



ELEMENTARY HANDBOOK

2021 – 2022

ASSAWOMPSET ELEMENTARY SCHOOL, GRADES K-3

232 Main Street

Lakeville, MA 02347

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FREETOWN ELEMENTARY SCHOOL, GRADES PK-3

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East Freetown, MA 02717

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Web address: www.freelake.org

CENTRAL ADMINISTRATION

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Lakeville, MA 02347
508-923-2000
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| | | |
|------------------------------|--------------------|--------------|
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| Director of Finance | Kara Lees | 508-923-2000 |
| Director of Student Services | Elizabeth Kurlan | 508-923-2000 |
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| | | |
|------------------------|----------------------|--------------------------|
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SYNOPSIS OF FEDERAL CIVIL RIGHTS LAWS AND DISTRICT COORDINATOR INFORMATION

PUBLIC SCHOOLS SYNOPSIS OF LAWS

Title VI of the Civil Rights Act of 1964

Coordinator: Dr. Gablinske-508-923-2000

Central Office

State prohibits discrimination on the grounds of race, color, national origin, sex, gender identity, disability, religion, homelessness, or sexual orientation by recipients of federal financial assistance. This statute ensures that individuals are not excluded from participation in programs or activities receiving federal funds (or the benefits of) on account of their membership in one of these protected categories (42 USC S2000d). This statute has been interpreted to prohibit the denial of equal access to education because of a language minority student's limited proficiency in English.

Title IX of the Education Amendments of 1972

Coordinator: Dr. Gablinske 1-508-923-2000

Central Office

Title IX of the Education Amendments of 1972 provides that no individual may be discriminated against on the basis of sex in any education program or activity receiving federal financial assistance. Title IX requires that schools adopt and publish a policy against sex discrimination and have grievance procedures through which students can complain of alleged sex discrimination, including sexual harassment. State law requires Massachusetts's employers to have a policy against sexual harassment (M.G.L. Ch.151B, S3A).

Section 504 of the Rehabilitation Act of 1973

Coordinator: Elizabeth Kurlan

1-508-923-2000

Building Coordinator, Jamie Levesque

1-508-947-1403

Section 504 provides that no otherwise qualified individual with a disability shall solely by reason of his/her disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance. The regulations implementing Section 504 require that public schools provide a free appropriate public education to each qualified handicapped person who is in the recipient's jurisdiction, regardless of the nature of severity of the person's handicap (34CFR104.33)

Americans with Disabilities Act of 1990

Coordinator: Ashley Lopes

1-508-923-2000

The regulations implementing the ADA provide that: "A public entity that employs 50 or more persons shall designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under this part, including any investigation of any complaint communicated to it alleging its noncompliance with this part or alleging any actions that would be prohibited by this part. The public entity must make available to all interested individuals the name, office address, and telephone number of the employee or employees designated pursuant to this paragraph." (34 CFR35.107 (a))

EQUAL EDUCATIONAL OPPORTUNITIES LAWS

Equal Educational Opportunities Act of 1974

Coordinator: Director of Curriculum & Instruction

1-508-923-2000

This federal statute prohibits states from denying equal educational opportunities to an individual based on certain protected classifications including national origin. It specifically prohibits denying equal educational opportunities by failing to take appropriate action to overcome language barriers that impede equal participation by its students in its instructional programs. (20 USC S1203 (f))

Mass. General Laws CH.76, S5 (also known as Chapter 622)

Coordinator: Director of Curriculum & Instruction

1-508-923-2000

This state law provides that "no person shall be excluded from or discriminated against in admission to a public school of any town, or in obtaining the advantages, privileges and courses of study of such public school on account of race, color, sex, religion, national origin, or sexual orientation."

Title I of the Elementary and Secondary Education Act of 1965 **Coordinator: Director of Curriculum & Instruction 1-508-923-2000**

Title I is designed to help disadvantaged children meet challenging content and student performance standards. Staff should know that special education students are not deemed ineligible for Title I services simply because they receive special education services. Also, school districts must ensure that Title I funds are not being misused (e.g. referring a limited English proficient student to a Title I program in order to meet the student's language needs rather than providing an ESL program/class).

Chapter 688 (transition planning)

Coordinator: Elizabeth Kurlan

1-508-923-2000

School districts file a Chapter 688 referral for students with severe disabilities who will need continued services and supports after their eligibility for special education ceases. School districts must make Chapter 688 referrals at least 2 years before the student is expected to

graduate from school or turn 22 years of age. This allows time to determine the student's eligibility for adult services and for agencies to include the anticipated cost of services for the student in its budget request that it submits to the state legislature each year.

McKinney-Vento Homeless Education

The federal McKinney-Vento Homeless Education Assistance Act requires that school districts immediately enroll homeless students in school, even if they do not have the documents usually required for enrollment, such as school records, medical records or proof of residency.

Homeless students have a right to either remain in their school of origin or to attend school where they are temporarily residing.

Students who choose to remain in their school of origin have the right to remain there until the end of the school year in which they get permanent housing.

Students who chose to enroll in school where they are temporarily residing must be enrolled immediately, even if they do not bring the records usually required for enrollment with them; and if a homeless student arrives without records, the school district's designated Homeless Education Liaison must assist the family and contact the previously attended school system to obtain the required records.

For more information, please click a link to the left or contact the office directly at 508-923-2000. McKinney-Vento District Contact:

Director of Student Services

Elizabeth Kurlan

Freetown-Lakeville Regional Schools

98 Howland Road

Lakeville, MA 02347

Phone: 508-923-2000

Fax: 508-923-0934

Managing Life Threatening Food Allergies

Food allergies can be life threatening. The risk of accidental exposure to foods can be reduced in the school setting if schools work with students, parents, and physicians to minimize risks and provide a safe educational environment for food-allergic students.

Family's Responsibility

- Notify the school of the child's allergies.
- Work with the school team to develop a plan that accommodates the child's needs throughout the school including in the classroom, in the cafeteria, in after-care programs, during school-sponsored activities, including sports, and on the school bus, as well as a Food Allergy Action Plan.
- Provide written parent consent and medication orders by the first day of each school year.
- Provide properly labeled medications and replace medications promptly after use or upon expiration.
- Educate the child in the self-management of their food allergy including:
 - Safe and unsafe foods
 - How to read labels (age appropriate)
 - Strategies for avoiding exposure to unsafe foods or possibly unsafe foods symptoms of allergic reactions - how and when to tell an adult they may be having an allergy-related problem- Review policies/procedures with the school staff, the child's physician, and the child (if age appropriate) after a reaction has occurred.
 - Provide emergency contact information that is up to date (parents should be available for notification in an emergency).

School's Responsibility

- Be knowledgeable about and follow applicable federal laws including ADA, IDEA, Section 504, and FERPA and any state laws or district policies that apply.
- Review the health records submitted by parents and physicians.
- Include food-allergic students in school activities. Students may not be excluded from school activities solely based on their food allergy.

- Identify a core team of, but not limited to, school nurse, teacher, principal, school food services and nutrition manager/director, and counselor (if available) to work with parents and the student (age appropriate) to establish a prevention plan. Changes to the prevention plan to promote food allergy management should be made with core team participation.
- Assure that all staff who interact with the student on a regular basis understand food allergy, can recognize symptoms, know what to do in an emergency, and work with other school staff to eliminate the use of food allergens in the allergic student's meals, educational tools, arts and crafts projects, or incentives.
- Practice the Food Allergy Action Plans before an allergic reaction occurs to assure the efficiency/effectiveness of the plans.
- Coordinate with the school nurse to be sure medications are appropriately stored, and be sure that an emergency kit is available that contains a physician's standing order for epinephrine. In states where regulations permit, medications are kept in an easily accessible secure location central to designated school personnel, not in locked cupboards or drawers. Students should be allowed to carry their own epinephrine, if age appropriate after approval from the student's physician/clinic, parent and school nurse, and allowed by state or local regulations.
- Delegate and train school personnel to administer medications in accordance with Massachusetts state regulations.

Department of Public Health regulations governing the administration of emergency medications

- Be prepared to handle a reaction and ensure that there is a staff member available who is properly trained to administer medications during the school day regardless of time or location.
- Review policies/prevention plan with the core team members, parents/guardians, student (age appropriate), and physician after a reaction has occurred.
- Work with the district transportation administrator to assure that school bus driver training includes symptom awareness and what to do if a reaction occurs.
- Recommend that all school buses have communication devices in case of an emergency.
- Enforce a "no eating" policy on school buses with exceptions made only to accommodate special needs under federal or similar laws, or school district policy.
- Discuss field trips with the family of the food-allergic child to decide appropriate strategies for managing the food allergy.
- Follow federal/state/district laws and regulations regarding sharing of medical information about the student.
- Take threats or harassment against an allergic child seriously.

ABSENCES

It is important that students acquire the habit of regular attendance. A student who is absent must bring a note from his/her parents/guardians. Parents/guardians are encouraged to promote good attendance and to refrain from making plans, which will interrupt the educational process. When parents/guardians request assignments for absentees, they understand that this work will not replace a full day of teacher classroom instruction.

STUDENT ABSENCE NOTIFICATION POLICY

BEFORE SCHOOL:

Whenever your child is absent from school, please call the designated telephone number below during the designated times or call/send a note any time before the day of the absence. Please leave a message with your child's full name, the reason for the absence, and the anticipated date(s) of absence. It is not necessary to send in a note once your child has returned to school, unless there have been five or more consecutive days of illness, which then may warrant a doctor's note. Any family of a student whose absence has not been reported will be contacted by the school office the morning of the absence to make you aware and to remind you of our policy.

| <i>School</i> | <i>Designated Time:</i> | <i>Phone Number:</i> |
|---------------------------------------|-------------------------|----------------------|
| <i>Assawompset Elementary School:</i> | 8:00 A.M. - 9:15 A.M. | 508-947-1403 |
| <i>Freetown Elementary School</i> | 8:00 A.M. - 9:15 A.M. | 508-763-5121 |

TARDY STUDENTS

GRADES PK - 3:

Students arriving late to school must report to the main office with their parent to be signed in. The family of any student that is tardy 5 or more days in a given term, may be required to meet with the building principal (or his/her designee) to discuss the reasons for such tardiness and develop an action plan.

ABSENT STUDENTS:

A letter may be provided to parents that documents the dates a child has been absent or late to school. If the amount of unexcused absences or tardies exceeds 5 school days, a meeting may be scheduled with the building Principal (or his/her designee), the Parent(s)/Guardian and possibly the student to develop an action plan to improve the student's attendance.

Please note that when a student has been absent for five (5) or more consecutive days, parents must obtain a doctor's note and submit it to school. If a student is absent for eleven or more days per term, school officials may file a CRA (Child Requiring Assistance) petition with the Juvenile Court which could result in a hearing before a Juvenile Court Judge. Prior to the filing of a CRA, families and students will be required to work with school administrators to improve the student's attendance. Chronic absenteeism may also lead to academic failure for the year and retention of the student per the discretion of the building principal.

An Excused Absence/Tardy includes:

- Documented illness or injury
- Medical or dental appointments
- Bereavement/family funeral
- Major religious observations
- Extraordinary family circumstances (excused at the discretion of the principal)

An Unexcused Absence/Tardy is any absence or tardy that is not covered by the aforementioned definition of "Excused Absence/Tardy". Examples of an unexcused absence may include, but may not be limited to: family vacations, undocumented absences, and non-emergency family situations.

Anti-Bullying Policy

On May 3, 2010 Governor Patrick signed an *Act Relative to Bullying in Schools*. This new law prohibits bullying and retaliation in all public and private schools, and requires schools and school districts to take certain steps to addressing bullying incidents.

(M.G.L. c. 71, § 37O, M.G.L. c. 272 § 28 and § 29, and Chapter 74 Acts of 2010)

The Freetown Lakeville Public Schools support the idea that the best way to reduce bullying/harassment incidents from taking place is by creating a school culture that promotes diversity, caring, compassion, and a sense of responsibility among students and adults. Our district will follow the state's explicit requirements in prohibiting bullying and retaliation: on school grounds, on property immediately adjacent to school grounds, at a school-sponsored or school-related activity, function, or program, whether it takes place on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased, or used by a school district or school, through the use of technology or an electronic device that is owned, leased or used by a school district or school (for example, on a computer or over the Internet), at any program or location that is not school-related, or through the use of personal technology or electronic device(s), if the bullying creates a hostile environment at school for the target, infringes on the rights of the target at school, or materially and substantially disrupts the education process or the orderly operation of a school.

The law requires that the following definitions be made clear, consistent and in language that is age appropriate. The definitions are listed as follows:

Advocate is a friend, parent or caring adult.

Aggressor or Perpetrator is a student or school staff member (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, cyberbullying, or retaliation.

Anonymous reporter is a person who submits a report of bullying or suspected bullying that chooses not to write their name on the report. In these instances the claim may or may not lead to consequences.

Bullying is the repeated use by one or more students or a staff member of a written, verbal or electronic expression or a physical act or gesture or any combination thereof, directed at a target that: (i) causes physical or emotional harm to the target or damage to the target's property; (ii) places the target in reasonable fear of harm to himself/herself or of damage to his/her property; (iii) creates a hostile environment at school for the target; (iv) infringes on the rights of the target at school; or (v) materially and substantially disrupts the education process or the orderly operation of a school. Bullying includes cyber bullying.

Bystander is a person who witnesses bullying. A bystander is responsible to report bullying activity and to cooperate in investigations.

Cyber bullying is bullying through the use of technology or any electronic devices such as telephones, cell phones, computers, and the Internet. It includes, but is not limited to, email, instant messages, text messages, and Internet postings. Cyber bullying shall include, but shall not be limited

to, any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photo electronic or photo optical system, including, but not limited to, electronic mail, internet communications, instant messages or facsimile communications. Cyber bullying shall also include (i) the creation of a web page or blog in which the creator assumes the identity of another person or (ii) knowing impersonation of another person as the author of posted content or messages, if the creation of impersonation creates any of the conditions enumerated in clauses (i) to (v), inclusive, of the definition of bullying. Cyber bullying shall also include the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons, if the distribution or posting creates any of the conditions enumerated in clauses (i) to (v), inclusive, of the definition of bullying. Furthermore, “sexting” which involves the text messaging and texting of sexually explicit videos, is another form of bullying.

False Accusation is an act that is done by a person who knowingly makes a claim of bullying that is not true. Disciplinary actions will be taken in these incidences toward a false accuser.

Hostile environment is a situation in which bullying causes the school environment to be permeated with intimidation, ridicule, or insult that is sufficiently severe or pervasive to alter the conditions of the student’s education.

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

Target is a student against whom bullying, cyber bullying, or retaliation is directed.

Reporting bullying or retaliation

Anyone, including a parent or guardian, community member, school staff, or student can report bullying or retaliation.

Procedures for students, parents/guardians, and/or community members for reporting bullying, cyber bullying, and retaliation are as follows:

Reports can be made in writing or orally to school staff, including, but not limited to, an educator, administrator, school nurse, office staff, cafeteria worker, custodian, bus driver, athletic coach, and advisor to an extracurricular activity or paraprofessional.

Reports may be anonymous; however, no disciplinary action shall be taken against a student solely on the basis of an anonymous report.

Bullying Prevention and Intervention Incident Reporting Forms can be found in the main office, nurse’s office, and guidance offices of each school building. They can also be found on the District and School websites.

The list below provides contact information for providing a report.

Freetown Lakeville Public Schools Contacts

Assawompset Elementary School
Principal: Bethany Pineault
508.947.1403

Initiation of a Complaint

When the school principal or principal's designee receives a report, he or she shall promptly conduct an investigation. If the school principal or designee determines that bullying or retaliation has occurred, he or she shall follow the district's procedural policy. This includes instances where a school staff member may be the alleged aggressor. If an investigation is conducted and the principal or the principal's designee determines the report is a false accusation, appropriate discipline will be taken. Students who knowingly report falsely a bullying or retaliation incident shall be subject to disciplinary action.

Whenever the evaluation of the Individualized Education Program team indicates that the child has a disability that affects social skills development or that the child is vulnerable to bullying, harassment or teasing because of the child's disability, the Individualized Education Program shall address the skills and proficiencies needed to avoid and respond to bullying, harassment or teasing.

Procedure for Complaint and Investigation

It is the policy of the Freetown Lakeville Regional School District to have all complaints of bullying or retaliation promptly and fully investigated and to take steps necessary to remedy the situation.

Procedures for Investigation of Reports of Bullying or Retaliation:

When the school principal, assistant principal or principal's designee receives a report, he or she shall promptly conduct an investigation.

The investigation will include separate, private interviews with the complainant/target, each aggressor and each witness if any. The principal or assistant principal may assign a guidance counselor or other designee to assist in the investigation. Both parties may have an advocate of their choice present during their interview. The interview will be documented by the administrator conducting the investigation, but those interviewed may also be asked to provide a written statement. All students and staff are expected to cooperate fully with an investigation of bullying or retaliation.

Information provided during the investigation of bullying or retaliation will be treated as confidential. This means that such information will be shared with others on a need-to-know basis only. The parents or guardians of a student target and those accused, as aggressors will be notified. In appropriate circumstances, as determined by the school, the accused aggressor may be informed of the identity of the complainant (target) or witnesses; but in those circumstances, the accused (aggressor) will be cautioned against reprisals, recriminations, attempted intimidation, coercion or retaliation toward the target or witnesses.

At the conclusion of the investigation, the administrator will prepare a report, using the District approved Bullying Prevention and Intervention Investigation Report Form.

If it is determined that bullying or retaliation has occurred, the school principal or assistant principal shall (i) notify the local law enforcement agency if the school principal or assistant principal believes that criminal charges may be pursued against the aggressor; (ii) take appropriate disciplinary action; (iii) notify the parents or guardians of an aggressor; and (iv) notify the parents or guardians of the target, and to the extent consistent with state and federal law, notify them of the action taken to prevent any further acts of bullying or retaliation. In accordance with confidentiality regulations and privacy policies set by Massachusetts State Law, information from a student record of a target or aggressor may not be disclosed to a parent unless the information is about the parent's own child (M.G.L. 600 CMR 49.07).

Disciplinary action for bullying or retaliation may include suspension and/or recommendation for expulsion and will become part of the student's discipline record. Disciplinary action will be implemented immediately, unless the recommendation is for expulsion. In the event of a recommendation for expulsion the student shall remain out of school, but have the right to appeal to the Superintendent. The student shall notify the Superintendent, in writing, of a request for an appeal no later than five calendar days following the recommendation for expulsion. The Superintendent shall hold a hearing with the student and the student's parent or guardian within three calendar days of the request for an appeal. At the hearing, the student shall have the right to present oral and written testimony on his/her behalf and shall have the right to counsel. The

Superintendent shall render a decision on the appeal within five calendar days of the hearing, and may sustain, alter, or revoke the recommended disciplinary action. Such decision shall be the final decision of the Superintendent with regard to expulsion.

Discipline for aggressors who are staff members will be handled by his or her Direct Supervisor, in collaboration with the Superintendent of Schools.

Guidance and/or counseling to all parties shall be made available and encouraged.

If an investigation is conducted and the principal, assistant principal, or principal's designee determines the report is a false accusation, appropriate disciplinary action will be taken.

If an incident of bullying or retaliation involves students from more than one school district, charter school, non-public school, approved private day or residential school or collaborative school, the school district or school first informed of the bullying or retaliation shall, consistent with state and federal law, promptly notify the appropriate administrator of the other school district or school so that both may take appropriate action.

If an incident of bullying or retaliation occurs on school grounds and involves a former student under the age of 21 who is no longer enrolled in a local school district, charter school, non-public school, approved private day or residential school or collaborative school, the school district or school informed of the bullying or retaliation shall contact law enforcement consistent with state and federal law.

Safety and Education Plans

A team including, but not limited to the parent/guardian of target, administrator, guidance counselor, advocate of target's choice, and other appropriate staff will meet to prepare a safety plan for the target and assess the target's need for protection.

The plan will include strategies for protecting the target(s) from further bullying and/or retaliation as well as a strategy to provide counseling or referral to appropriate services for the target and their appropriate family members.

Counseling and/or a referral to appropriate services will be made to the aggressor(s) and their appropriate family members.

How can I learn more about bullying prevention in my school?

Student education will take place in school. Students will learn:

- What bullying is
- How to respond to bullying
- How to stay safe
- How to be a responsible bystander
- What the consequences may be
- How to report bullying

BUS CONDUCT

School buses are considered to be an extension of school. Therefore, school rules apply to bus behavior. Students are to approach the bus in an orderly fashion and only when it is completely stopped. There is no pushing or shoving while getting on or off the bus. There is no throwing of objects, objectionable language, bullying and/or disorderly conduct. Students will follow the rules and directions of the bus driver, including the assignment of seats. Students are expected to ride their designated bus to and from school. The bus driver will inform the school administration of any complaint or infraction of the bus rules.

CAFETERIA/LUNCH/SNACKS

Breakfast and lunch is available to all students for a nominal cost. Orders for lunch are placed each morning. Students may also bring their lunch to school. All students may purchase milk. Applications and regulations pertaining to free and reduced-price lunches are available in September and available online throughout the school year. The option of prepaying for lunches is available and encouraged through the **Payforit.net** pay system. See the school website for details. Students who forget their breakfast or lunch money may borrow from the cafeteria and repay the next day. All students are encouraged to bring a healthy snack each day.

CHANGE OF ADDRESS / INFORMATION / EMERGENCY CONTACT

Any change of address and/or telephone numbers should be provided to the school office in writing. Whenever a change in address or telephone number occurs, it is the parent's responsibility to update a new emergency contact information form. When moving from the

school district, parents must notify the school office in writing and complete a record release form.

CONFERENCES

A close relationship between home and school is necessary for the educational development of children. Parents are encouraged to communicate with their children's teachers. Parents and teachers may request conferences at any time. Scheduled conferences occur after the first trimester in December for all grade levels. Additional conferences with any member of the staff may be requested by contacting the staff member directly.

CORI AND FINGERPRINTING

All volunteers shall complete a CORI form through the FLRSD prior to volunteering in the school. Those volunteers not working under the direct supervision of school staff must also complete a background check via fingerprinting. Parents are advised to complete both the CORI and fingerprinting check with enough time to ensure processing prior to volunteering for a school event or field trip.

Prevention of Physical Restraint and Requirements If Used

46.01: Authority, Scope, Purpose and Construction

- (1) Authority. 603 CMR 46.00 is promulgated by the Board of Elementary and Secondary Education pursuant to M.G.L. c. 69, § 1B, and c. 71, § 37G.
- (2) Scope. 603 CMR 46.00 governs the use of physical restraint on students in publicly funded elementary and secondary education programs, including all Massachusetts public school districts, charter schools, virtual schools, collaborative education programs, and the school day of special education schools approved under 603 CMR 28.09, as provided in 603 CMR 18.05(5)(h). Educational programs in facilities operated by the Department of Youth Services, the Department of Mental Health, the Department of Public Health, or County Houses of Correction shall be governed by the restraint, seclusion, and time-out requirements of such agencies.
- (3) Purpose. The purpose of 603 CMR 46.00 is to ensure that every student participating in a Massachusetts public education program is free from the use of physical restraint that is inconsistent with 603 CMR 46.00. Physical restraint shall be used only in emergency situations of last resort, after other lawful and less intrusive alternatives have failed or been deemed inappropriate, and with extreme caution. School personnel shall use physical restraint with two goals in mind:
 - (a) To administer a physical restraint only when needed to protect a student and/or a member of the school community from assault or imminent, serious, physical harm; and
 - (b) To prevent or minimize any harm to the student as a result of the use of physical restraint.
- (4) Construction. Nothing in 603 CMR 46.00 shall be construed to limit the protection afforded publicly funded students under other state or federal laws, including those laws that provide for the rights of students who have been found eligible to receive special education services. Nothing in 603 CMR 46.00 precludes any teacher, employee or agent of a public education program from using reasonable force to protect students, other persons or themselves from assault or imminent, serious, physical harm.

46.02: Definitions

As used in 603 CMR 46.00, the following terms shall have the following meanings:

Commissioner shall mean the commissioner of the Department of Elementary and Secondary Education appointed in accordance with G.L. c.15, §1F, or his or her designee.

Consent shall mean agreement by a parent who has been fully informed of all information relevant to the activity for which agreement is sought, in his or her native language or other mode of communication, that the parent understands and agrees in writing to carrying out of the activity, and understands that the agreement is voluntary and may be revoked at any time. The agreement describes the activity and lists the records (if any) which will be released and to whom. In seeking parental consent, a public education program shall not condition admission or continued enrollment upon agreement to the proposed use of any restraint.

Department shall mean the Department of Elementary and Secondary Education.

Mechanical restraint shall mean the use of any device or equipment to restrict a student's freedom of movement. The term does not include devices implemented by trained school personnel, or utilized by a student that have been prescribed by an appropriate medical or related services professional, and are used for the specific and approved positioning or protective purposes for which such devices were designed. Examples of such devices include: adaptive devices or mechanical supports used to achieve proper body position, balance, or alignment to allow greater freedom of mobility than would be possible without the use of such devices or mechanical supports; vehicle safety restraints when used as intended during the transport of a student in a moving vehicle; restraints for medical immobilization; or orthopedically prescribed devices that permit a student to participate in activities without risk of harm.

Medication restraint shall mean the administration of medication for the purpose of temporarily controlling behavior. Medication prescribed by a licensed physician and authorized by the parent for administration in the school setting is not medication restraint.

Parent shall mean 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.

Physical escort shall mean a temporary touching or holding, without the use of force, of the hand, wrist, arm, shoulder, or back for the purpose of inducing a student who is agitated to walk to a safe location.

Physical restraint shall mean direct physical contact that prevents or significantly restricts a student's freedom of movement. Physical restraint does not include: brief physical contact to promote student safety, providing physical guidance or prompting when teaching a skill, redirecting attention, providing comfort, or a physical escort.

Principal shall mean the instructional leader or headmaster of a public education school program or his or her designee. The board of directors of a charter school or virtual school, or special education school or program approved under 603 CMR 28.09, shall designate in the restraint prevention and behavior support policy who will serve as principal for purposes of 603 CMR 46.00.

Prone restraint shall mean a physical restraint in which a student is placed face down on the floor or another surface, and physical pressure is applied to the student's body to keep the student in the face-down position.

Public education programs shall mean public schools, including charter schools, virtual schools, collaborative education programs, and the school day of special education schools approved under 603 CMR 28.09, as provided in 603 CMR 18.05(5)(h), and school events and activities sponsored by such programs. The term "programs" may be used in 603 CMR 46.00 to refer to "public education programs." For purposes of 603 CMR 46.00, public education programs shall not include the educational services provided within Department of Youth Services, Department of Mental Health, Department of Public Health, and County Houses of Correction operated or contracted facilities.

School Working Day shall mean a day or partial day that students are in attendance at the public education program for instructional purposes.

Seclusion shall mean the involuntary confinement of a student alone in a room or area from which the student is physically prevented from leaving. Seclusion does not include a time-out as defined in 603 CMR 46.02.

Time-out shall mean a behavioral support strategy developed pursuant to 603 CMR 46.04(1) in which a student temporarily separates from the learning activity or the classroom, either by choice or by direction from staff, for the purpose of calming. During time-out, a student must be continuously observed by a staff member. Staff shall be with the student or immediately available to the student at all times. The space used for time-out must be clean, safe, sanitary, and appropriate for the purpose of calming. Time-out shall cease as soon as the student has calmed.

46.03: Use of Restraint

- (1) Prohibition.
 - (a) Mechanical restraint, medication restraint, and seclusion shall be prohibited in public education programs.
 - (b) Prone restraint shall be prohibited in public education programs except on an individual student basis, and only under the following circumstances:
 1. The student has a documented history of repeatedly causing serious self-injuries and/or injuries to other students or staff;
 2. All other forms of physical restraints have failed to ensure the safety of the student and/or the safety of others;
 3. There are no medical contraindications as documented by a licensed physician;
 4. There is psychological or behavioral justification for the use of prone restraint and there are no psychological or behavioral contraindications, as documented by a licensed mental health professional;
 5. The program has obtained consent to use prone restraint in an emergency as set out in 603 CMR 46.03(1) (b), and such use has been approved in writing by the principal; and,
 6. The program has documented 603 CMR 46.03(1) (b) 1 – 5 in advance of the use of prone restraint and maintains the documentation
 - (c) Physical restraint, including prone restraint where permitted, shall be considered an emergency procedure of last resort and shall be prohibited in public education programs except when a student's behavior poses a threat of assault, or imminent, serious, physical harm to self or others and the student is not responsive to verbal directives or other lawful and less intrusive behavior interventions, or such interventions are deemed to be inappropriate under the circumstances.
 - (d) All physical restraints, including prone restraint where permitted, shall be administered in compliance with 603 CMR 46.05.
- Physical restraint shall not be used:
 - (a) As a means of discipline or punishment;
 - (b) When the student cannot be safely restrained because it is medically contraindicated for reasons including, but not limited to, asthma, seizures, a cardiac condition, obesity, bronchitis, communication-related disabilities, or risk of vomiting;
 - (c) As a response to property destruction, disruption of school order, a student's refusal to comply with a public education program rule or staff directive, or verbal threats when those actions do not constitute a threat of assault, or imminent, serious, physical harm; or
 - (d) As a standard response for any individual student. No written individual behavior plan or individualized education program (IEP) may include use of physical restraint as a standard response to any behavior. Physical restraint is an emergency procedure of last resort.
- (3) Limitations on use of restraint. Physical restraint in a public education program shall be limited to the use of such reasonable force as is necessary to protect a student or another member of the school community from assault or imminent, serious, physical harm.

- (4) Referral to law enforcement or other state agencies. Nothing in these regulations prohibits:
 - (a) The right of any individual to report to appropriate authorities a crime committed by a student or other individual;
 - (b) Law enforcement, judicial authorities or school security personnel from exercising their responsibilities, including the physical detainment of a student or other person alleged to have committed a crime or posing a security risk; or
 - (c) The exercise of an individual's responsibilities as a mandated reporter pursuant to G.L. c. 119, § 51A. 603 CMR 46.00 shall not be used to deter any individual from reporting neglect or abuse to the appropriate state agency.

46.04: Policy and Procedures; Training

- (1) Procedures. Public education programs shall develop and implement written restraint prevention and behavior support policy and procedures consistent with 603 CMR 46.00 regarding appropriate responses to student behavior that may require immediate intervention. Such policy and procedures shall be annually reviewed and provided to program staff and made available to parents of enrolled students. Such policy and procedures shall include, but not be limited to:
 - (a) Methods for preventing student violence, self-injurious behavior, and suicide, including individual crisis planning and de-escalation of potentially dangerous behavior occurring among groups of students or with an individual student;
 - (b) Methods for engaging parents in discussions about restraint prevention and the use of restraint solely as an emergency procedure;
 - (c) A description and explanation of the program's alternatives to physical restraint and method of physical restraint in emergency situations;
 - (d) A statement prohibiting: medication restraint, mechanical restraint, prone restraint unless permitted pursuant to 603 CMR 46.03(1) (b), seclusion, and the use of physical restraint in a manner inconsistent with 603 CMR 46.00;
 - (e) A description of the program's training requirements, reporting requirements, and follow-up procedures;
 - (f) A procedure for receiving and investigating complaints regarding restraint practices;
 - (g) A procedure for conducting periodic review of data and documentation on the use of physical restraints as described in 603 CMR 46.06(5) and (6);
 - (h) A procedure for implementing the reporting requirements as described in 603 CMR 46.06;
 - (i) A procedure for making reasonable efforts to orally notify a parent of the use of restraint on a student within 24 hours of the restraint, and for sending written notification to the parent within three school working days following the use of restraint to an email address provided by the parent for the purpose of communicating about the student, or by regular mail to the parent postmarked within three school working days of the restraint; and,
 - (j) If the program uses time-out as a behavioral support strategy, a procedure for the use of time-out that includes a process for obtaining principal approval of time-out for more than 30 minutes based on the individual student's continuing agitation.
- (2) Required training for all staff. Each principal or director shall determine a time and method to provide all program staff with training regarding the program's restraint prevention and behavior support policy and requirements when restraint is used. Such training shall occur within the first month of each school year and, for employees hired after the school year begins, within a month of their employment. Training shall include information on the following:
 - (a) The role of the student, family, and staff in preventing restraint;
 - (b) The program's restraint prevention and behavior support policy and procedures, including use of time-out as a behavior support strategy distinct from seclusion;
 - (c) Interventions that may preclude the need for restraint, including de-escalation of problematic behaviors and other alternatives to restraint in emergency circumstances;
 - (d) When behavior presents an emergency that requires physical restraint, the types of permitted physical restraints and related safety considerations, including information regarding the increased risk of injury to a student when any restraint is used, in particular a restraint of extended duration;
 - (e) Administering physical restraint in accordance with medical or psychological limitations, known or suspected trauma history, and/or behavioral intervention plans applicable to an individual student; and
 - (f) Identification of program staff who have received in-depth training pursuant to 603 CMR 46.03(3) in the use of physical restraint.
- (3) In-depth staff training in the use of physical restraint. At the beginning of each school year, the principal of each public education program or his or her designee shall identify program staff who are authorized to serve as a school-wide resource to assist in ensuring proper administration of physical restraint. Such staff shall participate in in-depth training in the use of physical restraint. The Department recommends that such training be competency-based and be at least sixteen (16) hours in length with at least one refresher training occurring annually thereafter.
- (4) Content of in-depth training. In-depth training in the proper administration of physical restraint shall include, but not be limited to:
 - (a) Appropriate procedures for preventing the use of physical restraint, including the de-escalation of problematic behavior, relationship building and the use of alternatives to restraint;
 - (b) A description and identification of specific dangerous behaviors on the part of students that may lead to the use of physical restraint and methods for evaluating the risk of harm in individual situations in order to determine whether the use of restraint is warranted;

- (c) The simulated experience of administering and receiving physical restraint, instruction regarding the effect(s) on the person restrained, including instruction on monitoring physical signs of distress and obtaining medical assistance;
- (d) Instruction regarding documentation and reporting requirements and investigation of injuries and complaints;
- (e) Demonstration by participants of proficiency in administering physical restraint; and,
- (f) Instruction regarding the impact of physical restraint on the student and family, recognizing the act of restraint has impact, including but not limited to psychological, physiological, and social-emotional effects.

46.05: Proper Administration of Physical Restraint

- (1) Trained personnel. Only public education program personnel who have received training pursuant to 603 CMR 46.04(2) or 603 CMR 46.04(3) shall administer physical restraint on students. Whenever possible, the administration of a restraint shall be witnessed by at least one adult who does not participate in the restraint. The training requirements contained in 603 CMR 46.00 shall not preclude a teacher, employee or agent of a public education program from using reasonable force to protect students, other persons or themselves from assault or imminent, serious, physical harm.
- (2) Use of force. A person administering a physical restraint shall use only the amount of force necessary to protect the student or others from physical injury or harm.
- (3) Safest method. A person administering physical restraint shall use the safest method available and appropriate to the situation subject to the safety requirements set forth in 603 CMR 46.05(5). Floor restraints, including prone restraints otherwise permitted under 603 CMR 46.03(1)(b), shall be prohibited unless the staff members administering the restraint have received in-depth training according to the requirements of 603 CMR 46.043(3) and, in the judgment of the trained staff members, such method is required to provide safety for the student or others present.
- (4) Duration of restraint. All physical restraint must be terminated as soon as the student is no longer an immediate danger to himself or others, or the student indicates that he or she cannot breathe, or if the student is observed to be in severe distress, such as having difficulty breathing, or sustained or prolonged crying or coughing.
- (5) Safety requirements. Additional requirements for the use of physical restraint:
 - (a) No restraint shall be administered in such a way that the student is prevented from breathing or speaking. During the administration of a restraint, a staff member shall continuously monitor the physical status of the student, including skin temperature and color, and respiration.
 - (b) Restraint shall be administered in such a way so as to prevent or minimize physical harm. If, at any time during a physical restraint, the student expresses or demonstrates significant physical distress including, but not limited to, difficulty breathing, the student shall be released from the restraint immediately, and school staff shall take steps to seek medical assistance.
 - (c) If a student is restrained for a period longer than 20 minutes, program staff shall obtain the approval of the principal. The approval shall be based upon the student's continued agitation during the restraint justifying the need for continued restraint.
 - (d) Program staff shall review and consider any known medical or psychological limitations, known or suspected trauma history, and/or behavioral intervention plans regarding the use of physical restraint on an individual student.
 - (e) After the release of a student from a restraint, the public education program shall implement follow-up procedures. These procedures shall include reviewing the incident with the student to address the behavior that precipitated the restraint, reviewing the incident with the staff person(s) who administered the restraint to discuss whether proper restraint procedures were followed, and consideration of whether any follow-up is appropriate for students who witnessed the incident.

46.06: Reporting Requirements

- (1) Circumstances under which a physical restraint must be reported. Program staff shall report the use of any physical restraint as specified in 603 CMR 46.06(2).
- (2) Informing the principal. The program staff member who administered the restraint shall verbally inform the principal of the restraint as soon as possible, and by written report no later than the next school working day. The written report shall be provided to the principal for review of the use of the restraint. If the principal has administered the restraint, the principal shall prepare the report and submit it to an individual or team designated by the superintendent or board of trustees for review. The principal or director or his/her designee shall maintain an ongoing record of all reported instances of physical restraint, which shall be made available for review by the parent or the Department upon request.
- (3) Informing parents. The principal or director of the program or his/her designee shall make reasonable efforts to verbally inform the student's parent of the restraint within 24 hours of the event, and shall notify the parent by written report sent either within three school working days of the restraint to an email address provided by the parent for communications about the student, or by regular mail postmarked no later than three school working days of the restraint. If the school or program customarily provides a parent of a student with report cards and other necessary school-related information in a language other than English, the written restraint report shall be provided to the parent in that language. The principal shall provide the student and the parent an opportunity to comment orally and in writing on the use of the restraint and on information in the written report.

- (4) Contents of report. The written report required by 603 CMR 46.06(2) and (3) shall include:
- (a) The name of the student; the names and job titles of the staff who administered the restraint, and observers, if any; the date of the restraint; the time the restraint began and ended; and the name of the principal or designee who was verbally informed following the restraint; and, as applicable, the name of the principal or designee who approved continuation of the restraint beyond 20 minutes pursuant to 603 CMR 46.05(5) (c).
 - (b) A description of the activity in which the restrained student and other students and staff in the same room or vicinity were engaged immediately preceding the use of physical restraint; the behavior that prompted the restraint; the efforts made to prevent escalation of behavior, including the specific de-escalation strategies used; alternatives to restraint that were attempted; and the justification for initiating physical restraint.
 - (c) A description of the administration of the restraint including the holds used and reasons such holds were necessary; the student's behavior and reactions during the restraint; how the restraint ended; and documentation of injury to the student and/or staff, if any, during the restraint and any medical care provided.
 - (d) Information regarding any further action(s) that the school has taken or may take, including any consequences that may be imposed on the student.
 - (e) Information regarding opportunities for the student's parents to discuss with school officials the administration of the restraint, any consequences that may be imposed on the student, and any other related matter.
- (5) Individual student review. The principal shall conduct a weekly review of restraint data to identify students who have been restrained multiple times during the week. If such students are identified, the principal shall convene one or more review teams as the principal deems appropriate to assess each student's progress and needs. The assessment shall include at least the following:
- (a) Review and discussion of the written reports submitted in accordance with 603 CMR 46.06 and any comments provided by the student and parent about such reports and the use of the restraints;
 - (b) Analysis of the circumstances leading up to each restraint, including factors such as time of day, day of the week, antecedent events, and individuals involved;
 - (c) consideration of factors that may have contributed to escalation of behaviors, consideration of alternatives to restraint, including de-escalation techniques and possible interventions, and such other strategies and decisions as appropriate, with the goal of reducing or eliminating the use of restraint in the future;
 - (d) Agreement on a written plan of action by the program.
 - (e) If the principal directly participated in the restraint, a duly qualified individual designated by the superintendent or board of trustees shall lead the review team's discussion. The principal shall ensure that a record of each individual student review is maintained and made available for review by the Department or the parent, upon request.
- (6) Administrative review. The principal shall conduct a monthly review of school-wide restraint data. This review shall consider patterns of use of restraints by similarities in the time of day, day of the week, or individuals involved; the number and duration of physical restraints school-wide and for individual students; the duration of restraints; and the number and type of injuries, if any, resulting from the use of restraint. The principal shall determine whether it is necessary or appropriate to modify the school's restraint prevention and management policy, conduct additional staff training on restraint reduction/prevention strategies, such as training on positive behavioral interventions and supports, or take such other action as necessary or appropriate to reduce or eliminate restraints.
- (7) Report all restraint-related injuries to the Department. When a physical restraint has resulted in an injury to a student or program staff member, the program shall send a copy of the written report required by 603 CMR 46.06(4) to the Department postmarked no later than three school working days of the administration of the restraint. The program shall also send the Department a copy of the record of physical restraints maintained by the principal pursuant to 603 CMR 46.06(2) for the 30-day period prior to the date of the reported restraint. The Department shall determine if additional action by the program is warranted and, if so, shall notify the program of any required actions within 30 calendar days of receipt of the required written report(s).
- (8) Report all physical restraints to the Department. Every program shall collect and annually report data to the Department regarding the use of physical restraints. Such data shall be reported in a manner and form directed by the Department.

CURRICULUM

FLRSD has curriculum in the core content areas that reflect the Common Core Standards for ELA and Mathematics as published by DESE. The Common Core articulates a vision of teaching and learning in each discipline as well as content learning standards that outline the specifics of what Massachusetts students are expected to know and be able to do at each grade level PK-12. Core materials and resources are carefully selected to compliment curriculum implementation and assessment. Professional development includes a variety of activities including the important component of in-service time, which provides for professional growth of the staff in curriculum planning, implementation, assessment, and instructional improvement.

Student Records

The Family Educational Rights and Privacy Act (FERPA) and the Massachusetts Student Records Regulations (“Regulations”) together provide parents and eligible students (those who have reached the age of 14 or who have entered ninth grade) certain rights with respect to the student’s education records. A general overview of those rights is provided below. Parents and students may obtain a complete copy of their rights under the Massachusetts Student Record Regulations by sending written notice to the Superintendent of Schools.

- a. The right to access the student’s education records. Parents or eligible students should submit a request for access to the school principal. Access is generally provided within ten days of a request. However, Massachusetts General Laws c. 71, §34H provides specific procedures that must be followed prior to release of records to a parent who does not have physical custody of a child. These procedures include submitting a written request and other documentation to the principal on an annual basis. Information about these procedures can be obtained from the school principal.
- b. The right to request amendment of the student’s education records. Parents or eligible students should direct requests to the principal, clearly identifying the part of the record they wish to have amended and why.
- c. The right to consent to disclosures of personally identifiable information contained in the student’s education records, except to the extent that FERPA and the Massachusetts regulations authorize disclosure without consent. One exception that permits disclosure without consent is disclosure to school officials with legitimate educational interests in the records. Such school officials include professional, administrative and clerical staff who are employed by or under agreement with the Freetown-Lakeville Regional School District and who need access to a record in order to fulfill their duties. The Freetown-Lakeville Regional School District also disclose student records without parent/eligible student consent to officials of other elementary or secondary schools in which a student enrolls, or seeks, intends, or is instructed to enroll upon receipt of a request form such school officials.

You have the right to file a complaint concerning alleged failures by the District to comply with the regulations and laws governing student records. Complaints may be filed at the Massachusetts Department of Education, 350 Main Street, Malden, MA 02148. In addition, complaints relative to federal statutes and regulations governing student records may be filed with the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue SW, Washington, DC.

DIGITAL TECHNOLOGY ACCEPTABLE USE POLICY

The Freetown and Lakeville Public Schools shall provide access for employees and students to the computer network, including access to external networks, for limited educational purposes. Educational purposes shall be defined as classroom activities, career and professional development, and high quality 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.

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

Access to the computer network, including external networks, shall be available to employees and students for instructional and administrative purposes and in accordance with administrative regulations and procedures.

The Freetown and Lakeville Public Schools use *Child Internet Protection Act (CIPA)* certified upstream filtering to block sites that have no educational value, or may contain visual depictions deemed to be obscene, child pornography, or harmful to minors. For adult usage, the filtering may be disabled for bona fide research or other lawful purposes.

Access to the computer network is a privilege, not a right. All users shall be required to acknowledge receipt and understanding of all administrative regulations and procedures governing use of the system and shall agree in writing to comply with such regulations and procedures. Noncompliance with applicable regulations and procedures may result in suspension or termination of user privileges (other than in connection with directly supervised use during classroom instruction) and other disciplinary actions consistent with the policies of the Freetown and Lakeville Public Schools. Violations of law may result in criminal prosecution as well as disciplinary action by the Freetown and Lakeville Public Schools.

The Superintendent or designee shall develop and implement administrative regulations, procedures, and user agreements, consistent with the purposes and mission of the Freetown and Lakeville Public Schools as well as with law and policy governing copyright.

Electronic mail transmissions and other use of electronic resources by students and employees 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 school's backup/archive files. While the administration does not intend to review back-up files on a regular basis, it reserves the right to access and monitor all messages and files on the 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 and other third parties, without prior consent of the sender or receiver.

The Freetown and Lakeville Public Schools shall not be liable for users' inappropriate use of electronic resources or violations of copyright restrictions, user's mistakes or negligence, or costs incurred by users. The Freetown and Lakeville Public Schools shall not be responsible for ensuring the accuracy or usability of any information found on external networks.

ADMINISTRATIVE PROCEDURES

1. The district will provide each user with copies of the Acceptable Use Policy and Procedures.
2. The district will provide training to users in the proper use of the computer network.
3. Access will be granted to employees with a signed access agreement and permission of their supervisor.
4. Access will be granted to students with a signed access agreement and permission of the building administrator or their designee(s).
5. Account names will be recorded on access agreements and kept on file at the building level.
6. Passwords shall be issued when a network account is created. For staff accounts, the staff member can change the password at any time. For student accounts, the student cannot change the password. Only a network administrator may reset a student account password.
7. Passwords are confidential. All passwords shall be protected by the user and not shared or displayed.
8. Students completing required coursework would have priority for after hour's use of equipment.
9. Principals or their designee will be responsible for disseminating and enforcing policies and procedures in the building(s) under their control.
10. 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. All such agreements are to be maintained at the building level.
11. Principals or their designee shall be authorized to monitor or examine all system activities, including electronic mail transmissions, as deemed appropriate to ensure proper use of electronic resources.
12. Principals or their designee shall be responsible for establishing appropriate retention and backup schedules.
13. Principals or their designee shall be responsible for establishing disk usage limitations, if needed.
14. Individual users shall, at all times, be responsible for the proper use of accounts issued in their name.
15. System users should purge electronic information according to district retention guidelines.
16. System users may re-distribute 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, district policy, and administration procedures.
17. System administrators may upload / download public domain programs to the computer network.
18. System administrators are responsible for determining if a program is in the public domain.
19. Commercial use of the computer network is prohibited.
20. 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.
21. The computer network may not be used for illegal purposes, in support of illegal activities, or for any
22. Activity prohibited by district policy.
23. System users shall not use another user account.
24. Any malicious attempt to harm, improperly access, or destroy equipment, material data, or programs is prohibited.
25. 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.
26. Vandalism will result in the cancellation of system privileges and will require restitution for costs associated with hardware, software, and system restoration.
27. Forgery or attempted forget prohibited.
28. 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.
29. Use appropriate language; swearing, vulgarity, ethnic or racial slurs and other inflammatory language is prohibited.
30. Pretending to be someone else when sending/receiving messages are prohibited.
31. Transmitting or viewing obscene material or vulgar material that lacks education value is prohibited.
32. Unauthorized disclosure, use and dissemination of personal identification information (address, telephone number, photographs, etc.) regarding minors are prohibited.
33. The district will cooperate fully with local, state, or federal officials in any investigation concerning or related to misuse of the

district's computer network.

A user who violates district policy or administrative procedures will be subject to suspension or termination of computer network privileges and will be subject to appropriate disciplinary action and/or prosecution.

DISCIPLINE

All individuals involved in the schools must share the responsibility for creating and supporting a positive school environment. The responsibility for discipline, therefore, lies with all of us – parents, teachers, principals, and students. School rules have been carefully developed with reasonable consequences if rules are not followed. Parents will be notified at the discretion of the teacher and/or principal when a student violates a rule. Flagrant verbal or physical opposition to authority and/or other students, habitual bad conduct or improper language, willful destruction/damage/defacement of school property, possession of harmful materials, and behavior which interferes with the orderly processes of the school may, at the discretion of the principal, result in after-school detention or suspension. Parents will be contacted and must arrange for transportation for all after school sessions.

DISCRIMINATION POLICY

Freetown-Lakeville Regional Schools does not discriminate in admission to, access to, treatment in, or employment in its services, programs and activities, on the basis of race, color, the protective class of gender identity, or national origin, in accordance with Title VI of the Civil Rights Act of 1964 (Title VI); on the basis of sex, in accordance with Title IX of the Education Amendments of 1972; on the basis of disability, in accordance with Section 504 of the Rehabilitation Act of 1973 (Section 504) and Title II of the Americans with Disabilities Act of 1990 (ADA); or on the basis of age, in accordance with the Age Discrimination Act of 1974 (Age Discrimination Act). Nor does it discriminate on the basis of race, color, sex, religion, national origin, sexual orientation, homelessness, or religion, or exclude students on the basis of marriage, pregnancy, or pregnancy-related conditions in accordance with M.G.L. c.76, §5; M.G.L. c.71, §84; and/or M.G.L. c.151B.

To file a complaint alleging discrimination or harassment by the school on the basis of race, color, national origin, sex, disability, age, sexual orientation, or religion or to make inquiry concerning the application of Title VI, Title IX, Section 504, the ADA, the Age Discrimination Act, or applicable state laws and their respective implementing regulations, please contact the Title IX/Chapter 622 Coordinator for the Freetown-Lakeville Regional Schools, as listed on page 49. Inquiries concerning the applicability of the aforementioned federal laws and regulations to the school also may be referred to the U.S. Department of Education, Office for Civil Rights (OCR), JW McCormack POCH, Boston, Massachusetts 02109-4557, telephone (617) 223-9662, TTY (617) 223-9695.

A grievant may file a complaint with OCR, generally,

1. Within 180 calendar days of alleged discrimination or harassment, or
2. Within 60 calendar days of receiving notice of the school's final disposition on a complaint filed through school, or
3. Within 60 calendar days of receiving a final decision by the Massachusetts Department of Education, Bureau of Special Education Appeals, or
4. Instead of filing a complaint with school. Inquiries relative to state law may be referred to the Massachusetts Department of Elementary and Secondary Education, 350 Main Street, Malden, MA 02148-502 (telephone 781-338-3300) or the Massachusetts Commission Against Discrimination at One Ashburton Place, Boston, MA 02108 (telephone 617-727-3990.)

Harassment (student to student)

Harassment of students by other students will not be tolerated in the Freetown-Lakeville Regional School District. This policy is in effect while students are on school grounds, School District property or property within the jurisdiction of the School District, school buses, or attending or engaging in school activities.

Harassment prohibited by the District includes, but is not limited to, harassment on the basis of race, sex, gender identity, homelessness, creed, color, national origin, sexual orientation, religion, marital status or disability. Students whose behavior is found to be in violation of this policy will be subject to disciplinary action up to and including suspension or expulsion.

Harassment means conduct of a verbal or physical nature that is designed to embarrass distress, agitate, disturb or trouble students when:

- Submission to such conduct is made either explicitly or implicitly a term or condition of a student's education or of a student's participation in school programs or activities;
- Submission to or rejection of such conduct by a student is used as the basis for decisions affecting the student, or;

- such conduct has the purpose or effect of unreasonably interfering with a student's performance or creating an intimidating or hostile learning environment.

Harassment as described above may include, but is not limited to:

- Verbal, physical or written harassment or abuse;
- repeated remarks of a demeaning nature;
- implied or explicit threats concerning one's grades, achievements, or other school matter.
- demeaning jokes, stories, or activities directed at the student.

The District will promptly and reasonably investigate allegations of harassment. The Principal of each building will be responsible for handling all complaints by students alleging harassment.

Retaliation against a student, because a student has filed a harassment complaint or assisted or participated in a harassment investigation or proceeding, is also prohibited. A student who is found to have retaliated against another in violation of this policy will be subject to disciplinary action up to and including suspension and expulsion.

The Superintendent will develop administrative guidelines and procedures for the implementation of this policy.

DRUGS AND ALCOHOL

Philosophy

The primary purpose of the Freetown-Lakeville Public Schools is to provide those services and facilities which create an environment that encourages each student to identify and achieve his or her full potential. Drug and alcohol use and abuse among students interferes with the students, and the school's, achievement of this purpose. The Freetown-Lakeville Public Schools are committed to designing programs that educate the students regarding the harmful effects of drug and alcohol abuse. To these ends, the following Drug and Alcohol Policy will be enforced by all school personnel.

Definition of Terms

Drug: A substance which by its chemical nature alters the function of the living organism. A drug is any chemical substance, including alcohol that alters mood, perception or consciousness and is misused to the apparent injury of self or society. A drug is a controlled substance as designated by Chapter 94C of the Massachusetts General Law.

Assessment Team:

The Assessment Team is a group of key school personnel, functioning as an evaluative support service to the student and the family at risk.

Procedures:

I. Suspected Users of Drugs

Whenever a school personnel member has reason to suspect that any student is under the influence of or in possession of, selling or distributing a drug in school, on school grounds or during any school sponsored activity, she/he will orally and in writing (a referral form) notify a building administrator.

The school administrator will then question such student for the purpose of determining:

- The kind and amount of drug consumed and/or involved;
- When, where and from whom such drug was obtained last and/or the quantity consumed, sold or distributed;
- Whether the student still has in his/her possession or subject to his/her immediate controls more of such drug. If a search is necessary to determine possession, the following will occur:
 - A witness will be present at all times;
 - A search of the student's person, the area under his/her immediate control, and his/her locker;
 - Seize and retain possession of any drug still in the possession, or subject to the immediate control of the student.

In the event that a school personnel member observes a student with a substance that might be intended for drug use, or in passing or selling such a substance to another student, will require the student to accompany him/her to an administrator with the substance either in the teacher's or student's possession. The teacher will not accuse the student of having drugs in his/her possession since the substance has not been legally identified.

The administrator will:

- require the student to turn over the substance; Upon receiving the substance:
- initial and date the container in which the evidence is placed for safekeeping

- immediately contact the police and release the evidence;
- contact the parents

In the event the student refuses to surrender the substance:

- contact the parents;
- contact the police;
- conduct a search with the police present, if necessary;
- In each case, retain his/her responsibility to safeguard the interest of the student and his/her parents by keeping them informed at all stages of the procedure. In the event the student appears to be under the influence, the administrator will:
 - inform the student that s/he is suspected of possessing, using, selling or distributing a drug
 - determine if the student is in need of immediate attention and if so, refer him/her to the school nurse, call an ambulance, and or call the police

When the use of alcohol is involved, the police may be requested to take protective custody of a student (as permitted by the Massachusetts General Law, 111B):

1. If parents cannot be reached.
2. If parents are unwilling or unable to pick up the student.

II. STUDENTS VIOLATING DRUG AND ALCOHOL POLICY

When the facts have been reasonably established that the student has violated the Drug and Alcohol Policy (in school, on school grounds or during any school sponsored activity), the administrator shall suspend the student for a period up to ten (10) days and/or recommend expulsion to the regional school committee. In addition:

- Law enforcement will be involved.
- The Assessment Team will be notified and will meet at the earliest possible time to discuss appropriate support systems for the student and family.
- Parents will be asked to meet with the school Assessment Team to consider the best means of helping the student.
- Following any instance of suspension and prior to a student's readmission to school, it is important that the administrator be assured by both the student and his/her parents that positive steps have been taken to find appropriate solutions to the drug related problems

In the event the parents do not cooperate with the school authorities in the adoption and execution of a specific plan for helping the student, a "Child in Need of Services" petition may be filed in the Juvenile Court. This petition will allege that the student lacks the proper attention of his/her parents or that the student's behavior violated the lawful and reasonable regulations of his/her school. The "Child in Need of Services" is to be filed by the truant office, police officer, a parent/guardian.

Any student found to have distributed or sold drugs will be treated in the same manner as a student who has violated the drug policy for the second time. When the facts have been reasonably established that the student has violated the Drug and Alcohol Policy for the second time, the administrator shall suspend the student for ten (10) days. The principal, depending on the severity of the incident, may recommend expulsion to the regional school committee. In addition:

- Law enforcement will be involved;
- Parents will meet with the Assessment Team to review the case.

The Assessment Team will give the student the option:

- a. Entering and completing an approved treatment program.
- b. If the student chooses not to enter a program, s/he will be referred to the School Committee for the purpose of exclusion from the Freetown-Lakeville Schools.

During any period of suspension or expulsion, the student is prohibited from coming onto any school property, except for the purpose of keeping appointments. The student and his/her parents will be given a hand delivered written notice that the coming onto school property is a violation of this policy and will be considered a criminal trespass in accordance with Section 10 of Chapter 266 Massachusetts General Laws. A copy of the hand-delivered written notice will be sent to the police.

III. VIOLATIONS OF DRUG AND ALCOHOL POLICY

The administrator, immediately after finding a student to have violated the Drug and Alcohol Policy, will furnish the police department with a complete report, including the controlled substances and other physical evidence obtained. To the extent permitted by law, the police department will inform the school department of the disposition of the case. A copy of this report will at the same time be submitted to the Superintendent of Schools.

IV. SEARCH OF STUDENTS AND SCHOOL PROPERTY

All parents and students must understand that:

1. Every administrator may conduct a search of a student and his or her belongings on school premises if s/he has reasonable grounds to believe that the student has in his/her possession any item, the possession of which constitutes a criminal offense under the laws of the Commonwealth of Massachusetts or violates the written policies of the Freetown-Lakeville School District.
2. Every administrator may conduct a search of the physical plant of the school and appurtenance thereof, including student lockers since lockers are school property. Any and all means, within the law, will be used to obtain evidence.

V. STUDENTS SEEKING VOLUNTARY DRUG ASSISTANCE

The school will provide, without penalty, assistance to any student voluntarily seeking drug and alcohol treatment or advice. If a student voluntarily seeks information or assistance about illegal substance uses and has not been apprehended for any such violation by school authorities, or staff, will take the following actions:

1. The Assessment Team will immediately consider the best possible resources for helping the student
2. Parents are an important factor in helping the individual student and may be involved if it is considered appropriate.

REMOTE LEARNING

Remote Learning, also known as Distance Learning, takes place when pupils and educators or support providers are joined across time and distance to learn rather than meeting in a traditional on-campus classroom setting. This type of learning can occur synchronously or asynchronously and meets the needs of varying schedules and learning styles. Remote learning includes a wide variety of learning opportunities such as:

- Video demonstrations/lectures
- Audio-based demonstrations/read-alouds
- Interactive projects
- Large and small group video or audio conference calls
- 1:1 phone or video calls
- Group/cooperative work
- Independent assignments
- Program supported learning (ex. iReady)

When FES activates a remote learning plan, the plan, as well as its start and end dates, will be published and will be subject to change. The plan will include length of school days, length of school weeks, and specific academic and social requirements for students. The purpose of remote lessons and assignments is to maintain connections with our students, to engage our students in deeper learning, and to provide students with opportunities to show their understanding of academic material. Students must be aware of the following:

- Engagement in remote lessons/assignments/meetings/classes is required per the specific remote learning plan.
- Behavior in school-sponsored remote lessons, assignments, classes and gatherings - such as Google Meets - must be in accordance with expectations for on-campus learning.
- All school rules and disciplinary consequences, including those related to Academic Integrity, remain in place and are enforced during periods of remote learning.

EARLY DISMISSAL

Emergencies and other unforeseen circumstances may require early dismissal. If parents wish to pick children up from school, they are requested to notify the school in writing. Parents who pick up their children during the school day or prior to regular dismissal are required to sign the student out in the office with proper identification at pickup.

ASSAWOMPSET ELEMENTARY SCHOOL ONLY:

MORNING DROP OFF PROCEDURES

TIME: 9:00 A.M. to 9:20 A.M.

For the safety of all children, the following guidelines will be enforced during morning drop off beginning immediately:

- No cars are allowed to park in any parking spot located near the playground during, or immediately before, the morning drop off period.
- Cars must form a line on the right side of the entrance and wait their turn to let off their children.
- Cars dropping off students are not to pass any cars or buses at any time and must wait to move forward in the line of traffic.
- All students are to exit the passenger side of their vehicles onto the sidewalk near the cafeteria only.
- It is strictly prohibited to allow students to exit their vehicles on the driver side, playground side, due to passing buses and vehicles.
- Parents are to remain in their cars at all times as this process is a “rolling drop off” to keep the traffic moving. Goodbyes can take place in the car as we must all be vigilant and respectful to the remaining line of cars.
- Any parent needing to enter the school must park in the visitor’s lot and enter through the front entrance doors.

- Thank you for your participation in enforcing these guidelines. It is the goal of the Assawompset Community to ensure the safety of our students at all times.

EMERGENCY SCHOOL CLOSINGS

If school is cancelled or delayed because of any emergency, the school department will utilize “**One Call Now**” to notify all staff and students. This announcement will also be posted on television, radio stations and district website.

FIELD TRIPS

All field trips are planned as part of the curriculum and are intended to enhance educational opportunities for students. The principal approves all field trips. Students are required to return a signed parental permission slip prior to participating in any school field trip. When on field trips, all school rules and expectations are expected and enforced. All chaperones for field trips must have a current CORI and fingerprinting on file in the Freetown-Lakeville Regional School District.

FOOTWEAR

For safety purposes, students must wear appropriate footwear that will ensure the safety of all students. Shoes, sneakers, and boots are permissible. Sandals/flip-flops are permissible with the agreement that there is a strap or backing to the flip-flop or sandal to ensure the sandal/flip-flop is securely fastened on the child’s foot.

FIRE DRILL / EVACUATION PLAN

Each classroom and common area has a Fire Drill / Building Evacuation plan. When the alarm sounds all students and staff are required to exit the building in a quiet, orderly manner and to proceed to a designated area. The first of four fire drills is held during the first week of school.

HARASSMENT (Student to Student)

Harassment of students by other students will not be tolerated in the Freetown-Lakeville Regional School District. This policy is in effect while students are on school grounds, School District property or property within the jurisdiction of the School District, school buses, or attending or engaging in school activities.

Harassment prohibited by the District includes, but is not limited to, harassment on the basis of race, sex, creed, color, national origin, sexual orientation, religion, marital status or disability. Students whose behavior is found to be in violation of this policy will be subject to disciplinary action up to and including suspension or expulsion.

Harassment means conduct of a verbal or physical nature that is designed to embarrass distress, agitate, disturb or trouble students when:

- Submission to such conduct is made either explicitly or implicitly a term or condition of a student’s education or of a student’s participation in school programs or activities;
- Submission to or rejection of such conduct by a student is used as the basis for decisions affecting the student, or;
- Such conduct has the purpose or effect of unreasonably interfering with a student’s performance or creating an intimidating or hostile learning environment.

Harassment as described above may include, but is not limited to:

- Verbal, physical or written harassment or abuse;
- Repeated remarks of a demeaning nature;
- Implied or explicit threats concerning one’s grades, achievements, or other school matter
- Demeaning jokes, stories, or activities directed at the student.

The District will promptly and reasonably investigate allegations of harassment. The Principal of each building will be responsible for handling all complaints by students alleging harassment.

Retaliation against a student, because a student has filed a harassment complaint or assisted or participated in a harassment investigation or proceeding, is also prohibited. A student who is found to have retaliated against another in violation of this policy will be subject to disciplinary action up to and including suspension and expulsion.

The Superintendent will develop administrative guidelines and procedures for the implementation of this policy.

HAZING

The Freetown-Lakeville Regional Schools prohibits the practice of “hazing” in the public schools may result in suspension/expulsion. School administrators are expected to report occurrences to proper authorities.

CH. 269, S. 177 CRIME OF HAZING; DEFINITION; PENALTY

Whoever is the primary organizer or participant in the crime of hazing, as defined herein, shall be punished by a fine of not more than three thousand dollars (\$3,000) or by imprisonment in a house of correction for not more than one (1) year, or both such fine and imprisonment. The term “hazing” as used in this section and in section eighteen shall mean any conduct or method of initiation into any student organization, whether on public or private property, which willfully or recklessly endangers the physical or mental health of any student or person or simply intimidating another student to do something which they would not normally do. Such conduct shall include whipping, beating, branding, forced calisthenics, exposure to the weather, forced consumption of any food, liquor, beverage, drug or other substance, or any other brutal treatment or forced physical activity which is likely to adversely affect the physical health or safety of any such student or other person, or which subjects such student or other person to extreme mental stress, including extended deprivation of sleep or rest or extended isolation. Notwithstanding any other provisions of this section to the contrary, consent shall not be available as a defense to any prosecution under this action. Added by ST.1985, c.536; amended by ST.1987, c. 665.

CR 269, S.18. DUTY TO REPORT HAZING

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

HEALTH REGULATIONS

Medication Policy: The school nurse shall not administer medications to students except when a doctor determines that it is necessary for the medication to be given during school hours. This applies to both prescription drugs and over-the-counter preparations. Students are not allowed to carry any medication (prescribed or over-the-counter) on their person. All medications must be kept in the nurse’s office. If the nurse is to administer medication in school, the parents must supply the following:

1. A written, signed and dated request from the parent or guardian, with instructions for administering the medication from the student’s doctor (form available at Health Office).
2. The medication in the original pharmacy container.

School Nurse Offices: Assawompset Elementary, 508-947-1403 Ext. 4104

Freetown Elementary, 508-763-5121 extension 5104

SCHOOL HEALTH POLICIES

1. Students must have teacher permission to go to the health office unless it is an emergency.
2. The school nurse will make the determination if a student is ill enough to be dismissed and will call the parent/guardian to make transportation arrangements.
3. Student absences of five or more consecutive school days or absences resulting from a communicable illness require a physician’s note to return to school.
4. Transportation of students who are injured or ill: The nurse shall not assume responsibility for the Transportation of students. It is the parent’s responsibility to transport their ill child. The parent should arrange for transportation of their child if they are unable to do so themselves. The Fire Department EMTs or Police Department shall transport children who require emergency transport if the parent cannot be reached.

HOME/SCHOOL COMMUNICATION

Parents are an integral part of our school and as such we strive to keep them involved and informed. An open house is scheduled at the beginning of the school year. A calendar of school activities and notices is posted monthly on our school website.

HOMEWORK

Homework is an important component of education. The purposes of homework are to improve the learning processes, to aid in the mastery of skills, and to create and stimulate interest on the part of the student. Homework is a learning activity which should increase in complexity with the maturity of the student. With increased maturity, learning should become an independent activity. This should be established through consistent assignments which encourage students to investigate for themselves and to work independently as well as with others. Homework assignments should be consistent in terms of the amount given each day and the time required for each assignment

so that a pattern of meaningful homework can be established by the teacher and/or the student. The information for any homework assignment should be clear and specific so that the student can complete the assignment. Parents are responsible for making homework a family priority; providing a quiet, distraction-free, well-lit, well-supplied place to work; motivating children; and supporting them through the successful completion of all tasks.

LOST OR DAMAGED SCHOOL PROPERTY

Parents are responsible for paying for any school property (including textbooks, library books, etc.) lost or damaged by their children.

NON-CUSTODIAL PARENT NOTIFICATION

As required by M.G. L c71, 34FL a non-custodial parent may have access to student records unless (1) the parent has been denied legal custody based on a threat to safety of the student or the custodial parent, (2) The parent has been denied visitation or has been ordered to supervised visitation or (3) the parent’s access to the student or to the custodial parent has been restricted by a temporary or permanent protective order, unless the protective order (or any subsequent order modify the protective order) specifically allows access to the information contained in the student record. In order to obtain access, the non-custodial parent must submit written request for the student record to the School Principal. Upon receipt of the of the request, the school must immediately notify the custodial parent by certified mail and first class mail in English and the primary language of the custodial parent, that it will provide the non-custodial parent access after 21 days, unless the custodial parent provides the Principal with documentation that the non-custodial parent is not eligible to obtain access as set forth in 603CMR23.07. The school must delete the electronic and postal address and telephone number of the student and custodial parent from student records provided to non- custodial parent. Such records must be marked to indicate that they shall not be used to enroll the student in another school. Upon receipt of a court order that prohibits the distribution of information pursuant to M.G. L c.71 34H, the school shall notify the noncustodial that it shall cease to provide access to the student record to the non-custodial parent.

- Inspection of Materials. Parents or eligible students who wish to exercise their right to inspect surveys and instructional materials as identified in the PPRA may do so by sending written notice to the *Superintendent of Schools or School Principal*. The *Superintendent of Schools or School Principal will* respond to requests within ten calendar days. Opportunity for inspection of applicable materials will be provided at the school or district administrative offices.
- Protections of Student Privacy. The superintendent will insure that procedures are in place to protect student privacy in the administration of protected information surveys and in the collection, disclosure or use of personal information for marketing, selling or other distribution purposes.

Parents or eligible students who believe their rights under the PPRA have been violated may file a complaint within the district by contacting the Freetown-Lakeville Regional School District Administration Office. Complaints may also be filed with: Family Policy Compliance Office, U.S. Dept. of Ed., 400 Maryland Avenue SW, Washington DC 20202.

SCHOOL COUNCIL

A school council is a representative, school building-based committee composed of the principal, parents, teachers, and community representatives, as required by the Education Reform Act of 1993. Our school council meets regularly throughout the year in open session and all members of our school community are invited to attend. The council assists the principal in adopting educational goals for the school, identifying the educational needs of students, reviewing the annual school building budget, and formulating a school improvement plan.

SCHOOL HOURS

Assawompset Elementary
Grades K-3

9:15 A.M. - 3:15 P.M.

Pre-K AM Session

Freetown Elementary
Grades K-3

9:15 A.M. - 3:15 P.M.

9:15 A.M. – 11:50 A.M.

Pre-K PM Session

12:45 P.M. – 3:15 P.M.

SCHOOL RULES

A positive school atmosphere is necessary to provide an effective educational program for each child. A good school climate is the result of the administrators, teachers, students, and parents working together.

On the bus, students are expected to:

- Wait for the bus in an orderly manner
- Board and depart the bus only after it has fully stopped
- Cross in front of the bus
- Be quiet and orderly
- Sit at all times; never stand or place arms, legs, bags in the aisle or out of the window
- Respect the bus and belongings of other students; never throw things or cause a disturbance
- Follow directions
- No food may be eaten on the bus

In general, students should remember that the bus is an extension of the school. The same rules of good behavior, consideration, respect, and cooperation are always in effect. Students reported for misconduct on a bus may lose the privilege of riding on the bus for a period of time to be decided by the principal.

In the classroom, students are expected to:

- Speak in an acceptable manner
- Move in a careful way
- Follow directions
- Respect the property of the school, teachers, and others

In general, students are expected to behave in a way that promotes learning and does not interfere with teaching and learning. Teachers and students in each classroom set up rules and consequences that promote an optimum learning situation for all. Students reported for misconduct will speak with the principal. Parents will be notified when it is deemed necessary.

In the halls, students are expected to:

- Remember that classes are in session
- Walk quietly and to the right
- Go directly to their destinations
- Respect the property of the school, teachers, and others

In general, students should be quiet, careful, and courteous in the halls. They should be considerate of classes that are in session and try not to disturb teachers and students who are working.

On the playground, students are expected to:

- Play carefully, and in a manner that will not cause harm to self or others
- Use the rules of the games
- Follow directions
- Walk to their class line when the bell is rung or other signal is given
- Respect the property of the school, teachers, and others

In general, students are expected to abide by the rules of the playground, to cooperate with the teachers on duty, and to be considerate. Students who do not follow the rules may be required to remain inside during recess for a period of time to be determined by the principal.

In the cafeteria, students are expected to:

- Pass through the serving area in a quiet, orderly manner
- Remain seated at their assigned tables
- Talk in an acceptable manner
- Respect the property of the school, teachers, and others
- Clear tables and place trash in the proper receptacles before leaving
- Listen carefully and line up quietly when the bell is rung or other signal given for dismissal from the cafeteria

In general, students are expected to abide by the rules of the cafeteria. Students reported for misconduct or maybe required to have lunch in another area or referred to the principal.

STUDENT PLACEMENT

The process of assigning students to a particular class is one, which involves many factors before an ultimate decision is made by the principal. In addition to receiving input from teachers and other school personnel, parents are welcome to share information, which may be relevant to their children's placement needs, but should not include requests for placement in a specific classroom.

STUDENT RECORDS

The Family Educational Rights and Privacy Act (FERPA) and the Massachusetts Student Records Regulations ("Regulations") together provide parents and eligible students (those who have reached the age of 14 or who have entered ninth grade) certain rights with respect to the student's education records. A General overview of those rights is provided below. Parents and students may obtain a complete copy of their rights under the Massachusetts Student Record Regulations by sending written notice to the Superintendent of Schools.

- a. The right to access the student's education records. Parents or eligible students should submit a request for access to the school principal. Access is generally provided within ten days of a request. However, Massachusetts General Laws c. 71, §34H provides specific procedures that must be followed prior to release of records to a parent who does not have physical custody of a child. These procedures include submitting a written request and other documentation to the principal on an annual basis. Information about these procedures can be obtained from the school principal.
- b. The right to request amendment of the student's education records. Parents or eligible students should direct requests to the principal, clearly identifying the part of the record they wish to have amended and why.
- c. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA and the Massachusetts regulations, Authorize disclosure without consent.

One exception that permits disclosure without consent is:

Disclosure to school officials with legitimate educational interests in the records. Such school officials include professional, administrative and clerical staff who are employed by or under agreement with the Freetown-Lakeville Regional School District and who need access to a record in order to fulfill their duties. The Freetown-Lakeville Regional School District also disclose student records without parent/eligible student consent to officials of other elementary or secondary schools in which a student enrolls, or seeks, intends, or is instructed to enroll upon receipt of a request form such school officials.

- d. In addition, the Freetown-Lakeville Regional School District has a practice of releasing directory information without consent. Directory information consists of the following: the student's name, address, telephone listing, date and place of birth, major field of study, dates of attendance, weight and height of athletic teams, class, participation in recognized activities and sports, honors, and awards, and post-high school plans. In the event a parent or eligible student objects to the release of any of the above information, the parent/eligible student may state that objection in writing to school principal. Absent receipt of a written objection by October 15 of each school year, the directory information will be released without further notice or consent.
- e. As required by federal law, the Freetown-Lakeville Regional Schools routinely releases the name, address, and telephone listing of secondary school students to military recruiters and to institutions of higher learning upon request. In the event a parent or eligible student objects to the release of any of the above information, the parent/eligible student may state that objection in writing to the school principal. Absent receipt of a written objection from the parent or eligible student by October 15 of each school year, this information will be released without further notice or consent.

You have the right to file a complaint concerning alleged failures by the District to comply with the regulations and laws governing student records. Complaints may be filed at the Massachusetts Department of Education, 350 Main Street, Malden, MA 02148. In addition, complaints relative to federal statutes and regulations governing student records may be filed with the Family Policy Compliance Office, U.S. Department of Education, and 400 Maryland Avenue SW, Washington, DC.

TARDINESS

A student is tardy after the opening times stated under school hours.

TOBACCO POLICY

The Education Reform Act of 1993 prohibits the use of any tobacco products within the school buildings, the school facilities, on school grounds, or on school buses by any individual. The use of tobacco products is not permitted in the building, on the grounds, or on school buses by anyone including school personnel. A staff member who is aware of any abuse of this policy is to report that abuse in writing, to the building principal, so that appropriate action may be taken.

TOYS

Students are asked to keep all toys, including electronic devices as well as trading cards at home unless requested to be brought into school

by a teacher for a specific project.

VISITORS AND VOLUNTEERS

In order to maintain a safe and secure school environment, all doors will be locked during school hours. Visitors should report to the school office immediately upon entering the building and should sign in at the office. The office staff will assist/announce all visitors. Parents often volunteer at school as classroom helpers, room parents, library assistants, or field trip chaperones. All volunteers must have an up to date CORI and fingerprinting on file with the FLRSD in order to participate at any school event. Volunteers should also sign-in before starting their tasks. Visitors and volunteers are asked to wear an identification badge while in the school.