

East Taunton Elementary School

STUDENT – PARENT HANDBOOK

2017 – 2018



**EAST TAUNTON ELEMENTARY SCHOOL
58R STEVENS STREET
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Welcome

Welcome to the East Taunton Elementary School and the 2017 - 2018 school year. This handbook has been developed to provide families with important information about our school. It is a tool for parents to easily access information about school policies, programs, procedures, services, and activities. Please call the school office (508-821-1330) for clarification about anything that you find to be unclear in this handbook.

As principal of the East Taunton Elementary School I want to invite you as a parent to be enthusiastically involved in your child's education. East Taunton Elementary School places educational matters as its chief priority and this idea is valued by our staff and understood by the children who attend the school.

It is our sincere intention at our school to ensure that every child has a full opportunity to develop the knowledge, skills, and abilities that will make him or her an effective life-long learner. The foundations for being successful in later school and life are built at the elementary level.

East Taunton Elementary School is committed to providing the means for regular, efficient and meaningful communications between the school and home. Children thrive when teachers and parents communicate on a regular basis. Please keep your child's teacher aware of any issues that may affect your child's learning so that together we can insure his/her academic and social progress.

On behalf of our entire staff I wish to welcome your family into our school community. Please be aware of the higher academic, attendance, and social standards that exist in today's schools. It is very different than even a decade ago. Hard work is the core concept toward success in school and in life. Our school will be what together we make it. We intend to meet our responsibilities as a staff and we urge our families to make every effort they can to support their children.

As always, I am available to meet with parents to discuss any issue you might have toward making our school a better place for growing and learning; a better place for children.

Sincerely

Stephanie Hoye
Principal

Philosophy of the East Taunton Elementary School

We, at East Taunton Elementary School, believe that each student is an individual with unique skills, abilities, capacities and attributes that need to be nurtured and developed under the guidance of caring adults. It is our intent to broaden and increase the academic and social skills and abilities of every child in our school. Through a rich curriculum and a wide range of related educational opportunities for growth we hope to maximize the potential of each student. We value diversity and treasure each child's individuality. We never discriminate as indicated by our formal non-discrimination statement below:

East Taunton Elementary School does not discriminate on the basis of age, color, disability, national origin, homeless status, race, religion, sex, gender identity, or sexual orientation. In short, we treat children as equally as possible.

TAUNTON PUBLIC SCHOOLS STRATEGIC PLAN

OUR MISSION (WHAT WE DO...)

Academic excellence for every student, in every classroom, in every school.

VISION (WHERE WE SEE OURSELVES IN TEN YEARS...)

Taunton Public Schools is a leader amongst schools in the Commonwealth and throughout the nation. Our students will benefit from a comprehensive world-class education marked by innovative educational practices that prepare each one for a productive life in a global society. Academic excellence extends beyond traditional intellectual pursuits to provide a gateway to a better life.



OUR CORE VALUES (WHAT WE BELIEVE...)

TRUST: We believe that confidence in each other and a belief in each person's commitment to the educational process create the conditions necessary for children to grow and achieve

OPTIMISM: We believe that vibrant educational environments foster student engagement and joyful learning and help to develop a positive outlook for all.

RESPECT FOR ALL: We believe in the importance of accepting and celebrating all human differences and treating each student, family and staff member with dignity and respect.

COLLABORATION: We believe that teamwork and partnerships are essential, and we are stronger and smarter together than we are alone.

HIGH EXPECTATIONS: We believe high academic standards keep us motivated and engaged, leading to higher levels of achievement.

HARD WORK: We believe that effective effort and a strong work ethic culminate in positive performance.

Academic excellence for every student, in every classroom, in every school.

IMPORTANT SUGGESTIONS AND INFORMATION FOR PARENTS

1. Talk about school every day concerning what the child is learning about and doing in school. This validates that what the child is doing is important and that it matters to you as a parent. Just as adults coming home and talking about what happened in their day at work is important to the adults, what the child has done at school is also important.
2. Any time your child is absent from school you need to call the school to inform the office that the child will be absent. This is essential for your child's safety. Additionally, when the child returns to school after an absence you must also send a written note explaining why the child was absent. Careful records are kept by each teacher and the front office. If a child is absent for five or more consecutive school days, a doctor's note must be sent or brought to the child's classroom teacher when he or she returns to school. Any time a child is absent and sees a doctor for a medical problem it is best to send a doctor's note to the teacher. Notes are kept on file by the school nurse after being recorded by the classroom teacher.
3. Any time a student is doing anything out of the ordinary (leaving early, leaving with someone other than a parent, walking home rather than riding the bus, etc.) it is important to notify the classroom teacher by sending a written note explaining what the change is going to be.
4. If your child walks to school it is essential that you review the walking route several times with the child to insure safety. It is safest when children walk in pairs or small groups. If your child rides a bus to school it is important that the child know where the bus stop is and what the bus rules are. Kindergarten children must have an adult present when they board a bus in the morning and when they get off the bus at the end of their school day. Bus drivers will not drop off a kindergarten child unless an adult is present.
5. All students at school (even kindergarten children) should know their full name, the name of their parent(s), their home address and their telephone number.
6. To prevent loss, parents are urged to mark clothing, lunch boxes, snack boxes, boots, and other personal items with the child's name. This can be done with an indelible pen or pencil or with adhesive labels. Young children frequently misplace things and the name may help parents to recover missing items. Our school does have a lost and found area located in the cafeteria
7. Parents are urged to read this handbook carefully and complete the consolidated sign off form at the conclusion of this document. Your signature acknowledges that you have read and understood the contents of this handbook.

ACCIDENTS

Students sustaining minor injuries such as a minor cut or bruise will be attended to by the school nurse. If a student receives an injury that may require more involved medical attention, or if an emergency situation arises, parents will be contacted by phone either at home or at work. For this reason ***it is essential that the school have up to date phone information about every student.*** It is also very important to have current emergency phone information for family, relatives or friends who can come to school and bring an injured child home. Please note that students will only be dismissed to adults that have been listed on Emergency Contact Forms.

ARRIVAL / DISMISSAL TIME

Students should arrive at school between 8:45 and 8:55 A.M. Students who arrive at their classroom after 9:00 A.M. and are not transported by our bus company are late for school. Repeated tardiness is regarded as a serious problem that may affect a child's work habits and success at school. At the elementary grades parents are expected to ensure that their child arrives at school on time.

Dismissal begins at 3:05pm. Parents picking up their child(ren) at school should do so at the rear of the building through the gymnasium doors. Please note that you need to enter the building with identification to dismiss your child. Parents picking students up should not arrive prior to 2:30pm as we have outdoor physical education taking place through this time. Please let us know if you are going to be picking your child up daily. Parents dropping students off in the morning should do so in the rear of the building at the cafeteria doors. Please note that doors open at 8:45am.

Parents need to assist the school with the problem of early dismissals. Taking a child out of school before dismissal time is every bit as serious a problem as tardiness. Please do NOT pick your child up before the end of the school day except in an emergency.

If there is a special event that takes place out of the building (field trip), students must be returned to school to be dismissed. No student may be taken from a field trip site by a chaperoning parent without prior written approval. Upon returning to school, customary procedures for signing children out of school apply.

ATTENDANCE

Excellent attendance at school is crucial to a child's academic success. In Taunton's Promotion Policy it states that students who have 14 or more unexcused absences will be retained in their current grade. In essence, an excused absence is one where a child's illness is serious enough to warrant a doctor's visit. Submission of a doctor's note when the child returns to school makes an absence EXCUSED. Much more information about attendance is provided in **Appendix 1** (Massachusetts Law on Attendance), **Appendix 2** (Protocol for Monitoring School Attendance), and **Appendix 3** (Promotion Policy). Parents of students who have exceeded the absence limit set forth in the policy will be notified, via a form letter, and advised of the appeal process.

BICYCLES

Students are allowed to ride a bicycle to school with written parental permission submitted to the principal. Bikes should be locked to prevent vandalism or theft. The school is not responsible for stolen or damaged bicycles. Any student riding a bicycle to school must wear a helmet.

BREAKFAST

Breakfast is from 8:30 a.m. to 9:00 a.m. Parents may purchase breakfast for their children by sending a check into the office made out to Taunton Food Services. The cost of a breakfast is \$.80. A menu will be sent home monthly. **Families wishing to apply for Free or Reduced Lunch status may do so online at www.tauntontschools.org, or by completing a paper application available at the school office or Food Services offices (50 Williams Street, Taunton, MA).** Parents are responsible for sending in one (1) small, healthy snack and drink to school each day for snack time.

BULLYING PREVENTION AND INTERVENTION

RATIONALE:

On May 3, 2010, comprehensive legislation was passed under the new bullying and intervention law, M.G.L. c. 71, A 370 (as added by Chapter 92 of the Acts of 2010) to address bullying in public and non-public schools. Other provisions amended the state's special education law, M.G.L. c. 71B; and the student handbook requirements of M.G.L. c. 71 37H. The new law requires school districts to develop and adopt bullying prevention and intervention plans. Plans must meet the requirements of the law and should follow local policies and procedures. (Updated December 2010)

PHILOSOPHY

The Taunton Public Schools is committed to a safe educational environment for all students, employees, volunteers, and other stakeholders free from harassment, intimidation or bullying. It is the policy of the Taunton Public Schools to prohibit harassment, intimidation, and bullying by any means, including, but not limited to electronic, written, or oral or physical acts, either direct or indirect, when such acts physically harm or psychology distress a student/s and or property, substantially interfere with a student's education, threaten overall educational environment or well-being of a person/s and/or substantially disrupts the operation of school.

DEFINITIONS

Bullying is defined as behavior toward another person that is intentional, repetitive and hurtful resulting in an imbalance of power between the bully and the target. It is further defined as: unwanted purposeful written, verbal, nonverbal, or physical behavior, including by not limited to any threatening, insulting, or dehumanizing words or gestures, by an adult or student, that has the potential to create an intimidating, hostile, or offensive educational environment or cause long term damage; cause discomfort or humiliation; or unreasonably interfere with the individual's school performance or participation, is carried out repeatedly and is often characterized by an imbalance of power.

Bullying may involve, but is not limited to: slurs, pranks, physical attacks, unwanted teasing, social exclusion, sexual, religious, or racial harassments, innuendos, drawings, theft, cyberbullying/stalking, gestures, and public humiliation.

Harassment for the purpose of this policy means any threatening, insulting, of dehumanizing gesture, use of technology, computer software, or written, verbal or physical conduct directed again a student or school employee that:

- places a student or school employee in reasonable fear or harm to his or her person or damage to his or her property
- has the effect of substantially interfering with a student's education performance, or employee's work performance, or either's opportunities, or benefits
- has the effect of substantially negatively impacting a student's or employee's emotional or mental well-being
- has the effect of substantially disrupting the orderly operation of a school

Cyberstalking means to engage in a course of conduct to communicate, or cause to be communicated, words, images, or language by or through the use of electronic mail or electronic communication, directed at or about a specific person, causing substantial emotional distress to that person and serving no legitimate purpose.

Cyberbullying is defined as the willful and repeated harassment and intimidation of a person through the use of digital technologies, including, but not limited to, email, blogs, social websites, chat rooms, and instant messaging, and any other communication technologies.

Bullying, Cyberbullying, and/or Harassment also encompasses:

- retaliation against a student or school employee by another student or school employee for asserting or alleging an act of bullying, harassment, or discrimination
- retaliation also includes reporting a baseless act of bullying, harassment, and/or discrimination that is not made in good faith
- perpetuation of conduct listed in the definition of bullying, harassment, and/or discrimination by an individual or group with intent to demean, dehumanize, embarrass, or cause emotional or physical harm to a student or school employee by:
 - incitement or coercion
 - accessing or knowingly and willingly causing or providing access to data or computer software through a computer, computer system, or computer network within the school or the District school system
 - acting in a manner that has an effect of substantially similar to the effect of bullying, harassment, or discrimination.

Bullying, Cyberbullying, Harassment, and Discrimination also encompass, but are not limited to, unwanted harm towards a student or employee in regard to their real or perceived: sex, color, race, religion, national origin, age, disability (physical, mental, or educational), socio-economic background, ancestry, ethnicity, gender, gender identity or expression, linguistic preference, political beliefs, sexual orientation, or social/family background or being viewed as different in its education programs or admissions to education programs and therefore prohibits bullying of any student or employee by any School Committee member, District employee, consultant, contractor, agent, visitor, volunteer, student, or other person in the school or outside the school at school-sponsored events, on school busses, and at training facilities or training programs sponsored by the District. See **Appendix 19** for the Taunton Public Schools Policy regarding Bullying Prevention.

M.G.L. c. 71, sec. 370 (the Bullying Prevention Law) has been amended to extend the protections it affords students to include bullying by school staff. (2014)

Specifically, the law changes the definition of "bullying" to read: Bullying: the repeated use by one or more students or by a member of a school staff including, but not limited to , an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional of a written, verbal or electronic expression or a physical act or gesture or any combination thereof, directed at a victim that: (i) causes physical or emotional harm to a victim or damage to the victim's property; (ii) places the victim in reasonable fear of harm to himself or of damage to his property; (iii) creates a hostile environment at school for the victim; (iv) infringes on the rights of the victim at school; or (v) materially and substantially disrupts the education process or the orderly operation of a school. For the purposes of this section, bullying shall include cyber-bullying.

It changes the definition of "aggressor" to read: **Aggressor: A student or a member of a school staff including, but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional, who engages in bullying or retaliation.**

The law revises subsection (d) referring to bullying prevention and intervention to read:

Each school district, charter school, non-public school, approved private day or residential school and collaborative school shall develop, adhere to and update a plan to address bullying prevention and intervention in consultation with teachers, school staff, professional support personnel, school volunteers, administrators, community representatives, local law enforcement, students, parents and guardians. The plan shall apply to students and members of the school staff, including but not limited to educators, administrators, school nurses. Taunton Public Schools will update the district policy during the fall, 2014.

BUS SERVICE

All families should be aware that a child's school day begins when he or she leaves home and ends when he or she arrives back at home. Parents and the school share responsibility for each child's safety between home and school. Children in grades one through four who live more than 1.25 miles from the school are entitled to bus service. These students may be required to walk up to one-half of a mile to reach a bus stop.

Kindergarten children are entitled to bus transportation from close proximity to their home, that is, the bus stop should be near the child's home. ***A parent or other responsible adult must be at the bus stop each day when a kindergarten child is returned home after school.*** If there is no adult at the bus stop the child will be returned to the school until he or she is picked up by a parent or pre-identified designee. Because this is very upsetting to a child it is vital that the parent be waiting when the child arrives home each day on the bus.

Riding a school bus is not a right. Rather, it is a privilege and as such it can be removed by the school principal if a child misbehaves on a school bus. Rules for student conduct on school buses are identified in **Appendix 4** of this handbook. In short, all bus rules can be explained by three simple ideas. First, students should remain in their seats. Second, students should keep their hands to themselves. Third, student talk on the bus should be reasonable both in what is said and how it is said. Appropriate language and the avoidance of yelling, screaming, whistling or shouting help make bus rides safer and more pleasant for all. Parents are urged to read all of **Appendix 4** and to review rules with their child(ren).

Bus evacuation drills are conducted twice each school year. During these drills students will practice evacuating the bus through the rear door. These drills are done to prepare children for a possible emergency. Bus evacuation drills are executed by the students under the direction of the driver and a school administrator and are similar in nature to fire drills run in the school.

Parents should understand that each child must have only one address for pick-up and one address for drop-off. Neither the school district nor the bus company will honor requests to drop elementary level children off at one location one day and another location on another day. This would be dangerous to children and is prohibited.

CANCELLATION OF SCHOOL / LATE START

Taunton Public Schools introduced the use of an Automated Message Call System during the 2010 -2011 school year. Families wishing to receive an automated voice message for cancelations and other emergencies are advised to make certain that the school has the correct phone numbers at all times. Changes in your phone service or phone numbers should be shared with the school immediately.

School may be cancelled due to snow or other weather related emergencies. If school is cancelled for the day announcements are made on a number of area radio and television stations. A list of these stations appears below:

Television: Channels 4, 5, 6, 7, 10, 12, 25, 56 and Local channel 9 (Comcast); Local channel 23

(Verizon) Radio: WBZ 1030 AM, WRKO 680 AM, WVBF 1530 AM, WSNE 93.3 FM

Website: www.tauntschools.org

Use of the district's ***School Brains*** message delivery system

Late Start

On days when the weather is bad but is expected to improve, the Superintendent may decide to delay the opening of school. Such notifications will be made on the same radio and television stations that carry no school announcements.

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On these late start days, school will begin 90 minutes after the regular start time. School personnel will not be available at the regular start time. Children arriving early will not be admitted to the building since there is no supervision available.

CURRICULUM

All elementary schools in Taunton follow the same curriculum guides. Subjects taught include reading, English, math, science, social studies, art, music, and physical education. Each curriculum guide follows the Common Core as established by the Massachusetts Department of Education. The major focus at the elementary level is learning to read and write and to understand the principles of mathematics.

DISCIPLINE (CODE OF CONDUCT)

Self-discipline is one of the most important things that a public school can help to develop in children. While it is not a graded subject, self-discipline underlies the whole educational structure. It is a key in the development of self-control, character, orderliness and efficiency and is at the heart of good conduct and proper consideration for other people. (Amended 2010/2011)

In recent years many laws and regulations have been developed with respect to student conduct in school. These laws and regulations often target higher grade levels but may on occasion involve younger children. Some of these laws and regulations are spelled out in **Appendix 4** (Student Conduct on School Buses), **Appendix 5** (Student Conduct Policy), **Appendix 6** (Weapons), **Appendix 7** (Interrogations and Searches), and **Appendix 8** (Student Sexual Harassment).

In general, the classroom teacher has the first responsibility for maintaining discipline in his or her classroom. The teachers and all staff members should, at all times, be treated with respect by students. In return, all students should expect to be treated with respect by all members of the school staff. Most classroom misbehavior will be handled by the classroom teacher.

Within our school we have a set of behavioral expectations (rules) for all students, all of which were created based upon the idea of maintaining a safe, healthy, and orderly environment where children can learn effectively. When students fail to meet these expectations, teachers or other staff members will provide corrective action. Corrective actions by staff may take numerous forms including: on the spot verbal warnings or reprimands, student-teacher private conferences, loss of recess privileges with prior parental permission, removal from the lunchroom, removal from the playground, school detention, staff contact of parents, or referral to the principal. The list below includes many behaviors that may result in a corrective action by the classroom teacher or other staff member:

- Class disturbance
- Chewing gum or eating in class
- Lack of cooperation with any staff member
- Rude or discourteous behavior
- Discrimination
- Lack of respect for people or property
- Bullying
- Any form of rough or aggressive physical behavior
- Failure to do assigned work
- Cheating in any form
- Failure to stay in assigned seat
- Using an electronic device in school without authorization (pager, phone, walkman, etc.)
- Running or causing excessive noise in hallways, cafeteria, or other areas
- Disturbing school assembly (actions which endanger others or disrupt the smooth operation of the school)

In all instances of major rule violations the principal or assistant principal will be involved in disciplinary action. Every effort will be made to contact the parent as soon as possible. Any student being considered

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for suspension will be given the opportunity to provide an explanation of the event(s) leading to a suspension hearing. If the principal or assistant principal deems a suspension to be appropriate, parents will be notified of the type and duration of the suspension. At the elementary school level suspensions are normally between one and three days in length, although the principal has the discretion of suspending a child for up to ten days for very serious misbehavior (See **Appendix 6** for example). Such events are rare at our school but they do sometimes occur in elementary schools. The list below includes behaviors that may warrant a suspension of between one and three days:

- 1) Obscene language or lewd behavior
- 2) Possession of matches or other flammable devices
- 3) Possession of tobacco or alcoholic products
- 4) Stealing, vandalism, or deliberately causing damage to the property of others
- 5) Fighting or assaulting other students
- 6) Defiance toward any staff member
- 7) Forgery
- 8) Plagiarism
- 9) Repeated disrespectful behavior toward any staff member
- 10) Threatening another student or staff member
- 11) Bullying
- 12) Discriminating behavior toward other students and/or staff members

Student Discipline - Effective July 1, 2014

Section:

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[53.08: Principal's Hearing under Section 37H \$\frac{3}{4}\$](#)

[53.09: Superintendent's Hearing under Section 37H \$\frac{3}{4}\$](#)

[53.10: In-School Suspension under Section 37H \$\frac{3}{4}\$](#)

[53.11: Exclusion from Extracurricular Activities and School-Sponsored Events](#)

[53.12: Disciplinary Offenses under Section 37H or 37H \$\frac{1}{2}\$](#)

[53.13: Education Services and Academic Progress under Sections 37H, 37H \$\frac{1}{2}\$, 37H \$\frac{3}{4}\$](#)

[53.14: Student Suspension and Expulsion Data Collection and Reporting](#)

The Student Discipline Regulations were approved by the Board of Elementary and Secondary Education on April 29, 2014. They are effective July 1, 2014.

53.01: Authority, Scope, and Purpose

(1) 603 CMR 53.00 is promulgated pursuant to the authority of the Department of Elementary and Secondary Education under G.L. c. 69, §§ 1A and 1B, G.L. c. 71, §37H, and G.L. c. 71, § 37H $\frac{3}{4}$

(2) The purpose of 603 CMR 53.00 is:

(a) for those discipline offenses subject to G.L. 71, § 37H $\frac{3}{4}$, as set forth in 603 CMR 53.01(3)(a), to limit the use of long-term suspension as a consequence for student misconduct until other consequences have been considered and tried as appropriate;

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- (b) to promote engagement of a student's parent in discussion of the student's misconduct, and options for responding to it;
- (c) to assure that every student who is expelled or suspended, regardless of the reason for suspension or expulsion, has the opportunity to receive education services to make academic progress during the period of suspension or expulsion; and,
- (d) to keep schools safe and supportive for all students while ensuring fair and effective disciplinary practices.
- (3) 603 CMR 53.00 sets forth, for all public preschool, elementary, and secondary schools and programs in Massachusetts, including charter and virtual schools:
- (a) at 603 CMR 53.03 through 53.11, the minimum procedural requirements applicable to the suspension of a student for a disciplinary offense *other than*: a) possession of a dangerous weapon; b) possession of a controlled substance; c) assault on a member of the educational staff; or d) a felony charge or felony delinquency complaint or conviction, or adjudication or admission of guilt with respect to such felony, if a principal determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school, as provided in G.L. c. 71, §§37H or 37H½;
- (b) the minimum requirements and procedures necessary to ensure that all students who have been suspended, in-school or out-of-school, or expelled, regardless of the type of offense, have an opportunity to make academic progress during their period of suspension, expulsion, or removal from regular classroom activities; and
- (c) the requirements pertaining to school discipline data reporting and analysis.

53.02: Definitions

- (1) "Commissioner" means the commissioner of the Department of Elementary and Secondary Education appointed in accordance with G.L. c. 15, §1F, or his or her designee.
- (2) "Department" means the Department of Elementary and Secondary Education.
- (3) "Disciplinary offense" means any alleged or determined disciplinary infraction by a student, *except for*: a) possession of a dangerous weapon; b) possession of a controlled substance; c) assault on a member of the educational staff; or d) a felony charge or felony delinquency complaint or conviction, or adjudication or admission of guilt with respect to such felony, if a principal determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school, as provided in G.L. c. 71, §§37H or 37H½ . A disciplinary offense, as defined, is subject to the provisions of G.L. c. 71, § 37H¾ and these regulations.
- (4) "Disciplinary offense under G.L. c. 71, §§37H or 37H½ " means one or more of the following alleged or determined disciplinary infractions: a) possession of a dangerous weapon; b) possession of a controlled substance; c) assault on a member of the educational staff; and d) a felony charge or felony delinquency complaint or conviction, or adjudication or admission of guilt with respect to such felony, if a principal determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school, as provided in G.L. c. 71, §§37H or 37H½.

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(5) "Expulsion" means the removal of a student from the school premises, regular classroom activities, and school activities for more than ninety (90) school days, indefinitely, or permanently, as permitted under G.L. c. 71, §§37H or 37H½ for: a) possession of a dangerous weapon; b) possession of a controlled substance; c) assault on a member of the educational staff; or d) a felony charge or felony delinquency complaint or conviction, or adjudication or admission of guilt with respect to such felony, if a principal determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school, as provided in G.L. c. 71, §§37H or 37H½.

(6) "In-school suspension" means removal of a student from regular classroom activities, but not from the school premises, for no more than (10) consecutive school days, or no more than ten (10) school days cumulatively for multiple infractions during the school year. Removal solely from participation in extracurricular activities or school-sponsored events, or both, shall not count as removal in calculating school days. In-school suspension for ten (10) days or less, consecutively or cumulatively during a school year, shall not be considered a short-term suspension under these regulations. If a student is placed in in-school suspension for more than ten (10) days, consecutively or cumulatively during a school year, such suspension shall be deemed a long-term suspension for due process, appeal, and reporting purposes under 603 CMR 53.00.

(7) "Long-term suspension" means the removal of a student from the school premises and regular classroom activities for more than ten (10) consecutive school days, or for more than ten (10) school days cumulatively for multiple disciplinary offenses in any school year. A principal may, in his or her discretion, allow a student to serve a long-term suspension in school. Removal solely from participation in extracurricular activities or school-sponsored events, or both, shall not count as removal in calculating school days. Except for students who are charged with a disciplinary offense set forth in subsections (a) or (b) of G.L. c. 71, §37 H, or in section 37H ½ of G.L. c. 71, no student may be placed on long-term suspension for one or more disciplinary offenses for more than ninety (90) school days in a school year beginning with the first day that the student is removed from school. No long-term suspension shall extend beyond the end of the school year in which such suspension is imposed.

(8) "Parent" means a student's father, mother, or legal guardian, or person or agency legally authorized to act on behalf of the student in place of or in conjunction with the father, mother, or legal guardian.

(9) "Principal" means the instructional leader or headmaster of a public school or his or her designee for purposes of school disciplinary matters. The board of trustees of a charter school or virtual school shall designate in the school discipline code who will serve as the principal for purposes of 603 CMR 53.00.

(10) "School-wide education service plan" means the document developed by a principal, in accordance with G.L. c. 76, §21, that includes a list of education services available to students who are expelled or suspended from school for more than 10 consecutive days.

(11) "Short-term suspension" means the removal of a student from the school premises and regular classroom activities for ten (10) consecutive school days or less. A principal may, in his or her discretion, allow a student to serve a short-term suspension in school. Removal solely from participation in extracurricular activities or school-sponsored events, or both, shall not count as removal in calculating school days.

(12) "Superintendent" means the chief executive officer employed by a school committee or board of trustees to administer a school system, charter school, or virtual school pursuant to G.L. c. 71, §§59, 59A, 89, or 94, or his or her designee appointed for purposes of conducting a student disciplinary hearing. The board of trustees of a charter school or virtual school shall designate in the school's discipline code who will serve as the superintendent for the purposes of 603 CMR 53.00.

(13) "Suspension" means short-term suspension and long-term suspension unless otherwise stated.

53.03: Policies and Procedures

Each school committee and board of trustees shall ensure that policies and procedures are in place in public preschool, elementary, and secondary schools and programs under its jurisdiction that meet, at a minimum, the requirements of G.L. c.71, §37H^{3/4}, G.L. c. 76, §21, and 603 CMR 53.00.

53.04: Investigation of Disciplinary Incidents

Nothing in these regulations shall prevent a school administrator from conducting an investigation, including student interviews, of a school-related disciplinary incident.

53.05: Alternatives to Suspension under Section 37H^{3/4}

In every case of student misconduct for which suspension may be imposed, a principal shall exercise discretion in deciding the consequence for the offense; consider ways to re-engage the student in learning; and avoid using long-term suspension from school as a consequence until alternatives have been tried. Alternatives may include the use of evidence-based strategies and programs such as mediation, conflict resolution, restorative justice, and positive behavioral interventions and supports.

53.06: Notice of Suspension and Hearing under Section §37H^{3/4}

(1) Except as provided in 603 CMR 53.07 and 603 CMR 53.10, a principal may not impose a suspension as a consequence for a disciplinary offense without first providing the student and the parent oral and written notice, and providing the student an opportunity for a hearing on the charge and the parent an opportunity to participate in such hearing.

(2) The principal shall provide oral and written notice to the student and the parent in English and in the primary language of the home if other than English, or other means of communication where appropriate. The notice shall set forth in plain language:

- (a) the disciplinary offense;
- (b) the basis for the charge;
- (c) the potential consequences, including the potential length of the student's suspension;
- (d) the opportunity for the student to have a hearing with the principal concerning the proposed suspension, including the opportunity to dispute the charges and to present the student's explanation of the alleged incident, and for the parent to attend the hearing;
- (e) the date, time, and location of the hearing;
- (f) the right of the student and the student's parent to interpreter services at the hearing if needed to participate;
- (g) if the student may be placed on long-term suspension following the hearing with the principal:
 - 1. the rights set forth in 603 CMR 53.08 (3)(b); and
 - 2. the right to appeal the principal's decision to the superintendent.

(3) The principal shall make reasonable efforts to notify the parent orally of the opportunity to attend the hearing. To conduct a hearing without the parent present, the principal must be able to document reasonable efforts to include the parent. The principal is presumed to have made reasonable efforts if the principal has sent written notice and has documented at least two (2) attempts to contact the parent in the manner specified by the parent for emergency notification.

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

53.07: Emergency Removal under Section 37H^{3/4}

(1) Nothing in these regulations shall prevent a principal from removing a student from school temporarily when a student is charged with a disciplinary offense and the continued presence of the student poses a danger to persons or property, or materially and substantially disrupts the order of the school, and, in the principal's judgment, there is no alternative available to alleviate the danger or disruption. The principal shall immediately notify the superintendent in writing of the removal and the reason for it, and describe the danger presented by the student. The temporary removal shall not exceed two (2) school days following the day of the emergency removal, during which time the principal shall:

- (a) Make immediate and reasonable efforts to orally notify the student and the student's parent of the emergency removal, the reason for the need for emergency removal, and the other matters set forth in 603 CMR 53.06(2);
- (b) Provide written notice to the student and parent as provided in 603 CMR 53.06(2);
- (c) Provide the student an opportunity for a hearing with the principal that complies with 603 CMR 53.08(2) or 53.08(3), as applicable, and the parent an opportunity to attend the hearing, before the expiration of the two (2) school days, unless an extension of time for hearing is otherwise agreed to by the principal, student, and parent.
- (d) Render a decision orally on the same day as the hearing, and in writing no later than the following school day, which meets the requirements of 603 CMR 53.08(2)(c) and 53.08(2)(d) or 603 CMR 53.08(3)(c) and 53.08(3)(d), as applicable.

(2) A principal may not remove a student from school on an emergency basis for a disciplinary offense until adequate provisions have been made for the student's safety and transportation.

53.08: Principal's Hearing under Section 37H^{3/4}

(1) The principal shall determine the extent of the rights to be afforded the student at a disciplinary hearing based on the anticipated consequences for the disciplinary offense. If the consequence may be long-term suspension from school, the principal shall afford the student, at a minimum, all the rights set forth in 603 CMR 53.08(3) in addition to those rights afforded to students who may face a short-term suspension from school.

(2) Principal Hearing - Short-term Suspension

- (a) The purpose of the hearing with the principal is to hear and consider information regarding the alleged incident for which the student may be suspended, provide the student an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident, determine if the student committed the disciplinary offense, and if so, the consequences for the infraction. At a minimum, the principal shall discuss the disciplinary offense, the basis for the charge, and any other pertinent information. The student also shall have an opportunity to present information, including mitigating facts, that the principal should consider in determining whether other remedies and consequences may be appropriate as set forth in 603 CMR 53.05. The principal shall provide the parent, if present, an opportunity to discuss the student's conduct and offer information, including mitigating circumstances, that the principal should consider in determining consequences for the student.

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(b) Based on the available information, including mitigating circumstances, the principal shall determine whether the student committed the disciplinary offense, and, if so, what remedy or consequence will be imposed.

(c) The principal shall notify the student and parent of the determination and the reasons for it, and, if the student is suspended, the type and duration of suspension and the opportunity to make up assignments and such other school work as needed to make academic progress during the period of removal, as provided in 603 CMR 53.13(1). The determination shall be in writing and may be in the form of an update to the original written notice.

(d) 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 short-term suspension takes effect.

(3) Principal Hearing - Long-term Suspension

(a) The purpose of the hearing is the same as the purpose of a short-term suspension hearing.

(b) At a minimum, in addition to the rights afforded a student in a short-term suspension hearing, the student shall have the following rights:

1. In advance of the hearing, the opportunity to review the student's record and the documents upon which the principal may rely in making a determination to suspend the student or not;
2. the right to be represented by counsel or a lay person of the student's choice, at the student's/parent's expense;
3. the right to produce witnesses on his or her behalf and to present the student's explanation of the alleged incident, but the student may not be compelled to do so;
4. the right to cross-examine witnesses presented by the school district;
5. the right to request that the hearing be recorded by the principal, and to receive a copy of the audio recording upon request. If the student or parent requests an audio recording, the principal shall inform all participants before the hearing that an audio record will be made and a copy will be provided to the student and parent upon request.

(c) The principal shall provide the parent, if present, an opportunity to discuss the student's conduct and offer information, including mitigating circumstances, that the principal should consider in determining consequences for the student.

(d) Based on the evidence, the principal shall determine whether the student committed the disciplinary offense, and, if so, after considering mitigating circumstances and alternatives to suspension as set forth in 603 CMR 53.05, what remedy or consequence will be imposed, in place of or in addition to a long-term suspension. The principal shall send the written determination to the student and parent by hand-delivery, certified mail, first-class mail, email to an address provided by the parent for school communications, or any other method of delivery agreed to by the principal and the parent. If the principal decides to suspend the student, the written determination shall:

1. Identify the disciplinary offense, the date on which the hearing took place, and the participants at the hearing;
2. Set out the key facts and conclusions reached by the principal;
3. Identify the length and effective date of the suspension, as well as a date of return to school;

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4. Include notice of the student's opportunity to receive education services to make academic progress during the period of removal from school as provided in 603 CMR 53.13(4)(a);
 5. Inform the student of the right to appeal the principal's decision to the superintendent or designee, but only if the principal has imposed a long-term suspension. Notice of the right of appeal shall be in English and the primary language of the home if other than English, or other means of communication where appropriate, and shall include the following information stated in plain language:
 - a) the process for appealing the decision, including that the student or parent must file a written notice of appeal with the superintendent within five (5) calendar days of the effective date of the long-term suspension; provided that within the five (5) calendar days, the student or parent may request and receive from the superintendent an extension of time for filing the written notice for up to seven (7) additional calendar days; and that
 - b) the long-term suspension will remain in effect unless and until the superintendent decides to reverse the principal's determination on appeal.
- (e) 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, whether short-term or long-term, before the suspension takes effect.

53.09: Superintendent's Hearing under Section 37H^{3/4}

- (1) A student who is placed on long-term suspension following a hearing with the principal shall have the right to appeal the principal's decision to the superintendent.
- (2) The student or parent shall file a notice of appeal with the superintendent within the time period set forth 603 CMR 53.08 (3) (c) 5.a). If the appeal is not timely filed, the superintendent may deny the appeal, or may allow the appeal in his or her discretion, for good cause.
- (3) The superintendent shall hold the hearing within three (3) school days of the student's request, unless the student or parent requests an extension of up to seven (7) additional calendar days, in which case the superintendent shall grant the extension.
- (4) The superintendent shall make a good faith effort to include the parent in the hearing. The superintendent shall be presumed to have made a good faith effort if he or she has made efforts to find a day and time for the hearing that would allow the parent and superintendent to participate. The superintendent shall send written notice to the parent of the date, time, and location of the hearing.
- (5) The superintendent shall conduct a hearing to determine whether the student committed the disciplinary offense of which the student is accused, and if so, what the consequence shall be. The superintendent shall arrange for an audio recording of the hearing, a copy of which shall be provided to the student or parent upon request. The superintendent shall inform all participants before the hearing that an audio record will be made of the hearing and a copy will be provided to the student and parent upon request.
- (6) The student shall have all the rights afforded the student at the principal's hearing for long-term suspension under 603 CMR 53.08(3)(b).
- (7) The superintendent shall issue a written decision within five (5) calendar days of the hearing which meets the requirements of 603 CMR 53.08(3)(c)1 through 5. If the superintendent determines that the

student committed the disciplinary offense, the superintendent may impose the same or a lesser consequence than the principal, but shall not impose a suspension greater than that imposed by the principal's decision.

(8) The decision of the superintendent shall be the final decision of the school district, charter school, or virtual school, with regard to the suspension.

53.10: In-School Suspension under Section 37H $\frac{3}{4}$

(1) The principal may use in-school suspension as an alternative to short-term suspension for disciplinary offenses.

(2) The principal may impose an in-school suspension for a disciplinary offense under this provision, provided that the principal follows the process set forth in 603 CMR 53.10(3) through 603 CMR 53.10(5) and the student has the opportunity to make academic progress as set forth in 603 CMR 53.13(1).

(3) The principal shall inform the student of the disciplinary offense charged and the basis for the charge, and provide the student an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident. If the principal determines that the student committed the disciplinary offense, the principal shall inform the student of the length of the student's in-school suspension, which shall not exceed 10 days, cumulatively or consecutively, in a school year.

(4) On the same day as the in-school suspension decision, the principal shall make reasonable efforts to notify the parent orally of the disciplinary offense, the reasons for concluding that the student committed the infraction, and the length of the in-school suspension. The principal shall also invite the parent to a meeting to discuss the student's academic performance and behavior, strategies for student engagement, and possible responses to the behavior. Such meeting shall be scheduled on the day of the suspension if possible, and if not, as soon thereafter as possible. If the principal is unable to reach the parent after making and documenting at least (2) attempts to do so, such attempts shall constitute reasonable efforts for purposes of orally informing the parent of the in-school suspension.

(5) The principal shall send written notice to the student and parent about the in-school suspension, including the reason and the length of the in-school suspension, and inviting the parent to a meeting with the principal for the purpose set forth in 603 CMR 53.10(4), if such meeting has not already occurred. The principal shall deliver such notice on the day of the suspension by hand-delivery, certified mail, first-class mail, email to an address provided by the parent for school communications, or by other method of delivery agreed to by the principal and the parent.

53.11: Emergency Removal under Section 37H $\frac{3}{4}$

The principal may remove a student from privileges, such as extracurricular activities and attendance at school-sponsored events, based on the student's misconduct. Such a removal is not subject to the procedures in G.L. c. 71, § 37H $\frac{3}{4}$ or 603 CMR 53.00.

53.12: Disciplinary Offenses under Section 37H or 37H $\frac{1}{2}$

(1) School districts shall adopt disciplinary policies and procedures applicable to a student who is accused of a disciplinary offense under G.L. c. 71, §§37H or 37H- $\frac{1}{2}$. Such policies and procedures shall be consistent with the applicable statute and provide due process of law.

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(2) The principal may remove a student who has committed a disciplinary offense under G.L. c. 71, §§37H or 37H $\frac{1}{2}$ from school for more than ninety (90) days in a school year.

(3) Any student who is removed from school for a disciplinary offense under G.L. c. 71, §37H or §37H $\frac{1}{2}$ shall have an opportunity to receive education services and make academic progress during the period of removal, as provided in 603 CMR 53.13.

53.13: Education Services and Academic Progress under Sections 37H, 37H $\frac{1}{2}$, and 37H $\frac{3}{4}$

(1) 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, tests, papers, and other school work as needed to make academic progress during the period of his or her removal from the classroom or school. The principal shall inform the student and parent of this opportunity in writing when such suspension or expulsion is imposed.

(2) Any student who is 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 the school-wide education service plan.

(3) The principal shall develop a school-wide education service plan describing the education services that the school district will make available to students who are expelled or suspended from school for more than ten (10) consecutive days. The plan shall include the process for notifying such students and their parents of the services and arranging such services. Education services shall be based on, and be provided in a manner consistent with, the academic standards and curriculum frameworks established for all students under G.L. c 69, §§ 1D and 1F.

(4) Notice of Education Services for Students in Long-Term Suspension and Expulsion; Enrollment Reporting.

(a) The principal shall notify the parent and student of the opportunity to receive education services at the time the student is expelled or placed on long-term suspension. Notice shall be provided in English and in the primary language spoken in the student's home if other than English, or other means of communication where appropriate. The notice shall include a list of the specific education services that are available to the student and contact information for a school district staff member who can provide more detailed information.

(b) For each student expelled or suspended from school for more than ten (10) consecutive days, whether in-school or out-of-school, the school district shall document the student's enrollment in education services. For data reporting purposes, the school shall track and report attendance, academic progress, and such other data as directed by the Department.

53.14: Student Suspension and Expulsion Data Collection and Reporting

(1) Every school district, charter school, and virtual school shall collect and annually report data to the Department regarding in-school suspensions, short- and long-term suspensions, expulsions, emergency removals under 603 CMR 53.07, access to education services under 603 CMR 53.13, and such other information as may be required by the Department. Such data shall be reported in a manner and form directed by the Department.

(2) The principal of each school shall periodically review discipline data by selected student populations, including but not limited to race and ethnicity, gender, socioeconomic status, English language learner

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status, and student with a disability status. In reviewing the data, the principal shall assess the extent of in-school suspensions, short- and long-term suspensions, expulsions, and emergency removals under 603 CMR 53.07, and the impact of such disciplinary action on selected student populations. The principal shall further determine whether it is necessary or appropriate to modify disciplinary practices due to over-reliance on expulsion, in-school or out-of school suspension, or emergency removals, or the impact of such suspensions, removals, and expulsions on selected student populations compared with other students.

(3) In the fall of each year, the Department shall publish an analysis and report of student discipline data disaggregated by district and school, and by selected student populations, included but not limited to race and ethnicity, gender, socioeconomic status, English language learner status, and student with a disability status. The data shall be reported in a manner that protects the identity of each student and shall be made available to the public online in a machine readable format.

(4) The Department shall annually determine the schools with the highest percentage of students expelled or placed on long-term suspension for more than ten (10) cumulative days in a school year. After review of the discipline data described in 603 CMR 53.14(3) and other relevant school and district information, including but not limited to student demographics, student performance, promotion, attendance, attrition, graduation, and dropout rates, the Commissioner shall identify schools that need assistance to reduce over-reliance on long-term suspension or expulsion as a consequence for student misconduct. The Department shall identify models that such schools may use to incorporate intermediate steps before long-term suspension and expulsion and to foster positive school climate.

Through use of statistical analysis, the Commissioner shall identify schools and districts with data that reflect significant disparities in the rate of suspension and expulsion by race and ethnicity, or disability. Such schools and districts shall develop and implement a plan approved by the Department to address such significant disparities.

Detailed information regarding the suspension of students with an Individualized Educational Plan is identified in Appendix 9.

Notice of Procedural Safeguards (Please refer to Appendix #9 IDEA)

With regard to the suspension of special education students state and federal laws provide a number of procedural safeguards to ensure that the student's rights are preserved, information is provided on a timely basis, and educational services are delivered appropriately.

Parents/Guardians have considerable rights to agree or disagree with proposals of the school district and also have the right to present their proposals to the TEAM. The law also provides that a Special Education TEAM must consider evaluation information, observational information, the student's IEP and current placement. The TEAM must consider if the student understood the impact and consequences of his/her behavior. The TEAM will also review if the student's disability impaired the student's ability to control his/her behavior. If the parent/guardian disagrees with the TEAM's decision on the "Manifestation Determination", the parent has the right to request an expedited due process hearing from the Massachusetts Department of Elementary and Secondary Education. **Appendix 9** of this book provides detailed information about the suspension or any other form of disciplinary action with regard to students with special needs.

The Special Education disciplinary rules also apply to some students who have not yet been found eligible for special education. If, prior to the conduct in question, the parent has put his or her concern that the student has a possible disability in writing to supervisory or administrative personnel or the student's teacher; if the teacher or other staff has expressed concerns about the student's pattern of behavior directly to the director of special education or other supervisory

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personnel, or if the student has been referred for an evaluation that has not yet been completed these special rules apply. The special education disciplinary rules do not apply if the parent has refused to consent to the evaluation or if the student has previously been found to be not eligible for special education.

DISCRIMINATION

In compliance with Massachusetts General Laws, Chapter 76, Section 5, Taunton Public Schools do not discriminate on the basis of age, color, disability, national origin, homeless status, race, religion, sex, gender identity, or sexual orientation. The Taunton School System believes in equality. The district's Discrimination Policy including the grievance procedure can be found in **Appendix 10** of this handbook. (Amended 2015/2016)

DRESS CODE

While there is no formal dress code in the Taunton Public Schools, certain guidelines should be followed. Students are expected to come to school wearing clothing that is clean, appropriate and safe. Clothing which causes a disruption or is offensive in nature is not permitted. For example, tee shirts containing vulgar expressions or tee shirts that promote alcohol or tobacco products are unacceptable. Children should not come to school wearing slippers, short shorts, tube tops, pajama bottoms or other clothing that may distract children from their schoolwork. Appropriate footwear should be worn on days when children have physical education. Flip-flops, sandals, jelly shoes, high heels, clogs and open toed shoes are not prohibited but are inappropriate for physical education classes and recess and tend to be more hazardous on stairs than closed shoes. Safety is a major concern in our school and we urge parents to work with our teachers to insure your child's safety. Parents will be contacted should there be a problem with a student's clothing.

"DRILLS"

In the interest of student and staff safety, a number of emergency drills are practiced throughout the year. These include fire drills, bus evacuation drills, school evacuation, and "lock downs". "Lock downs" would be indicated in cases of improper entry of threatening persons, police notification of unsafe circumstances in the immediate area of the school building, or other circumstances that could be considered highly unsafe.

EARLY RELEASE / SCHOOL EMERGENCIES

In the event that stormy weather conditions or other emergency situations arise during a school day, there exists the possibility that students may need to be sent home early from school. We would like to ask all parents to read the Elementary Emergency Early Release Form (**Appendix 13**) and fully complete the form before returning it to the school. The Elementary Schools will not release students early unless a responsible adult is located and will be available to receive a child who is dismissed early. In the event that an emergency (for example: gas leak, extended power failure during cold weather, disruption of water service) takes place and the building must be evacuated, plans exist for our students to be transferred to another elementary school.

At this time, Taunton Public Schools has an emergency phone call system in place that has the capability of calling all families in a matter of minutes. Be advised that the superintendent of schools or designee determines the conditions for the activation of this system. Given that this system relies upon the accuracy of information provided by families, it is imperative that all families notify us of any changes in either land line or cell phone numbers to insure their receipt of important information.

ELECTRONIC DEVICES & TOYS

Taunton Public Schools acknowledges the popularity of a number of electronic devices however, the safety and security of each student and the learning environment needs to be assured. Therefore, we expect families and students to abide by the following tenets:

1. Communications devices are not allowed in school.

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2. Cell phones (the exception) must be turned OFF when entering the building and not visible during school hours. Students found to be using their cell phone during the school day (ex. texting, recording, pictures) will be subject to confiscation of the cell phone (with return to parent) and/or disciplinary action, including suspension from school for insubordination. The administration, which does not recommend students having cell phones in school, is not responsible for lost or stolen cell phones.
3. No audio devices are allowed in school. Audio devices include but are not limited to CD players, headphones, MP3 players, radios and laser pointers. Arrangements must be made with the appropriate teacher and administration for laser pointer to be brought to school for presentation purposes only. If brought into school, a laser pointer may be considered a weapon and disciplinary action will follow as set forth in the code of conduct. If such a device is visible, it will also be taken from the student and turned in to the office.
4. No video devices are allowed in school.
5. Electronic devices will not be returned to a student. Only a parent may retrieve an electronic device in the office.
6. Students should refrain from bringing toys to school. Toys cause a distraction and disrupt the learning environment.
7. The school assumes no financial liability for lost, stolen, or damaged articles.

ELEVATOR USE

Students who present a doctor's note may be allowed to use the school elevator to access the second floor. At no time should a student travel in the elevator alone. A student using the elevator must travel with an adult and a student buddy to assist with student books/backpack, etc. Note: not all schools are equipped with elevators.

EXTENDED DAY – BEFORE AND AFTER SCHOOL CARE FOR CHILDREN

Taunton is pleased to offer before and after school care for children attending Taunton Public Schools. A variety of care plans are available based upon the needs of each child and their families. For care sites, please contact Ms. Donna Ross, Extended Day Director, 66 Summer Street, Taunton, MA at 508-821-1224 or by fax at 508-821-1357.

FAMILY VACATIONS

Parents and students are reminded that Massachusetts law requires compulsory attendance for students. We strongly discourage family vacations when school is in session. In addition to compromising the attendance law, family vacations interrupt the educational process of each course, in ways that make-up work cannot reverse. Teachers are not required to give out homework assignments prior to a family vacation, but may do so at their discretion.

FIELD TRIPS

School field trips are made possible through funding provided by our Parent Teacher Organization and school funds. Every effort will be made to provide one field trip for each class at the school each year. All trips must be related to the Common Core. **Parents** will be notified well in advance of any class trip and **must sign and return a district approved field trip permission slip.** No student will be allowed to participate in a field trip unless the parent provides a signed and dated permission form prior to the trip leaving the school.

School Committee policy states that no child will be denied access to a school day and school sponsored field trip due to financial reasons. Parents may request a full or partial waiving of any academic field trip fee by submitting a Field Trip Fee Waiver Request Form to the school principal. A copy of this form can be found in **Appendix 14** of this book.

The school nurse and parents should make arrangements to manage any known health concerns that a student may have during the time the student is on a field trip.

Academic excellence for every student, in every classroom, in every school.

FIRE DRILLS / EMERGENCY DRILLS

In general, fire drills are held monthly, weather permitting. During drills all students practice building evacuation procedures, at times observed by officials of the Taunton Fire Department. Exit routes for children are posted in all classrooms and teachers review fire drill procedures at least monthly.

In addition to fire drills, all schools practice other forms of emergency drills (school evacuation, bus evacuation, and "lock downs" at least once a year.

GUIDANCE SERVICES / PSYCHOLOGICAL SERVICES

A school guidance counselor is available for elementary students and their families. The guidance counselor is on hand to help children in crisis, to assist with making students feel safe and comfortable within the school, and to help strengthen communications between the school and home. The guidance counselor is also the key person in the special education process. Our guidance counselor coordinates the testing process and at times chairs TEAM Meetings in the absence of the principal. The counselor also helps organize and administer all state (PARCC) and local testing. Parents are encouraged to meet with the guidance counselor as well as their child's teacher at times when the child is experiencing any sort of difficulty in school.

The Elementary schools also have a part time psychologist assigned to the school. The psychologist does educational and related testing as required by regulations. Psychologists always receive written parental permission before doing any testing of a child.

HARDSHIP PLACEMENT

The purpose of a Hardship Placement is to support families faced with family issues that prevent their child/children from attending the school designated for their home address. Requests for Hardship Placements will only be considered as a result of the following conditions. A written request describing the hardship must be presented to the Director of Transportation and Student Services. Submission deadline for a Hardship Request is June 1 of each school year. The declared hardship must fall into one of the categories that follow:

- A. The accommodation for family or student medical needs
- B. Judicial Decisions
- C. Extreme Daycare Issue

Documentation providing evidence substantiating the hardship condition must be presented at the time of the written request. Procedures for reviewing each request have been established by the district. For more detailed information and the Hardship Request forms go to www.tauntschools.org – Hardship Request.

HEALTH SERVICES / SCHOOL NURSE

The health concerns of today's school age children involve a broad range of physical, social, behavioral and emotional issues which may impact on a student's educational progress. It is the school nurse's goal to help identify these issues and to provide comprehensive health services to the student population. In doing this we strongly believe that elementary schools are promoting better school participation, improved learning and higher educational achievement for all students.

The following is a list of services provided by the Taunton Public School nurses as mandated by the Massachusetts Department of Public Health (MDPH) in conjunction with the regulations of the Massachusetts Board of Nursing:

Annual Health Card

Each year the school nurse sends out an Annual Health Update Card to the parents of every child in the school. The card allows parents to update important information about their child's medical issues that the nurse should know. All information is kept confidential. Parents are asked

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to complete this card each year for the safety of their child. Students who receive any regular prescription medicine in school will have their photograph attached to their health folder in the school nurse's office to allow any possible substitute nurse to double check that the correct student is receiving the medication.

Please update all phone numbers as needed (home, work, cell, pager, and other emergency contacts)

Exclusions and Extended Absences

The school nurse is required to exclude a child from school under certain circumstances. These include a failure by the family to provide the required documentation of immunizations, failure to provide a doctor's certificate upon return after an absence of five or more days, and/or the confirmation that a child has a highly contagious disease.

Extended Absences: Parents must furnish the school with a doctor's certificate any time the child is absent for five (5) consecutive school days. This certificate should include the reason for the child's extended absence. This information helps the nurse to properly monitor the child's health and well-being in the days following an injury or extended illness.

Field Trips and Medications

In short, older elementary children may self-administer medication on a field trip if they have received authorization from their doctor, their parents, the school nurse, and the school principal. The Taunton Public Schools are registered with the MDPH such that our school nurse may delegate the administration of oral daily prescription medication, as well as asthma inhalers and EpiPen, to a responsible adult attending a field trip. The school nurse cannot delegate any medications that require injection (other than EpiPen) such as insulin, nor may she delegate authority to administer PRN (as needed) medications such as Benadryl.

If a child has a medical issue around daily or as needed medication and the child has a field trip coming up in the near future, we urge the parents of that child to contact the school nurse as early as possible so that appropriate field trip medical arrangements may be made.

Illness/ Injuries

If a child becomes ill or is injured in some way at school, the student needs to go to his/her teacher or to the adult who is supervising the classroom, lunchroom, playground or other area of the school. The staff member will direct the child to the school nurse's office. Minor injuries such as scrapes, cuts, bumps, and bruises will be attended to by the school nurse. The school nurse will notify parents when any significant injury takes place. In cases of reported illness, the nurse will assess a child's vital signs and make a determination as to whether or not the child will remain in school. A fever of above 100 degrees, vomiting or diarrhea requires that a child be sent home as soon as possible. If your child is diagnosed with a contagious or communicable illness we request a note from your physician stating the illness so we can monitor the classroom and school for further outbreaks.

Immunizations

Massachusetts law and Massachusetts Department of Public Health regulations require that children be immunized against several diseases before they enter school, and that parents provide a record of those immunizations to school personnel. These regulations change every few years as new vaccines become available. Parents are required to submit documentation of immunization before their child can enter school for the first time.

Insurance

Health Insurance

Please indicate on the Annual Health Update card your insurance information. If you are in need of health insurance, please contact the school nurse. The school nurse can provide you with further information regarding the application as mandated under the Massachusetts Health Reform Law.

Medical Screenings at School

Screenings are designed to detect unrecognized conditions as early as possible so as to not hinder scholastic performance. A vision screening for acuity and muscle balance (stereopsis) is required by the physician prior to kindergarten entry. Massachusetts Department of Public Health regulations require schools to conduct vision and hearing screenings annually as well as recording the height and weight of each enrolled child. Dental screenings are recommended at school entry and in 3rd grade and a mobile dental clinic offers screenings each year in school. Parents are notified in any case where follow-up with a dentist or other health professional is recommended.

Parents should notify the school nurse at the beginning of each school year if they do not want their child to participate in any of the identified health related screenings. As a final note, the screenings done at school are simple screenings and are not meant to replace routine or diagnostic procedures and testing done by your family physicians.

Medical Support Services for Families

Parents are encouraged to have their child's health care provided by their own physician. However, when that is not possible, there are two School-Based Health Centers available to the community that offers most medical services for children. Appointments are required and can be made using the following information:

School Based Health Center
Friedman Middle School
500 Norton Ave.
508-821-5779

Also available to families of our community is the Dr. Mark Doherty Dental Clinic located at 80 Main Street, #86, Taunton, MA and offers services to children and adults. The clinic accepts virtually all forms of health insurance including Medicaid. The Dr. Mark Doherty Dental Clinic can be reached at: 508-821-9041.

Medications

It is very important for the school nurse to have the participation and cooperation from you and your child's physician when establishing a medication administration plan for your child at school. Whenever possible, medications should be scheduled at times other than school hours.

- A parent/guardian or responsible adult designated by the parent needs to deliver all medication for their child to the school nurse.
- A student may not carry medication in their backpack, or on their person, or self-administer medication without the authorization of their physician, school nurse, principal, and parent.
- All prescription and non-prescription (over the counter) medications need written authorization from the parent.
- All prescription medication needs written authorization from a physician (medication orders sent by fax are acceptable)
- Short-term medication, such as antibiotics, and non-prescription medication may be given without written authorization from a physician. However, the school nurse may require a written medical order any time there are concerns or questions about the medication.

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- Prescription medication needs to be brought into school in a pharmacy-labeled container. Non-prescription (over the counter) medication needs to be brought into school in a manufacturer's labeled container.
- All prescription and non-prescription medication container labels must include the name of the medication, expiration date, and the dosage. Baggies and unlabeled containers are not acceptable.
- Any time a nurse can require more information from the doctor or pharmacist about a medication before she will administer the medication.

Physical Exams

During elementary school there are two times when parents are required to provide the school with a completed physical exam form from a doctor. The first of these is required in order for a child to be admitted into school for the first time (preschool, kindergarten, 1st grade). The exam form needs be dated no more than six (6) months prior to entry into school. If your child has not had a recent physical, we will need a copy of their last physical exam and will require another dated from March 1st on, preceding the current school year. A second physical form is due to the school nurse at the beginning of fourth grade. The form should be dated no more than 18 months prior to entry into fourth grade.

Our best advice for parents is that they request a copy of the physical form and an update on immunizations each time the child visits his or her pediatrician. Parents should bring each completed medical/immunization form to the school; ask for a copy, then leave the form with the school nurse so that the child's medical record stays up to date. Parents should keep their copy of each of these physical forms for their own records.

Return to School Certificate

A note from your child's doctor is required upon return to school if your child is absent from school for five (5) or more consecutive school days due to any illness or injury. Please ask your physician to state the specific illness or injury on the note. This will allow the school nurse to monitor and care for your child appropriately, and keep her informed of illness trends occurring within the school building.

HOMELESS STUDENTS / MCKINNEY-VENTO ACT

Any student who becomes temporarily homeless (lacking a fixed and adequate residence) is entitled to several protections under a federal law known as the McKinney-Vento Act. In essence, students who are deemed to be "homeless" under Massachusetts Department of Education definitions are entitled to free school meals and transportation back to their school of origin. Should a family or some portion of a family be forced from their permanent residence into an alternate location (shelter, doubling with relatives or friends), the parent should notify the school principal or guidance counselor for assistance and support with regard to their rights under the McKinney-Vento Act. In addition to the principal and guidance counselor, each school district has a Homeless Coordinator who works with the Massachusetts Department of Education on these matters. The Taunton Homeless Coordinator is Mr. Chris Baratta. He can be reached at by calling 508-821-1214.

HOMEWORK

Homework is defined as tasks assigned to students that are to be completed during non-instructional and/or non-school hours. The promotion policy requires a 90% completion rate for homework.

Because education is a lifelong process it is important that students recognize that learning occurs at home and out in their community. Homework is one means of teaching the necessary skills of independent study and learning outside of school. In the Taunton Public Schools homework includes not only written work but also related activities such as reviewing ideas taught in class, reading from the textbook, long-term assignments, news reporting, recreational reading and other activities that are

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related to what is being taught in the classroom. Please note that we typically send homework packets for school vacations as a means to further promote learning during the break from school.

Reasons for Homework

Homework should never be assigned without a specific academic purpose. Reasons for homework include the following:

- Expanding or enriching classroom work
- Building interest in reading and learning
- Encouraging parent awareness about current student learning
- Providing an opportunity for students to pursue special interests or ability areas in a structured manner
- Reinforcing skills and activities taught in the classroom
- Developing memory of key concepts, ideas or specific facts
- Developing and fostering study habits and patterns
- Building self-discipline
- Promoting independent work habits
- Fostering independent reading
- Instilling a strong work ethic in students

Fundamentals of Homework

Homework at the elementary level is typically assigned each night of the week. The following chart indicates local policy with respect to the minimum amount of homework children should have daily:

Kindergarten and Grade 1 -	15 Minutes
Grades 2 & 3 -	30 Minutes
Grade 4 -	45 Minutes

Homework is not generally assigned over vacation periods except for long term projects such as book reports or research papers or work to support specific needs of students

All homework assignments should be valued by the teacher and the student. Children are expected to complete assignments carefully and teachers are expected to review all homework during the following day. Failure to complete a homework assignment may result in a child losing recess time or time after school, both requiring prior parental permission/acknowledgment. Each teacher develops her/his system for handling homework, and parents should be informed about the details of the system.

Backpacks

Children should not be carrying excessive amounts of weight in backpacks to and from school. Sometimes library books as well as a textbook or two needed for homework can be quite heavy. It is important that parents check on the weight of their child's backpack to prevent physical problems. Information to assist parents with this issue can be found in **Appendix 11** of this book.

Some Suggestions for Students and Parents about Homework

- A quiet, well-lighted place is the best place for homework to be completed.
- A regular schedule for completion of homework works best.
- Parents can help their child by checking, before the child begins to work, to see if the child understands the homework assignment.
- Parents should check the homework daily.
- Parents should provide as much structure to homework completion as necessary. Children who need little guidance can be left alone while children who tend to lose focus may need more supervision.

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- Parents should be encouraging about homework and avoid severe criticism and undue pressure.
- Some children may need assistance in developing a system by which completed homework is safely returned to the teacher.
- Parents should not hesitate to contact the teacher as soon as possible if homework issues develop.
- Parents are asked to keep homework supplies on hand (ex. pencils, rulers, crayons, scissors, etc.)

HONORS PROGRAM

Taunton Public Schools is pleased to offer an Honors Program to its students starting at the middle school level. Your child's performance at the elementary level impacts his/her future opportunities. Parents interested in understanding the Honor's Program criteria are asked to consult the approved policy appearing in **Appendix 18** found at the back of this Handbook.

LIBRARY

The school library is open to every student at our school. A library assistant staffs the library each school day. It is her responsibility to guide children in the selection of reading materials for pleasure reading, knowledge, or research. Each class is scheduled for a weekly library period where children may choose books to take home to read. ***We strongly encourage parents to spend time reading with their child on a regular basis.*** Children and their parents are responsible for any book that is lost or damaged while in their possession. Failure to return a book or to provide payment for a lost book may result in a child losing the privilege of taking books out of the library.

LOST AND FOUND

Because young children often lose belongings and money it is strongly recommended at our school that students do not bring large amounts of money (anything more than a few dollars). Toys and electronic devices are prohibited. Our school is not liable for any items that are lost or stolen. Additionally, items traded or given away at school are not the responsibility of the school.

The elementary schools do believe that we should make an effort to assist children who may have lost something at school. A lost and found box is located near the main office and students or parents are welcome to search through the box for missing items. School staff members remind students regularly about where the box is located. Hats, gloves, mittens and sweatshirts tend to be the items most frequently lost. Writing your child's name inside clothing that could be easily lost may help you or your child to find the item should it become lost.

LUNCH

All of Taunton's public schools with full day programs provide students with the option of purchasing a hot lunch. A minimum of three choices are offered every day. Milk is available for children who bring a lunch from home. **Families wishing to apply for Free or Reduced Lunch status may do so online at www.tauntontschools.org, or by completing a paper application available at the school office or Food Services offices (50 Williams Street, Taunton, MA).** There is a focus on wellness in our schools such that each year our food service department attempts to make all meals and snacks healthier than meals offered in our schools in the past.

Meal prices for school year 2017 -2018 are as follows: \$2.00 lunch paid, \$.40 reduced

At the East Taunton Elementary School, there is a high expectation for student behavior in the cafeteria. Cleanliness, courtesy and good table manners should be practiced by students. Our supervising lunchroom personnel will work with children throughout the year on these things. Students who fail to follow lunchroom rules are subject to disciplinary action in accordance with the code of conduct outlined in this handbook. Lunch should be a pleasant time for children, and the misbehavior of some can make lunch time less pleasant for others.

NEWS RELEASE

In an effort to protect the privacy of all elementary school students we do not give out information to the press unless parents have provided the school with a signed release form. Our school would like to make public the names of students who win contests or are given academic, attendance or other awards for what they accomplish at school. Parents are encouraged to complete and return to the school **Appendix 15** near the very end of this handbook. That form allows the school to provide to the newspapers or radio stations the names of students who have been recognized for excellence at school.

PARENT / FAMILY INVOLVEMENT IN THE SCHOOL

There are many things that all parents can do to support their child's formal education. Two ideas are perhaps the most important. First, every parent should convey to their child that school is important, that it is the child's role (job) to go to school and to learn, and that it is the expectation that the child will study (work) hard, demonstrate good behavior, and learn to get along with other people (social skills). This needs to be conveyed in two ways- verbally and by example. Parents should verbally remind their child of the importance of school regularly, at least daily during the elementary years. Equally important is for parents to show their child that they believe what they say about the importance of school. This is best done by the following:

- The parent should talk to the child every day after school about what happened in school
- More importantly, the parent should listen to what the child is saying and ask questions until the child elaborates on simple answers. When a parent does this it demonstrates to the child that the parent really does care about what the child is doing in school. It validates the child's work just as work related conversations between adults in the household validate adult work.
- Parents should review all papers the child brings home, complimenting those done well and questioning and being encouraging when papers are not of high quality.
- Parents should check homework each evening and use the homework notebook provided to every child to communicate with the child's teacher

The second major idea is that parents show an interest in what is going on at school. This can be accomplished effectively by the following:

- Attending Parent-Teacher Conference Day or Evening
- Participating in a school fund raiser
- Attending at least one or two events held at the school during the year (science night, family dance, etc.)
- Attending at least one or two Parent-Teacher Organization meetings
- Carefully reviewing each report card the child receives as well as any test results sent home
- Volunteering to assist when possible either during the school day or with respect to a class or school activity

Parent Notification

Parents should know that they have a right to exclude their child(ren) from any lesson directly related to sex education. Currently, no such lessons are included in the curriculum at the elementary level. The local policy on this issue can be found in **Appendix 12** of this handbook.

Parent-Teacher Conferences

Parent-teacher conferences are scheduled each year during National Education Week in November. One afternoon and one evening session are scheduled for parents to meet with their child's teacher or teachers to review each child's educational progress. In addition to Parent-Teacher Conferences, parents are encouraged to contact their child's teacher at any time during the year when there is a concern about any school related academic or social problem the child might be experiencing.

Parent-Teacher Organization

The Parent-Teacher Organization holds evening meetings every month throughout the school year. All parents are warmly invited to attend. The organization does raise funds for student related needs but also is important in supporting the educational program through the involvement of the organization's members in academic related events which may include math night and science night.

School Council

At the beginning of each school year parents and teachers are elected to the school council. All parents are encouraged to consider being a candidate for election to the school council. Each school council is composed of parents, teachers, a community representative and the school principal. The council is headed by the principal and an elected co-chair and has the responsibility to develop or refine a school improvement plan as required by state law. This important process involves a number of meetings during the year and the assembling of plans to keep each school on target toward adequate yearly progress as defined by the No Child Left Behind Act. All meetings are posted and open to the public.

Visiting the School

Parents are always welcome at our school. Since safety and security are of the highest priority, all people who come into our school during the day must first report to the school office before going anywhere in the building. Volunteers must also report to the office each day when they come in to volunteer.

Teachers cannot be called out of class to meet with parents during the day. However, parents may contact teachers ahead of time and arrange a meeting during a teacher's planning time during the school day or after school. Parents should always feel welcome to visit but it is also essential to minimize classroom distractions caused by visitors.

Volunteers

Parents are warmly encouraged to volunteer to assist our staff in the school. There are a number of different roles that parent volunteers can play in supporting the educational process. Parents with strong educational backgrounds may assist as tutors with individual children. Others may have clerical skills to support the office staff. Many have great talent at working with young children and may serve as supporters of the classroom teacher. Regardless of background, everyone is welcome and staff members will train any volunteer once the volunteer begins service.

- All volunteers must have a CORI check on file. Note: CORI results do not need to be run by each school since they are valid for district wide involvement and are not school site specific.
- All volunteers must have received, read and acknowledged receipt of the Volunteer Handbook.
- CORI's will not be submitted for review after May 1st of any school year.

Information and forms to sign up for volunteering can be found in the school office.

PROMOTION / RETENTION POLICY

The Taunton Public School System has a new and detailed policy regarding promotion from one grade to another. This policy is based upon the No Child Left Behind Act that requires schools to develop programs and teaching models by which all children will achieve academic success at a high level. Following the requirements of the law, promotion from one grade to the next now requires that students demonstrate a high level of competency in all academic areas before being promoted. In addition to the higher academic standards, students must also maintain a good record of school attendance. The details of the Taunton Promotion/Retention Policy can be found in **Appendix 3** of this handbook. This policy is extremely important and is very different from promotion policies that were in place when previous

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generations attended school. We strongly recommend that all parents and students read the policy carefully.

RECESS

The children at the elementary level have a thirty minute recess each day. The playground area is always well supervised by staff. Proper behavior is expected at all times (see Discipline). Students may lose recess privileges for misbehavior on the playground with prior parental permission. Parents are asked to carefully consider seasonal temperatures and provide suitable clothing to ensure students' warmth and safety will at recess*.

***Recess and Illness**

If children are well enough to attend school, they are expected to go outdoors for recess. Make sure your children are adequately dressed for the weather to ensure his/her comfort and health. It may also be helpful to keep back up clothes/underwear/socks at school in case clothes get wet. A physician's note is required if a student is to remain indoors for recess.

REPORT CARDS

Report cards are now standards based at the elementary schools in our system. Report cards are fewer grades centered but provide much more specific information with respect to exactly what each student knows and is able to do with respect to all major subjects. Report cards are issued three (3) times each school year in grades one through four depending upon the Assistant Superintendent's approval and three (3) times a year in kindergarten.

SCHOOL BASED HEALTH CENTER (FRIEDMAN MIDDLE SCHOOL)

Parents/Guardians are asked to grant permission for their son/daughter to be seen at the School Based Health Center located at the Friedman Middle School, by completing the Permission / Sign Off form available in the school office. Students of families who do not return this Permission /Sign Off form will not be allowed to be seen by the staff of the School Based Health Center.

School Bus Transportation Policy and Guidelines – see Appendix #20

Special Education and 504 Accommodations

Federal and state laws that guarantee the rights of all students with a disability to access the curriculum of the public schools are in place throughout our state. For the most part, Massachusetts regulation 603 CMR 28.00 governs special education programs and procedures in our school. The purpose of these regulations is to insure that eligible students receive special education services designed to develop the student's potential in the least restrictive environment. Regulations provide for a TEAM evaluation for any student who is unable to progress effectively in a regular school program. The TEAM is usually composed of a parent, school counselor, psychologist, principal, special educator, and classroom teacher. The TEAM is convened to evaluate the student and, if needed, to recommend an educational program that is centered upon the student's individual special needs.

Several special education services are available at our school including instruction from special education teachers, speech and language therapy, occupational therapy, physical therapy, vision therapy, mobility therapy, and adaptive physical education.

Students with a disability who need classroom accommodations to fully access the school's educational program are eligible for accommodations within the school under what is termed a 504 Plan. Based upon a 1973 federal law, 504 plans specify particular classroom or school accommodations which teachers and staff must implement to support a child's learning. A simple example of an accommodation would be a case where a child has a hearing loss in one ear. The accommodations might simply be to insure that the child is seated in a location where the child's better functioning ear is directed toward the teacher and that the teacher regularly checks with the student to insure he or she has heard the current assignment clearly.

Overlapping Section 504, Title II of ADA of 1990 prohibits discrimination, exclusion from participation, and denial of benefits on the basis of disability in the areas of education programming and activities. Students must have equal access to all educational, occupational, scholarship and extracurricular programs regardless of disability. Equal access to educational facilities and access to all areas of a school are covered under Title II.

Any parent who suspects that their child may have a disability may request a special education evaluation. To do this, please contact the school's guidance counselor to discuss the child and the process for conducting an evaluation. The Director of Special Education is Ms. Judith Mulrooney whose office is located at 50 Williams Street, Taunton, MA; phone: 508-821-1210. Matters dealing with 504 plans may be referred to the Director of Special Education, Ms. Judith Mulrooney (see above)

TARDINESS

It is important for students to arrive on time for school. Students should arrive between 8:45 and 9:00am daily. Those arriving after 9:00am are marked tardy. Children who arrive late disrupt the flow of the classroom day and miss important opening lessons or directions. Children who are regularly tardy may begin to develop a bad habit of arriving late to work (school). When parents cause a child to be late on a regular basis it sends the message to the child that other things are more important than school and learning. Students who are successful in school are most often those students who perceive learning, education and schooling to be very important.

TECHNOLOGY

It is essential that children begin to understand and use modern technology as part of their educational preparation for living in the 21st century. As part of the school district's plan to educate children about technology, computers are available in every classroom in our school. In addition to these computers, our school also has a set of computers in the library and a computer center where regular classes are held to familiarize students with the technological capabilities of computers including accessing the Internet. **Appendix 16** of this handbook explains the policy for student use of the Internet. In order for a student to access the Internet in school, a parent and the student must sign the Internet and the Acceptable Use Policy at the very end of **Appendix 16** and return the form to the student's classroom teacher.

TELEPHONE

Students may not use the school phone. In a situation where there is an emergency, a student may make a telephone call after receiving permission from office personnel. Children are not called out of class to receive phone calls except in rare circumstances deemed appropriate by the building principal.

TESTING

PARTNERSHIP FOR ASSESSMENT OF READINESS FOR COLLEGE AND CAREERS (PARCC) TESTING AND OTHER TESTING

The Massachusetts Educational Reform Act of 1993 mandated state testing of students at certain grades beginning in 1994. The Federal "No Child Left Behind" Act of 2001 and its subsequent reauthorizations mandated the testing of every public school student in the nation in English and Math, every year from grade three through grade eight, and again in grade ten.

Material for the PARCC tests comes from the Common Core State Standards, a set of documents that specifically identify what it is experts believe students should know and be able to do at each grade level in each subject area taught. Because Taunton's curriculum carefully follows the state's curriculum frameworks in English and Math the test is a pretty good indicator as to whether or not students are learning what is in the frameworks. Massachusetts regulations now require each student to pass the tenth grade PARCC test in English, Math and Science in order to receive a high school diploma.

PARCC Testing is done each spring. Results report back the performance of individual students, schools, and districts. A very complicated accountability system is attached to the performance of schools, grades,

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and even classrooms. The Massachusetts Department of Elementary and Secondary Education, operating under No Child Left Behind guidelines from the United States Department of Education, can, and in some cases must impose severe sanctions against a school that is repeatedly underperforming. Parents will be notified each year of their child's test results and of the school's status under the accountability system.

In addition to PARCC testing, the district may from time to time administer other tests to students to help determine the academic performance level of students in areas including language arts and mathematics. Parents will be notified by school newsletter in advance of such testing.

TEXTBOOKS

Only a few elementary level textbooks are sent home with students. Those that are should be covered, kept clean and handled so as to avoid damage. Teachers will give directions to students about how and in what way books should be labeled. Most books are used for at least five years by the school. Textbooks that are lost or damaged must be paid for by the student's family.

"TIER" TIMES

Taunton Public Schools operate on a three tier cycle to reduce the transportation time for students and to maximize the investment made in transportation.

Tier I: Friedman Middle, Taunton High School

Arrival Time: 7:30 a.m. Departure Time: 2:00 p.m.

Tier 2: Chamberlain, Galligan, Martin Middle, Mulcahey Elementary, Parker Middle,

Arrival Time: 8:20 a.m. Departure Time: 2:35 p.m.

Tier 3: Bennett, East Taunton, Hopewell, Leddy Preschool, Elizabeth Pole

Arrival Time: 9:00 a.m. Departure Time: 3:15 p.m.

TITLE I

Title I , short for "Title I, Part A of the Elementary and Secondary Education Act of 1965" was originally referred to as "Chapter 1" and is a federally funded program that provides supplementary education to school that meet certain income requirements.. Today, Title I has been reauthorized by the federal law of "No Child Left Behind Act" of 2001 and is the largest federal assistance program for our nation's schools. "Extra" educational services made available through this funding are intended to support Title I's goal 'to ensure that all children have a fair, equal and significant opportunity to obtain a highly-quality education and reach, at a minimum, proficiency on challenging State academic achievement standards and State academic assessments. Title I funding is offered to particular schools based upon Federal and State guidelines.

TOYS

Please leave all toys/playground equipment at home. Toys are an added distraction and may be lost or stolen, thereby, creating further upset. **Safe** playground equipment will be provided for student use during recess times. The school is not responsible for lost, damaged, stolen, or traded toys.

TRANSFERS

Parents should notify the school guidance office as soon as possible should the family decide to move out of the school district. To facilitate a change in schools a copy of the student's health records and a transfer card may be picked up at the office at which time a parent will need to sign a release of information form so that records may be sent to the new school.

WEBSITE

In the interest of timely news, efficient communication, and to reduce the net expense of paper copies, tremendous effort has been expended to improve our district web site. Please take full advantage of the richness of material and information that is at your finger tips. Visit: www.tauntschools.org. You can also register to receive emails from the school principal.

Academic excellence for every student, in every classroom, in every school.

WELLNESS

Taunton Public Schools has implemented a Wellness Policy. Families are asked to familiarize themselves with the expectations of the Wellness Policy and adhere to its principles when considering snacks, home packed lunches, and special event food products brought into a school celebration.

APPENDIX 1
MASSACHUSETTS LAW ON ATTENDANCE
Chapter 76, Section 1

Every child between the minimum and maximum ages established for school attendance by the Board of Education, except a child between fourteen and sixteen who meets the requirements for the completion of the sixth grade of the public school as established by said board and who hold a permit for employment in private domestic service or service on a farm, under Section 85, of Chapter 149, and is regularly employed there under for at least six hours per day, or a child between fourteen and sixteen who meets said requirements and has the written permission of the Superintendent of Schools of the town where he resides to engage in non wage-earning employment at home, or a child over fourteen who hold a permit for employment in a cooperating employment, as provided in said Section 86, shall, subject to Section 15, attend a public day school in said town, or some other day school approved by the School Committee, during the number of days required by the Board of Education in each school year, unless the child attends school in another town, for said number of days, under Section 6 to 12, inclusive, or attends an experimental school project established under an experimental school plan, as provided in Section 1G of Chapter 15, but such attendance shall not be required of a child who physical or mental condition is such as to render attendance inexpedient or impracticable subject to the provisions of Section 3 of Chapter 71B or of a child granted an employment permit by the Superintendent of Schools when such Superintendent determines that the welfare of such child will be better served through the granting of such permit, or of a child who is being otherwise instructed in a manner approved in advance by the Superintendent or the School Committee. The Superintendent of Schools may transfer to any specialized type of school on a full-time basis any child who possesses the educational qualifications enumerated in this section and in the opinion of the Superintendent would be benefited by such transfer. The Superintendent, or teachers insofar as authorized by him or by the school committee, may excuses cases of necessary absence for other causes not exceeding 7 day sessions or 14 half-day sessions in any period of six months.

APPENDIX 2
Taunton Public Schools – Taunton Massachusetts
PROTOCOL FOR MONITORING ATTENDANCE (1-8) AND (9-12)*

Minimal Guidelines:	1-8 First Semester	1-8 Second Semester (Cumulative Total)	High School (Protocol for Each Semester)
Step 1: Establish an administrative Procedure for telephoning Parents regarding absences	Parent is contacted whenever student is absent without documentation	Parent is contacted whenever student is absent without documentation	Student absent from school without a call from parent: Grade 9: Staff member will call Grades 10-12: Computer phone system will call
	With or Without Notification **	With or Without Notification **	
Step 2: First Notice: <i>Official Notification of Attendance Problems! sent to home</i> (white to parent; gold to Attendance Officer; pink filed in student folder)	4	8	***Unexcused class period absence Associate Headmaster meets with student as outlined in student handbook and contacts parents by phone. Assoc Headmaster sends letter to parents at 4, 8 & 12 absences.
Step 3: Second Notice: <i>Official Notification of Attendance Problems!</i> sent to home scheduling a parent meeting; agency and/or Truancy Case-worker referral may be initiated (may be sent certified mail or delivered by the Supervisor of Attendance.)	8	12	5 Whole day unexcused absences Associated Headmaster will refer student under 16 yrs to the Supervisor of Attendance for a home visit and/or court referral. Headmaster sends certified letter to parent with copy of appeal process. A referral is made to Attendance Panel.
Step 4: Visit and/or letter from the Supervisor of Attendance/Staff	Upon Referral	Upon Referral	
Step 5: Attendance Panel Hearing OR Additional actions to be initiated (file Failure to Send/CHNS/ Court Attendance Hearing)	No Later than 10	No Later than 14	11 Whole day unexcused absences Headmaster send certified letter with copy of appeal process. Students lose academic credit after 11 th unexcused absence. Student may request an attendance hearing under the appeal process.

NOTE: * Throughout this process the classroom teacher and/or principal will utilize appropriate disciplinary actions (detentions, reprimands, parent contacts, in house/Saturday detention) in accordance with the student handbooks.

** Medical documentation or unique family situations may exempt student from these actions.

*** Absences will only be excused for illness that is certified by doctor's note, court appearances supported by a document from the court, appointments involving certified outside agencies, bereavement of a family member and authorized school sponsored activities.

APPENDIX 3

PROMOTION OF STUDENTS

Revised/Approved: Taunton School Committee
February 15, 2006
File: IKE

Only those K – 12 students who demonstrate academic competency will be considered eligible for promotion to the next grade level. Academic competency is indicated by use of criterion-referenced tests, teacher observations and judgments, course grades, Massachusetts Comprehensive Assessment System (MCAS), and other standardized testing administered by the district or state. Academic competency includes at least 80% mastery of grade level state standards and completion of all academic courses with passing grades.

The superintendent is charged with developing multi-year plans to implement this promotion policy. Planning could include retentions in the same grade or other recommended options such as transition classes, summer school, and alternative placements located in specific schools, Saturday or after school makeup sessions, alternative schools, online instructional programs, and other means to ensure that students meet or exceed state standards and promotion expectations.

The judgment of the principal, with recommendations from a building team (teacher(s) and other staff members, which could include guidance counselors, curriculum supervisors, parents, etc.) will determine which students are eligible for promotion on the basis of academic standards and attendance. When there is a marked discrepancy between academic competency and the classroom performance of a student, the building team will investigate. Parents will be part of the grade level placement process for their child(ren), unless they opt not to participate.

In addition to being notified in writing about this policy, parents will be informed whenever a teacher(s) determines that a student is not making sufficient progress towards being eligible for end-of-year promotion. An Individual Student Success Plan now referred to as the ISSP, will be created for each student within thirty (30) days of said determination that the student is not making sufficient progress or the student is to be retained in grade. Said plan will be developed by the building team referred to in paragraph three (3) above. The ISSP shall be submitted to the parent(s) for approval and signature. Furthermore, at regular intervals during the school year, when quarterly report cards are distributed, and following the analysis of standardized test results, district personnel are to communicate the status of students to their parents relative to the criteria herein, (See Administrative Regulations IKE-R). For some students, the utilization of the Individual Student Success Plan process is an appropriate intervention approach, as well as another means of communicating and collaborating with parents.

Student success in school with regards to this policy or other areas is a jointly shared responsibility among educators, parents (or other significant adults in their lives) and the students themselves – especially as they become older. Parents and students should initiate inquiries as to progress toward promotion, high school graduation and other educational/career goals.

The intent of the Taunton Public Schools is to establish a collaborative partnership with parents and students. Educators share state standards, progress toward those standards and means of realizing the standards and then solicit the cooperation of students and parents. Educators are obviously held accountable; however, students and parents also have roles in terms of accountability.

Whenever a principal, with recommendations from a building team, determines that a student is to be retained at the present grade level and the parent or guardian is dissatisfied with the determination, the parent may appeal the decision first to the principal. If dissatisfied with the principal's decision, parents may further appeal to the superintendent or his/her designee. The Superintendent or designee will

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review the student's file, which would include report cards, Individual Student Success Plan, list of parent conferences and other contacts, etc. and contact the parent(s). The decision of the superintendent or designee shall be final.

CHANGE IN GRADE PLACEMENT DURING A SCHOOL YEAR

Throughout the school year, a recommendation may be made by a building team to the principal to change the grade level placement of a student during the current school year. In making such a recommendation, consideration will be given to the student's age, maturity, attendance, effort, and the student's academic potential. The principal will share the recommendation with the superintendent or his/her designee who, based on all available information, will review this decision with the principal. This reviewed decision or the principal's original recommendation will be final.

SPECIAL EDUCATION AND LIMITED ENGLISH PROFICIENT STUDENTS

Promotion decisions shall be based on each student's progress toward attainment of measurable annual goals and objectives as specified in his or her Individual Education Plan (IEP). Goals and objectives must be based on evaluation data, annual review, re-evaluation (three-year) data, and current levels of performance. The goals and objectives must be developed in accordance with the standards found in the Massachusetts Curriculum Frameworks. Unless specified in the I.E.P., special education students enrolled in regular education classes are expected to meet the promotion standards applicable to their non-handicapped peers.

Limited English Proficient students are expected to meet promotion standards. Each student's progress will be evaluated by the principal, the classroom teacher(s) and the English Language Learner director. This team will determine the appropriate subsequent grade level placement, which could include retention in grade level or promotion, continued placement in a Sheltered English Immersion class, (if unable to perform ordinary classroom work in English), as well as summer school, completion of special assignments, online instructional programs, etc.

PROMOTION STANDARDS

Teachers will recommend each student for promotion based upon the criteria outlined in this policy and the teacher's professional assessment that the student's classroom performance indicates the ability to succeed at the next grade level. The intent is for all students to have the academic skills and habits to be successful.

Two basic standards (academic achievement and attendance) apply to students in grades K – 12. A student will be considered for promotion when he or she has met each of the following standards:

PRE-KINDERGARTEN

- I. Achievement Standard – While pre-kindergarten pupils are not formally promoted to kindergarten, their status and progress on developmentally appropriate Massachusetts Standards are part of the transition process. The principal, with teacher recommendations, will inform parents and the receiving kindergarten how the pupil is progressing. In some cases, a recommendation may be made to the parent(s)/guardian(s) that another year of pre-kindergarten would be appropriate.
- II. Attendance – The parent(s)/guardian(s) of any pupil with fourteen (14) or more unexcused absences will be notified that continued absences in later schooling will be a hindrance to the child's education. In addition, fourteen (14) or more unexcused absences might influence the principal's recommendation that a pupil should continue in pre-kindergarten for another year. (see above notation about reaching five years of age).

GRADES KINDERGARTEN THROUGH FOUR

- I. Academic Achievement Standard – Students must meet the criteria in items A, B, and C, below to be considered for promotion to the next grade level.
- A. Testing – Student demonstrates mastery of 80% of all reading/language arts and mathematics state standards for his or her grade level. These criteria will apply to science in 2006-2007 and social studies in 2007-2008.
- B. Teacher Assessment - On classroom work, students are to earn a minimum of "Meets the Standard" on at least 80% of reading/language arts and mathematics state standards. Teachers are to make this assessment based upon district instructional guidance and grading practice. These criteria will apply to science in 2006-2007 and social studies in 2007-2008.
- Although not a criteria for promotion, students are expected to exhibit proper behavior and significant effort toward meeting state standards in ALL subjects. When these expectations are not met, a teacher and/or principal may assign remediation. State standards exist in all subjects and students are expected to meet at least 80% of these standards and earn passing grades. Teachers will work with students and, as necessary, parents to achieve these expectations.
- C. Homework and Other Assignments – A student's assignments are to be calculated to determine a student's progress towards meeting the standards. A student should have a minimum of 90% of homework and other assignments **completed** to be eligible for promotion (Teacher(s)' evaluation of homework/assignments may be a component of Teacher Assessment – above B)
- II. Condition for Promotion – As a possible proactive measure, principals may establish programs to assist potential at-risk students and require attendance as a condition for possible promotion.
- D. At-risk students may be required to attend after-school and/or Saturday school programs at the 80% (or an individualized predetermined level) attendance level for the available program.
- E. Principals may give parents a choice about sending a student to any available summer school(s) and meeting the summer school requirements as an option to retention.
- III. Attendance Standard
- A. A student who has had thirteen (13) or fewer unexcused absences during the school year is eligible for promotion.
- B. Any student with fourteen (14) or more unexcused absences (state law) is automatically retained in the current grade based upon attendance, unless granted a waiver via Special Promotion Review.
- C. In cases where a student has missed thirty-two (32) or more days of school, including excused days, the principal of that school will contact the parents of that student to discuss attendance concerns and to determine if retention is in the best interest of the student.

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GRADES FIVE THROUGH SEVEN

- I. Academic Achievement Standard – Students must meet the criteria in items A, B, and C, below to be considered for promotion to the next grade level.
 - A. Testing – Student demonstrates mastery of 80% in reading/language arts and mathematics state standards for his or her grade level. This criteria will apply to science in 2006-2007 and social studies in 2008-2009
 - B. Teacher Assessment – In accordance with district grading practices, a student earns a minimum of passing or above as the final grade for the year in the following courses:
 - English Language Arts
 - Reading
 - Mathematics
 - Social Studies
 - Science
- Although not a criteria for promotion, students are expected to exhibit proper behavior and significant effort toward meeting state standards in ALL subjects. When these expectations are not met, a teacher and/or principal may assign remediation. State standards exist in all subjects and students are expected to meet at least 80% of these standards and earn passing grades. Teachers will work with students and, as necessary, parents to achieve these expectations.
- C. Homework and Other Assignments – A student's assignments are to be calculated to determine a student's progress towards meeting the standards. A student should have a minimum of 90% of homework and other assignments **completed** to be eligible for promotion (Teacher(s)' evaluation of homework/assignments may be a component of Teacher Assessment – above B)

II. Condition for Promotion – As a possible proactive measure, principals may establish programs to assist potential at-risk students and require attendance as a condition for possible promotion.

- A. At-risk students may be required to attend after-school and/or Saturday school programs at the 80% (or an individualized predetermined level) attendance level for the available program.
- B. Principals may give parents a choice about sending a student to any available summer school(s) and meeting the summer school requirements as an option to retention

III. Attendance Standard

- A. A student who has had thirteen (13) or fewer unexcused absences during the school year is eligible for promotion.
- B. Any student with fourteen (14) or more unexcused absences (state law) is automatically retained in the current grade based upon attendance, unless granted a waiver via Special Promotion Review.
- C. In cases where a student has missed thirty-two (32) or more days of school, including excused days, the principal of that school will contact the parents of that student to discuss attendance concerns and to determine if retention is in the best interest of the student.

GRADES EIGHT THROUGH TWELVE

- I. Academic Achievement Standard – Taunton High School Students must earn the required number of credits to advance to the next grade level.

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- A freshman must earn at least thirty (30) credits by the end of freshman year to be promoted to sophomore year
- A sophomore must have earned a total of sixty (60) credits by the end of sophomore year to be promoted to junior year
- A junior must have earned a total of one-hundred (100) credits by the end of junior year to be promoted to senior year
- A senior must have earned a total of at least one-hundred and forty (140) total credits and have completed the additional requirements outlined in the high school handbook to graduate.

The final grade in a course reflects student achievement regarding the Massachusetts Curriculum Frameworks, especially the English Language Arts and Mathematics Frameworks which are incorporated in every course. Credit will be granted once the student attains a passing grade inclusive of test results and completion of necessary coursework and homework.

Since it will take a few years for the Pre-K – 8 promotion standards to positively impact high school student performance, there will be a period of adjustment. Beginning at least by the start of the 2007-2008 school year, the promotion standards for grades nine through twelve will be raised in terms of credits, percentage of homework completed in courses, the passing percentage in each course, and meeting at least 80% of the state standards for each course.

II. Attendance Standard – Students must meet the District's Attendance Policy and the high school's attendance protocol to acquire course credit for each semester.

- Students must have seven (7) or fewer unexcused absences from each course during each semester to receive credit
- Students having seven (7) or more unexcused absences and found to be in violation of Taunton High School's Attendance Protocol must adhere to the school's attendance contract to acquire credits
- Any student with thirty-two (32) or more absences is automatically retained in the current grade for all courses based upon attendance, unless granted a waiver via a Special Promotion Review

SPECIAL PROMOTION REVIEW

Multiple promotion factors may, in the judgment of a building team, warrant special promotion of a student who does not meet the aforementioned standards. If a student is promoted after a Special Promotion Review, a building team must develop a specific Individual Student Success Plan by the end of June during the year of the Special Promotion Review. Any student who is at-risk should have an Individual Student Success Plan.

APPENDIX 4

STUDENT CONDUCT ON SCHOOL BUSES

Procedures for Drivers and Parent/Guardians

1. In case of any misconduct on a bus, the incident will be reported on the proper form to the school Principal. He/she will report the incident in writing to the parent/guardian concerned, with a copy to the Superintendent.
2. In case of a repetition by the same student, the Principal will suspend the student's transportation privileges for one or more days.
3. After a third offense, a conference may occur with the Superintendent or designee. If such incidents reoccur, bus privileges may be denied the student for the remainder of the year.

Loading and Unloading at Bus Stop

1. Riders must be on time. Bus drivers will not wait.
2. Riders will enter or leave the bus at regular stops only.
3. Orderly behavior and respect for private property will be required.
4. Instructions and directions of the driver must be followed by the riders when entering or leaving the bus.

Required Conduct Aboard the Bus

1. Riders must remain in seats or in place when the bus is in motion.
2. Whistling and shouting are not permitted.
3. Profanity and obscene language are forbidden.
4. Smoking is prohibited.
5. The following disturbances are prohibited:
 - a. Pushing or wrestling
 - b. Annoying other passengers or disturbing their possessions
 - c. Talking to the driver
 - d. Climbing over seats
 - e. Throwing objects within the bus or out of windows
 - f. Opening or closing windows
 - g. Leaning out of windows
 - h. Littering the bus
6. Parent/guardians will be held responsible for any defacing or damaging of the bus.

Parent/guardians and students will be informed of these regulations at the beginning of each school year, and parent/guardians will be asked to return signed forms indicating that the regulations have been received and read.

The School Committee and its staff share with students and parent/guardians the responsibility for student safety during transportation to and from school. The authority for enforcing School Committee requirements of student conduct on buses will rest with the Principal.

To ensure the safety of all students who ride in buses, it may occasionally be necessary to revoke the privilege of transportation from a student who abuses this privilege. Parent/guardians of children whose behavior and misconduct on school buses endangers the health, safety, and welfare of other riders will be notified that their children face the loss of transportation privileges in accordance with regulations approved by the School Committee.

APPENDIX 5

STUDENT CONDUCT POLICY

Good citizenship in schools is based on respect and consideration for the rights of others.

Students will be expected to conduct themselves in a way that the rights and privileges of others are not violated. They will be required to respect constituted authority, to conform to school rules and to those provisions of law that apply to their conduct.

Any of the following actions may subject a student to expulsion by the Principal under the terms of M.G.L. 71:37H:

1. Found on school premises or at school-sponsored or school-related events including athletic games, in possession of a dangerous weapon or a controlled substance.
2. Who assaults a principal, assistant principal, teacher, teacher's aide, or other educational staff member on school premises or at school-sponsored or school-related events including athletic games.

Any of the following actions will subject a student to suspension, expulsion, subject to School Committee action, or other disciplinary measures: (see Appendix 4)

Procedure for Drivers and Parent / Guardian

- The bus driver submits "bus conduct report" to the principal
- The principal will contact the parent informing them of the warning.
- After the child's third warning and from then on, the child will lose his/her bus privileges with each infraction.

APPENDIX 6

WEAPONS

The Educational Reform Act of 1993 dictates to all school Principals a set of procedures relative to the possession of a weapon in a public school. There are no specifications as to the age of students so that this part of the law applies to all grades. The law reads as follows.-

"In addition, any school department personnel shall report in writing to their immediate supervisor an incident involving a student's possession or use of a dangerous weapon on school premises at any time.

Supervisors who receive such a weapon report shall file it with the Superintendent of said school, who shall file copies of said weapon report with the local chief of police, the department of social services, the office of student services or its equivalent, in any school district, and the local School Committee. Said Superintendent, police chief, and representative from the department of social services, together with a representative from the office of student services or, its equivalent, shall arrange an assessment of the student involved in said weapon report. Said student shall be referred to a counseling program; provided, however, that said counseling shall be in accordance with acceptable standards as set forth by the board of education. Upon completion of a counseling session, a follow-up assessment shall be made of said student by those involved in the initial assessment."

Massachusetts General Laws Ch. 71, Section 37, 1993 (Amending Ch. 71 Sec. 37L)

Parent/guardians should be aware that there is no discretionary language in this portion of state law. The principal of the school is supposed to follow this procedure if any child brings a weapon to school regardless of the child's age. It is the responsibility of parent/guardians to remind their child(ren) that they must not ever bring any form of a weapon into a school.

LEGL REF: M.G.L. 71:37L

APPENDIX 7

INTERROGATION AND SEARCHES

Searches by Staff

The right of inspection of students' school lockers is inherent in all authority granted School Committee and administrators. This authority may be exercised as needed in the interest of safeguarding children, their own and school property.

Nevertheless, exercise of that authority by school officials places unusual demands upon their judgment so as to protect each child's constitutional rights to personal privacy and protection from coercion and to act in the best interest of all students and the schools.

Searches by school officials of students' automobiles or the student will be conducted in a way that protects the student's rights consistent with the responsibility of the school system to provide an atmosphere conducive to the educational process.

Interrogations by Police

The schools have legal care of students during the school day and during hours of approved extracurricular activities. It is the responsibility of the school administration to make an effort to protect each student's rights with respect to interrogations by law enforcement officials. Therefore:

- When law enforcement officials find it necessary to question students during the school day or periods of extracurricular activities, the school Principal or designee and the parent/guardian will be present. Prior to an interrogation, the parent or guardian MUST be notified.
- If custody and/or arrest is involved, the Principal will request that all procedural safeguards, as prescribed by law, be observed by the law enforcement officials.

APPENDIX 8

STUDENT SEXUAL HARASSMENT

The School Committee recognizes its share of the responsibility for the health, welfare and safety of the students who attend our schools. The Committee prohibits all forms of sexual harassment.

1. Sexual harassment consists of unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature.
2. Form of sexual harassment include, but are not limited to, the following:
 - A. Verbal harassment, such as derogatory comments, jokes or slurs.
 - B. Physical harassment, such as unnecessary or offensive touching or impeding or blocking movement.
 - C. Visual harassment, such as derogatory or offensive posters, cards, cartoons, graffiti, drawings or gestures.
3. **Disciplinary Actions:** Any student who is found to be responsible for sexual harassment will be subject to appropriate discipline (suspension, and/or School Committee exclusion). The severity of the disciplinary action will be based upon the circumstances of the infractions.

APPENDIX 9

SUSPENSION OF STUDENTS WITH INDIVIDUAL EDUCATION PLANS AND/OR SECTION 504 ACCOMODATION PLANS

The following are procedures required with respect to the suspension of students with disabilities:

- 1.) Any student may be suspended up to ten (10) days in any school year.
- 2.) After a student with special needs has been suspended for ten (10) days in any school year, during any subsequent removal the public school must provide sufficient services for the student to continue to receive a free and appropriate public education.
- 3.) The school must also provide the following procedural safeguards for students with disabilities prior to any suspension of more than ten (10) consecutive days or more than ten (10) cumulative days (if there is a pattern of suspension) within a school year:
 - A.) A suspension of longer than ten (10) consecutive days or a series of suspensions that are shorter than ten (10) consecutive days but constitute a pattern are considered to represent a change in placement.
 - B.) Prior to a suspension that constitutes a change in placement of a student with disabilities, district personnel, the parent, and other relevant members of the TEAM, as determined by the parent and the district, convene to review all relevant information in the student's file, including the IEP, any teacher observations, and any relevant information from the parents, to determine whether the behavior was caused by or had a direct and substantial relationship to the disability or was the direct result of the district's failure to implement the IEP – "a manifestation determination."
 - C.) If district personnel, the parent, and other relevant members of the TEAM determine that the behavior is not a manifestation of the disability, then the district may suspend or expel the student consistent with policies applied to any student without disabilities, except that the district must still offer:
 1. services to enable the student, although in another setting, to continue to participate in the general education curriculum and to progress toward IEP goals; and
 2. as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, to address the behavior so that it does not recur.
 - D.) Regardless of the manifestation determination, the district may place the student in an interim alternative educational setting (as determined by the TEAM) for up to 45 school days
 1. on its own authority if the behavior involves weapons or illegal drugs or another controlled substance or the infliction of serious bodily injury on another person while at school or a school function or, considered case by case, unique circumstances; or
 2. on the authority of a hearing officer if the officer orders the alternative placement after the district provides evidence that the student is "substantially likely to injure himself/herself or others."In either case, the interim alternative educational setting enables the student to continue in the general curriculum and to continue receiving services identified on the IEP, and provides services to address the problem behavior.
 - E.) If district personnel, the parent, and other relevant members of the TEAM determine that the behavior is a manifestation of the disability, then the TEAM completes a functional behavioral assessment and behavioral intervention plan if it has not already done so. If a behavioral intervention plan is already in place, the TEAM reviews it and modifies it, as necessary, to address the behavior.

Except when he or she has been placed in an interim alternative educational setting as identified above, the student returns to the original placement unless the parents and district agree otherwise.

F.) Not later than the date of the decision to take disciplinary action, the school district notifies the parents of that decision and provides them with the written notice of procedural safeguards. If the parent chooses to appeal or the school district requests a hearing because it believes that maintaining the student's current placement is substantially likely to result in injury to the student or others, the student remains in the disciplinary placement, if any, until the decision of the hearing officer or the end of the time period for the disciplinary action, whichever comes first, unless the parent and the school district agree otherwise.

4.) There are also procedural requirements applied to students not yet determined to be eligible for special education including the following:

A.) If, prior to disciplinary action, a district has knowledge that the student may be a student with a disability, then the district makes all protections available to the student until and unless the student is subsequently determined not to be eligible. The district may be considered to have prior knowledge if:

1. the parent had expressed concern in writing; or
2. the parent had requested an evaluation; or
3. district staff had expressed directly to the special education director or other supervisory personnel specific concerns about a pattern of behavior demonstrated by the student.

The district may not be considered to have had prior knowledge if the parent has not consented to evaluation of the student or has refused special education services, or if an evaluation of the student has resulted in a determination of ineligibility.

B.) If the district had no reason to consider the student disabled, and the parent requests an evaluation subsequent to the disciplinary action, the district must have procedures consistent with federal requirements to conduct an expedited evaluation to determine eligibility.

C.) If the student is found eligible, then he/she receives all procedural protections subsequent to the finding of eligibility.

Contact Information:

The Director of Special Education is Ms. Judith Mulrooney whose office is located at 50 Williams Street, Taunton, MA; phone: 508-821-1210. Matters dealing with 504 plans may be referred to the Director of Special Education, Ms. Judith Mulrooney (see above).

References: 20 U.S.C Chapter 33, Section 1415(k); 34 CFR 300.519 – 529; IDEA 2004: Section 615(k)(5)(B)(iii); 615(k)(5)(C); M.G.L. Ch. 76, Sections 16-18.

APPENDIX 10

DISCRIMINATION POLICY (amended school year 2015 – 2016)

In accordance with Massachusetts General Laws, Chapter 76, Section 5 and the policy at The Taunton School Department:

No person shall be excluded from or discriminated against in admission to a public school of any town, or in obtaining the advantages, privileges and courses of study of such public school on account of age, color, disability, national origin, homeless status, race, religion, sex, gender identity, or sexual orientation.

Inquiries regarding compliance with Title IX regarding activities relating to insuring nondiscrimination in the admission and treatment of students, curriculum and discrimination in employment policies and practices may be directed to:

Mr. Chris Baratta
Director of Transportation & Student Services
215 Harris Street
Taunton, MA 02780
508-821-1214

Inquiries regarding compliance with Section 504 may be directed to:

Ms. Judith Mulrooney
Director of Special Education
50 Williams Street
Taunton, MA 02780
508-821-1210

DISCRIMINATION POLICY – GRIEVANCE PROCEDURE

Any school employee, parent, student or interested party, may file a grievance if that person feels discriminated against, denied a benefit or excluded from participation in any educational program or activity on the basis of age, color, disability, national origin, homeless status, race, religion, sex, gender identity, or sexual orientation in accordance with Massachusetts General Laws, Chapter 76, Section 5.

Section 1. Definitions

- (a) "Days" means working days for grievances filed by employees; and school attendance days for grievances filed by students.
- (b) "School Department" means the Taunton School Department.
- (c) "Employee" means a person who is on a permanent basis as opposed to a temporary basis on the payroll of the School Department.
- (d) A "grievance" is a complaint alleging action by the School Department in violation of Title IX or the implementing regulations.
- (e) "Responsible Official" means the employee designated by the School Department to coordinate its efforts to comply with and carry out its responsibilities under Title IX and the implementing regulations.
- (f) "Student" means a person enrolled in one of the schools operated by the School Department.
- (g) "Superintendent" means the Superintendent of Schools or his/her designee.

Section 2. Procedure

All grievances brought by students or employees shall be handled in the following manner:

Step One – Informal

Within twenty (20) days of the time that the grievant knew, or reasonably should have known of the grievance, or within twenty (20) days of the publication of this grievance procedure, whichever is later, the grievant shall present the grievance orally to the building principal (if the grievant is a student) or to the immediate supervisor (if the grievant is an employee). Within five (5) days after the presentation of the grievance, the principal or immediate supervisor shall orally answer the grievance.

Step Two – The “Responsible Official”

- (a) Within five (5) days of the oral answer, if the grievance is not resolved it shall be stated in writing, signed by the grievant and submitted to the “responsible official”.
- (b) The grievance shall (1) name the employee or student involved; (2) state the facts giving rise to the grievance; (3) identify the specific provisions of Title IX or the implementing regulations alleged to be violated; and (4) indicate the specific relief requested.
- (c) Within five (5) days after receiving the written grievance, the “responsible official” shall give an answer in writing to the grievant.

Step Three – The Superintendent

- (a) If the grievance is not resolved in Step Two, the grievant may, within five (5) days of receipt of the “responsible official’s” answer, appeal to the Superintendent by filing the grievance and the “responsible official’s” answer, along with any written response of the grievant to the answer of the “responsible official” with the Office of the Superintendent, which shall receipt therefore.
- (b) The Superintendent shall hear the grievance within ten (10) days after receipt of any written grievance properly filed with the Superintendent’s office and shall render a decision in writing within ten (10) days after such hearing.
- (c) The grievant shall be afforded a full and fair opportunity to present evidence relevant to the facts and to the issues raised by the grievance and may be represented by counsel at the hearing of a grievance by the Superintendent.
- (d) The grievant shall be furnished a copy of the decision of the Superintendent
- (e) The decision of the Superintendent shall be final within the school corporation.

Section 3. Failure to Observe Time Limits

In the event the grievant fails to exhaust his/her remedies under grievance procedure provided above, or to abide by the time limits with respect to each step, the grievance shall be presumed to be all settled in accordance with the School Department’s last answer thereto. In the event the School Department fails to give its answer at any step within the time limits prescribed, the grievant shall have the right to proceed immediately to the next step. Any time limit may be extended by written mutual agreement of the grievant and the School Department.

Section 4. Effect of Settlement

Any settlement of a grievance shall be applicable to the grievance only and shall not be the binding authority for the disposition of any other grievance. Any grievance initiated under this procedure shall be brought by and for the student or employee alleging action in violation of Title IX and the implementing regulations by the School Department affecting the student or employee initiating the grievance.

APPENDIX 11

BACKPACK INFORMATION

Recently developed medical information suggests that children should be very careful about the use of backpacks. The American Academy of Orthopedic Surgeons has made the following suggestions.

1. Backpacks should never be worn over one shoulder. This method of carrying a pack has the potential to be the most harmful to a child's back and posture.
2. A child's backpack should not normally exceed 15% of the child's body weight, and absolutely never exceed 20% of the child's weight. Thus, a 100-pound child should not be carrying more than 15 pounds in a backpack.
3. The heaviest items in a student backpack should be packed closest to the back.
4. Padded backpacks with wide straps are the best choice.
5. Students should never wear a backpack while on skates, skateboards, etc.
6. Backpacks should be transported on the floor in cars and buses. (Backpacks may become flying objects if a vehicle must make a quick stop).
7. Hip straps on a backpack can help balance a backpack with a heavy load.

APPENDIX 12

PARENTAL NOTIFICATION RELATIVE TO SEX EDUCATION

In accordance with General Laws Chapter 71, Section 32A, the Taunton School Committee has adopted this policy on the rights of parents and guardians of our students in relation to curriculum that primarily involves sexual education or human sexuality issues.

At the beginning of each school year, all parents/guardians of students in our schools will be notified, in writing, of courses and curriculum we offer that primarily involves human sexual education or human sexuality issues. This notice will be included with the annual distribution of the school calendar and other required parental notices. In addition, the notice will be included in the middle and high school handbook. Parents will be required to sign a "receipt notice" to insure they receive a copy of the "Handbook" and/or the annual school calendar notice packet. Parents/guardians from students who enroll in school after the start of the school year will be given the written notice at the time of enrollment. If the planned curriculum changes during the school year, to the extent practicable, parents/guardians will be notified of this fact in a timely manner before implementation.

Each such notice to parents/guardians will include a brief description of the curriculum covered by this policy, and will inform parents/guardians that they may:

- (1) Exempt their child from any portion of the curriculum that primarily involves human sexual education or human sexuality issues, without penalty to the student, by sending a letter to the school Principal requesting an exemption. Any student, who is exempted by request of the parent/guardian under this policy, may be given an -alternative assignment.
- (2) Inspect and review program instruction materials for these curricula, which will be made reasonably accessible to parents/guardians and others to the extent practicable. Parents/guardians may arrange with the Principal to review the materials at the school and may also review them at other locations that may be determined by the Superintendent of Schools or his/her designee.

A parent/guardian who is dissatisfied with a decision of the Principal concerning notice, access to instructional materials, or exemption for the student under this policy may send a written request to the Superintendent for review of the issue. The Superintendent or designee will review the issue and give the parent/guardian a timely decision within fifteen (15) days after receipt of the written request. A parent/guardian who is dissatisfied with the Superintendent's decision may send a written request to the School Committee for review of the issue. The School Committee will review the issue and give the parent/guardian a timely written decision within four weeks of the request. A parent/guardian who is still dissatisfied after this process may send a written request to the Commissioner of Education for review of the issue in dispute.

The Superintendent of Schools will distribute a copy of this policy to each Principal by September 1 of each year.

In compliance with Chapter 71 of the General Laws, Section 32A, parents are being provided with the following list of courses which have lessons which may involve human sexuality education or human sexuality issues:

1. Health Department Curriculum
Health – Grades 5-10
Current Issues in Health – Grades 9-12
2. Family & Consumer Science Department Courses:
"Introduction to Child Development"

Child Development
Nutrition and Family Health

3. Science Department Courses:
Life Sciences – 7
Biology, Anatomy, Human Body and Current Issues – Grades 9-12
4. To Be Determined:
School assemblies or guest speakers on such topics as: AIDS, Adolescent Health Issues, Dating, Violence, etc.

This State Statute affords parents or guardians the flexibility to exempt their children from the portion of the curriculum that addresses sexuality issues.

Since each of these curriculums are reviewed and approved by educators, a community advisory committee, and the School Committee, we strongly recommend that all students participate in the age appropriate lessons scheduled for the child's grade level. However, if you do not want your child to participate, you have the right to exempt your child from the "human sexuality lessons" by submitting a request in writing to the child's Principal. Parents/guardians are encouraged to submit thus request at the beginning of their child's enrollment year. This written request for exemption should be made annually. The Principal will then forward this exemption request to the appropriate staff members. It should be noted, that whenever a student is exempt from specific lessons, he or she will be given an alternative assignment which will be used to allow the student to earn "marking credit" for the curriculum material missed.

Should parents/guardians want additional information about various curriculums or wish to review curriculum materials, contact should be made with the building Principal who will coordinate a time and place for the review.

APPENDIX 13

ELEMENTARY EMERGENCY EARLY RELEASE FORM

In the event of stormy weather conditions or other unforeseen emergency, it may be necessary to dismiss students early from school. If your child attends a.m. kindergarten they will be dismissed with all of the students. If parents or other responsible adults are not at home to receive and supervise their children, other arrangements should be made for the children to go to a friend's, neighbors, or relative's house should an emergency arise. In order to meet this responsibility, the school is asking all parent/guardians to inform the school of these arrangements in the event of an unexpected early school release.

Emergency release information will be provided via the following pathways

Television: Channels 4, 5, 6, 7, 10, 12, 25, 56 and Local channel 9 (Comcast); Local channel 23 (Verizon)

Radio: WBZ 1030 AM, WRKO 680 AM, WVBF 1530 AM, WSNE 93.3 FM

Website: www.tauntontschools.org

Use of the district's **School Brains** message delivery system

STUDENT'S NAME _____ ROOM #_____ TEACHER: _____

CHECK ONE:

A parent, an adult or an older child is usually at home to supervise my child. If you check this off you may not receive a phone call.

If a parent/guardian/babysitter cannot be contacted by dismissal time, arrangements have been made for my child to go to the home of:

STUDENT NAME: _____

PARENT/GUARDIAN NAME _____ BUS #_____

ADDRESS: _____

Please provide multiple phone numbers and an e-mail address

HOME TELEPHONE: _____ CELL: _____

WORK: _____ OTHER: _____

FAMILY E-MAIL ONLY: _____

If efforts to contact an authorized adult are unsuccessful, then students will be held at their school or at another location until regular dismissal time when the child will be placed on the school bus for regular dismissal.

If parents cannot be contacted by the early dismissal time, every effort will continue to be made by the school to inform parents that their child has been sent to the emergency early release address as instructed above.

Signature of Parent

Date

(Utilize consolidated sign-off page – end of appendices)

APPENDIX 14

FIELD TRIP FEE WAIVER REQUEST FORM

School Committee Policy states that no child will be denied access to a school sponsored academic field trip due to financial reasons. To request full or partial waiving of any academic field trip fee during the school year, a parent may complete and submit a form to the building principal. That form, known as a *Field Trip Fee Waiver Request*, is available on request from any building principal.

TAUNTON PUBLIC SCHOOLS

Field Trip Fee Waiver Request

This form is for use in regard to school sponsored academic field trips. Please complete and return this form to the building principal in a sealed envelope marked with the word "Confidential."

Student's Name _____

School _____ Grade _____

Today's Date _____

Parent's Signature _____

For Office Use Only

Recorded By _____ Date _____

No Fee _____ Partial Fee _____

APPENDIX 15
NEWS MEDIA – PHOTOGRAPHIC RELEASE

TAUNTON PUBLIC SCHOOLS
215 Harris Street
Taunton, MA 02780

NEWS MEDIA – PHOTOGRAPHIC RELEASE

Many activities, both academic and extra curricula, throughout every school year often receive coverage by the local newspaper, radio, and even, periodically, television reports. This coverage normally includes the names and, sometimes, pictures of students (when appropriate).

In order to comply with concerns that involve the right to privacy, the Taunton Public Schools' administration has drafted this "Release of Information Permission Slip". Parents are asked to review, sign and return these slips so that they can be kept on file.

Please be advised that any news coverage in schools is monitored by principals, teachers and program supervisors. It is our goal that all coverage be done in such a way as to protect the reputation of students and the school system.

RELEASE OF INFORMATION PERMISSION SLIP

I _____ (do) (do not) grant permission to the Taunton
(Parent or Guardian)

Public Schools to allow news releases about school activities which my son/daughter may be a participant.

When appropriate, my child's name and/or picture may be used in the news release.

Name of student _____

Signature _____

Relationship _____ Date _____

(Utilize consolidated sign-off page – end of appendices)

APPENDIX 16

Internet Acceptable Use and Social Networking Policies and Administrative Procedures

I. Mission Statement:

Academic excellence for every student, in every classroom, in every school.

II. Purpose:

The Taunton Public School District shall provide access for employees and students to the computer network, including access to external networks, for purposes of advancing the interest and educational purposes of the Taunton Public Schools. Educational purposes shall be defined as classroom activities, career and professional development, and self-discovery activities of an educational nature. The purpose of the computer network is to assist in preparing students for success in life and work by providing access to a wide range of information and the ability to communicate with others. The computer network will be used to increase communication (staff, parent and student), enhance productivity, and assist staff in upgrading existing skills and acquiring new skills through a broader exchange of information. The computer network will also be used to provide information to the community including parents, governmental agencies, and businesses.

III. Acceptable Use:

The Superintendent or designee shall implement the Internet Acceptable Use Policy, the Social Networking Policy for Staff and their associated Administrative Procedures, and all user agreements, consistent with the purposes and mission of Taunton Public School District as well as with applicable federal and state law and governing collective bargaining agreements.

IV Availability:

The Superintendent or designee shall implement, monitor, and evaluate the district's computer network for instructional and administrative purposes as provided herein.

Access to the computer network, including external networks, shall be available to employees and students for instructional and administrative purposes and in accordance with the Internet Acceptable Use Policy, the Social Networking Policy for Staff and their associated Administrative Procedures.

All users shall be required to acknowledge receipt of this policy, the Social Networking Policy (staff only) and their associated Administrative Procedures, which together govern the use of electronic media by students and employees of the District and shall agree in writing to comply with these policies and administrative procedures. Noncompliance with the Internet Acceptable Use Policy, the Social Networking Policy for Staff and their associated Administrative Procedures may result in suspension or termination of certain user privileges and other disciplinary actions, including the possibility of suspension or expulsion for students, and suspension or dismissal for employees subject to the applicable provisions of any governing collective bargaining agreement and consistent with the policies of the Taunton Public Schools and relevant law(s). Violations of law may result in criminal prosecution as well as disciplinary action by the Taunton Public Schools subject to the applicable provisions of any governing collective bargaining agreement and relevant law(s).

V Monitored Use:

Electronic mail transmissions and other use of electronic resources by students and employees utilizing the District's electronic mail accounts shall not be considered confidential and may be monitored at any time by designated staff to ensure appropriate use for instructional and administrative purposes. Copies of all information created, sent or retrieved are stored in the District's backup files. The District reserves the right to access and monitor all messages and files on the District's computer system as it deems appropriate in the ordinary course of its business, including, but not limited to ensuring proper use of resources and conducting routine maintenance. . Where appropriate, communications, including text and images, may be disclosed to law enforcement officials without prior consent of the sender and receiver.

VI Liability:

Except as otherwise provided in an applicable collective bargaining agreement, Massachusetts General Laws, or this policy, the Taunton Public Schools shall not be liable for users' inappropriate use of electronic resources or violations of copyrighted or restricted material, or for costs incurred by users which are knowingly not related to acceptable use under this policy. The Taunton Public Schools shall not be responsible for ensuring the accuracy or usability of any information found on external references.

By signing the "Staff Internet Use Agreement" form the employee accepts responsibility for his/her own actions in using the District's computer system. By signing the "Student Internet Use Agreement" form the student accepts responsibility for his/her own actions in using the District's computer system.

VII Acknowledgment:

Each user will sign the appropriate Student or Staff Internet Use Agreement form (Attachments A and B) before receiving access to the District's computer network. Parent/Guardians must also sign for student access.

End of Policy

The following information is separate from the policy and consists of Administrative Procedures associated with the policy as well as a list of Common Sense Rules for Use of Electronic Media

ADMINISTRATIVE PROCEDURES GOVERNING THE INTERNET ACCEPTABLE USE POLICY FOR STAFF AND STUDENTS AND THE SOCIAL NETWORKINGPOLICY FOR STAFF

1. The District will provide each user with one copy of the District's Internet Acceptable Use Policy, the Social Networking Policy (staff only) and these Administrative Procedures. Access to the District's computer network will be granted to a user only after he/she signs the appropriate Internet Use Agreement Form and returns it to his/her building principal who will then forward a copy to the Personnel Office to be placed in his/her personnel file.
2. Employees should not permit students to use the District's computer network if they have not signed the Acceptable Internet Use Policy and do not appear on the roster of approved computer users who have access to the District's computer network. Access will only be granted to students with a signed Internet Use Policy and permission of building administrator or designee(s).

3. Passwords are confidential. All passwords shall be protected by the user and neither shared, nor displayed.
4. Principals or their designee will be responsible for disseminating these policies and procedures in the building(s) under their control. Principals or their designee will ensure that all users complete and sign an agreement to abide by policies and procedures regarding use of the computer network.
5. Individual users shall, at all times, be responsible for their use of accounts issued in their name.
6. A student record is kept by the public school and includes any information concerning a student that is organized on the basis of the student's name or in such a way that a student may be individually identified. This includes any documents and communication generated using all types of electronic media and all parts (i.e. subject line, body) of electronic communication. Any electronic communication should be written with the awareness that it may be shared with a parent, a member of the general public (e.g. newspaper) or the Superintendent of Schools.
7. The District's Technology Department shall be responsible for establishing appropriate retention and backup schedules. Before any information is deleted from the District's computer network by anyone using the system, employees should ensure that it is permissible to delete pursuant to all applicable federal and state public, health and student records laws.
8. Taunton Public Schools shall be authorized to monitor or examine all system activities of all users including electronic mail transmissions, as deemed appropriate to ensure proper use of electronic mail resources.
9. System users should only purge electronic information according to District retention guidelines, which shall occur consistent with all applicable federal and state public, health, and student records laws.
10. System users may redistribute copyrighted material only with written permission of the copyright holder or designee. Such permission must be specified in the document or in accordance with applicable copyright laws, the District's Internet Acceptable Use Policy, the Social Networking Policy for Staff and these Administrative Procedures. Copyrighted software or data shall not be distributed or placed on the district computer network without permission from the holder of the copyright and the system administrator.
11. System administrators may upload/download public domain programs to the computer network. System administrators are responsible for determining if a program is in the public domain.
12. Commercial use of the computer network is prohibited.
13. A system user's account may be deactivated/disabled after 30 days of non-use, unless such non-use is due to an approved leave of absence for the user.
14. The District's computer network may not be used for illegal purposes, in support of illegal activities, for any activity prohibited by District policy, or in any way that would constitute conduct unbecoming a school department employee.
15. System users shall not use another user's account without the user's permission.

16. Any malicious attempt to harm, improperly access, or destroy equipment, material data, or programs is prohibited.
17. Deliberate attempts to degrade or disrupt system performance may be viewed as violations of District policy and/or as criminal activity under applicable state and federal laws. This includes, but is not limited to, the uploading or creation of computer viruses.
18. Vandalism will result in the cancellation of system privileges and will require restitution for costs associated with hardware, software, and system restoration, and will result in disciplinary action.
19. Forgery or attempted forgery is prohibited.
20. Attempts to read, delete, copy or modify the electronic mail of other users or to interfere with the ability of other users to send/receive electronic mail is prohibited.
21. Users should always use appropriate language; swearing, vulgarity, ethnic or racial slurs and other inflammatory language is prohibited and may result in disciplinary action.
22. Pretending to be someone else when sending/receiving messages is prohibited.
23. Transmitting or viewing obscene or vulgar material, i.e. material deemed harmful to minors under the Children's Internet Protection Act, is prohibited.
24. Revealing personal information without the person's permission (name, address, phone numbers, photograph, etc.) is prohibited.
25. The District will cooperate fully with local, state, or federal officials in any investigation concerning or related to alleged misuse of the district's computer network.
26. Principals or their designee will support employees in the enforcement of the District's Internet Acceptable Use Policy, the Social Networking Policy for Staff and these Administrative Procedures
27. Computer Viruses: Though all of our computers have virus-scanning software, the data files are not always up-to-date especially with respect to new viruses. Most viruses are transmitted by CDs, USB drives, e-mail and Internet downloads. If a staff member suspects a virus on his/her computer, he/she is asked to call the Director of Technology immediately. If an employee works on a home computer and uses e-mail or USB drives/CDs to transmit files, the employee should make certain the home computer has up-to-date virus scanning software.
28. A user who knowingly violates the District's Internet Acceptable Use Policy, the Social Networking Policy for Staff and these Administrative Procedures will be subject to suspension or termination of computer network privileges and may be subject to appropriate disciplinary action, including the possibility of suspension or expulsion (in the case of a student), or suspension, dismissal, and/or prosecution (in the case of an employee), in accordance with the applicable provisions of any governing collective bargaining agreement and other applicable federal and state laws.

Common Sense Rules for the Use of Electronic Media

- Be polite. Do not send abusive messages/postings to others.

Academic excellence for every student, in every classroom, in every school.

- Use appropriate language. Offensive, bullying, obscene, vulgar, defamatory, threatening, discriminating, harassing, or inflammatory language will not be tolerated in any public or private message.
- Adhere to copyright and licensing agreements.
- Do not deliberately or inadvertently spread computer viruses.
- Do not use/view another person's files/drives (Z: Drive, J: Drive, etc) without permission.
- Do not destroy, abuse, modify, or improperly access the school's hardware or software.
- Do not illegally distribute software.
- Do not place unlawful information into electronic media.
- Do not use electronic media for commercial purposes, product advertising, or political lobbying.
- Do not access, download, store, or print files that are offensive, bullying, obscene, vulgar, defamatory, threatening, discriminating, harassing, or inflammatory.
- Do not post another person's personal information such as home phone number, address, or photographs. Take precautions when posting personal information about yourself.
- Keep your password private and keep in mind that it is wise to frequently change passwords.
- Do not interfere with, harm or modify the work of other users.
- Staff members should treat all electronic communications as a public record, or something you would print and put into a student record file or share with a parent, a member of the general public (e.g. newspaper) or the Superintendent of Schools.
- Student users should never discuss highly sensitive or confidential information in e-mail communications.
- Student/staff relationships and parent/staff relationships via electronic media sources (including email, Facebook, Twitter, text messages, or the like) should be limited to necessary school-related issues only.
- Email (using personal or work email accounts) sent during the work day or at anytime if work related, is a public record and/or a student record.
- It is impossible to guarantee the confidentiality and security of any transmission made on the Internet.

Internet and Network Access Agreement

STUDENT INTERNET USE AGREEMENT

Student User Name: _____

School: _____

Grade: _____

I/We acknowledge that we have been given the opportunity to review the District's Internet Acceptable Use Policy, and the associated Administrative Procedures a copy of which can be found on the Taunton Public Schools website at www.tauntschools.org*. I/We understand, and will abide by the Taunton Public School's Internet Acceptable Use Policy, and the associated Administrative Procedures. I/We understand the terms and conditions of use of the District's computer network. I/We further understand that any violation of the District's Internet Acceptable Use Policy, and the associated Administrative Procedures shall be considered unethical and may constitute a criminal offense. I/We recognize that should any violation be committed, access privileges may be revoked and school disciplinary actions and/or legal action may be taken.

Student's Name

Student's Signature

Date

Parent/ Guardian's Name

Parent/Guardian's Signature

Date

* I understand that I can contact my building principal to obtain a hard copy of the Taunton Public School's Internet Acceptable Use Policy, and the Associated Administrative Procedures if needed.

(Utilize consolidated sign-off page – end of appendices)

APPENDIX 17
TAUNTON PUBLIC SCHOOLS
HANDBOOK SIGN-OFF PAGE

STUDENT _____

My signature below indicates that I have received, read, and understood the contents of
the **EAST TAUNTON ELEMENTARY SCHOOL HANDBOOK** for the **2016 - 2017** school year.

My signature also indicates that I have reviewed the contents with my son/daughter.

Parent's Signature

Date signed

(Utilize consolidated sign-off page – end of appendices)

Approved: Taunton School Committee
 March 2, 2011
 Revision Approved
 September 7, 2011
FILE: IHCC

APPENDIX 18

SELECTION PROCESS - MIDDLE SCHOOL HONORS PROGRAM

Each middle school will establish a screening committee (principal, guidance counselor and grade level teachers) to review candidates for the Middle School Honors Program. The following criteria must be met for a student to enter (or continue) in the Honors Program. When a student is selected, the parent(s), student and principal will sign a contract outlining the expectations for all students who agree to participate in the Honors Program.

Middle School Honors Selection Criteria		
Selection Criteria	Initial Placement in Grade 6	Initial Placement in Grade 7
Criterion #1	Minimum of B+ average in Grade 5 core subjects.	Minimum of B+ average in Grade 6 core subjects.
Criterion #2	Portfolios containing excellent writing samples (based upon DESE rubric).	Portfolios containing excellent writing samples (based upon DESE rubric).
Criterion #3	Honors Math and English: 3-year aggregate scores of at least 260 or higher on the MCAS Mathematics and English Language Arts assessments. Honors English: 3-year aggregate scores of at least 260 or higher on the MCAS English Honors Math: 3-year aggregate scores of at least 260 or higher on the MCAS Mathematics	Honors Math and English: 3-year aggregate scores of at least 260 or higher on the MCAS Mathematics and English Language Arts assessments. Honors English: 3-year aggregate scores of at least 260 or higher on the MCAS English Honors Math: 3-year aggregate scores of at least 260 or higher on the MCAS Mathematics
Criterion #4	Mathematics Mid-Year Average of 85%+ or higher.	Mathematics Mid-Year Average of 85%+ or higher.
Criterion #5	English Language Arts Mid-Year Average of 85%+ or higher.	English Language Arts Mid-Year Average of 85%+ or higher.
Criterion #6	Grade 5 teacher verification.	Grade 6 teacher verification.
Criterion #7	Students must have written parental consent to participate.	Students must have written parental consent to participate.

- The Honors Program will begin in Grade 6.
- Once a student is enrolled in the Honors Program, he/she will continue in the program in subsequent grades unless he/she fails to meet the agreed upon criteria described above for the Honors Program. At the end of each academic year, the Screening Committee for each school will review the 'continued enrollment' to determine continuation in the program. The students will be required to meet the honors criteria every year and grade advancement in the Honors Program is not automatic.
- Students should be placed in Honors English Language Arts and Honors Mathematics, based upon their having met all seven (7) of the Honors selection criteria in the Taunton Public Schools policy manual. Students may qualify for either Honors ELA or Honors Mathematics. All criteria must be met, including ***either*** criterion #4 ***or*** criterion #5 in order for a student to qualify for placement in one subject-specific Honors class.
- When available, three (3) year aggregate MCAS scores will be taken into consideration (i.e. Grades 3, 4 and 5 scores for placement in Grade 6 Honors, and Grades 4, 5, and 6 scores for placement in Grade 7 Honors).
- If additional seats are available, a student may be placed into an Honors section if they have scored a 260 or above on their most recent MCAS exam.
- If a student is above the threshold for the grade average, but falls short of the MCAS score, then an appeal could be requested. If there is a situation where six (6) criteria are met, with the MCAS score falling short, the Superintendent or his/her designee would make the determination that an additional assessment be administered. The number of qualified students who may participate in the Honors Program will not be limited.
- After the first marking term, the parent may opt to transfer the student to a regular English or Math course after a teacher/parent conference.
- Students Granted Hardship Placement will be placed in an academic setting for one school year. Students on Hardship Placement may be considered for Honors placement, however, not at the expense of students in district who qualify. Consideration will also be given pending class sizes. At the conclusion of year one, students on Hardship Placement who wish to be considered for Honors placement will be screened to determine if they meet the criteria outlined above.
- Non-Resident or private school students will be held to the same standards as those who are entering our schools via Hardship Placement. If there is space in the program after resident students are placed, non-resident/private school students will be considered. If MCAS scores are not available these students will be administered an end of the year Math and ELA exam, an MCAS writing prompt, and an additional assessment to determine eligibility. Student report cards will also be factored in.

APPENDIX 19

BULLYING PREVENTION

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

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

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

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

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

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

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

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

For the purpose of this policy, whenever the term bullying is used it is to denote either bullying, or cyberbullying.

Bullying is prohibited:

- On school grounds;
- On property immediately adjacent to school grounds;
- At school-sponsored or school-related activities;
- At functions or programs whether on or off school grounds;
- At school bus stops;
- On school busses or other vehicles owned, leased or used by the school district; or,
- Through the use of technology or any electronic device owned, leased or used by the Taunton Public Schools.

East Taunton Elementary ~ 2017 - 2018

Bullying and cyberbullying are prohibited at a location, activity, function or program that is not school-related or through the use of technology or an electronic device that is not owned, leased or used by the Taunton School District if the act or acts in question:

- Create a hostile environment at school for the target;
- Infringe on the rights of the target at school; and/or
- Disrupts, materially and substantially, the education process or the orderly operation of a school.

Prevention and Intervention Plan

The Superintendent and/or his/her designee shall oversee the development of a prevention and intervention plan, in consultation with all district stakeholders, which may include teachers, school staff, professional support personnel, school volunteers, administrators, community representatives, local law enforcement agencies, students, parents and guardians, consistent with the requirements of this policy, as well as state and federal laws. The bullying prevention and intervention plan shall be reviewed and updated at least biannually.

The principal is responsible for the implementation and oversight of the bullying prevention and implementation plan within his or her school.

Reporting

Students, who believe that they are a target of bullying, observe an act of bullying, or who have reasonable grounds to believe that these behaviors are taking place, are obligated to report incidents to a member of the school staff. The target shall, however, not be subject to discipline for failing to report bullying.

Each school shall have a means for anonymous reporting by students of incidents of bullying. No formal disciplinary action shall be taken solely on the basis of an anonymous report.

Any student who knowingly makes a false accusation of bullying shall be subject to disciplinary action, in accordance with the district disciplinary policies.

Parents or guardians, or members of the community, are encouraged to report an incident of bullying as soon as possible.

A member of a school staff shall immediately report any instance of bullying the staff member has witnessed or become aware of to the school principal or their designee.

Investigation Procedures

The principal or his/her designee, upon receipt of a viable report, shall promptly contact the parents or guardians of a student who has been the alleged target or alleged perpetrator of bullying. The actions being taken to prevent further acts of bullying shall be discussed.

The school principal or his/her designee shall promptly investigate the report of bullying, using a Bullying/Cyberbullying Report Form which may include interviewing the alleged target, alleged perpetrator, staff members, students and/or witnesses.

Support staff shall assess an alleged target's needs for protection and create and implement a safety plan that shall restore a sense of safety for that student.

Confidentiality shall be used to protect a person who reports bullying, provides information during an investigation of bullying, or is witness to or has reliable information about an act of bullying.

If the school principal or his/her designee determines that bullying has occurred he/she shall take appropriate disciplinary action and if it is believed that criminal charges may be pursued against the perpetrator, the principal shall consult with the Superintendent/designee to determine if criminal charges are warranted. If it is determined that criminal charges are warranted, the local law enforcement agency shall be notified.

The investigation shall be completed within fourteen (14) school days from the date of the report. The parents or guardians shall be contacted upon completion of the investigation and informed of the results, including whether the allegations were found to be factual, whether a violation of this policy was found, and whether disciplinary action has or shall be taken. At a minimum the principal or his/her designee shall contact the parents or guardians as to the status of the investigation on a weekly basis.

Disciplinary actions for students who have committed an act of bullying or retaliation shall be in accordance with district disciplinary policies.

Each school shall document any incident of bullying that is reported per this policy and a file shall be maintained by the principal or his/her designee. A monthly report shall be provided to the Superintendent.

Confidentiality shall be maintained to the extent consistent with the school's obligations under law.

Retaliation

Retaliation against a person who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying shall be prohibited.

Target Assistance

The Taunton Public Schools shall provide counseling or referral to appropriate services, including guidance, academic intervention and protection to students, both targets and perpetrators, affected by bullying, as necessary.

Training

The faculty and staff at each school shall be trained annually on the bullying prevention and intervention plan applicable to the school including, but not limited to, training in preventing, identifying, responding to and reporting incidents of bullying.

Curriculum Implementation

Age appropriate, evidence-based instruction on bullying prevention shall be incorporated into the curriculum for all K to 12 students.

Publication and Notices

Annual written notice of the relevant sections of the bullying prevention and intervention plan shall be provided to students and their parents or guardians, in age-appropriate terms.

Annual written notice of the bullying prevention and intervention plan shall be provided to all school staff.

Relevant sections of the bullying prevention and intervention plan relating to the duties of faculty and staff shall be included in the school employee handbook.

The bullying prevention and intervention plan shall be posted on the Taunton Public Schools website.

REFERENCES: Massachusetts Department of Elementary and Secondary Education's Model Bullying Prevention and Intervention Plan.

LEGAL REFS.: Title VII, Section 703, Civil Rights Act of 1964 as amended
 Federal Regulation 74676 issued by EEO Commission
 Title IX of the Education Amendments of 1972
 603 CMR 26.00
 MGL 71:37O;
 MGL 265:43, 43A;
 MGL 268:13B;
 MGL 269:14A

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CROSS REFS.:

AC, Nondiscrimination

ACAB, Sexual Harassment

JBA, Student-to-Student Harassment

JICFA, Prohibition of Hazing

JK, Student Discipline Regulations

APPENDIX 20

SCHOOL BUS TRANSPORTATION POLICY AND GUIDELINES

"Be aware of the fact that the General Laws give to school and parent/guardians joint jurisdiction over students on their way to and from school. Students should always be mindful that they hold in their keeping the good name of the school and should so conduct themselves as to bring no discredit upon it."

Elementary pupils in grades 1-4 who live more than one and one quarter (1-1/4) miles from their school, middle school pupils in grades 5-7 who live more than one and one-half (1-1/2) miles and grades 8-12 who live more than two (2) miles from their school, are eligible for transportation.

After the beginning of the school year, it may be necessary to change some bus stops. Parents will be notified if a change affects their children. Behavior of children on buses is a safety concern and will be enforced improper conduct may cause the termination of this transportation privilege.

All Kindergarten pupils, except those living in close proximity to their school of attendance, will be provided with transportation. Parents will receive a notice indicating the specific school and where their child bus stop will be.

Also, any pupil may be required to walk the following distances to a Bus Stop:

- a. High School - 1 mile
- b. Middle Schools - ½ mile
- c. Elementary - ½ mile
- d. Kindergarten - close proximity

1. In all cases where transportation is provided by means other than public utilities service, bids shall be called for in May, every third year, to be presented to the Committee at its second meeting in June of the same year when contracts for required transportation shall be awarded, effective September 1, following, for the period covering three succeeding years, the Committee reserves the right to reject any or all bids and call for new ones.
2. The Superintendent and Staff shall make whatever rules and regulations deemed necessary for the safe and efficient transportation of pupils. The failure of any pupil to comply with such rules and regulations may result in his/her being denied transportation.
3. To provide and operate a safe, efficient and economical school bus transportation system with the resources of this community.
4. To adopt and maintain school bus transportation system flexible enough to meet the requirements of and to partake in the educational programs offered by the Taunton Public School System.
5. To maintain conditions on all school buses which are in the best interest of all pupils while promoting public awareness and understanding of the entire transportation program serving the public and private schools in the City of Taunton

RESPONSIBILITIES OF SCHOOL COMMITTEE AND SCHOOL ADMINISTRATION

1. To foster compliance of compulsory attendance laws under Chapter 76, Section I. Transportation shall be furnished pupils to enable them to attend schools which provide a basic curriculum for the required length of school day, school year, and other similar standards.
2. The School Administration and/or School Committee are responsible for all phases of school transportation subject to rules and regulations of the Board of Education and the statutes of the Commonwealth of Massachusetts and regulations lawfully adopted by the State Board of Education and the Massachusetts Registry of Motor Vehicles.
3. Cooperate with all agencies in promoting traffic safety.
4. Keep parent/guardians and pupil's informed concerning the time schedules and their responsibilities in the transportation program.
5. Plan routes and designate bus stops that will provide maximum safety and convenience for those served.
6. Make certain that buses are in safe operating condition. Cooperate in getting buses inspected by the Registry of Motor Vehicles.
7. Secure first-hand information regarding operation of buses by riding bus routes periodically.
8. Assist and advise the bus drivers in maintaining proper pupil behavior.
9. Be responsible for supervision of pupils when loading or unloading on school premises.
10. Keep accurate school attendance records of all transported pupils.
11. See that all buses carry the equipment required by law and inspect equipment to see if it is in proper working order.
12. Assign a responsible person to accompany the bus driver on all special trips other than transporting pupils to and from school.
13. Plan and organize an instructional program for the pupils regarding the various factors of school transportation.
14. See that every bus has a time schedule posted.
15. See that adequate insurance protection is carried.
16. Forward to State Board of Education all reports and forms as required

RESPONSIBILITIES OF PARENTS

1. The responsibility of transporting pupils to and from school each day requires the corporation of the students being transported. A complete understanding of the parent/guardians' vested interest, in school transportation is very helpful in aiding the school administration and the school committee to maintain a successful transportation design.
2. The purpose of school transportation is to provide safe, comfortable and economical transportation only for pupils living beyond walking distances or in hazardous areas, as determined by the administration and the committee, within school districts of this community.
 - a. Parents should realize that school transportation is not a personalized service for their children and that buses should not be expected to operate overly improperly maintained roads, private lanes leading to a residency, or into limited access roads which do not have adequate turnarounds for school buses.
3. Parents should have their children at bus stops on time as well as encouraging responsible conduct and courtesies to and from bus stops. Inherent in this responsibility is the expectation that a pupil, especially at the elementary level, leaves and returns to his or her residence where a parent/guardian or another designated adult is present.
4. Suggestions by parent/guardians and/or pupils for improvements of school transportation may be submitted in writing to school Principals. Further necessary action shall proceed to the Superintendent's staff and the school committee.
5. Parents should insure the cooperation of their children with the authorities responsible for school transportation.
 - a. It should be understood that pupils riding on a school bus MUST OBEY all regulations governing pupils riding school buses or forfeit, their right to ride.
6. In cases of a specific emergency, a parent/guardian may request arrangements through the school Principal for the driver to deliver a child at another designated place en route other than near the residency.
7. In cases where parent/guardians wish to take pupils home from school, arrangements with the school Principal should be made before the bus leaves the school.

In no case should parent/guardians stop the bus along its route for the purpose of removing children

RESPONSIBILITIES OF THE SCHOOL BUS DRIVER

The school bus driver is expected to comply with all motor vehicle laws of the Commonwealth of Massachusetts and regulations established by the State Board of Education, the local School Committee, and the Massachusetts Registry of Motor Vehicles. Also, the safety and well-being of students riding school buses rests heavily on the school bus driver in the operation of the school bus.

1. It is the duty of each school bus driver to check the vehicle at the start of a run to insure that it is in safe operating condition.
2. The driver is responsible for keeping the bus clean inside and out, for seeing that defrosters, heaters, and windshield wipers are functioning, and for reporting to the proper authority any defects that might affect safety.
3. The driver must also see that the aisles in the buses are kept clear of objects that might cause an accident and see that tools, equipment, and the like are properly secured.
4. The driver is responsible for the no smoking observance while transporting pupils on the school bus.
5. The driver will cooperate with all agencies to insure safe comfortable and economical pupil transportation.
6. The driver will make adequate and prompt reports covering all accidents involving a school transportation vehicle, and submit them to the Superintendent and proper police authority.
7. The driver must take proper precautions, in the event of an accident involving the vehicle, to protect both lives and property.
8. In the event of an accident involving a school bus, the driver is responsible for reporting the accident to the nearest law enforcement agency and for getting an officer on the scene as soon as possible, and also call the Superintendent of Schools. Never leave students unattended.
9. The driver is responsible for enforcing all regulations governing the conduct of pupils while they are riding the bus. The driver's relationship with the pupils should be on the same level as that expected of a teacher.
10. The driver shall give full instructions to all pupils on his/her bus concerning the proper procedures in crossing the road after alighting from the bus.
11. The driver shall keep a set of these local regulations posted in a conspicuous place in the school bus.
12. When stopping the bus on the highway, the driver, after ascertaining that the way is clear, shall signal pupils across the road in front of the bus. The driver shall not start the bus until pupils are seated in the bus or have completed crossing the roadway.

13. The driver will report all cases of pupil disobedience, in writing, to the school Principal who, in turn, will forward a copy of such to the Superintendent.
14. The driver will be responsible for the pick-up and discharge of pupils at designated bus stops on the established routes being served unless otherwise directed by the school Principal or the Superintendent's Staff.

RULES AND REGULATIONS FOR BUS PUPILS

Your school day begins when you leave your home and it ends when you return. You come under the jurisdiction of the-school administration during this entire period. Remember, it is a privilege to ride the school bus. If you are not well-behaved and courteous, or, if you endanger the health and safety of other pupils, this privilege will be taken from you. The bus driver shall be considered to have the same authority as a teacher in the classroom.

THESE RULES OF BEHAVIOR ARE FOR YOUR SAFETY

1. Remain well back from the roadway while awaiting the arrival of the bus. Refrain from throwing things or playing at a bus stop.
2. Pupils shall be on time for the bus to and from school each day.
3. Pupils shall enter the bus in an orderly fashion and go directly to a seat and remain seated until the destination is reached.
4. Positively No Smoking on the school bus.
5. There shall be no littering or defacing of the buses.
6. There shall be no shouting, profanity, rough-housing or throwing things in or out of the bus.
7. Pupils shall keep their hands, arms, and head inside the bus.
8. Pupils shall not open or close the bus windows without the permission of the drive.
9. All articles such as athletic equipment, books, musical instruments, etc. must be kept out of the aisles.
10. It is essential that each pupil cooperate with the bus driver for the safety of all concerned.
11. Pupils who refuse to obey promptly the directions of the driver or refuse to obey regulations forfeit their right to ride on the bus.

East Taunton Elementary ~ 2017 - 2018

CONSOLIDATED PARENTAL/GUARDIAN PERMISSION FORM

Student Name: _____ Teacher's Name: _____

Appendix # 13: Early Release Form

Check one:

A parent, an adult or older child is usually home to supervise my child. If you check this off, you may not receive a phone call.

If a parent/guardian/babysitter cannot be contacted by dismissal time, arrangements have been made for the child to go to the home of:

Student name: _____ Parent/Guardian name: _____

Address: _____ Bus # _____

Please provide multiple phone numbers and e-mail addresses

Home Telephone _____ Work _____ Cell _____

Other _____ Family e-mail only _____

If efforts to contact an authorized adult are unsuccessful, then students will be held back at their school or at another location until regular dismissal time when the child will be placed on the school bus for regular dismissal. If parents cannot be contacted by the early dismissal time, every effort will continue to be made by the school to inform parents that their child have been sent to the emergency early release address as instructed above.

Parent Signature: _____ Date: ___/___/201___

Appendix # 15: News/Media Release of Information

Check One:

I, the parent/guardian, **DO GRANT** permission to Taunton Public Schools to allow news releases about school activities in which my student may be a participant. When appropriate, my child's name and/or picture may be used in the news release.

I, the parent/guardian, **DO NOT GRANT** permission to Taunton Public Schools to allow news releases about school activities in which my student may be a participant.

Parent Signature: _____ Date: ___/___/201___

Appendix # 16: Internet Acceptable Use Policy Agreement

I/we acknowledge that we have been given the opportunity to review the District's Internet Acceptable Use Policy, and the associated Administrative Procedures a copy of which can be found on the Taunton Public Schools website at www.tauntschools.org. I/We understand, and will abide by the Taunton Public School's Internet Acceptable Use Policy, and the associated Administrative Procedures. I/We understand the terms and conditions of use of the District's computer network. I/We further understand that any violation of the District's Internet Acceptable Use Policy, and the associated Administrative Procedures shall be considered unethical and may constitute a criminal offense. I/We recognize that should any violation be committed, access privileges may be revoked and school disciplinary actions and/or legal action may be taken.* I understand that I can contact my building principal to obtain a hard copy of the Taunton Public School's Internet Acceptable Use Policy, and the Associated Administrative Procedures if needed.

Student Name: _____ Date: ___/___/20___ Student Signature: _____

Parent/Guardian Name: _____ Date: ___/___/20___ Parent/Guardian Signature: _____

Please place a check in the box if you **do not grant** permission for your child's supervised use of the internet.

Appendix # 17: Handbook Sign off Page

My signature below indicates that I have read, and understand the contents of the **East Taunton Elementary School Handbook**. Additionally, my signature indicates that I have reviewed the contents with my son/daughter.

Student Name: _____

Student Signature: _____

Parent/Guardian Name: _____

Parent/Guardian Signature: _____