of our children.

Bus Students:

- If your child rides a bus, they will not be dismissed as a walker after 2:40 unless a note has been sent in.
- Once your bus is assigned, you may NOT ride another bus for 1 day circumstances such as play dates, parties, meetings etc.
- Parents of Kindergarten Students: An adult must be visible for all Kindergarten pick ups and drop offs.

PICK UP AND DROP OFF

The loop in front of the school is a designated FIRE LANE. You Cannot Park and leave your car. DO NOT EXIT YOUR VEHICLE IN LOOP. During Pick-Up & Drop off, this is a single lane access, parents must constantly pull forward as far as possible.

- Kindergarten Pick Up: Adults picking up Kindergartners must park in a legal spot on Church St. (not the Fire Lane) and walk to the left entrance near the end of the loop to receive their child from the teacher and / or assistant.
- Grades 1-4 Pick-Up: Stay to the left and DO NOT exit your vehicle; your child will walk to the car. All vehicles will wait to exit in an orderly line.
- Children will only be dismissed to persons listed on their emergency form. In emergency situations ONLY, written changes will be accepted. No verbal transportation changes are ever allowed. A note signed by a parent/legal guardian, along with a photo ID of the person dismissing, must be produced by 2:40.
- Clinton Elementary reserves the right to enforce police retention for children not picked up by 4:00 p.m.

SCHOOL BUS PLEDGE

I pledge to make the bus a safe place by:

1. Following the driver's instructions at all times.
2. Riding in my assigned section or seat on my assigned bus to and from school.
3. Lining up in a single file to board the bus and always walking towards the bus.
4. Remaining seated while the bus is in motion.
5. Keeping my hands, feet, head and all objects out of the aisles and inside the bus at all times.
6. Speaking in a normal voice while riding; I will not yell or make distracting noises.
7. Refraining from eating and drinking on the bus.
8. Refraining from throwing any objects on the bus.
9. Respecting others, I will not tease or make fun of others. I will not use physical behavior toward others.
10. Making others feel welcome; I will not save seats or force someone to move from their seat.
11. Reporting any Dangerous or Destructive (D & D) behavior should be reported immediately to the bus driver, Principals or the Guidance Counselor.

HOW TO REPORT DISRUPTIVE BEHAVIOR ON THE BUS

Notify the bus driver of the behavior or report the problem the Dean of Students.

ALL DISRUPTIVE BEHAVIOR MUST BE REPORTED IMMEDIATELY.

Disruptive behavior will result in an action plan which may include a seat change or a bus suspension.

AFTER DISMISSAL

Students are expected to leave the school building immediately after dismissal unless they have a scheduled appointment (s), an extracurricular activity, or wish to meet with a teacher for assistance.

SCHOOL CANCELLATIONS

In case of an emergency or due to inclement weather, NO SCHOOL / DELAYED OPENINGS , or EARLY DISMISSAL ANNOUNCEMENTS will be made via an Automated Call service and on the following radio and / or television stations.

TELEVISION STATIONS:

WBZ – TV CHANNEL 4, WCVB – TV CHANNEL 5, WHDH TV CHANNEL 7, FOX25

www.clinton.k12.ma.us

If school is delayed, we will generally delay 2 hours. It is possible that the delay could be longer or shorter depending on the emergency or weather.

If school is released early, due to emergency, the same stations will be contacted thirty (30) minutes prior to the release of the students. Parents will also be notified thirty (30) minutes prior to the release of the students.

DO NOT contact the Police or Fire Department for school cancellations.

THUNDERSTORM DISMISSAL PROCEDURE

Please note that in the event of a severe thunderstorm happening between 2:45 and 3:15, all children will be held inside the school until the storm passes. Bus students will wait downstairs, and walkers will be in the front foyer. This will cause a slight delay in the time that the children usually get home.

If you pick up your child, you will have to come inside the building and sign your child out if you wish to take them during the storm. Otherwise we will hold them until the bulk of the storm passes and then we will release the walkers out the front door and we will start rolling the buses.

IMMUNIZATIONS

In accordance with MGL Chapter 76, Chapter 15, parents must provide documentation of immunizations or have on file a religious or medical exemption. The following vaccines are required for entry into kindergarten, unless there is a medical exemption signed by a physician, or a religious exemption signed by a parent/guardian: (5) DPT, (4) Polio, (2) MMR, (3) Hep B, (4) HIB, (2) Varivax, or proof of chicken pox. A lead screen is also required for kindergarten admission.

Parents may also opt out due to religious beliefs. In this event, your doctor may provide you with an additional note that must be included in your child's' cumulative folder.

POLICY FOR CONTAGIOUS ILLNESS

- Flu/Virus/Fever over 100 F: May return once the fever is under 100F without Tylenol/Motrin for 24 hours.
- Vomiting or Diarrhea: May return if no vomiting or diarrhea for 12 hours.
- Skin Conditions: Impetigo, Ringworm, Scabies, Pink Eye and other unidentified rashes need to be evaluated by a physician and have a note stating it is not contagious.

MEDICINE

If possible, parents are advised to give medication at home and on a schedule other than during school hours. If a student's physician determines that a medication must be given during school hours, the medication will be administered by the school nurse.

• CHILDREN MAY NOT BRING ANY MEDICATION TO SCHOOL

- Medication must be brought to the health office by an adult.
- Medication must be in the original container with the pharmacy label, ask the pharmacist to label a second bottle to be left at school..
- Parent / Guardian will sign a consent form in the nurse's office.
- Doctor's order is required each school year.
- Medicine left in the nurse's office at the end of the school year will be disposed of in June. Parents will be reminded via the Automated Call Service.

HEALTH AND WELLNESS PROTOCOL

In accordance with the Federal Law SEC.204. Local Wellness Policy and following the district's Health and Wellness Administrative Protocol, we will be adhering to their guidelines including:

- Hand washing guidelines will be followed.
- All children in grades K-12 will have the opportunity to be physically active on a regular basis.
- **PARENTS WILL BE NOTIFIED IF THERE WILL BE ANY FOOD CELEBRATIONS.**
- **Sharing or trading food or utensils in school is discouraged. ANY GROUP THAT USES THE SCHOOL FOR ANY AFTER SCHOOL EVENT THAT INVOLVES FOOD MUST CLEAN THE ROOM COMPLETELY AFTER THE EVENT IS OVER.**

MASSACHUSETTS COMPREHENSIVE GROWTH SCREENING

It is important to measure and monitor growth over time in all children as an indicator of health and development (US Preventive Services Task Force, 2005). The goal of the Massachusetts Department of Public Health's (MDPH) Comprehensive Growth Screening Program is the improvement in the health and well-being of school-age children in Massachusetts so that they are healthy and ready to learn. Consistent with this goal, schools are required by law to provide health screening (M.G.L. Chapter 71, Section 57 and 105 CMR 200.500).

Body Mass Index (BMI) provides a guideline based on weight, height, sex and age to assess your child's health. The Center for Disease Control (CDC) has established the following benchmarks:

Underweight--<5th percentile Within normal range--<= 25th percentile to < 85th percentile
Overweight-- >= 85th to < 95th percentile Obese-- >= 95th percentile

The Department of Public Health requires students in grades 1, 4, 7 and 10 to participate in the Growth Screening Program.

PBIS and SEL

POSITIVE BEHAVIOR INTERVENTION AND SUPPORT and SOCIAL EMOTIONAL LEARNING:

The Goal of every Clinton Gael is to Be Safe, Be Respectful, and Be Responsible

PBIS stands for Positive Behavior Intervention and Support, and the goal is to increase, acknowledge and reward students' positive behavior choices. The PBIS philosophy is to improve the social behavior and climate of the school that will in turn impact academic instruction.

During this program, all staff members will be modeling, discussing and practicing appropriate school behavior. Students will be randomly rewarded by staff when they are "caught" demonstrating positive behaviors. Children will receive a honey ticket for their positive behavior which will be entered into weekly classroom and monthly school wide raffles to win prizes and activities.

The PBIS mascot which aligns with our goals is "Stinger". The School Wide Behavior Expectations are as follows:

Bee Safe, Bee Respectful, Bee Responsible. We are hoping to increase and encourage positive behavior, decrease negative behavior, and foster a feeling of community within the school. We are very excited to continue this program!

* As part of our in-class behavior intervention program and Social Emotional Learning students will be exposed to Second Step and the 1-2-3 Magic Program that emphasize the SEL Objectives of Social Awareness, Self- Awareness, Self- Management, Responsible Decision Making, and Relationship Building.

BULLYING

Bullying is the act of intentionally causing harm to others through verbal harassment, physical assault, or other more subtle methods of coercion, such as manipulation. Cyber-bullying is an unwelcome electronic act where a student feels coerced, intimidated, harassed or threatened and, under the circumstances may cause: 1) physical harm to a student, or 2) disruptive or hostile school environment.

The Clinton Public Schools prohibits bullying on school grounds, property adjacent to school grounds, the school bus, and school sponsored or school related activities. Also prohibited is bullying that does not take place on school grounds, but creates a hostile environment at school for the victim, infringes on the victim's rights at school, or materially and substantially disrupts the education process or the orderly operation of the school.

Consistent with the requirements of SB 2404, An Act Relative to Bullying (Section 1, Ch.71,37 O) in Schools, all students will receive prevention activities that are designed to create and maintain safe, disciplined and drug-free environments which would include bullying.

Based on information reported to the school administrator concerning a report of bullying, the administrator will follow proper procedure as outlined in the Clinton Elementary Bullying Prevention & Intervention Plan, which can be found on the Clinton Public School Website.

BREAKFAST AND LUNCH PROGRAM

An outline of the breakfast and lunch program will be sent home with each child in September. Included in the packet of information will be a form to be completed by the parent/guardian to determine reduced/free meal eligibility, along with the daily and weekly costs of each meal.

BEFORE/AFTER SCHOOL PROGRAM

For information regarding before and after school daycare, please contact Melanie Chaves at Clinton Elementary School (978)-365-4230 or chavesm@clinton.k12.ma.us

DRESS CODE

Decisions regarding personal dress should be personal and should be responsible of the individual student and parents. However, the School District may specifically regulate student dress and attire in accordance with health and/or safety standards, or if the dress is disruptive to the educational process, as determined by the School District.

Parents have the right and responsibility to determine how the student will dress providing that the attire is not destructive to school property, complies with requirements for health and safety, and does not interfere with the educational process.

The role of the School District is to maintain a sound educational atmosphere conducive to learning. If student dress creates a disturbance, which interferes with the function of the school, the Administration is empowered to take proper steps to correct the situation.

The Administration reserves the right to define what proper attire is and take appropriate action.

PERMANENT RECORDS

According to the Family Rights and Privacy Act of 1974, the parent/guardian or student age 18 or over is permitted to inspect and review educational records relating to the student.

CHANGE OF INFORMATION

It is imperative that the school office be notified immediately of a change of address, home or office telephone number, or of a change in emergency information during the academic year. It is the responsibility of the parent/guardian to notify the school of any change of information. This is to ensure the safety and well-being of your child.

STUDENT ASSESSMENT / PARENT CONFERENCES

An Open House to meet your child's teacher and see their classroom is held within the first few weeks of September. Parent conferences are held in December. Every effort should be made to meet with your child's teacher to discuss your child's progress. Report card schedules are as follows:

Kindergarten – report cards are issued in November (progress report), April, and June.

1st, 2nd, 3rd and 4th grades – report cards are issued in December, March and June.

MCAS reading assessment is administered to grades 3 and 4 in May, and the Math assessment will be administered in May.

Promotions to the next grade level will be based upon the success of the children attaining the skills based on the benchmarks aligned with the Department of Education and the curriculum guides. Parents of children who do not achieve the grade level requirements will meet the

building principal to discuss the retention.

HOW CAN I BECOME INVOLVED?

- Become an active member of the PTA.
- Volunteer to become a member of school council.
- Become a school volunteer.

2019-2020 CPS VOLUNTEER PROGRAM

Volunteer Program information is sent out at the beginning of each school year. ALL VOLUNTEERS & CHAPERONES MUST BE A PART OF THE PROGRAM. Please contact the Volunteer Coordinator at Volunteers@clinton.k12.ma.us for more information.

2019-2020 CLINTON ELEMENTARY SCHOOL COUNCIL

The school council is a representative committee composed of the principal, parents, teachers and community members. An election will be held for representation.

2019-2020 CLINTON PARENT TEACHER ASSOCIATION (PTA)

The Clinton PTA sponsors enrichment programs, Holiday Children's Fund, field trip transportation, staff appreciation gifts, book fairs and academic scholarships

PTA Mission Statement:

To support and speak on behalf of children and youth in the schools, in the community, and before government agencies and other organizations that make decisions affecting children. To assist parents in developing the skills they need to raise and protect their children. To encourage parent and public involvement in the public schools of this nation.

HOMEWORK POLICY

Homework is an important extension of activities begun in school by students under the guidance of their teachers and continued at home. Working together, home and school can guide students as they develop their learning capacities by making possible experiences which foster learning.

Homework provides for practice of skills and application of principles based upon work begun in the classroom. It may enrich school experiences and promote a permanent interest in learning. A secondary goal of homework is to stimulate individual initiative, personal responsibility and self-direction.

Listed below are the responsibilities of teachers, students and parents with regard to homework.

Teachers will:

- assign homework that is meaningful and useful to individuals
- provide appropriate and timely response to all homework assignments
- provide a balance between long-range and short-term assignments
- monitor long-term assignments in order to avoid last minute student efforts
- give clear, concise directions; allow time for student questions; consider availability of materials;
- provide legible worksheets when used
- inform parents of their role in supervising homework
- ensure that students who are absent know how they may make-up homework
- monitor the effectiveness of homework as reflected in student performance

Students will:

- record the directions for homework
- ask questions when necessary to clarify the assignment
- follow a schedule and keep materials in order
- hand in, on time, neat, accurate, and meaningful products
- plan time for completion of long-term assignments
- determine and complete homework assigned during absence

Parents will:

- provide a suitable place for study
- help students develop routine home study habits
- assist and correct but not do the actual work and notify the teacher if students experience

extreme difficulty

- be aware of long-term assignments and assist students in learning to budget their time accordingly
- contact the teacher if he/she observes an absence of homework
- Read to students
- Because the time required of individuals to complete assignments varies, homework activities must, therefore, be planned to meet each student's individual learning profile. Though it is impossible to predict the time necessary for all students to complete assignments because of different learning rates and age levels, the following is suggested:

Grade K not regularly assigned

Grade 1 - will not exceed 10 minutes each night

Grade 2 - will not exceed 20 minutes each night

Grade 3 - will not exceed 30 minutes each night

Grade 4 - will not exceed 40 minutes each night

CURRICULUM GOALS

The district's mission of raising student achievement is being achieved through providing a rigorous curriculum to meet Massachusetts State Standards, (the Common Core) for children and staff development for our teachers and administrators. Our efforts in literacy are focused on helping students to understand and think critically about the books that they are reading and to express their thinking orally and in writing. Our goal is that our children will become proficient and enthusiastic readers and writers, as well as lifelong learners. An important component of our work is the assessment of literacy skills and using these assessments to guide instruction as well as to keep parents informed of the progress of their children.

The district Mathematics Department has created a framework guide, which is aligned with the state's goals, and will guide our instruction in mathematics. Our focus in mathematics is on developing mathematical thinking skills through the exploration of essential math concepts.

Common Core outcomes for each grade level will be available at our Open House in September, and also on the district's website at www.clinton.k12.ma.us, or by contacting the school at 978-365-4230.

PROTECTION FOR CHILDREN NOT YET ELIGIBLE FOR SPECIAL EDUCATION AND RELATED SERVICES

SE 47- Procedure for Not Yet Eligible

A child who has not been determined to be eligible for special education and related services and who has engaged in behavior that violated any rule or code of conduct of the Clinton Public Schools, including any behavior described in CFR 300.520 or 300.521, may assert any of the protections covered for students with a disability if the LEA (Clinton School Department) had knowledge that the child was a child with a disability before the behavior that precipitated the disciplinary action occurred.

Basis of Knowledge: A LEA must be deemed to have knowledge that a child is a child with a disability if:

1. The parent of the child has expressed concern in writing (or orally if the parent does not know how to write or has a disability that prevents a written statement) to personnel of the appropriate educational agency that the child is in need of special education and related services.
2. The behavior or performance of the child demonstrates the need for these services, in accordance with 300.7.
3. The parent of the child has requested an evaluation of the child pursuant to 300.530-300.536.
4. The teacher of the child, or other personnel of the LEA has expressed concern about the behavior or performance of the child to the director of special education of the LEA or to other personnel in accordance with the LEA's established child find or special education referral system.

Exception: A public agency would not be deemed to have knowledge if, as a result of receiving the information specified under Basis of Knowledge the agency:

Either:

1. Conducted an evaluation and determined that the child was not a child with a disability.
2. Determined that an evaluation was not necessary.
3. Provided notice to the child's parents of its determination.

BEHAVIOR AND CONSEQUENCES

***Consequences may be more severe based on actual behavior.

Level	Description of Behavior	1st offense	2nd offense	3rd offense
Level 1	<ul style="list-style-type: none"> Negative facial expressions (eye rolling, dirty looks) Invading peers' personal space Fooling in the bathroom Work avoidance Running in hallways Bringing electronics to school Classroom disruptions (noises, calling out, needing redirection) Name calling (not based on looks, gender, etc.) Rude language (not swearing) 	<p>***ALL STAFF</p> <p>*WILL discuss the behavior.</p> <p>* Should use appropriate consequence (apology, go back and walk)</p>	<p>***Teacher may contact parents via email or phone..</p>	<p>***Teacher will set up a meeting with the parents</p>
Level 2	<ul style="list-style-type: none"> Repeated level 1 behavior (after 3rd offense) Cheating Throwing objects in the classroom unsafely that could cause danger to a peer. Name calling based on body, family, appearance, ability Property/Building abuse (writing on furniture, etc.) Out of assigned area Disrespectful language or gestures to teacher/adult Inappropriate displays of affection. Spreading rumors about a peer Horseplay Spitting 	<p>ALL STAFF</p> <p>*WILL discourage the behavior.</p> <p>* Will use in the moment consequence</p> <p>*WILL fill out an office referral form. (ADMIN will address but not immediate need)</p> <p>*MAY contact parents via email or phone</p> <p>*** (Repeated Level 1's will have a visit to administration after a consequences for level 1 were followed)</p>	<p>***Teacher will bring child to ADMIN for immediate action.</p> <p>ADMIN:</p> <ul style="list-style-type: none"> -Reflection sheet -Lunch detention -Phone call to parents -Restitution 	<p>ADMIN will follow level 3 behaviors</p>
Level 3	<ul style="list-style-type: none"> Repeated level 2 behaviors Stealing Physical Aggression toward staff or peer Harassment of a peer Spitting at someone Retaliation/Intimidation Inappropriate gestures Profanity Biting (did not break skin) 	<p>ADMIN</p> <p>-Teacher fills out office referral</p> <p>PK-1 Parent notified, think sheet, miss a social opportunity, restitution</p> <p>2-4, parents notified, think sheet, miss up to 3 social opportunities, restitution</p>	<p>ADMIN</p> <p>-Teacher fills out office referral</p> <p>PK-1 Parent notified, think sheet, miss 2 social opportunities, restitution, implement a behavior plan.</p> <p>Grades 2-4 Parent notified, miss up to 5 social opportunities, restitution, implement a behavior plan</p>	<p>ADMIN</p> <p>- Teacher fills out office referral</p> <p>PK-1 Parent meeting, think sheet, Restitution, Follow outlined behavior plan</p> <p>Grades 2-4, Parent meeting, think sheet, Restitution, Follow outlined behavior plan</p> <p>***Possible level 4 consequences</p>
Level 4	<ul style="list-style-type: none"> Possession of a weapon/weapon-like toy with intent to harm or threaten Threats 	<p>ADMIN</p> <p>*Automatic proposal of out of</p>		

	<ul style="list-style-type: none"> • Biting (broken skin) • Touching others' privates • Damaging school property • Assault to staff/peers • Documented bullying • Possession/under the influence of illegal substances 	school suspension up to ten days. *Hearing process *Possible Expulsion *Police may be notified		
Bus behavior	1st offense <ul style="list-style-type: none"> • Visit to the office to discuss the bus report. Parents are notified. 	2nd offense -Visit to the office to discuss the report. -Parents are notified -Think sheet completed and plan is made -Possible seat change	3rd offense -Visit to the office to discuss the report -Parents are notified -Think sheet completed -Assigned seat on bus -1 missed social opportunity	4th offense -Visit to the office -Parents notified -Up to FIVE day bus suspension -Possible removal from bus

Parents will be notified when offenses become chronic.

Detentions: Detentions will be held Monday - Thursday from 3:00-3:20 p.m.. A note will go home the day prior to the detention; the note will come back signed by the parent, acknowledging that they are required to pick up their child in the office at 3:20. Detentions will be held in the Office.

In-House Suspensions: The student will be required to spend the day in the conference room off the Main Office. They will be required to complete all the work that the class will be doing for the day. Student will be dismissed at the normal time.

Out of School Suspensions: The student will receive zeros for all class work on the days he/she is out. The parent will be required to come into the school for a meeting with the administration prior to the student returning from out-of-school suspension. The length of suspension is at the discretion of the administration.

Missed Social Opportunities:

Lunch Detention- student will eat lunch in the office.

Recess Detention- student will spend recess in the office.

School Assembly/Field Trip- student will remain in the office.

The administration, trained to make disciplinary decisions, reserves the right to increase or decrease any disciplinary action depending on the circumstances and the developmental level of the child.

Student Suspension or Expulsion from School (MGL c71,s. 37 ¾)

This section shall govern the suspension or expulsion of a student who is not charged with a violation of MGL c. 71 section 37H or with a felony under section 37 H ½.

When deciding the consequences of a student, the school district shall exercise discretion; consider ways to re-engage the student in the learning process; and avoid using expulsions a consequence until other remedies and consequences have been employed.

For any suspension or expulsion under this section, the principal or designee shall provide, to the student and the parent or guardian of the student, notice of the charges and the reason for the suspension or expulsion in English and the primary language spoken in the home of the student. The student shall receive the written notification and shall have the opportunity to meet with the principal or designee, to discuss the charges and the reasons for the suspension or expulsion taking effect. The principal or designee, shall ensure that the parent or guardian of the student is included in the meeting, provided that such meeting may take place without the parent or guardian only if the principal or designee can document reasonable efforts to include the parent or guardian in that meeting.

If a decision is made to suspend or expel the student after the meeting, the principal or designee shall update the notification of the suspension or expulsion to reflect the meeting with the student. If a student has been suspended or expelled for more than 10 school days for a single infraction or for more than 10 school days cumulatively for multiple infractions in any school year, the student and the parent or guardian of the student shall also receive, at the time of the suspension or expulsion decision, written notification of the right to appeal and the process for appealing the suspension or expulsion in English and in the primary language spoken in the home of the student; provided; however; that the suspension or expulsion shall remain in effect prior to any appeal hearing.

Due Process: In Goss vs. Lopez, the United States Supreme Court held that before a student receives a disciplinary penalty, the student has the constitutional right to receive:

1. Oral or written notice of the charges against him/her
2. An explanation of the evidence against him/her
3. The opportunity to present his/her side of the story to an impartial decision maker (who may be a school administrator.)

In the case of a violation requiring suspension from school, notice of the suspension and the hearing must occur before the student may be asked to leave the school, except when a student presents an immediate threat to school officials, other students, or him/herself, or clearly endangers the school environment. In this case, the hearing may be delayed, but must be held

within a reasonable period.

The Clinton Public Schools is an Equal Opportunity/Affirmative Action Employer and is in compliance with Federal regulations prohibiting discrimination in employment on the basis of race, color, religion, national origin, age, gender, gender identity, sexual orientation, homelessness, or disability.

All Students, Parents and Staff

From: The Office of the Superintendent

Re: Title VI, Title IX and 504 Coordinators

Dear Students, Parents and Staff:

It is the policy of the Clinton Public Schools not to discriminate on the basis of race, color, national origin, age, religion, sex, sexual orientation and/or disability in the admission to, access to, treatment in, or employment in its programs and activities. Ms. Loretta Braverman, Director of Pupil Personnel, has been designated to handle inquiries and/or complaints regarding the non-discrimination policy. All persons associated with the Clinton School System, including, but not necessarily limited to, the school committee, the administration, the staff and the students, are expected to conduct themselves at all times so as to provide an atmosphere free from sexual harassment. Any person who engages in sexual harassment while acting as a member of the school community will be in violation of this policy. Any member of the school community who believes that he or she has been subjected to sexual harassment will report the incident (s) to the grievance officer. Dr. Steve Meyer, Superintendent of Schools, has been designated to handle inquiries and/or complaints regarding the sexual harassment policy. Dr. Steven Meyer can be reached at 150 School St. Clinton, MA 01510 - 978-365-4200.

Each school year a 504 Coordinator is appointed for the school district. Section 504 of the Federal Rehabilitation Act of 1973 is a civil rights law that protects individuals with disabilities from discrimination. The following people have been appointed as 504 Coordinators at their respective buildings and can answer all inquiries and/or complaints with regards to the Section 504 statute:

Ms. Meghan Sheridan, Assistant Principal, Clinton Elementary School - 978-365-4230;

Ms. Annmarie Sargent, Principal, Clinton Middle School - 978-365-4220;

Ms. Jaime Kach, Assistant Principal, Clinton High School - 978-365-4208.

You may direct additional inquiries to the Office of the Superintendent, 150 School St. Clinton, MA 01510 - 978-365-4200.

GRIEVANCE / COMPLAINT PROCEDURE

The School Committee annually appoints a non-discrimination grievance officer and sexual harassment grievance officer who will be vested with the authority and responsibility of processing all complaints of non-discrimination and sexual harassment. All matters involving non-discrimination and sexual harassment complaints will remain confidential to the extent possible.

Any member of the school community who believes that he or she has been subjected to discrimination or sexual harassment is urged to report any incident of discrimination or harassment to the building principal within thirty business days of the alleged incident. Every effort should be made to provide the name (s) of anyone involved; the date, time, place, location of any alleged misconduct; a description of the alleged misconduct; and an account of any circumstances which may be relevant to the particular situation. The complainant may wish to have a supportive faculty member (and/or parent or guardian, if he/she is a student) present at all discussions involving the case. In addition, the complainant is urged to keep written notes on all things relevant to the complaint, and make at least two copies of these notes for reference purposes. Staff members who receive complaints are expected to call them to the attention of the building principal or Title IX Coordinator immediately or as soon as possible thereafter and follow the guidelines established above. The grievance officer will take appropriate steps to investigate and/or resolve the complaint within ten business days of the initial report made by the charging party. Such steps may include, but are not limited to the following:

- a. The grievance officer will confer with the charging party (the complainant) in order to obtain a clear understanding of that party's statement of the facts. The grievance officer will request the complainant to write a letter to the charged party (respondent) summarizing the nature of the behavior and requesting that it stop;
- b. The grievance officer will then attempt to meet with the respondent in order to obtain his or her response to the complaint and request the respondent to write a letter to the complainant;
- c. The grievance officer will hold as many meetings with the parties as is necessary to gather facts;
- d. The grievance officer will also interview any and all persons named by either party in the course of the investigation, to determine the validity and/or scope of the claim;
- e. The grievance office will submit a written report of the findings to all parties;
- f. On the basis of the grievance officer's perception of the situation he or she may:
 1. Attempt to resolve the matter informally through conciliation.

2. Report the incident and transfer the record to the superintendent or his/her designee and so notify the parties by certified mail.
3. Report the matter to the local police if criminal activity is involved.

After reviewing the record made by the grievance officer, the superintendent or designee has ten business days to gather the evidence necessary to decide the case, and thereafter impose any sanctions deemed appropriate, including a recommendation for a letter of reprimand or warning or a suspension of one to ten days. A written report of the findings will be submitted to all parties. Termination or expulsion is subject to the requirements of due process. All parties have ten business days to appeal the decision of the findings to the School Committee.

COMPLAINT FORM

Date: ____/____/____

Time: _____

Place: _____

Name (s) of Complainant (s):

—

—

Name of grievance officer receiving report:

Date _____ and Time _____ of alleged incident.

Name (s) of person (s) present during the alleged incident:

Nature of complaint: (attach additional sheets if needed):

Follow-up (Check one):

_____ Letter*

_____ Face-to-Face Meeting*

_____ Administrative Action (Explain):

—

_____ Other (Explain):

—

Signatures:

_____ Complainant

_____ Grievance Officer

_____ Others Present

*Attach copy of letter and response, if any, or summary of face-to-face meeting.

HOW PARENTS CAN HELP MAKE SCHOOLS SAFER

- Discuss the school's discipline policy with your child. Show your support for the rules, and help your child understand the reasons for them.
- Involve your child in setting rules for appropriate behavior at home.
- Talk with your child about the violence he or she sees on television, in video games, and possibly in the neighborhood. Help your child understand the consequences of violence.
- Teach your child how to solve problems. Praise your child when he or she follows through.
- Help your child find ways to show anger that do not involve verbally or physically hurting others.
- When you get angry, use it as an opportunity to model these appropriate responses for your child and talk about it.
- Help your child understand the value of accepting individual differences.
- Note any disturbing behaviors in your child. For example, frequent angry outbursts, excessive fighting and bullying of other children, cruelty to animals, fire setting, frequent behavior problems at school and in the neighborhood, lack of friends, and alcohol or drug use can be signs of serious problems. Get help for your child. Talk with a trusted professional in your child's school or in the community.
- Keep lines of communication open with your child even when it is tough. Encourage your child to always let you know where and with whom he or she will be. Get to know your child's friends.
- Listen to your child if he or she shares concerns about friends who may be exhibiting troubling behaviors. Share this information with a trusted professional, such as the school psychologist, principal, or teacher.
- Be involved in your child's school life by supporting and reviewing homework, talking with his or her teacher (s), and attending school functions such as parent conferences, class programs, open houses, and PTA meetings.
- Work with your child's school to make it more responsive to all students and to all families. Share your ideas about how the school can encourage family involvement, welcome all families, and include them in meaningful ways in their children's education.

- Encourage your school to offer before- and after-school programs.
- Volunteer to work with school-based groups concerned with violence prevention. If none exist, offer to form one.
- Find out if there is a violence prevention group in your community. Offer to participate in the group's activities.
- Talk with the parents of your child's friends. Discuss how you can form a team to ensure your children's safety.
- Find out if your employer offers provisions for parents to participate in school activities.

WHAT PARENTS CAN DO TO HELP PREVENT YOUTH VIOLENCE

- Give your children consistent love and attention. Every child needs a strong, loving, relationship with a parent or other adults to feel safe and secure and to develop a sense of trust.
- Communicate openly with your children, and encourage them to talk about all aspects of their lives: school, social activities, and their interests and concerns. Listen respectfully and solicit their opinions. Then, if a problem crisis arises, they will be more likely to come to you.
- Set clear standards for your children's behavior, and be consistent about rules and discipline. Involve your children in the setting of rules whenever possible, and discuss the reasons for rules with them. Make sure they understand what you expect and the consequences for disobedience, and then enforce rules consistently.
- Make sure your children are supervised. Insist on knowing where your children are at all times and who their friends are. Try to get to know their friends' parents and your children's teachers. Encourage your children to participate in supervised after-school activities such as sports teams, tutoring programs, or organized recreation.
- Promote peaceful resolutions to conflict by being a good role model. Deal with conflict at home calmly, considerately and quickly and manage your anger without violence. Talk with your children about handling disagreements, and help your children learn how to examine and find non-aggressive solutions to problems.
- Talk to your children about the consequences of drug and weapon use, gang participation, and violence. If you own firearms, make sure that they are unloaded, locked up, and inaccessible to children. Other dangerous weapons should also be kept out of the reach of children.
- Try to limit your children's exposure to violence in the media. Monitor the programs your children watch, the music they listen to, and the video games they play. Take time to watch television programs with your children and discuss any violence with them. Is the violence

realistic? What would be the real-life consequences of such violence?

- Try to limit your children's exposure to violence in the home or community. Work toward making your home a safe, non-violent place, and always discourage violent behavior or hostile, aggressive arguments between family members. If the people in your home physically or verbally hurt and abuse each other, get help from a psychologist or counselor in your community. If your children are exposed to violence in the street, at school, or at home, they may need help in dealing with these frightening experiences. A psychologist, a counselor at school, or a member of the clergy, are among those who can help them cope with their feelings.
- Take the initiative to make your school and community safer. Join up with other parents, through school and neighborhood associations, religious organizations, civic groups, and youth activity groups. Talk together about your concerns about youth in the community, including issues related to alcohol, drugs, and violence, and share your common parenting concerns. Support the development and implementation of school and community plans to address the needs of youth.

ACCEPTABLE USE CLAUSE (For Computer Use)

The purpose of the Clinton Public Schools network and the Internet is to enhance education research. Access to the Internet enables students to explore thousands of libraries, databases and bulletin boards while exchanging messages with Internet users throughout the world. Families should be warned that some material accessible via the Internet may contain items that are illegal, defamatory, inaccurate and/or potentially offensive to some people.

While the district's intent is to make Internet access available to further educational goals and objectives, students may find ways to access other materials as well. It is the district's position that the benefits to students in the form of information resources and opportunities for collaboration exceed the potential disadvantages. Rules for Student Use of Internet and E-mail

Students behavior on school computer network is govern by the behavioral expectations, which appear in the Student Handbooks. In conjunction with these behavioral expectations, students may use the Internet only for approved school-related activities.

Students will not be permitted to:

- Reveal their own personal information, such as addresses, telephone numbers, user names, passwords, etc., or that of other students.

- Use another's password and/or trespass in someone's folders, work and/or files that do not belong to you.
- Access e-mail accounts or chat lines without permission and supervision.
- Attempt to gain access to unauthorized resources or entities.
- Post anonymous messages.
- Download software, such as games, applications, etc., for personal use.
- Unauthorized use of resources, such as copy paper, printer toner etc.
- Access, send or display sites that provide material which does not conform with acceptable with acceptable
- school use, such as pornography, obscenity, etc.
- Violate copyright laws.
- Vandalize computers, computer software, computer systems, data and/or the computer network.
- Use the network for non-school related purposes, ie. commercial ventures, to set up personal web pages, advertising, etc.
- Violations may result in a loss of access as well as other disciplinary or legal actions.
- The administration reserves the right to review students' files and communications to maintain system integrity and ensure that the users are using the system within the authority provided by the District.

Teachers and other staff members will monitor students in the appropriate use of the system.

This regulation conforms with School Committee Policy JICA-A Student Internet Access.

Teachers and other staff members will monitor students in the appropriate use of the system.

This regulation conforms with School Committee Policy JICA-A Student Internet Access.

Effective date April 13, 1999 Adopted

CLINTON ELEMENTARY SCHOOL

STUDENT/PARENT/GUARDIAN RETURN FORM

A parent, guardian and the student him/herself must sign the acknowledgement form below, indicating that they received and read a copy of the handbook.

I have carefully read the Clinton Elementary School K-4 Student/Parent Handbook with my son/daughter. We understand the rules and regulations of the Clinton Elementary School and agree to abide by them.

Student Name _____

Student Signature _____

Parent/Guardian Signature _____

Date _____

_____ I give permission for the school to use my child's picture in any media action that pertains to the Clinton Elementary School.

_____ I do not give permission for the school to use my child's picture in any media action that pertains to the Clinton Elementary School.

_____ I give permission for my child to use the network and Internet for instruction and with adult supervision in accordance with the Acceptable Use Policy outlined previously in the handbook.

_____ I do not give permission for my child to use the network or the Internet for instruction and with adult supervision in accordance with the Acceptable Use Policy outlined previously in the handbook.

If you wish to indicate a partial or qualified restriction, please state specifics in a separate, signed letter to the Principal.

This policy shall not limit the right to publish images of any student participating in school sports, school plays, or concerts or other activities in the public domain.

Parent/Guardian Signature _____

Date _____

