

# CENTRAL ELEMENTARY SCHOOL



**Mrs. Catherine Byrne, Principal**  
**107 Central Street**  
**EAST BRIDGEWATER, MASSACHUSETTS 02333**  
**Telephone: 508-378-8204**  
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## **Contact Information**

# PARENT HANDBOOK

## 2018-2019

**Ms. Elizabeth Legault**  
**Superintendent of Schools**

143 Plymouth Street  
East Bridgewater, MA 02333  
508-378-8200

<b>Assistant Superintendent</b> Dr. Gina Williams 143 Plymouth Street 508-378-8200
<b>Director of Specialized Services</b> Mr. James Robbins 143 Plymouth Street 508-378-8200
<b>IEP Coordinator</b> Mrs. Shelia Pero 508-378-8204 Ext. 3304
<b>HIGH SCHOOL</b> 143 Plymouth Street <b>508-378-8214</b>
<b>MIDDLE SCHOOL</b> 435 Central Street 508-378-8209
<b>POLICE DEPARTMENT</b> Chief Scott Allen 508-378-7223
<b>FIRE DEPARTMENT</b> Chief Timothy Harhen 508-378-2121
<b>EMERGENCY – Dial 911</b>

There is a telephone in each classroom with voice mail for the staff. There are three options when the phone rings.

1. Press 0 at any time to reach the Main Office for emergencies, dismissal issues or information.
2. Press the teacher's room number for the voice mailbox. Please keep in mind the teachers cannot be interrupted during instruction time, therefore, all messages would go directly to voicemail.
3. Dial main office at 508-378-8204 to report absences. Calls received prior to 8:00 AM will go to voice mail.

<b>QUICK REFERENCE</b>
<b>EXTENSIONS:</b>
Ext. 3302 Mrs. McStowe <b>Principal's Admin. Asst.</b> Ext. 3303 Mrs. Harvey <b>Administrative Assistant</b>
Ext. 3210 Mr. Mahoney <b>School Psychologist</b>
Ext. 3306 <b>Adjustment Counselors</b> Mrs. Quigley Miss Wadsworth
Ext. 3305 Mrs. Barendregt <b>School Nurse</b>
Ext. 3018 TBD <b>Custodian Office</b>
Ext. 3015 Mrs. Purcell <b>Cafeteria Manager</b>

*The East Bridgewater Public School System is committed to ensuring that all of its programs and facilities are accessible to all members of the public. We do not discriminate on the basis of age, color, disability, national origin, race, religion, sex, sexual orientation, gender, gender identity or homelessness.*

*The contents of all East Bridgewater school publications are available upon request in languages other than English.*

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## **GENERAL INFORMATION**

### **DEAR PARENTS AND STUDENTS PRESCHOOL TO GRADE TWO**

Welcome to the Central Elementary School! We are looking forward to an exciting, successful school year. We have prepared this handbook so that we may facilitate better understanding between the school and home concerning school procedures. We ask for your cooperation so that we may provide your child with a rewarding and enriching educational experience.

On behalf of the faculty and staff, we would like to extend an invitation to you to visit our school, attend your child's programs and become an active volunteer. We are very happy to have you and your child with us at Central Elementary School.

Sincerely,

Mrs. Catherine Byrne, Principal

Mrs. Debbi Nichols, Assistant Principal

### **EAST BRIDGEWATER EDUCATIONAL PHILOSOPHY**

#### **WE BELIEVE...**

"Schools are one of society's instruments for passing on to young people the heritage of the past, skills needed for meaningful existence in present, and the ability to cope with the future. The success of the school system is dependent upon support by the community, which it serves, and the school's responsiveness to community needs. Therefore, continuous interaction among the school and the child is necessary to quality education.

The quality of our schools should be measured by the degree to which they successfully provide for the uniqueness of the individual learner by creating learning experiences which accommodate the variety of learning rates, learning styles and personal needs of our students within a spectrum of public school programs.

Our schools must be staffed by people who seek to understand the process by which most people learn the relationship of subject matter and the individual tasks to the educational process, and the role of the school in a democratic society.

We accept the commitment and challenge of serving the community in a coordinated effort to maximize the quality of educational opportunity for each student in the public schools of East Bridgewater."

### **PRESCHOOL**

The integrated preschool program is designed to meet the requirements of the enrolled special needs preschool population as well as other preschool children from the community. Admissions for the children with special education needs are referred through the Special Education Department of the East Bridgewater Public Schools. Anyone who feels his/her child may need services can collect further information by contacting the Assistant Superintendent, Mrs. Gina Williams, Monday-Friday from 8:00 AM – 4:00 PM at 508-378-5962.

Application for admission for model students is on a first come first serve basis and will take place at the beginning of January for the following year. Central School offers several programs with a limited number of slots available each year. This is a tuition-based program for model students. Students must be three (3) years or (4) years of age by August 31<sup>st</sup>. The Preschool hours are **8:45-11:15 AM** for the AM session and **12:15-2:45 PM** for the PM session and **8:45 AM-2:45 PM** for the full day program. The preschool program is N.A.E.Y.C. (National Association for the Education of Young Children) accredited and follows the developmental program.

### **KINDERGARTEN**

A child must attain age five by August 31<sup>st</sup> to begin the school year in September. The hours for the full day kindergarten students are 9:00 AM-3:00 PM. On early release days they will dismiss at noon. Walkers will be dismissed and greeted by parents at the end of the day on the right side of the building under the awning entrance.

### **ARRIVAL/ DISMISSALS PROCEDURES**

The entrance bell rings at 8:50 AM and classes begin at 9:00 AM. In an effort to make drop off and pick up procedures efficient and most importantly safe, we have put together guidelines to assist you in ensuring your child enters and exits school each day safely.

## **Arrival**

Students can be dropped off at school between **8:45 AM** and **9:00 AM** each morning. All students that are being driven to school by a parent should be dropped off in the **"Drop Off Zone"** located in the driveway in front of the school building. Parents should always enter the school from Central Street. Busses will be entering and exiting the back of the building via Rt. 18. No student should be dropped off at the street level at any time. To ensure that there is ample space for cars to pull into the driveway please wait until you are in the **"Drop Off Zone"** before allowing your child to exit the car. Supervision will be on hand to assist the children exiting the car. If you need to assist your child or go into the building for any reason you will need to park in a visitor parking space (lined in yellow) on the side of the building. Please do not park in the driveway and exit your car. Also do not attempt to pass other cars that are in the driveway waiting to drop off their child. Only children that physically walk to school will be crossed at the street level.

## **Dismissal**

Dismissal will be at 3:00 PM each day (12:00 PM on an Early Release day). Walkers will be dismissed first at the front of the building. Parents that are picking up their child (children) should park in the visitor parking area (lined in white) and wait for their child on the front lawn. Once children have exited the building and everyone has loaded into their cars we will allow cars to begin pulling out of the parking lot onto Central Street. No child will be allowed to meet their parent at the car. The overflow parking lot next to the police station will still be available however police will take notice of anyone parking on the street or in the cemetery. Students riding on busses will be dismissed to the back of the building. All busses will exit the school via Rt. 18.

***These procedures have been put in place through a collaborative effort with the police and fire departments. We ask that you uphold these guidelines to ensure that all students enter and exit school each day in a safe manner.***

## **SECURITY/SAFETY**

For the safety of the children, all doors of the building will remain locked from the outside during the school day. In case of an emergency, children and staff can easily exit the building through these doors. No child is allowed to leave this building with any individual unless that person is properly identified as a parent, guardian, or authorized escort. Said escort must report to the office in person to pick up the child. If the person is unknown to the office, identification will be requested. Please send a written note if someone else is to pick up your child. No child shall be dismissed except to a parent, guardian or individual designated by the parent in writing. If someone else asks to pick up a student, the school will call the parent or guardian in order to verify that this person is authorized to pick up the child. All visitors must sign in with license identification through our main office using the **LobbyGuard** security system and sign out prior to exiting the building.

## **EARLY DISMISSALS**

We encourage you to try to schedule your child's doctor and dental appointments around school hours. If this is not possible, you must come to the main office **first** to dismiss your child. For your child's safety, the teacher **will not release a child to anyone**, so all dismissals are from the main office.

## **RELEASE DAYS**

On early release days the Central School grades K-2 dismissal time is 12:00 PM. There will be no PM Preschool. Please refer to the school calendar for the exact dates.

## **NO SCHOOL / CANCELLATIONS**

***East Bridgewater Public Schools have initiated Connect-Ed, the school-to-parent communication system that will enable us to send weather related school cancellation and delay announcements via an automated telephone dialing system.*** When school is canceled or delayed by the Superintendent due to an impending storm or emergency, local radio and television stations will be also be notified. Delayed openings may be up to 2 hours and there would be no AM preschool. Parents should discuss a plan with their child in the event of an early dismissal when no one is home.

## **ATTENDANCE**

All children are expected to be in attendance each day unless they are ill or a family emergency arises. Please remember that a written note explaining the absence is required after a student has been absent. A doctor's note is required for an illness with five (5) consecutive absences. We realize that there will be instances when your child may be tardy, but please avoid this whenever possible. Tardiness interrupts your child's instructional time. A note should accompany your child to explain the reason for tardiness. If a student is absent three or more consecutive days, make up work will be provided by the classroom teacher. In all other instances work will be made up upon the student's return to school.

If away on vacation when school is in session students are encouraged to keep a journal documenting the events of their trip. Journaling about activities, geographical sites, elapsed time, purchases, etc. helps build upon the skills your child is learning in their content areas. Skills that are introduced in class while your child is out will be addressed upon their return.

## **WITHDRAWAL OF STUDENTS**

If you are moving and are withdrawing your child from school, please call or come to the school a few days prior to the withdrawal date. This will give ample time to complete the necessary paperwork, which includes the official transfer slip and the release of the student's records to their new school. Your cooperation is always greatly appreciated.

## **STUDENT INFORMATION – EMERGENCY INFORMATION SHEET**

During the first week of school your child's teacher will be sending home an information sheet for you to complete. Having this information returned **promptly** and correctly is of the utmost importance. A record of this information is kept in the school office in case you need to be contacted. Please make sure all telephone numbers, addresses and emails are accurate, especially for persons who should be contacted in case you cannot be reached. Please notify the school if you change addresses or telephone numbers during the year. It is very important that our records are kept up-to-date in case of an emergency.

## **FIRE DRILLS**

Fire drills are necessary for the safety of students and faculty. Everyone should know the specific directions for reaching a point of safety from various areas of the school building. There is a minimum of four fire drills each year. In the event the school should have to be evacuated for safety reasons the children will be taken to the East Bridgewater High School.

## **LOCKDOWN DRILLS**

Lockdown drills are conducted in collaboration with the East Bridgewater Police Department throughout the year to prepare students for an emergency situation.

## **CROSSING GUARDS**

The crossing guards that are normally assigned in front of the Central School and the center of town are on duty from 8:30-9:00 AM and 2:45-3:10 PM

## **BICYCLES**

Parents are encouraged to use discretion when permitting children to ride their bicycles. A lock should be provided and children must use the crosswalks. State law requires helmets.

## **PLAYGROUND USE**

The Central Elementary School children use the school playground during the school day. Community members are allowed to visit during off-school hours, the weekends, throughout the summer and when school or school related activities are not in session.

## **COURT RELATED MATTERS**

If a student is the subject of any temporary or permanent custody/restraint orders, a copy of the custody/restraint order, signed by the judge of the probate court should be placed on file in the principal's office. These orders are important for determining access to student's records, the right to have a student dismissed into the care of an individual, the right to access a student's teacher(s) and similar issues. Parents are obligated to provide any changes in the custody/restraint orders.

## **SCHOOL COMMITTEE MEETINGS**

The regular meetings are held on the third Thursday of the month. The Committee meets in the East Bridgewater High School Library at 7:00 PM. The public is cordially invited to attend these meetings, which are also broadcast live on EB-CAM@EBCTV, Channel 9.

## **SCHOOL PARA-PROFESSIONALS**

Our teacher assistants have a wide variety of responsibilities at each grade level. They provide reinforcement in skill areas, and act as a resource to individual students. In accordance with *No Child Left Behind* all our para-professionals meet the federal guidelines with the appropriate credentials. Our teacher assistants greatly enhance our adult to child ratio, which impacts instruction, and they are an integral part of our programming.

## **ROOM PARENT PROGRAM**

A Room Parent is assigned to each classroom in the Central School to communicate information between the teacher and the parents of the students. Room Parents ask parents to donate needed classroom supplies, coordinate the holiday and end of year classroom gift programs for the teacher and the aide, contact parents to send in items for special occasions and holiday parties, and involve parents in teacher appreciation projects. Along with those duties the teacher may ask the Room Parent to assist in other tasks. Room Parents work closely with the classroom teachers to benefit all of the Central School students.

## **SCHOOL VOLUNTEERS**

We appreciate the partnership that has developed between the school and the community. Our volunteers give teachers an extra pair of hands both in and out of the classroom. They may supervise educational games, reinforce skills, and assist with computer usage, or read with children. Please keep in mind that state law requires schools to obtain a background check (CORI Report) on all school employees and volunteers that have direct contact with children. If you would like to become a volunteer, please call or stop by the Central School Office.

## **VISITORS**

All visitors, parents, traveling specialists, or any person not a member of assigned school staff, must report to the office prior to going anywhere in the building and sign in using our **LobbyGuard** system. All doors will remain locked during school hours. Visitors will be monitored and allowed entry to the building by authorized personnel only.

## **PARENT - TEACHER ORGANIZATION**

The PTO is responsible for building a closer relationship between home and school. Members inform parents of school activities and serve as advocates for the Central School. The PTO encourages involvement of parents in our school. The meetings are held on the first Wednesday of the month during the school calendar year at 6:30 PM in the Cafeteria.

## **FUNDRAISING**

1. Each grade will be allowed to participate in one fundraising activity with the prior approval of an administrator.
2. If there is a school-wide fundraiser it must serve East Bridgewater organizations and needs to be approved by the principal at least 2 months in advance.

## **EBPS DISTRICT FUNDRAISING POLICY**

### **I. Mission Statement:**

The East Bridgewater Public School District in partnership with the community creates an academically challenging, safe, and supportive learning environment that promotes the pursuit of excellence for all.

### **II. Purpose:**

The purpose of this policy is to afford school personnel, students, parents and the community with a clear set of guidelines directing the daily roles and responsibilities of all members of the school system.

#### **Definitions**

"Fundraising Organization" refers to any individual, group, association, booster club, PTO, etc. interested in making gifts or donations to the East Bridgewater School District.

"Private Fundraising Activities" shall include activities hosted by booster clubs and/or any other outside organizations not specifically sponsored or under the organizational control of the East Bridgewater School District.

### **III. Fundraising Organization**

The School Committee recognizes that the endeavors and objectives of Fundraising Organizations can be valuable means of stimulating interest in and endorsement of the aims and achievements of our public school system.

Generally, actions initiated by Fundraising Organizations provide the atmosphere and climate to foster and encourage community-school relationships.

School fundraising activities must be approved in writing by the principal or superintendent and must be supervised by a member of the faculty appointed by the principal or superintendent for that purpose. Funds collected through fundraising efforts must be deposited in a dedicated account under the direct control of the school or school district.

Private Fundraising activities must be approved in writing by the superintendent. Private Fundraising activities must clearly identify the fundraising activity under a name other than a school or school district. Fundraising Organization financial records are reviewable upon request by the Superintendent or School District Business Administrator.

Proposed plans, projects or activities must be evaluated and promoted in light of their stated contribution to the academics as well as the athletic programs of the schools. Massachusetts General Law, Chapter [71, §47](#) grants the School Committee the authority to supervise and control all organizations within the school district. Plans, projects or activities of the fundraising organization will not compromise or dilute the responsibilities and authorities of the School Committee.

Participation in the fundraising activities of any Fundraiser Organization will not determine the participation of any student in any school-sponsored activity.

Effective, January 2017, the East Bridgewater School Committee requires that the Fundraiser organization provide an annual financial statement by June 30th, which includes an accounting of the funds they receive and how those funds were distributed and will be reviewed by the Business Manager.

School Committee Approved: 12/8/2016

## **SCHOOL COUNCIL**

There is a Central School Council that involves parents, teachers, a community representative and the principal. This group meets to discuss the school improvement plan and other related issues. The Council meets on the first Wednesday of each month at the school. Parent participation is encouraged.

## **LOST & FOUND**

There is a lost and found area on the first floor that has many coats, hats, lunch boxes and backpacks that are unclaimed. During the December and April school vacation weeks any items that are unclaimed are donated to charity. Items left after the close of school in June will also be donated to charity. Please have your child check regularly for missing items.

## **TUITION PAYMENTS**

Students who are enrolled in our Preschool and tuition-based programs may be subject to withdrawal from our program for outstanding payments. All tuition payments are to be paid as dictated by the tuition schedule. Report cards and classroom placements may also be held for any outstanding obligations at the end of the school year.

## **STUDENT SERVICES**

### **PARENT/ TEACHER CONFERENCES**

Parent-school communication is an essential part of the educational program. There are three report forms issued each year, with Fall and Spring individual parent conferences. In addition, notes home, phone calls and informational meetings are encouraged concerning the children's progress in school.

### **CHILD STUDY TEAM**

Chapter 71 of the Massachusetts General Laws requires that all Massachusetts school districts adopt and implement Curriculum Accommodation Plans (CAPS). The purpose of such plans is to ensure that all efforts have been made to address student needs within the regular education program. The Central School Child Study Team meets regularly to discuss individual student concerns and suggest strategies that can be implemented within the general education classroom. Parents will be informed before students are recommended to this pre-referral process.

### **SCHOOL LUNCH PROGRAM**

Students may purchase lunch in the cafeteria or bring their lunches from home. The cost of a school lunch is \$2.75. Milk may be purchased separately for \$ .65 as the students walk through the lunch line. Snacks are also available at \$1.00-\$1.25. We have made every effort to see that no products containing peanuts are sold in the cafeteria as we have a ***nut cautious kitchen***.

During the first week of school, all children will be given an application for free or reduced-price lunch to take home to their parents. Only those who wish to apply need to return the forms.

Visit our “**Food Services**” tab on our website at [www.ebps.net](http://www.ebps.net), where you can: Click the link to print out the “**Free and Reduced Price School Meals Family Application**” and the instructions. This can be filled out and returned to your child’s teacher at **ANY TIME** during the school year. Only one application per family is needed and please be sure to fill in all information. Click the link to the Mass. Dept. of Early and Secondary “**Income Eligibility Guidelines**” to see if you qualify. Click the line “**Pre-pay options**” for information on how to pay for your child’s meals without making them carry cash to school. Click the “**Menus**” links to see the monthly menu selections.

### **Lunch Guidelines:**

Students purchasing lunch are expected to pay for their lunch that day. When this cannot happen, students are allowed to charge their lunch as we feel it is important that they not be denied a meal during the school day. It is necessary however, for the negative balance to be paid immediately. All students that have an owed balance of \$10.00 or more in their school lunch account will be required to purchase a cold sandwich rather than the hot lunch until their account is brought up to date. Please be aware that if your family is having difficulty in these tough economic times, your child may very well qualify for either a free or a reduced rate lunch. These records are kept confidential and with our student payment system no one is able to identify these students as they move through the lunch lines. If you are in need of financial assistance or interested in a payment plan please visit the school website at [www.ebps.net](http://www.ebps.net) located in the food service tab or contact Ms. Deborah Vaughn at 508-378-5042.

## **EAST BRIDGEWATER SCHOOL CHARGE POLICY**

### ***I. PURPOSE/PROCEDURE:***

The purpose of this regulation and procedure is to establish consistent meal account procedures throughout the district. Unpaid charges place a financial strain on the Food Service Department and the district as a whole. The goals of this procedure are:

- To establish a consistent district procedure regarding charges and collection of charges.
- To treat all students with dignity in the serving line regarding meal accounts.
- To support positive situations with district staff, district business policies, students, and parent/guardian to the maximum extent possible.
- To establish procedures that is age appropriate.
- To encourage parent/guardian to assume the responsibility of meal payments and to promote self-responsibility of the student.

### ***II. SCOPE OF RESPONSIBILITY:***

**Food Service Department:** Responsible for maintaining charge records and notifying the school district of outstanding balances when requested. The Food Service Department is also responsible for notifying the student’s parent/guardian of low or outstanding balances.

**School District:** Responsible for supporting the Food Service Department in collection activities.

**Parent/Guardian:** Responsible for immediate payment and for tracking student purchases through [MySchoolBucks](http://MySchoolBucks) on a regular basis. Please call: for questions with their website call: **1-855-832-5226**

### ***III. ADMINISTRATION***

#### **1) Free Status Lunch Students:**

- a) All free lunch status students will not be allowed to have a negative account balance. Free lunch status allows a child to receive a free meal every day. A la Carte items are not part of the USDA program.

#### **2) All Other Students:**

- a) **Elementary level (K-2)** reduced lunch and full-pay status students will be allowed to charge up to a maximum of **3 meals**, and **intermediate level (3rd - 6th)** reduced lunch and full-pay status students will be allowed to charge up to a maximum of **2 meals**, these will be known as the “account caps”. The “account caps” are intended to provide meals while parents are notified of low or deficit balances and while parent payments are in transit. **High School (7-12)** reduced and full pay status students **will not** be allowed to charge lunch.



b) Notices of deficit balances will be sent to parents/guardians regularly during the school year via regular US mail, homeroom teacher's mailbox and/or by phone or email. (Please provide or update the school with a current email address)

c) When the child reaches the "account cap" a complete meal that consists of a sandwich along with a fruit, vegetable, and milk, will be offered and the student's account will be charged the regular meal price.

d) No charges will be allowed for a la carte items.

e) High School students (7<sup>th</sup> -12<sup>th</sup>) will not be allowed to charge.

3) Any payments made by check that are returned to the district by the bank with notice of "insufficient funds" will immediately be deducted from the child/children's lunch account and the above mentioned rules will take effect.

4) On or about the fifteenth of May, the Food Service Department must begin to close the books for the school year and no charging will be allowed. If charges are still present on an account:

a) Parents/guardians will be sent a written request for "Payment in Full." (The deposit requests will be mailed home.)

5) All school cafeterias use computerized point of sale/cash register system that maintain a record of all monies deposited and spent for each student and said record will be made available to the parent upon request. The Food Service Program Director or Manager's shall inform parents that meals can be paid for in advance and the balances maintained in their child's account to minimize the possibility that the child may be without meal money on any given day. If a student without meal money on a consistent basis, the Business Office and Food Service Department will investigate the situation more closely. If hardship is suspected, families will be encouraged to apply for free/reduced meals anytime during the school year.

a) **Blocks on Accounts:** A parent may call or email the Food Service Director to place a block on their child's account to prohibit the purchase of a la carte items or to set a limit.

b) **Refunds: Withdrawn & Graduating Students:** For any student who is withdrawn or graduating from the district, a written request for a refund of any money remaining in their account must be submitted. An email request is also acceptable.

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If you wish to file a Civil Rights program complaint of discrimination, complete the [USDA Program Discrimination Complaint Form](http://www.ascr.usda.gov/complaint_filing_cust.html), found online at [http://www.ascr.usda.gov/complaint\\_filing\\_cust.html](http://www.ascr.usda.gov/complaint_filing_cust.html), or at any USDA office, or call (866) 632-9992 to request the form. You may also write a letter containing all of the information requested in the form. Send your completed complaint form or letter to us by mail at U.S. Department of Agriculture, Director, Office of Adjudication, 1400 Independence Avenue, S.W., Washington, D.C. 20250-9410, by fax (202) 690-7442 or email at [program.intake@usda.gov](mailto:program.intake@usda.gov).

Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339; or (800) 845-6136 (Spanish). USDA is an equal opportunity employer.

## STUDENT INSURANCE

Student insurance is available to all students. Information regarding this insurance may be obtained by visiting the school website at [www.ebps.net](http://www.ebps.net) under the Information tab. Purchase of insurance is optional.

## READING FOR ENJOYMENT

As parents you have an important role in improving your child's reading ability. Reading aloud to your child, listening to your child read aloud, discussing what has been read, and generally encouraging reading at home can improve reading, writing and speaking.

## SPECIALS

### ART, HEALTH, LIBRARY/MEDIA, MUSIC, AND PHYSICAL EDUCATION

The children have specials on a weekly schedule. They should have a smock or old shirt for art class and sneakers for physical education classes. The library/media class enhances the student's growth with literacy and computer skills and the use of various educational software programs. The music program offers a wide variety of activities that fosters the appreciation of music. Health education will focus on social emotional health and well-being, nutrition, fitness, and safety.

### FIELD TRIPS

Field trips are an extension of the grade level curriculum. All students that attend a field trip must travel on the school bus with the rest of the group. All parents that are chosen to chaperone must have an updated CORI filled out with the school system. For safety reasons, parents are discouraged from following behind the busses and walking around with the group unless they are chosen as a chaperone.

Priority should be given to parents for chaperoning field trips. Additional staff (teaching assistants) should only accompany a classroom (with administration approval) if they are solely assigned to that room or if there is a particular student that requires a trained professional. All field trips should return to the school by 2:30 PM.

## HEALTH

### HEALTH SERVICES

#### **School Health Program:**

The basic purpose of the health program is to assure that each child attains the greatest benefit from the educational opportunities provided by the school and grows into a healthy adult in the future. Guidelines have been developed to protect the health and promote the safety of all children while in school.

**YOU KNOW YOUR CHILD BEST. FOR YOUR CHILD'S PROTECTION, PLEASE KEEP HIM/ HER AT HOME IF HE/SHE SHOWS SIGNS OF NOT FEELING WELL. WE HAVE NO FACILITIES FOR KEEPING ILL CHILDREN IN SCHOOL.**

Be sure your child understands that he/she should always tell his/her teacher if he/she is hurt or feels sick.

Any student who is sick or hurt in school should report to the nurse's office. If the school nurse feels that a student should be dismissed, the parent or guardian will be called. Parents will either pick up the child at school or provide a way home.

#### **When should your child stay home from school?**

If your child has a contagious illness such as strep throat, flu, or chicken pox. Students with strep throat should not return to school until they have been taking antibiotics for 24 hours.

Students with chicken pox should not return to school until all lesions have crusted over.

If your child has a fever of 100.6 degrees or higher within the past 24 hours.

If your child has been vomiting or had diarrhea within the past 24 hours.

If your child has head lice or nits. *In this case the child needs to be seen by the school nurse before returning to school.*

If your child has red/pink eyes or has drainage from the eyes. Students with confirmed cases of conjunctivitis should not return to school until they have been on the prescribed medication for 24 hours.

If your child does not have proof of all required immunizations. It is a requirement by the state of Massachusetts that "no student... shall attend kindergarten through 12<sup>th</sup> grade without a certificate of immunization or a copy of a school immunization Record..."

**Physical Exams:** Are required for pupils in grades K, 4, 7, and 10, children demonstrating special medical needs and for all new pupils in our system.

**Medication Policy:** It is more desirable for medication to be administered at home. However, any pupil who is to receive medication at school must comply with school regulations

- a. Written orders from a physician detailing the name of the drug, dosage, time interval medication is to be taken
- b. Written permission from the parent or guardian of the pupil requesting that the school comply with the Physician.
- c. Medication must be brought to school by the pupil's parent or guardian in a container appropriately labeled by the pharmacy with the child's name affixed to the container. Unused medication must be brought home in the same manner.

- d. Please ask your pharmacy to provide separate bottles for school and home. No more than a 30 day supply of the medicine should be delivered to the school.
- e. Short term medications that are to be administered for less than 10 days require the parent to sign consent form
- f. A locked cabinet will be provided for the storage of medication.
- g. Please note that the school nurse is not allowed to give any medication including over the counter medicine without a doctor's order.

**Allergies:** If your child has a life-threatening allergy that has been diagnosed by a physician and **requires an Epi-pen** the school should be notified. The following forms must be on file in your child's health record: Written parent/guardian consent, signed medication order. These forms are available in the school nurse's office or may be downloaded from the Website. Parent or guardian should plan to contact the school nurse prior to the start of school. Two up-to-date Epi-pens should be supplied to the school.

**Nut Allergy:** In the event that a student has a nut allergy the room will be designated a "Nut Cautious Classroom" A sign will be clearly posted in the classroom to show that the classroom is nut cautious. (This will ensure that groups using the room after school hours will adhere to the nut cautious policy.) A "nut cautious" section has been established in the cafeteria and it is advisable that all children with nut allergies be seated in this section. Students bringing their lunch from home will be seated on the opposite side of the cafeteria. Staff members will be on duty to monitor the seating.

**Absence from school:**

- Please call the school at 508-378-8204 and leave a message if your child is going to be absent from school.
- Every pupil returning to school after an absence must present a signed and dated note to the homeroom teacher from a parent indicating the specific cause of absence.
- Pupils absent three (3) consecutive days or more should be referred by the teacher to the school nurse unless the pupil presents a doctor's certificate.
- Every child who has been absent from school because of illness for five (5) or more consecutive days must present a Certificate from a physician upon returning to school. If absence is due to communicable disease, refer to School Exclusion Rule for Communicable Diseases.
- Any pupil under care of physician should present a note to the teacher regarding special instructions.

**What is a doctor's certificate required for?**

- Absences from school five (5) consecutive days or longer due to illness.
- Communicable diseases.
- Tonsillectomy and other operations.
- Skin infections: ringworm, impetigo, and scabies.
- In order to be excused from Physical Education

**Illness and Emergency Sheets:** Each year you will be required to complete a pupil illness and emergency sheet giving information regarding your work phone numbers, cell phone numbers, neighbors/relative's names (in case you are not at home), means of transportation, phone number, etc. Also, we request information regarding any emergency treatment your child may need for allergies, medication prescribed by a physician or any condition your child may have requiring our special consideration. These cards should be filled out and returned to school promptly

These cards are carefully screened. Your school nurse may call you to more fully understand your child's situation.

- Children will only be dismissed by the person(s) listed on the emergency card
- There **must** be two alternate numbers to call. Even if a parent is not employed outside the home, it is often necessary to call someone else in the event of dentist appointments, grocery shopping, etc.
- It is important for the school to be informed of changes during the school year, of employment, home address, phone numbers, etc.
- In the event your child is injured and ambulance transportation has been arranged, treatment cannot be instituted until a parent is reached.

Your child will have a cumulative health record started on his/her entering kindergarten, which will follow him/her throughout high school. All appraisals, with consequent follow up are diligently recorded.

**Hospitalization:** Parents should notify school nurse of any hospitalization for illness or surgery. A note from the doctor will be necessary to return to school so follow up care can be provided as necessary.

**Medical Concerns:** Pupils with medical concerns such as slings, sprains, or sutures, must have written permission from a physician or parent to participate in activities. Students with fractures/casts will not participate in physical activities while in school until the cast is removed and a note from their physician stating there are no further restrictions.

**First Aid:** Will be given to your ill or injured child. First aid as defined by the American Red Cross is the immediate and temporary care given in case of accident or sudden illness. A request to “have the nurse check” something that has happened at home will be referred to you for a visit to your physician.

**Hearing and Vision:** Screenings are done annually for all pupils in the Central school by a screener who is trained by the Department of Public Health. If your child fails the first screening, the school nurse who will notify you if there is a failure. If you need help in making arrangements to have your child seen by a physician, please call your school nurse. In addition to the routine vision and hearing screening, individual tests are given by the school nurses throughout the year as needs are indicated by parental request, classroom teachers, other pupil personnel and private physicians.

**Growth Screenings:** In addition to annual hearing and vision screenings, the East Bridgewater Public Schools are now required by Massachusetts state law to check height and weight of all students in grades 1, 4, 7 and 10. These measurements will be used to calculate your child's Body Mass Index (BMI). Notification of your child's measurements and BMI percentage will be mailed or handed directly to the student's parent/guardian in a sealed envelope. All information obtained is strictly confidential. If you do not wish to have your child's BMI percentage calculated you must send in a signed note to keep in your child's medical file. This note must be updated each year BMI is calculated (grades 1, 4, 7 and 10).

**Head Lice:** Your child will now be in close contact with many children. Head lice still exist. It would be well to check your child's head carefully each week. Examine several areas of the scalp, especially the nape of the neck and over the ears. Your doctor can prescribe treatment. Please **call** your schools nurse so the precautionary measures may be taken at school. Many people mistakenly feel that it is a disgrace to get head lice. Our experience has shown that some of the cleanest children get them from another child. They are communicable, as is chicken pox.

**Varicella Immunization:** All kindergarten students will be required to have two (2) doses of Varicella vaccine or submit a doctor's note stating that the child has had chicken pox. Pre-school students are required to have one (1) dose of Varicella vaccine.

**Preschool Vision Screening:** Massachusetts law now requires that upon entering kindergarten or within 30 days of the start of the school year, the parent or guardian of each child shall present to school health personnel certification that the child within the previous 12 months has passed a vision screening conducted by personnel approved by the department of public health and trained in vision screening techniques.

## ACCIDENTS

If your child is hurt at school, we will make him/ her comfortable and then call you immediately if a serious injury has occurred. If you cannot be reached we will attempt to contact the emergency number that you have listed on the emergency card and notify the East Bridgewater EMT service if necessary.

## SCHOOL EXCLUSION RULES COMMUNICABLE DISEASES

Mumps  
Pediculosis (head lice)  
Infectious Hepatitis  
Chicken Pox  
(Scabies, Ringworm, Impetigo)

Whooping Cough  
Measles  
Contagious Skin Infections  
Scarlet Fever

No child shall be required, under 102 CMR 7.00 to have any such immunization if his parent(s) objects thereto, in writing, on the grounds that it conflicts with their religious beliefs or if the child's physician submits documentation that such a procedure is contraindicated.

Any student who currently has a religious exemption on file will be allowed to maintain that exemption for the 2017-2018 school year, but it will have to be renewed for the 2018-2019 school year. Parents/ Guardians should be informed that moving forward; all religious exemptions must be reviewed annually. An annual renewal means that parents/guardians must write and sign a new religious exemption. All religious exemptions should be dated by the signing parent/guardian to all for monitoring of annual renewals each school year. Annual renewal of exemptions should occur at the start of each school year.

The law states that medical exemptions must be presented at the beginning of each school year. MDPH recommends also requesting religious exemptions on an annual basis, in writing, at the beginning of each school year.

**Philosophical exemptions are not allowed by law in Massachusetts, even if signed by a physician. Only medical and religious exemptions are acceptable. These exemptions must be kept in the students' files at school (105 CMR 220.000 and M.G.L. c.76, ss. 15, 15C and 15D).**

Please contact the school nurse for more details of the exclusions regarding the above communicable diseases.

# BEHAVIOR AND CONDUCT

## STUDENT BEHAVIOR

Our aim is to build a safe, orderly, and productive school environment where students take responsibility, respect themselves and others, and are cooperative. It is expected that students will adhere to the rules in a consistent manner. When a student is having difficulty maintaining appropriate behavior, the staff will make every effort to respond in a reasonable and fair manner. We expect students to understand they are responsible for their actions and consequences for their misbehavior will be applied. In an effort to ensure that students understand expectations for behavior, the staff discusses and reviews the rules of behavior throughout the year. The Central School behavior expectations also apply to the behavior on the school bus. Students are expected to:

- Talk and behave with respect to other students and adults
- Respect the rights and property of others
- Follow the directions of the adults in authority
- Walk at all times in the school
- Keep hands, feet, and objects to oneself
- Use school materials appropriately
- Take care of our school and school property
- Remain seated appropriately while on the bus keeping the aisle clear
- Talk quietly on the bus
- Bring only safe and appropriate items to school (no toys, trading cards, electronics, or weapons)

All school rules concerning student discipline and consequences are intended to follow Massachusetts General Law 37H and 37H ½. Students who break school rules will face various consequences depending on the type and severity of the infraction. When a student is sent to the office due to dangerous or disruptive behavior, either in the classroom, in specials, on the bus, or on the playground, there is a referral form filled out by the referring staff member. If the administration deems it necessary, a phone call may be placed to the parent or guardian and or a copy of the referral form may be sent home for a parent or guardian signature. A copy of this form may be sent to the parents/guardians that should be signed and returned to school the following day. Parents/guardians will also receive a phone call about incidents that require an office referral.

Possible consequences are separation from the group, loss of recess or other privileges, school detention, conference with the assistant principal and parents, in-school or out of school suspension or other consequences determined by the school administration. Students will always be given the opportunity to express their views to the assistant principal prior to any disciplinary action. Parents/Guardians will be notified before any suspension is imposed.

## REGULATIONS PERTAINING TO DISCIPLINE POLICY FOR STUDENTS WITH DISABILITIES

The Individualized Educational Plan (I.E.P.) or 504 Plan for every student who has been identified to have a disability will indicate whether the student can be expected to meet the regular discipline code. If a modified discipline code is required, it will be written into the I.E.P. or 504 Plan. When it is known that the suspension(s) of a student with disabilities will accumulate to 10 days in a school year, a review of the I.E.P. or 504 Plan as provided in Section 333 of the Chapter 766 Regulations, will be held to determine the appropriateness of the student's placement or program.

If the TEAM concludes that the student's misconduct is related to the student's handicapping condition, is the result of an inappropriate special education placement, or is the result of an I.E.P. or 504 Plan that was not fully implemented, then the I.E.P. or 504 Plan will be modified to reflect a new program designed to better meet the student's needs. The student will be placed in the new program upon parent approval.

If the TEAM determines that the student's conduct was **not** related to the student's handicapping condition, or the result of an inappropriate special education placement, and that the I.E.P. **was** fully implemented:

- A. An amendment to the I.E.P. will be developed and implemented to provide for the delivery of special education services to the student during the period of exclusion.
- B. The original I.E.P. or 504 Plan will be modified to reflect a long-term plan, including discipline code expectations, designed to assure the student's continued attendance in an educational program.

Nothing in the above will preclude the emergency suspension of a student with special needs providing the provisions of the rest of the disciplinary process have been followed.

**34 CFR §300.519 - §300.527**

## **SPECIAL EDUCATION DISCIPLINE PROCEDURE**

### **A. Change of Placement Resulting from Disciplinary Action**

Suspensions or removals from a current educational placement constitute a change of placement for a student with disabilities when:

1. The Suspension is for more than 10 consecutive school days;  
  
    or
2. The student is subjected to a series of suspensions that constitute a pattern because they cumulate to more than 10 school days in a school year.

### **B. Suspensions/Expulsions**

1. A student with a disability may be suspended for not more than 10 consecutive school days for any violation of school rules in the same manner as students without disabilities.
2. A student with a disability may receive additional suspensions of not more than 10 consecutive school days in that same school year for separate incidents of misconduct (as long as those removals do not constitute a change of placement).
3. After a student with a disability has been suspended for more than 10 school days in the same school year, during any subsequent suspensions, the student is entitled to receive educational services during the period of suspension.
4. A student with a disability may be expelled if the IEP team determines that the misconduct was not a manifestation of the student's disability.
5. If a student with a disability is expelled, the student is entitled to receive educational services for the period of the expulsion.

### **C. Functional Behavioral Assessment/Behavioral Intervention Plan**

Not later than 10 school days after either

- the student is first suspended for more than 10 school days in the school year
- or
- the student has had a series of suspensions that constitute a pattern,
- or
- the student is placed in a 45 day interim alternative placement,  
the following procedures will be implemented:
1. The Special Education Chairperson will arrange for a Functional Behavioral Assessment (FBA) to be conducted (if an FBA has not been conducted).
  2. The Special Education Chairperson will schedule a Team meeting as soon as practicable to discuss the results of the FBA and develop a Behavioral Intervention Plan (BIP). (all required notices will be sent to the parent/guardian)
  3. If the student already has a Behavioral Intervention Plan, the IEP team will meet to:
    - a. review the plan and its implementation
    - b. and modify the plan and its implementation as necessary, to address the behavior.

### **D. Interim Alternative Education Setting**

1. The placement of a student with a disability may be changed to an appropriate interim alternative education setting for not more than 45 days, if
2. If a student is to be placed in an interim alternative setting, the Special Education Chairperson will convene the IEP team to conduct a manifestation determination and determine the setting for the interim alternative placement.
  - a. on its own authority if the behavior involves weapons or illegal drugs or another controlled substance or the infliction of serious bodily injury on another person while at school or a school function or, considered case by case, unique circumstances: or
  - b. on the authority of a hearing officer if the officer orders the alternative placement after the district provides evidence that the student is "substantially likely" to injure him/herself or others.
3. The interim alternative place will be selected that will:
  - a. enable the student to continue to progress in the general curriculum, although in another setting;
  - b. enable the student to continue to receive those services and modifications, including those described in the current IEP;
  - c. include services and modifications to address the behavior and that are designed to prevent the behavior from recurring.

## E. Manifestation Determination

A manifestation determination meeting must be held whenever a disciplinary action would constitute a change in placement. The manifestation determination meeting is held to review the relationship between the student's disability and the behavior subject to the disciplinary action.

1. The Principal will notify the parent/guardian of the action to be taken immediately after the disciplinary decision is made.
2. The Special Education Chairperson will schedule the manifestation determination meeting and send the **Manifestation Determination Meeting Letter** along with a **Parent's Rights Brochure**.
3. The Special Education Chairperson will invite the IEP team members and any other person qualified and necessary to assist in the determination.
4. The manifestation determination meeting will be held not later than 10 school days after the decision to take the disciplinary action was made.
5. The manifestation may be conducted at the same IEP meeting that is convened under section **C: Functional Behavioral Assessment/Behavioral Intervention Plan**.
6. The manifestation determination will be made by the IEP team and other qualified personnel at the meeting.
7. In making a manifestation determination, the IEP team will:
  - a. first consider all relevant information available to and provided by the school (including an observation of the student) and other relevant information supplied by the parent/guardian of the student.
  - b. the answer the following questions:
    - i) Were the student's IEP and placement appropriate and the special education services and behavior intervention strategies provided consistent with the student's IEP and placement?
    - ii) Did the disability impair the student's ability to understand the impact and consequences of the behavior subject to disciplinary action?
    - iii) Did the disability impair the student's ability to control the behavior subject to disciplinary action?  
(Refer to **Question Guideline Sheet** in this section)

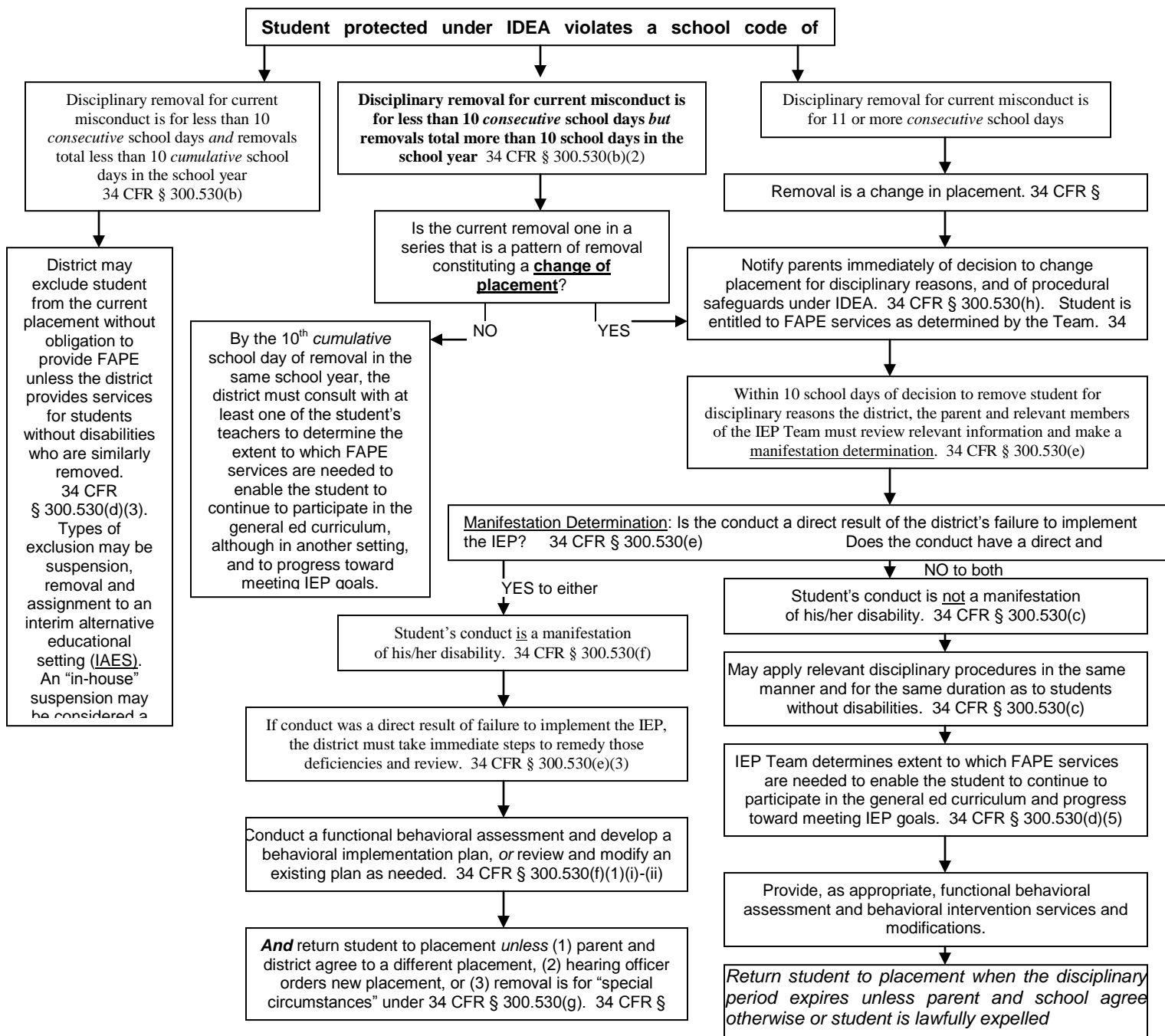
### E1. Behavior IS a Manifestation of the Disability

(Refer to **Flow Chart** in this Section)

1. If the IEP team determines that the answer to the **first question** (b, i) is **no**, the behavior must be considered to be a manifestation of the student's disability.
2. If the answer to the **first question** is **yes**, but the IEP team determines that the answer to **either of the other two questions** (b, ii-iii) is also yes, the behavior must be considered TO BE a manifestation of the student's disability.
3. In addition, as a result of the meeting, if the IEP team determines that the student's IEP, placement, or Behavioral Intervention Plan were not fully implemented or need to be modified, the team will take immediate steps to ensure all plans are implemented and/or to remedy any deficiencies in the student's program.
4. Following the manifestation determination meeting, the Special Education Chairperson will send the parent/guardian a **Results of Manifestation Determination Meeting** letter.

## Discipline of Special Education Students Under IDEA 2004 20 U.S.C. § 1415(k) and 34 CFR §§ 300.530-300.536

- This chart should be read in conjunction with discipline procedures in state law, M.G.L. c. 71, §§ 37H & 37H1/2, and district-wide and school-wide student codes of conduct.
- Protections in the IDEA apply to students who have been found eligible for special education and to students for whom the school is deemed to have knowledge that the child might have a disability (i.e., students who have not yet been found eligible but the school had a basis of knowledge of a disability, including students who have been referred for initial evaluation). 34 CFR § 300.354
- Beginning on the 11<sup>th</sup> school day of a student's disciplinary removal during the school year, and if removal is a change in placement, the student must be provided free appropriate public education (FAPE) services during the period of removal to allow him/her to continue to participate in the general education curriculum and progress towards IEP goals, even if in a different setting. 34 CFR § 300.530(b) & (d).
- If the conduct that the student is being disciplined for involves the "special circumstances" of weapons, illegal drugs, controlled substances, or serious bodily injury, school personnel may remove the student to an interim alternative educational setting (IAES) for up to 45 school days, regardless of the manifestation determination. 34 CFR § 300.530(g). The IEP Team must determine the IAES.
- Although the following flowchart lays out the steps that a school district must take when disciplining a student with a disability, it is important to remember that at any point the parent and school district can agree to change a student's placement for disciplinary reasons. Agreements should be in writing, and signed by the school personnel and the parent.



## Appeals Process for Disciplinary Placement Decisions for Students with Disabilities

### Under IDEA 2004: 20 U.S.C. § 1415(k) and 34 CFR §§ 300.532-300.533

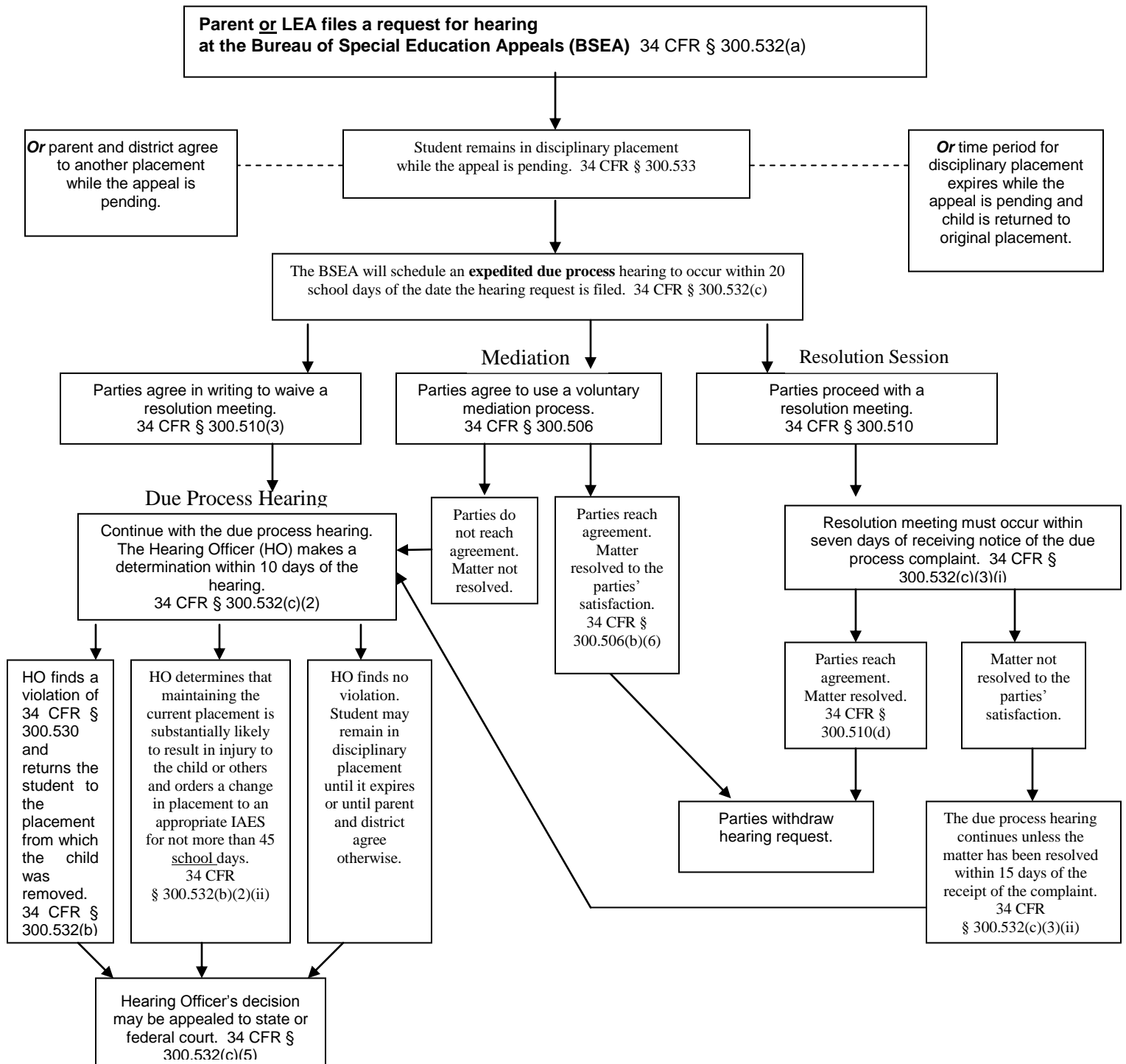
#### Who may file an appeal of a disciplinary decision?

- A parent of a child with a disability who disagrees with any decision regarding the child's disciplinary placement, or the manifestation determination, may appeal the decision by requesting a hearing at the Bureau of Special Education Appeals (BSEA). Reasons for appeal may include but are not limited to disagreement with the student's removal to an interim alternative educational setting (IAES), disagreement regarding the manifestation determination, disagreement regarding the determination of whether the removal is a change of placement, disagreement regarding the educational services the student receives during the period of



removal, and disagreement regarding the functional behavioral assessment and/or implementation of a behavioral intervention plan. 34 CFR §§ 300.530-300.531.

- An LEA that believes that maintaining the student's current placement is substantially likely to result in injury to the child or others may file a request for hearing at the BSEA.



## DEFINITIONS

A student for whom the district is deemed to have knowledge of a disability – A child who has not yet been determined to be eligible for special education and related services may assert the disciplinary protections under IDEA if the school had a basis of knowledge that the child is a child with a disability before the behavior that precipitated the disciplinary action occurred. The school is deemed to have knowledge if: (1) the child's parent expressed concern in writing to administrative or supervisory personnel of the school or district that the child is in need of special education and related services; (2) the

parent of the child had requested a special education evaluation; or (3) the child's teacher or other school or district personnel expressed specific concerns to the director of special education or to other supervisory personnel about a pattern of behavior demonstrated by the child. The school or district is *not* deemed to have knowledge of a disability if (1) the parent has not allowed an evaluation or has refused special education and related services, *or* (2) the child has been evaluated and determined not to be a child with a disability. 34 CFR § 300.534.

Change of placement – A change of placement because of a disciplinary removal occurs if a child with a disability is removed from his/her current educational placement for more than 10 consecutive school days, or the child is subjected to a series of removals that constitutes a pattern because: (1) the removals total more than 10 school days in a school year; (2) the child's behavior is substantially similar to previous incidents that resulted in the series of removals; and (3) additional factors such as the length of each removal, the total amount of time the child has been removed, and the proximity of the removals to one another constitute a pattern. 34 CFR § 300.536.

Current placement – The placement from which the student was removed for disciplinary reasons.

Interim alternative educational setting (IAES) – An IAES is a disciplinary placement that is not the same as the child's current placement as defined in his/her IEP.

Manifestation determination – The determination made by the district, the parent, and relevant members of the student's Team, after review of all relevant information in the student's file including the IEP, teacher observations, and relevant information provided by the parents, whether (1) the conduct in question was caused by or had a direct and substantial relationship to the child's disability; *or* (2) the conduct in question was the direct result of the district's failure to implement the student's IEP. 34 CFR § 300.530(e).

Special circumstances – Where the disciplinary conduct is a "special circumstance," school personnel may remove a student to an IAES for not more than 45 school days, regardless of the results of the manifestation determination. Special circumstances exist if the student:

- carries a weapon to or possesses a weapon at school, on school premises, or to or at a school function under the jurisdiction of a State or local educational agency (district); *or*
- knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function under the jurisdiction of a State or local educational agency; *or*
- inflicts serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of a State or local educational agency. 34 CFR § 300.530(g).

Serious bodily injury – As defined in 18 U.S.C. § 930, a bodily injury that involves a substantial risk of death, extreme physical pain, protracted and obvious disfigurement, or protracted loss or impairment of the function of a bodily member, organ, or mental faculty. 34 CFR § 300.530(i)(3).

## **E2. Determination that the Behavior was not a Manifestation of the Disability**

(Refer to **Flow Chart** in this section)

1. If the IEP team determines that the answer to the **first question** is **yes**, but the answer to **any of the other two questions** is **no**, the behavior must be considered **NOT TO BE** a manifestation of the student's disability.
2. The suspension may be applied to the student with a disability in the same manner in which it would be applied to student without disabilities, except that the student is eligible to receive educational services during the period of suspension.
3. Following the manifestation determination meeting, the Special Education Chairperson will send the parent/guardian a ***Results of Manifestation Determination Meeting*** letter.

## **F. Parent/Guardian Appeal**

1. If the student's parent/guardian disagrees with a determination that the student's behavior was not a manifestation of the student's disability or with any decision regarding placement, the parent may request a hearing with the BSEA.
2. If a parent/guardian requests a hearing or an appeal regarding a disciplinary action or to challenge the interim alternative educational setting or the manifestation determination, the student must remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the time period of the interim placement, whichever occurs first, unless the parent/guardian and the State agency or public school agree otherwise.
3. If a parent/guardian challenges a change in placement proposed by the school after the expiration of the interim educational placement (up to 45 days), the student will remain in the placement prior to the interim placement during the appeal, except as provided in section 4 below.
4. If school personnel maintain that it is dangerous for the child to be in the current placement (placement prior to removal to the interim alternative education setting) during the appeal, the school district may request an expedited due process hearing.

## **G. Students Not Yet Eligible for Special Education**

1. If a student who has not been determined to be eligible for special education has engaged in behavior that violated any rule or code of conduct, the parent/guardian or the student may assert any of the protections provided for in this section if school personnel had knowledge that the student was a student with a disability before the behavior that precipitated the disciplinary action occurred.
2. School personnel are considered to have knowledge that a student is a student with a disability if:
  - a. the parent of the student has expressed concern in writing (or orally if the parent does not know how to write or has disability that prevents a written statement) to personnel of the school department that the student is in need of special education and related services;
  - b. the behavior or performance of the student demonstrates the need for these services;
  - c. the parent of the student has requested an evaluation of the student; or
  - d. the teacher of the student, or other school personnel, has expressed concern about the behavior or performance of the student in accordance with the established special education referral system.
3. Exception: School personnel would not be considered to have knowledge if, as a result of receiving the information specified in a-d, the school had conducted an evaluation and determined that the student was not a student with a disability.
4. If school personnel do not have knowledge that a student is a student with a disability prior the suspension, the student may be suspended in the same manner as students without disabilities who engaged in comparable behaviors.
5. Limitations:
  - a. If a request is made for an evaluation of a student during the time period in which the student is suspended, the evaluation must be conducted in an expedited manner.
  - b. Until the evaluation is completed, the student remains in the educational placement determined by school authorities, which can include suspension or expulsion without educational services.
  - c. If the student is determined to be a student with a disability as a result of the evaluation, the student will be eligible to receive educational services during the period of the suspension or expulsion.

## **F. Procedures for Recording Suspensions**

1. Each Principal (or designee) will be responsible for maintaining a suspension log for students with disabilities (**Log of Suspensions**).
2. At a minimum the log will include the student's name, type of infraction, date and length of suspension.
3. The Principal (or designee) will notify the Special Education Chairperson assigned to the student of each suspension.
4. The Special Education Chairperson will be responsible for coordinating the Principal (or designee) to ensure that all regulations related to the suspension of students with disabilities are followed.

### **EAST BRIDGEWATER PUBLIC SCHOOLS POLICY PROHIBITING BULLYING**

The East Bridgewater Public Schools is committed to maintaining a school environment where students are free from bullying and cyber-bullying and the effects thereof. Acts of bullying and cyber-bullying are prohibited:

- I. on school grounds, property immediately adjacent to school grounds, at a school-sponsored or school-related activity, function or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased, or used by the school district; or through the use of technology or an electronic device owned, leased, or used by the school district and
- II. at a location, activity, function or program that is not school-related, or through the use of technology or an electronic device that is not owned, leased or used by the school district, if the acts create 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.

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

## **A. Definitions**

**Aggressor** is a student who engages in bullying, cyber-bullying, or retaliation.

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

- I. causes physical or emotional harm to the target or damage to the target's property;
- II. places the target in reasonable fear of harm to himself or of damage to his 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 may include conduct such as physical intimidation or assault, including intimidating an individual into taking an action against his/her will; oral or written threats; teasing; putdowns; name-calling; stalking; threatening looks, gestures, or actions; cruel rumors; false accusations; and social isolation.

**Cyber-bullying**, as defined in M.G.L. c.71, s. 37O is bullying through the use of technology or any electronic communication, which shall include, but 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 also includes:

- I. the creation of a web page or blog in which the creator assumes the identity of another person;
- II. the knowing impersonation of another person as the author of posted content or messages, if the creation or impersonation creates and of the conditions enumerated above in clauses I to V, inclusive, of the definition of bullying; and
- III. 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 access by one or more persons, if the distribution or posting creates any of the conditions enumerated above in clauses I to V, inclusive, of the definition of bullying.

Cyber-bullying may include conduct such as sending derogatory, harassing or threatening email messages, instant messages, or text messages; creating websites that ridicule, humiliate, or intimidate others; and posting on websites or disseminating embarrassing or inappropriate pictures or images of others.

**Hostile Environment**, as defined in M.G.L., c.71, s. 37O, is a situation in which bullying causes the school environment to be permeated with intimidation, ridicule or insult that is sufficiently severe or pervasive to alter the conditions of a student's education.

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

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

## **B. Bullying and Retaliation Are Prohibited and Will Lead to Discipline**

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

## **C. Reporting Obligations**

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

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

**Reporting to Parents/Guardians:** The principal or designee must promptly notify the parent/guardian of the alleged target and the alleged aggressor of a report of bullying or retaliation and of the school's procedures for investigating the report. If the alleged target and alleged aggressor attend different schools, the principal receiving the report shall inform the principal of the other student's school, who shall notify the student's parents of the report and procedures.

**Reporting to Local Law Enforcement:** At any point after receipt of a report of bullying or retaliation, or during or after an investigation, if the school principal or designee has a reasonable basis to believe that the incident may involve criminal conduct, the school principal or designee will notify the local law enforcement agency. In addition, if an incident of bullying or retaliation occurs on school grounds and involves a former student under the age of 21 who is no longer enrolled in a local school district, charter school, non-public school, approved private day or residential school or collaborative school, the Superintendent of the East Bridgewater Public Schools or designee will notify local law enforcement if s/he believes that criminal charges may be pursued.

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

#### **D. Investigation**

The school principal or designee shall investigate promptly a report of bullying or retaliation, giving consideration to all the circumstances at hand, including the nature of the allegations and the ages of the students involved. The following are general guidelines for responding to a report of bullying or retaliation. The guidelines will be adapted as necessary to respond appropriately to the complaint.

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

**Written statement of complaint:** The investigator will seek to determine the basis of the complaint, gathering information from the complaint, including such matters as: what specifically happened, who committed the alleged acts, who was present or may have information about the events, when the event occurred (date, time of day), and where the events occurred.

It is helpful to have these facts in writing. If age appropriate, the complainant may be asked to put the complaint in writing and to sign and date it. If the complainant cannot or chooses not to write a complaint, the investigator will record the allegations, read them to the complainant to confirm accuracy, and ask the complainant to sign the document. If the complainant cannot or chooses not to sign, the investigator may sign and date the document her/himself.

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

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

#### **E. Determination**

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

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

Holding parent conferences;

Transferring student's classroom or school;

Limiting or denying student access to a part, or area, of a school;

Enhancing adult supervision on school premises;

Excluding from participation in school-sponsored or school-related functions, after-school programs, and/or extracurricular activities;

Providing relevant educational activities for individual students or groups of students. Guidance counselors and others in the school setting who have been trained in working with students on interpersonal issues may be helpful in providing such programs;

Establishing a Personalized Action Plan and directives for future conduct, including providing the target with a process for reporting any concerns about future conduct immediately. It is critical to involve the student in creating an action plan that involves a reporting process that works for that particular student;

Arranging for communication between the parties, if appropriate, to assist them in resolving issues which have arisen between them. (Such an approach will be used cautiously since communication can sometimes exacerbate, rather than alleviate, the target's concerns and since the conduct often involves an imbalance of power.);

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

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

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

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

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

### **STUDENT DISCIPLINE**

#### **SUSPENSIONS**

The East Bridgewater Public Schools adheres to the Student Discipline Laws and Regulations as set forth in Massachusetts General Laws Chapter 37H, 37 H1/2 and 37 H 3/4 and 603 CMR 53.00 *et seq.*

#### **IN-SCHOOL SUSPENSION PROCEDURES (when available):**

A student may be removed from regular classroom activities, but not from the school premises, for up to ten (10) consecutive school days or up to ten (10) school days cumulatively for multiple infractions during the school year. Students who are placed in in-school suspension shall have the opportunity to earn credits, make up assignments, tests, papers, and other school work as needed to make academic progress during the in-school suspension.

A student who is unable to consistently adhere to acceptable classroom standards in a particular class may be removed from the class permanently and assigned to a different class at the discretion of the principal and/or his/her designee.

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The principal or designee shall notify the superintendent of an exclusion imposed on a student enrolled in kindergarten through grade 3 prior to such exclusion taking effect, describing the alleged misconduct and reason for exclusion.

#### **Notice of In-School Suspension**

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

On the same day as the in-school suspension decision, the principal or his/her designee shall make reasonable efforts to notify the parent orally of the disciplinary offense, the reasons for concluding that the student committed the infraction, and the length of the in-school suspension.

On the day of the suspension, the principal or his/her designee shall send written notice (by hand-delivery, certified mail, first class mail or email) to the student and parent including the reason and the length of the in-school suspension, and inviting the parent to a meeting if the meeting has not already occurred. The notice shall be in English and the primary language of the home if another language is identified in the home language survey, or by other means, as appropriate.

#### **Parent Meeting**

The principal or his designee shall also invite the parent to a meeting to discuss the student's academic performance and behavior, strategies for student engagement, and possible responses to the behavior. Such meeting shall be scheduled on the day of the suspension if possible, and if not, as soon thereafter as possible. If the principal or his/her designee is unable to reach the parent after making and documenting at least (2) attempts to do so, such attempts shall constitute reasonable efforts for purposes of orally informing the parent of the in-school suspension.

#### **No Right to Appeal**

The decision of the Principal or his/her designee is the final decision for in-school suspensions not exceeding ten (10) days, consecutively or cumulatively during a school year.

## **OUT-OF-SCHOOL SUSPENSION PROCEDURES: Due Process Procedures for Out-of-School Suspensions:**

There are two types of out-of-school suspensions, "short-term suspensions" and "long-term suspensions." The principal or his/her designee shall determine the extent of the rights to be afforded the student at a disciplinary hearing based on the anticipated consequences for the disciplinary offense.

If the consequence may be long-term suspension from school, the principal or his/her designee shall afford the student, additional rights as described below, in addition to those rights afforded to students who may face a short-term suspension from school. All students facing out-of-school suspension shall have the right to oral and written notice, as described below.

### **Notice for Any Out-of-School Suspension**

Prior to suspending a student, the Principal or his/her designee will provide the student and the Parent oral and written notice of the possible suspension, an opportunity for the student to have a hearing and the opportunity of the Parent(s) to participate in the hearing. The notice will be in English and in the primary language of the home if other than English as identified in the home language survey, or by other means of communication where appropriate. The notice will set forth in plain language:

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

The principal or his/her designee shall make reasonable efforts to notify the parent orally of the opportunity to attend the hearing. Prior to conducting a hearing without the parent present, the principal or his/her designee will document reasonable efforts to include the parent. The principal or his/her designee is presumed to have made reasonable efforts if the principal or his/her designee has sent written notice and has documented at least two (2) attempts to contact the parent in the manner specified by the parent for emergency notification.

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

### **Emergency Removal of Student**

Under certain emergency circumstances, it may not be practical for the principal or his/her designee to provide prior oral and written notice before removing a student from school. The principal or his/her designee may remove a student from school temporarily when a student is charged with a disciplinary offense and the continued presence of the student poses a danger to persons or property, or materially and substantially disrupts the order of the school, and, in the principal's (or his/her designee's) judgment, there is no alternative available to alleviate the danger or disruption. The principal or his/her designee will immediately notify the superintendent in writing of the removal and the reason for it, and describe the danger presented by the student. The temporary removal shall not exceed two (2) school days following the day of the emergency removal, during which time the principal shall:

- (a) Make immediate and reasonable efforts to orally notify the student and the student's parent of the emergency removal, the reason for the need for emergency removal, the disciplinary offense, the basis for the charge, the potential consequences, including potential length of suspension, the opportunity for a hearing including the date/time/location of the hearing, the right to interpreter services, and other rights permitted for students who may be placed on long-term suspension as set forth in 603 CMR. 53.08(3)(b);
- (b) Provide written notice to the student and parent, including the information described in 603 CMR 53.06(2);
- (c) Provide the student an opportunity for a hearing with the principal or his/her designee that complies with 603 CMR 53.08(2) or 53.08(3), as applicable, and the parent an opportunity to attend the hearing, before the expiration of the two (2) school days, unless an extension of time for hearing is otherwise agreed to by the principal, student, and parent.
- (d) Render a decision orally on the same day as the hearing, and in writing no later than the following school day, which meets the requirements of 603 CMR 53.08(2)(c) and 53.08(2)(d) or 603 CMR 53.08(3)(c) and 53.08(3)(d), as applicable.

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

## **SHORT-TERM SUSPENSION PROCEDURES**

A Short-Term Suspension is the removal of a student from the school premises and regular classroom activities for ten (10) consecutive school days or less. The principal, or his/her designee, may, in his or her discretion, allow a student to serve a short-term suspension in school. Any student facing a potential short-term suspension is entitled to a hearing with the Principal or his/her designee with the following process:

Principal Hearing - Short-term Suspension:

- (a) The purpose of the hearing with the principal or his/her designee is to hear and consider information regarding the alleged incident for which the student may be suspended, provide the student an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident, determine if the student committed the disciplinary offense, and if so, the consequences for the infraction. At a minimum, the principal or his/her designee shall discuss the disciplinary offense, the basis for the charge, and any other pertinent information. The student also shall have an opportunity to present information, including mitigating facts that the principal or

his/her designee should consider in determining whether other remedies and consequences may be appropriate as alternatives to suspension. The principal or his/her designee shall provide the parent, if present, an opportunity to discuss the student's conduct and offer information, including mitigating circumstances, that the principal should consider in determining consequences for the student.

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

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

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(b)(1)(b)(1)

(d) If the student is in a public preschool program or in grades K through 3, the principal shall send a copy of the written determination to the superintendent and explain the reasons for imposing an out-of-school suspension, before the short-term suspension takes effect.

#### No Right to Appeal:

The decision of the Principal or his/her designee is the final decision for short-term out-of-school suspensions not exceeding ten (10) days, consecutively or cumulatively during a school year.

### LONG-TERM SUSPENSION PROCEDURES

A Long-Term Suspension is the removal of a student from the school premises and regular classroom activities for more than ten (10) consecutive school days, or for more than ten (10) school days cumulatively for multiple disciplinary offenses in any school year. The principal or his/her designee, may, in his or her discretion, may allow a student to serve a long-term suspension in school. Except for students who are charged with a disciplinary offense set forth in Massachusetts General Laws Chapter 71, §37 H, or in Massachusetts General laws Chapter 71 § 37H 1/2, no student may be placed on long-term suspension for one or more disciplinary offenses for more than ninety (90) school days in a school year beginning with the first day that the student is removed from school. No long-term suspension shall extend beyond the end of the school year in which such suspension is imposed. Any student facing a potential long-term suspension is entitled to a hearing with the Principal or his/her designee with the following process

#### Principal Hearing - Long-term Suspension:

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

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

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

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

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

1. Identify the disciplinary offense, the date on which the hearing took place, and the participants at the hearing;
2. Set out the key facts and conclusions reached by the principal;
3. Identify the length and effective date of the suspension, as well as a date of return to school;
4. Include notice of the student's opportunity to receive education services to make academic progress during the period of removal from school;
5. Inform the student of the right to appeal the principal's decision to the superintendent or designee, but only if the principal has imposed a long-term suspension. Notice of the right of appeal shall be in English and the primary language of the home if other than English as determined by the home language survey, or other means of communication where appropriate, and shall include the following information stated in plain language:
  - a) the process for appealing the decision, including that the student or parent must file a written notice of appeal with the superintendent within five (5) calendar days of the effective date of the long-term suspension; provided that within the five (5) calendar days, the student or parent may request and receive from the superintendent an extension of time for filing the written notice for up to seven (7) additional calendar days; and that the long-term suspension will remain in effect unless and until the superintendent decides to reverse the principal's determination on appeal.



(d) If the student is in a public preschool program or in grades K through 3, the principal shall send a copy of the written determination to the superintendent and explain the reasons for imposing an out-of-school suspension, before the suspension takes effect.

Superintendent's Appeal Hearing:

(1) A student who is placed on long-term suspension following a hearing with the principal shall have the right to appeal the principal's decision to the superintendent.

(2) The student or parent shall file a notice of appeal with the superintendent within five (5) calendar days of the effective date of the long-term suspension; provided that within the five (5) calendar days, the student or parent may request and receive from the superintendent an extension of time for filing the written notice for up to seven (7) additional calendar days. If the appeal is not timely filed, the superintendent may deny the appeal, or may allow the appeal in his or her discretion, for good cause.

(3) The superintendent shall hold the hearing within three (3) school days of the student's request, unless the student or parent requests an extension of up to seven (7) additional calendar days, in which case the superintendent shall grant the extension.

(4) The superintendent shall make a good faith effort to include the parent in the hearing. The superintendent shall be presumed to have made a good faith effort if he or she has made efforts to find a day and time for the hearing that would allow the parent and superintendent to participate. The superintendent shall send written notice to the parent of the date, time, and location of the hearing.

(5) The superintendent shall conduct a hearing to determine whether the student committed the disciplinary offense of which the student is accused, and if so, what the consequence shall be. The superintendent shall arrange for an audio recording of the hearing, a copy of which shall be provided to the student or parent upon request. The superintendent shall inform all participants before the hearing that an audio record will be made of the hearing and a copy will be provided to the student and parent upon request.

(6) The student shall have all the rights afforded the student at the principal's hearing for long-term suspension.

(7) The superintendent shall issue a written decision within five (5) calendar days of the hearing which meets the requirements of 603 CMR 53.08(3)(c)1 through 5. If the superintendent determines that the student committed the disciplinary offense, the superintendent may impose the same or a lesser consequence than the principal, but shall not impose a suspension greater than that imposed by the principal's decision.

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

A parent conference (re-entry meeting) with the Principal or his/her designee is strongly encouraged before students who are suspended return to school. This conference will be used to promote the engagement of the parents or guardians in discussions of the student's misconduct and to assist the student in re-engaging with the school community.

#### **EXCLUSION/EXPULSION**

The exclusion or expulsion of a student from school will be in accordance with Massachusetts General Laws, Chapter 71, Section, 37H. The grounds for exclusion or expulsion

include but are not limited to the following:

a. Any student who is found on school premises or at school-sponsored or school-related events, including athletic games, in possession of a dangerous weapon, including, but not limited to, a gun, a knife, or their facsimile, or anything used in the commission of assault and battery; or a controlled substance as defined in Chapter 94 C, including, but not limited to, marijuana, cocaine, and heroin, may be subject to expulsion from the school or school district by the principal.

b. Any student who assaults a principal, assistant principal, teacher, teacher's aide, or other educational staff on school premises or at school-sponsored or school-related events, including athletic games, may be subject to expulsion from the school or school district by the principal.

c. Any student who is charged with a violation of either paragraph (a) or (b) shall be notified in writing of an opportunity for a hearing; provided, however, that the student may have representation, along with the opportunity to present evidence and witnesses at a hearing before the principal. After said hearing, a principal may, in his/her discretion, decide to suspend rather than expel a student who has been determined by the principal to have violated either paragraph (a) or (b).

d. Any student who has been expelled from a school district pursuant to these provisions shall have the right to appeal to the superintendent. The expelled student shall have ten days from the date of the expulsion in which to notify the superintendent of his/her appeal. The student has the right to counsel at a hearing before the superintendent. The subject matter of the appeal shall not be limited solely to a factual determination of whether the student has violated any provisions of this section.

e. If the student moves to another district during the period of suspension or expulsion, the new district of residence shall either admit the student to its schools or provide educational services to the student in an education service plan.

f. Any student who is suspended or expelled pursuant to this section shall have the opportunity to earn credits, as applicable, make up assignments, tests, papers, and other school work as needed to make academic progress during the period of his or her removal.

g. Any student who is suspended or expelled pursuant to this statute for more than ten (10) consecutive days shall have the opportunity to receive education services and made academic progress toward meeting state and local requirements, through the school-wide education service plan.

#### **FELONY COMPLAINT OR CONVICTION**

Pursuant to Massachusetts General Laws Chapter 37 H 1/2, the following procedures shall be implemented for students charged with or convicted of a felony:

a. Upon the issuance of a criminal complaint charging a student with a felony or upon the issuance of a felony delinquency complaint against a student, the principal or headmaster of a school in which the student is enrolled may suspend such student for a period of time determined appropriate by said principal or headmaster if said principal or headmaster determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school. The student shall receive written notification of this right to appeal and the reasons for such suspension taking effect. Upon expulsion of such student, no school or school district shall be required to provide educational services to the student shall also receive written notification of this right to appeal and the process for appealing such suspension; provided however, that such suspension shall remain in effect prior to any appeal hearing conducted by the superintendent.

- b. The student shall have the right to appeal the suspension to the superintendent. The student shall notify the superintendent in writing of his request for an appeal no later than five calendar days following the effective date of the suspension. The superintendent shall hold a hearing with the student and the student's parent or guardian within three calendar days of the student's request for an appeal. At the hearing, the student shall have the right to counsel. The superintendent shall have the authority to overturn or alter the decision of the principal or headmaster, including recommending an alternate educational program for the student. The superintendent shall render a decision on the appeal within five calendar days of the hearing. Such decision shall be the final decision of the city, town, or regional school district with regard to the suspension.
- c. Upon a student being convicted of a felony or upon an adjudication or admission in court of guilt with respect to such felony or felony delinquency, the principal or headmaster of a school in which the student is enrolled may expel said student if such principal or headmaster determines that the student's continued presence in school would have a detrimental effect of the general welfare of the school. The student shall receive written notification of the charges and reasons for such expulsion prior to such expulsion taking effect. The student shall also receive written notification of his right to appeal and the process for appealing such expulsion; provided, however, that the expulsion shall remain in effect prior to any appeal hearing conducted by the superintendent.
- d. The student shall have the right to appeal the expulsion to the superintendent. The student shall notify the superintendent, in writing, of his request for an appeal no later than five calendar days following the effective date of the expulsion. The superintendent shall hold a hearing with the student and the student's parent or guardian within three calendar days of the expulsion. At the hearing, the student shall have the right to present oral and written testimony on his behalf, and shall have the right to counsel. The superintendent shall have the authority to overturn or alter the decision of the principal or headmaster, including recommending an alternate educational program for the student. The superintendent shall render a decision on the appeal within five calendar days of the hearing. Such decision shall be the final decision of the city, town, or regional school district with regard to the expulsion.
- e. Any student who is suspended or expelled pursuant to this section shall have the opportunity to earn credits, as applicable, make up assignments, tests, papers, and other school work as needed to make academic progress during the period of his or her removal.
- f. Any student who is suspended or expelled pursuant to this statute for more than ten (10) consecutive days shall have the opportunity to receive education services and made academic progress toward meeting state and local requirements, through the school-wide education service plan.

#### **EDUCATION SERVICES AND ACADEMIC PROGRESS UNDER SECTIONS 37H, 37H1/2 AND 37H3/4**

Any student who is serving an in-school suspension, short-term suspension, long-term suspension, or expulsion shall have the opportunity to earn credits, as applicable, make up assignments, tests, papers, and other school work as needed to make academic progress during the period of his or her removal from the classroom or school. The principal shall inform the student and parent of this opportunity in writing when such suspension or expulsion is imposed.

Any student who is expelled or suspended from school for more than ten (10) consecutive days, whether in school or out of school, shall have an opportunity to receive education services and make academic progress toward meeting state and local requirements, through the school-wide education service plan. A description of the school-wide education service plan is provided below.

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

#### **SCHOOL-WIDE EDUCATIONAL SERVICES PLAN**

The School-Wide Educational Services Plan for each school is found on the district website. Written copies are available at the Superintendent's Office located at 93 Chandler St, East Bridgewater, MA

#### **ELIGIBILITY TO PARTICIPATE IN SCHOOL ACTIVITIES AND EVENTS**

Extra-curricular activities and events are an important part of the educational experience for our students, but participation in these activities is a privilege, not a right. The variety of clubs, activities and events is extensive and students are encouraged to become involved in one or more of these opportunities.

Participation in clubs and activities at East Bridgewater Public Schools and attending school-sponsored, school-related events is a privilege afforded to students who remain in good standing. To participate in school activities, events and clubs, students are expected to maintain good attendance and demonstrate good behavior and citizenship during school and at school-sponsored events. Eligibility for participation in activities, events, clubs, awards, scholarships and honorary positions at East Bridgewater Public Schools is limited to students who are currently enrolled in and attending East Bridgewater Public Schools in good standing. Students not meeting these expectations may be excluded at the discretion of the Principal or his/her designee. A student's removal from extracurricular activities and attendance at school sponsored events is not subject to the procedural requirements of Massachusetts Laws Chapter 37H 34 (Principal's Hearing). The removal is not a suspension for the purpose of counting the school days that a student is suspended. Parents will be notified when a student is removed or excluded from extracurricular activities.

## **POLICIES**

### **HOMEWORK POLICY**

Central Elementary School considers homework to be a necessary extension of the curriculum. Skills and concepts learned during the school day can be practiced, reinforced, and extended at home. Homework helps the child to develop good study habits and fosters student responsibility for learning.

When teachers assign homework consideration is given to student ability, aptitude, interest, and environment and should be created to meet the needs of the individual pupil. Students will be provided with appropriate time allotments for homework at each grade level. Please monitor the amount of time your child spends on his/her daily homework assignments and contact your child's teacher if he/she is exceeding the grade level time allotments in order to complete assignments.

Reading with a parent or guardian on a nightly basis is an integral part of the learning process. Parents can demonstrate to their children that homework is important by establishing a quiet place for assignments to be completed. Students should complete homework independently and parents should check for completion. Parents should provide support and encouragement when needed and seek the advice of the teacher if there are questions about how best to assist.

The following are general guidelines for weekly homework assignments:

#### **KINDERGARTEN**

Nights per week of homework: 1-2 nights  
Minutes per night spent on assigned homework: 10 minutes  
Minutes per night child reading or being read to: 15 minutes  
Long-term projects per year: 1

#### **GRADE 1**

Nights per week of homework: 2-3 nights  
Minutes per night spent on assigned homework: 15 minutes  
Minutes per night child reading or being read to: 15 minutes  
Long-term projects per year: 2

#### **GRADE 2**

Nights per week of homework: 3-4 nights  
Minutes per night spent on assigned homework: 20 minutes  
Minutes per night child reading or being read to: 20 minutes  
Long-term projects per year: 3

### **PROMOTION/ RETENTION**

Because the public schools of the district are dedicated to the best total and continuous development of each child enrolled, the professional staff is expected to place pupils at the grade level best suited to them academically, socially, and emotionally. Pupils will typically progress annually from grade to grade. Exceptions may be made when, in the judgment of the professional staff, such exceptions are the best educational interest of the pupils involved. Exceptions will always be made after prior notification and explanation to each pupil's parents, but the final decision, in accordance with School Committee policy, will rest with the school principal.

### **MASSACHUSETTS STATE REQUIREMENTS**

Massachusetts state law requires the following documents before a child can be allowed to enter school: Birth Certificate, record of immunizations, and health examination with lead screening and proof of Varicella or Chicken Pox disease. An official transfer slip must be presented when a student enters from another school system.

### **PHOTOGRAPHING & VIDEOTAPING**

In the process of celebrating the successes of our students we sometimes take pictures and/or videotape them. If you do not want the school to release names, pictures or video of your child and /or their work to the local press or cable station you must sign page 48 of the handbook and return to the school.

## TECHNOLOGY – INTERNET ACCESS

www.ebps.net

The Central School has computers in every classroom with age-appropriate software. The computers are networked and have Internet access. In accordance with the Children's Internet Protection Act, the East Bridgewater Public School District has revised its *Student Internet Acceptable Use Policy* to comply with all federal requirements. Before students are eligible to use the Internet at school, a parent, guardian, or student of legal age (18 or older) must sign the attached signature page at the end of this handbook. We hope that you will take opportunity to discuss the new Acceptable Use Policy with your child and further emphasize the importance of appropriate Internet use.

### WEBSITE

We sometimes display work and school activities on our website. Please inform us if you do not want your child's picture and/ or work posted. Please note – we will not include a student's name next to a picture. Central School now has its own Facebook page. Search: East Bridgewater Central Elementary School. To identify our page you will see our mascot "Chester."

### **East Bridgewater Public Schools Student Responsible Technology Use Policy**

#### **Purpose:**

The purpose of this policy is to set forth guidelines and expectations for the responsible use of technology by students, in order to provide a safe, appropriate, and effective learning environment for all in the East Bridgewater Public School District (EBPS). In order to achieve this purpose we understand that both the individuals using technology and the schools have related responsibilities.

#### **For the Individuals Using Technology:**

1. We expect each individual to exercise personal integrity and responsibility.
2. We expect each individual to master certain social-emotional skills in order to maintain ethical use of such technology.
3. We expect each individual to avoid computer activities which interfere with the learning process.

#### **For the School:**

1. Our goals are:
  - to provide access to educational tools, resources, and communication
  - to encourage innovation and collaboration
2. Our policies are intended to promote the most effective, safe, productive, and instructionally sound uses of these tools.

#### **Expectations & Rules**

Responsible use of EBPS technology resources should be in an ethical, respectful, academically honest way that is supportive of the school's mission. Some activities are expressly prohibited by law; other activities are inappropriate as defined by the administration of each school. The following rules are intended to clarify expectations for conduct, but should not be construed as all-inclusive, as we cannot outline every possible permutation of student behavior with technology. We require students to use technology in accordance with general expectations for appropriate behavior as outlined in this document and in all handbooks for staff, and students. Violating any portion of this agreement may result in disciplinary review, including possible suspension or expulsion. The East Bridgewater Public schools will cooperate fully with law enforcement officials in any further investigations related to any potentially illegal activities conducted through our network. The school reserves the right to apply disciplinary consequences for computer related activities conducted off-campus if such activity adversely affects the safety or well-being of students or other members of our community or constitutes behavior embarrassing to the school.

#### **Online Behavior**

1. I understand that as a member of the EBPS community, my actions could reflect on the school. In all of my online communication I will be respectful and polite. This includes, but is not limited to: email, chat, instant-messaging, texting, gaming, and social networking sites.
2. If I am uncertain whether a specific computer activity is permitted or appropriate, I will ask a teacher, administrator, or the technology department, before engaging in that activity.

#### **Privacy**

1. I will not share any of my passwords with anyone or use anyone else's password. If I become aware of another individual's password, I will inform that person or a member of the technology staff.
2. I will be ethical and respect the privacy of others throughout the EBPS network, and internet, and will not share or access others' folders, files or data without authorization.
3. I understand that EBPS has the right to look at any data, email, logs or files that exist on the network or on individual computers without the prior consent of system users. In addition, EBPS reserves the right to view or remove any files on the network without prior notice to users.
4. I will not share or post online personally identifying information about any members of the EBPS community without permission (addresses, phone numbers, email addresses, photos, videos, etc.)
5. I will not make and/or post photo, audio or video recordings of another student, teacher or EBPS event without permission.

#### **Use of School Technology Resources**

1. I will not play games, instant-message or access music or videos at school, unless it is part of the curriculum or is authorized by a teacher, or authorized personnel.
2. I will use the EBPS network space only for school-related activities.

3. I will only use my EBPS email account for school related activities, job applications, not to send out mass unsolicited messages, to forward chain letters, joke collections, or other objectionable materials. I will not use EBPS technology resources for commercial activity or to seek monetary gain.
4. I will not deliberately perform any act which will negatively impact the operation of any computers, printers, or networks.
5. I will not use illegal file-sharing or music downloading software while on the EBPS network.
6. I will make an effort to keep my computer free from viruses and other destructive materials. If my computer is accidentally infected, I will seek help from the technology department.
7. I will not store, transfer, or use software or settings for hacking, eavesdropping, network administration/monitoring or network security circumvention.
8. I will not install or boot any non-approved operating systems, and or unapproved extension on any EBPS devices.
9. That all non-IT personal should not attempt to open and fix school issued computer or networking equipment. Opening a school issued computer or networking equipment, could void the system warranty or cause other issues to the device.

#### **Cyber Bullying**

1. Cyber Bullying is when the Internet, cell phones or other devices are used to send or post text or images intended to hurt or embarrass another person.
2. I will not intentionally hurt or embarrass another person or group with my technology use as described above.
3. I will notify a counselor, teacher, or technology department member immediately if I become aware of any behavior that may hurt or embarrass another person or group through the use of technology, obscene or inappropriate materials.
4. I will not search for (or download) any material that is offensive, lewd, or pornographic. (Offensive material is pro-violence, hateful, discriminatory, or anti-social. An exception to this policy is granted for teacher-assigned research projects.)
5. If I mistakenly access inappropriate information, I will notify a teacher or Technology department staff member immediately.

#### **Copyright & Plagiarism**

1. I will properly cite any resources that I use in my school-work.
2. I will not plagiarize from any sources. (Plagiarism is taking someone else's writing, images or idea and presenting it as your own.)
3. Except for "educational fair use" as defined by a teacher, I will not copy, save, or redistribute copyrighted material (files, music, software, etc.)

Users should assume material is copyrighted unless it is stated clearly to the contrary.

#### **Personally Owned Computer Equipment & Devices**

1. Equipment not approved by the technology department shall not be allowed to connect to the EBPS network. This includes, but is not limited to: cell phones, iPods, and non- EBPS laptops/tablets.
2. Connecting to other networks while on campus is prohibited. This includes using cell phones to connect EBPS laptops/ tablets to the Internet (Hot Spots/ Cellular Data).

#### **Limitation of Liability**

EBPS takes precautions to restrict access to objectionable material online, but it is not possible to have full control over access to resources and materials on the internet. EBPS reserves the right to block content that negatively impacts the academic performance of students. EBPS cannot guarantee that network services will be without error. The school will not be responsible for any lost data or interrupted service caused by malfunction, negligence, or omission. EBPS is not responsible for the accuracy or quality of information obtained through the network. The school will not be responsible for financial obligations arising from unauthorized use of the network. Please note: Any concerns regarding student use of technology may be confidentially reported to the District Data Manager/ building Principal in addition to the resources mentioned above.

### **Chromebook Device Guidelines**

#### **Grades PreK - 12**

1. Returning Your Chromebook
  - a. End of Year Grades 3 – 6
    - i. At the end of the day on the last day of school, devices will be expected to remain in the classroom cart for collection by the IT department.
  - b. End of Year Grades 7 – 11
    - i. Students will be allowed to keep their Chromebook over the summer and are responsible for the care of the device.
  - c. End of Year Grade 12
    - i. Students will return their Chromebook and charger by the last day of school.
  - d. Transferring/Withdrawing Students
    - i. Students in grades 3 – 6 that transfer out of EBPS, their device must remain in the classroom cart.
    - ii. Students in grades 7 – 12 who transfer out of EBPS must turn in their Chromebook and power cord to the Guidance Department during the withdrawal process. Failure to turn in the Chromebook will result in a delay of student records being transferred to the new school. If the Chromebook is not returned to the school, the student will be charged the full replacement cost of the device and power cord. The district may also file a report of stolen property with the local law enforcement agency for equipment not returned.
2. Taking Care of your Chromebook
  - a. Students are responsible for the general care of the Chromebook they have been issued by the EBPS school district. Chromebooks that are broken or fail to work properly must be taken to the Technology Department as soon as possible so that they can be taken care of in a proper and timely manner. District owned Chromebooks should never

be taken to an outside computer service for any type of repair or maintenance. Students should never leave their Chromebooks unattended, and should lock their device in a locker when not in use. **Administration reserves the right to revoke student Chromebook access, at any time with a notice sent home to parents.**

- b. General Precautions
    - i. No food or drink should be near the Chromebook.
    - ii. Cords, cables, and removable storage devices must be inserted carefully into the Chromebooks.
    - iii. Chromebooks should not be used or stored near pets.
    - iv. Chromebooks should not be stored or exposed to extreme temperatures and should not be left in a car during the day (especially in summer) or left overnight (especially in winter).
    - v. Chromebooks should not be used with the power cord plugged in as the cord may cause a hazard to others.
    - vi. Chromebooks must remain free of any writing, drawings, coloring, or stickers of any type, including skins.
    - vii. No objects should be placed on top of Chromebooks.
    - viii. Do not over rotate the web camera.
    - ix. Do not install any software or change the device settings.
    - x. Do not remove the Chromebook labels that have been placed by EBPS IT staff or the manufacture.
  - c. Carrying Chromebooks
    - i. Never lift Chromebooks by the screen.
    - ii. Never carry the Chromebooks with the screen open.
  - d. Screen Care
    - i. Chromebook screens can be damaged if subjected to heavy objects, excessive pressure, rough treatment, some cleaning solvents, and liquids.
    - ii. Do not put pressure on top of the Chromebook when it is closed.
    - iii. Do not store a Chromebook with the screen open.
    - iv. Do not place anything under the protective cover that will press against the screen.
    - v. Ensure that nothing is left on the keyboard before closing the lid (e.g., pens, pencils, erasers).  
The screen should be cleaned with a soft, dry microfiber cloth or anti-static cloth only.
  - e. Serial Number
    - i. All Chromebooks are assigned and tracked based on serial numbers.
    - ii. Students who have tampered with or turned in a Chromebook with an altered or missing serial number will be charged up to the full replacement cost of the Chromebook.
3. Using your Chromebook at school
- a. If a student does not bring his/her Chromebook to school, it is the student's responsibility to make up missed assignments. Loaners will NOT be provided.
  - b. Chromebooks being repaired
    - i. When available, loaner Chromebooks will be issued to students when they leave their school- issued device with the IT Department.
    - ii. Grades 7 -12 students borrowing a Chromebook must sign a loaner agreement and will be responsible for any damage to or loss of the loaned device.
  - c. Charging Chromebooks
    - i. Grades 3 – 6
      - 1. Devices will be charged at the end of day by the charging cart located in the classroom.
    - ii. Grades 7 – 12
      - 1. Chromebooks must be brought to school each day with a full charge.
      - 2. Students should charge their Chromebooks at home every evening.
      - 3. A charging station will be set up in the library for students who need to charge their device during the day.
  - d. Backgrounds and Themes
    - i. Students may not use inappropriate media as a background image or theme. The presence of such media will result in disciplinary action.
  - e. Sound
    - i. Sound must be muted at all times unless permission is obtained from a teacher.
    - ii. Headphones may be used at the discretion of the teachers.
    - iii. Students will provide their own personal set of headphones.
  - f. Logging into a Chromebook
    - i. Students will login to their Chromebooks with their school issued email account.
    - ii. Students should never share their account passwords with others.
  - g. Managing and saving your digital work with a Chromebook
    - i. The majority of a student's work will be stored in Google Drive and can be accessed from any computer with an internet connection, as well as most mobile internet devices.

- ii. The district is not responsible for the loss of any student's work.
  - iii. Students are encouraged to maintain backups of their important work on a portable storage device or by having multiple copies stored in different internet storage locations.
- 4. Using your Chromebook outside of school
  - a. Grades 7 – 12
    - i. Students are encouraged to use their Chromebooks at home and other locations outside of school for educational purposes only. A Wi-Fi Internet connection will be required for use. Students are bound by the EBPS Student/Parent Device Agreement, the acceptable use policy and all other guidelines in this document wherever they use their Chromebooks.
- 5. Operating System and Security
  - a. Students may not use or install any operating system on their Chromebook other than the current version of Chrome OS that is supported and managed by the district.
  - b. Updates
    - i. The Chromebook operating system, ChromeOS, updates itself automatically. Students do not need to manually update their Chromebooks.
  - c. Virus Protection
    - i. Chromebooks use the principle of “defense in depth” to provide multiple layers of protection against viruses and malware, including data encryption and verified boot.
    - ii. There is no need for additional virus protection.
- 6. Content Filter
  - a. As with all school devices, access to the Internet will be filtered when students are on campus. The district will utilize Go Guardian to monitor internet usage at home. Go Guardian has the capability to restrict internet access should inappropriate content on the school-issued device be uncovered.
- 7. Software
  - a. G Suite for Education
    - i. Chromebooks seamlessly integrate with the G Suite for education for productivity and collaboration tools. This suite includes Google Docs (word processing), Spreadsheets, Presentations, Drawings, and Forms.
    - ii. All work is stored in the cloud.
  - b. Chrome Web Apps and Extensions
    - i. EBPS Technology staff will deploy several relevant apps and extensions for all students.
    - ii. Students are not allowed to install chrome web apps and extensions from the Chrome Web Store unless approved by their teacher(s).
- 8. Chromebook Identification
  - a. Records
    - i. The district will maintain a log of all Chromebooks which includes the Chromebook serial number, name and ID number of the student to which the device is assigned.
- 9. Repairing/Replacing your Chromebook
  - a. How to get support: Grades 7 -12
    - i. If a Chromebook breaks or is malfunctioning, students should go to the library to acquire a replacement device. If the break or malfunction occurs outside of school hours the students should report the issue to the library the following day.
  - b. How to get support Grades 3 – 6
    - i. If a Chromebook breaks or is malfunctioning, the teacher will need to put a ticket into the Helpdesk.
  - c. Vendor Warranty
    - i. Chromebooks include a one year hardware warranty from the vendor.
    - ii. The vendor warrants the Chromebooks from defects in materials and workmanship.
    - iii. The limited warranty covers normal use, mechanical breakdown, and faulty construction.
    - iv. The vendor will provide normal replacement parts necessary to repair the Chromebook, or if necessary, provide a Chromebook replacement.
  - d. Estimated Costs outside of the vendor warranty
    - i. Grades 7 – 12 students who have insurance are covered, with the exception of excessive abuse or if the device is lost or stolen.
    - ii. Grades 7 – 12 students who do not have insurance:
      - 1. Replacement is based on machine model type, which can range from \$140.00 to \$240.00
      - 2. A Cracked Screen - \$95.00
      - 3. Keyboard/Touchpad - \$40.00
      - 4. Power Cord - \$45.00
    - iii. Grades 3 – 6 students who deliberately damage the device are subjected to the above pricing.

- e. Damages not paid for by the end of the school year, will prevent the child from re-enrolling in the 1:1 Device Program the following year.
10. Privacy Expectations
- a. School Chromebooks have been configured to optimize the educational experience for students and staff as well as to protect students from harmful content per federally mandated guidelines. These Chromebooks are school property; students have no expectation of privacy when using this school device. **Administration reserves the right to restrict non-educational websites if a student violates the EBPS Acceptable Use Policy and/or Device Guidelines.**
  - b. On Campus Chromebook use
    - i. As mentioned previously, all devices on the school network go through a content filter that prevents students from accessing harmful content. This filter also logs user activity, including those websites accessed by the End User. The filtering policies are a requirement of the Children's Internet Protection Act (CIPA).
  - c. Off Campus Chromebook use
    - i. When being used off school grounds (i.e. home use) Chromebooks will be filtered by the EBPS content filter.
11. Appropriate Uses and Digital Citizenship
- a. Appropriate Use
    - i. School issued Chromebooks should be used for educational purposes and students are to adhere to the EBPS Acceptable Use Policy and all of its corresponding administrative procedures at all times, including any event in which the school's internet filter fails.
  - b. Digital Citizenship
    - i. East Bridgewater Public Schools values the opportunity to help our students develop their digital citizenship skills. Students are encouraged to report any irresponsible or inappropriate online behavior to faculty, staff, or administration.

## **BUS FEE POLICY**

Students who live two miles or more from school are assigned to ride a school bus at no charge. All other students including Kindergarten will be assessed a rider fee if they choose to ride the school bus. Students in grades K-2 who live less than the one mile walking limit may ride for a fee if space is available. Fees for transportation will begin to be accepted for the following school year on March 15 with a deadline of April 15. The rates for pay to ride are: \$125.00 for the first child, \$65.00 for the second, \$35.00 for the third with a family cap of \$225.00.

Payments can be made online through the Transportation Link located on the district website, [www.ebps.net](http://www.ebps.net). If your payment is made after the deadline it is expected you will go to the stop closest to your home; new stops will not be added. If you are going to request a daycare stop it needs to be submitted by the fee deadline in order for it to be considered.

These changes will give the bus company ample time to generate the bus routes and have them to the Central Office by mid-June. The bus routes will be posted for parents to review for accuracy.

If you feel your stop is unsafe there is an online appeals form that will need to be filled out and submitted by 4:00 PM on July 3rd. Appeals should be safety based, and not convenience, or for preference.

The following restrictions apply as of September 2005:

- **Limits on number of different busses that students will be allowed to ride on:**
  - 2 different morning busses (if space is available)**
  - 2 different afternoon busses (if space is available)**
- **If more than 1 bus is being requested, parents must submit transportation plans before opening of school. The Principal must approve any changes.**

A waiver for financial hardship may be requested from the Superintendent's office. The Federal guidelines for free or reduced lunch will be the criteria for a fee waiver. *A Complete copy is available at the Central School office.*

## **ASBESTOS MANAGEMENT PLAN**

In accordance with EPA regulations, the Central School has been inspected for materials that contain asbestos. *A copy of the Management Plan, which includes the inspection results and location of the ACM (asbestos containing material), is available in the main office of the school as well as the office of the Superintendent of Schools.*



## NOTICE OF NONDISCRIMINATION

The East Bridgewater Public Schools reaffirms that it does not discriminate on the basis of race, color, religion, sex, national origin, age disability, gender or gender identity in admission to, access to, treatment in, or employment in its programs or activities.

The East Bridgewater Public Schools also confirms its commitment to maintain a school and work environment free of harassment based on race, color, religion, sex, national origin, age, disability, gender or gender identity. Any harassment based on race, color, religion, sex, national origin, age, disability, or sexual orientation will not be tolerated.

If you should have questions about this policy, please Contact Mrs. Gina Williams, Assistant Superintendent. She has been designated to respond to your inquiries and to be the school department's Harassment Officer.

Mrs. Williams can be reached at 143 Plymouth Street, East Bridgewater, Massachusetts 02333 or by phone at (508) 378-8200.

File: JKAA

### **EAST BRIDGEWATER PUBLIC SCHOOLS** **Physical Restraint and Behavior Support Policy**

File: JKAA

*This policy complies with the revised physical restraint regulations at 603 CMR 46.01 et seq., effective on January 1, 2016*

Physical restraint is defined as direct physical contact that prevents or significantly restricts a student's freedom of movement. 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. Physical restraint shall only be used when needed to protect a student and/or a member of the East Bridgewater school community from assault or imminent, serious, physical harm. Furthermore, any such physical restraint shall be administered so as to prevent or minimize any harm to the student.

This policy shall be reviewed annually and provided to East Bridgewater Public Schools staff and made available to the Parents of enrolled students. Nothing in this policy precludes any teacher, employee, or agent of the East Bridgewater Public Schools from using reasonable force to protect students, other persons, or themselves from assault or imminent, serious, physical harm.

#### **8. Methods for Preventing Student Violence, Self-Injurious Behavior, and Suicide**

- a. Student behavior and emotional needs are addressed in a pro-active manner through Functional Behavioral Assessments, Behavior Intervention Plans, or Individual Education Plans. These tools are used in an effort to change behavior prior to it becoming unmanageable in the school environment. School psychologists and counselors are on staff in each building in the district and provide counseling to students as indicated in IEP's. Psychologists or other support staff such as counselors, social workers, etc., will also see any student on an as-needed basis when problems or crisis arise.
- b. De-escalation techniques specific to the student may be incorporated in the student's Behavior Intervention Plan or Individual Education Plan and utilized by staff. More general de-escalation techniques are taught as part of full restraint training outlined in detail in section 3B below.

#### **2. Methods for Engaging Parents and/or Guardians**

- a. Any parent and/or guardian with concerns about the use of physical restraint at any school within the East Bridgewater Public Schools may request a meeting with the building Principal or the Director of Specialized Services to discuss such concerns. Any individual who believes that a physical restraint of a student may have been unwarranted or conducted inappropriately may also make use of the Grievance Procedure described in Section 10, below.

#### **3. Alternatives to Physical Restraint and Methods of Physical Restraint**

##### **a. Alternatives**

Physical restraint shall not be used unless the following, less intrusive behavior interventions and supports have been unsuccessful or deemed inappropriate by school staff:

- a. Positive behavioral interventions
- b. Verbal redirection
- c. Verbal directive to cease behavior
- d. Opportunity for a break
- e. De-escalation techniques
- f. Loss of earned tokens/rewards/privileges

- g. Opportunity for time-out
- h. Physical escort to a separate space for time-out

b. **Methods of Physical Restraint:**

Physical restraint shall not be used as a means of discipline or punishment; if the student cannot be safely restrained due to medical contraindications which have been documented by a licensed physician and provided to the District; as a response to property destruction, disruption, refusal to comply with rules or staff directives, or verbal threats when those actions do not constitute a threat of assault or imminent, serious, physical harm. Physical restraint shall not be used as a standard response for any individual student. Physical restraint is an emergency procedure of last resort.

The following forms of physical restraint shall only be administered by trained personnel, using only the amount of force necessary to protect the student or other member(s) of the school community from assault or imminent, serious, physical harm. The staff member(s) administering physical restraint shall use the safest method available and appropriate to the situation. Staff shall continuously monitor the physical status of the student during restraint, and the student shall be immediately released from the physical restraint if the student expresses or demonstrates significant physical distress.

All physical restraints must terminate as soon as the student is no longer an immediate danger, or if the student indicates that he/she cannot breathe, or if the student is observed to be in severe distress. If any physical restraint approaches twenty (20) minutes, staff will obtain the approval of the building Principal to continue the restraint based upon the student's continued agitation. All physical restraints shall be administered in compliance with 603 CMR 46.00.

- i. East Bridgewater agrees to contract with the vendor whose training and services best meet the needs of students and staff in:
  - a. Enhancing staff skill in the use of non-violent de-escalation techniques and strategies;
  - b. Reducing the likelihood of injury to any member of the school community, including students;
  - c. Increasing staff self-confidence in their ability to appropriately face potentially violent or dangerous situations with the safety of all as a top concern;
  - d. Increasing community confidence in EBPS staff's ability to manage crisis situations; and
  - e. Enhancing staff skill in the use of non-violent de-escalation techniques and strategies.
- ii. Objectives of the program EBPS chooses will likely include:
  - a. To identify behaviors that could lead to a crisis.
  - b. To effectively respond to each behavior with a focus on de-escalation.
  - c. To use verbal and nonverbal techniques to defuse hostile and/or dangerous behavior and resolve a crisis before it can become violent.
  - d. To use disengagement skills to avoid injury if behavior becomes physical.
  - e. To understand that restraint is to be used as a last resort only and then the least invasive restraint possible should be used to defuse the situation and provide for the safety of students and staff.
- iii. Specific holds include the following:
  - a. Passive Protective Holds
    - i. Transports: Transports are used to move an upset individual from one area to another area. This is used when the individual is not cooperating and may be aggressive/ assaultive. Individual must have their feet on the floor. Purpose of a transport is to move the individual from danger to safety.
    - ii. Immobilization Holds: Immobilization holds prevent the individual from moving freely and involve immobilizing head, arms, and legs.

#### 4. **Prohibited Forms of Restraint**

- a. Medication restraint, mechanical restraint, and seclusion restraint, as defined in 603 CMR 46.02, are prohibited in the East Bridgewater Public Schools.
- b. Any form of physical restraint used in a manner inconsistent with 603 CMR 46.00 is prohibited in the East Bridgewater Public Schools.
- c. Prone restraint, as defined in 603 CMR 46.02, shall only be permitted under the following, limited circumstances:
  - i. The student has a documented history of serious self-injury and/or injuries to other students or staff;
  - ii. All other forms of physical restraint have failed to ensure the safety of the student and/or the safety of others.
  - iii. There are no medical contraindications documented by a licensed physician;
  - iv. There are no psychological or behavioral contraindications documented by a licensed mental health professional;

- v. The student's Parent has provided voluntary, informed, written consent to the use of prone restraint; and
- vi. The building Principal, or designee, has provided written approval.

East Bridgewater Public Schools will not use prone restraint unless the above circumstances have been documented in advance.

## 5. Staff Training, Physical Restraint Reporting, and Follow-Up Process

### a. Staff Training:

- i. All staff/faculty will receive training regarding the District's physical restraint policy within the first month of each school year, and employees hired after the school year begins will receive training within one month of starting their employment.
- ii. Required training for all staff will include review of the following:
  - 1) East Bridgewater Public Schools Physical Restraint and Behavior Support Policy
  - 2) School building-level physical restraint procedures, including the use of time-out as a behavior support strategy (which needs to be documented by the principal or designee);
  - 3) The role of the student, family, and staff in preventing physical restraint;
  - 4) Interventions which may preclude the need for restraint, including de-escalation of problematic behaviors and alternatives to restraint;
  - 5) When in an emergency, the types of permitted physical restraints and related safety consideration, including information regarding the increased risk of injury to a student when any restraint is used;
  - 6) Identification of East Bridgewater Public Schools staff who have received in-depth training (as set forth below in section (a) (iii) in the use of physical restraint.

### vii. In-Depth Training

- 1) At the beginning of the school year, the building Principal will identify those designated staff who will participate in in-depth training and who will then be authorized to serve school-wide resources to assist in ensuring proper administration of physical restraint.
- 2) Designated staff members shall participate in at least sixteen (16) hours of in-depth training in the use of physical restraint, with at least one refresher training annually.
- 3) In-depth training will include:
  - A. Appropriate procedures for preventing the need for 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, including but not limited to psychological, physiological, and social-emotional effects.

### b. Physical Restraint Reporting

- i. Report to building Principal:
  - 1) Staff shall verbally inform the Principal of any physical restraint as soon as possible, and by written report within one (1) school day.
  - 2) The Principal or designee shall maintain an ongoing record of all reported instances of Physical restraint.
- ii. Report to Parent(s) of Physically Restrained Student:
  - 1) The Principal or designee shall make reasonable efforts to verbally inform the student's Parent and/or Guardian of the physical restraint within twenty-four (24) hours.
  - 2) The Principal or designee shall provide the Parent and/or Guardian a written report of the

physical restraint within three (3) school days. This written report may be provided via email, if the Parent and/or Guardian has provided the District with an email address.

- 3) The Parent/Guardian and/or student may respond to the Principal or designee to comment on the use of the physical restraint and the information in the written report. The Parent/Guardian and/or student may also pursue the Grievance Procedure described in Section 10, below.

iii. Report to Department of Elementary and Secondary Education (DESE):

- 1) Whenever a physical restraint results in injury to the student or any school community member, the District shall send a copy of the written report to DESE within three (3) school days. A copy of the ongoing physical restraint log from the past thirty (30) days will also be provided to DESE.
- 2) East Bridgewater Public Schools shall also report physical restraint data annually to DESE, as directed by DESE.

iv. Report to Law Enforcement and Other State Agencies:

- 1) Nothing in this policy prevents any individual from reporting a crime to the appropriate authorities;
- 2) Nothing in this policy prevents any individual from exercising their responsibilities as a mandated reporter under M.G.L. c. 119, §51A.

v. Contents of Written Report

- 1) The written report of any physical restraint shall include:
  - A. Name of the student; name(s) and job title(s) of staff who administered the physical restraint, and observers, if any; the date, time restraint began, and the time that restraint ended; the name of the Principal or designee who was verbally informed following the restraint, and who approved continuation of the restraint beyond twenty (20) minutes, if applicable.
  - B. A description of the activity in which the restrained student and other students and staff in the vicinity were engaged immediately preceding the use of the physical restraint; the behavior that prompted the restraint; the efforts made to prevent escalation of behavior, including 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, 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 Parent(s)/Guardian(s) to discuss the administration of the restraint and any consequences with school officials.

c. Follow-Up Procedures

- i. After a student is released from a physical restraint, staff shall implement follow-up procedures, including:
  - 1) Reviewing the incident with the student to address the behavior that precipitated the physical restraint;
  - 2) Reviewing the incident with the staff member(s) who administered the physical restraint to ensure proper restraint procedures were followed; and
  - 3) Consideration of whether any follow-up is appropriate for students who witnessed the physical restraint, if any.

**6. Building Principals Shall Develop and Implement Procedures for Periodic Review of Physical Restraint Data.**

- a. These procedures shall include weekly review of physical restraint data to identify individual students who have been restrained multiple times during the week, and if any such student(s) is identified, to convene a review team to assess the student's needs.
- b. These procedures shall include monthly, administrative review of school-wide physical restraint data.
- c. Data will be submitted to the state annually in the method developed by DESE.

**7. Building Principals Shall Develop And Implement Procedures To Ensure that the Reporting Requirements of this Policy and 603 CMR 46.06 Are Met.**

- a. Each building in the East Bridgewater Public Schools will develop written procedures specific to the individual
- b. building which will detail the job roles responsible for meeting the reporting requirements of this policy.

**8. Building Principals Shall Develop and Implement Procedures for Providing Timely, Oral and Written Notice to the Parents/Guardians of Any Student Who Undergoes Physical Restraint.**

- a. Each building in the East Bridgewater Public Schools will develop written procedures specific to the individual building which will detail the process of parent/guardian notification of any student who undergoes physical restraint.
- b. Within these written procedures will also be a current list of staff members in the building who have been provided in-depth training on physical restraint.

**8. Building Principals Shall Develop and Implement a Procedure for the Use of Time-Out.**

- a. Such procedure shall include the process by which staff will obtain the Principal's approval for any time-out lasting longer than thirty (30) minutes. Such approval shall be based on the student's continuing agitation.
- b. Each school building will develop a site based plan and procedure for the use to time-out. Each plan will provide details as to which staff will monitor a student's status during time out, which staff will inform the Principal of time-outs lasting longer than thirty (30) minutes, etc.

**8. Grievance Procedures.**

This grievance procedure is established to ensure procedures are in place for receiving and investigating complaints regarding physical restraint practices. Any individual who believes that a physical restraint of a student may have been unwarranted or conducted inappropriately may file a complaint by utilizing this procedure:

The complaint must be submitted in writing or on audiotape to the Director of Specialized Services for the district.

The Director of Specialized Services will meet with the complainant within ten (10) school days of receipt of the complaint.

A thorough investigation will be conducted which may include interviewing witnesses, staff involved and/or the student; reviewing all written documentation leading up to and pertaining to the incident and all reports filed with the Director of Specialized Services and the Massachusetts Department of Elementary and Secondary Education.

A written report will be developed by the Director of Specialized Services and provided to the complainant.

**School Committee Adopted: February 11, 2016**

File: JKAA-R

**EAST BRIDGEWATER PUBLIC SCHOOLS**  
**Physical Restraint and Behavior Support Procedures**

Physical restraint is defined as 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. Physical restraint shall only be used when needed to protect a student and/or a member of the East Bridgewater school community from assault or imminent, serious, physical harm. Furthermore, any such physical restraint shall be administered so as to prevent or minimize any harm to the student.

This policy shall be reviewed annually and provided to East Bridgewater Public Schools staff and made available to the Parents and/or Guardians of enrolled students. Nothing in this policy precludes any teacher, employee, or agent of the East Bridgewater Public Schools from using reasonable force to protect students, other persons, or themselves from assault or imminent, serious, physical harm.

**1. Methods for Preventing Student Violence and Self-Injurious Behavior**

**i. Prevention/De-Escalation Techniques**

Prevention includes using positive steps taken before a behavioral crisis occurs.

**a. Interrupting**

Interrupting is the first thing to do when trying to break a chain of behaviors, distracting the individual to another topic or something in the environment.

**b. Ignoring**

Ignoring is used during the early stages of negative behavior to which the behavior is not visibly responded, in order to avoid inadvertently reinforcing it. It does not mean that early danger signs are truly ignored and does not mean that dangerous behaviors are ever ignored.

**c. Redirecting**

Redirecting is used to manage a potentially dangerous behavior by deflecting or redirecting the behavior, and then reinforcing a more appropriate behavior by rewarding the individual for displaying the more appropriate behavior.

Prevention also involves assuring staff has training; appropriate staffing; policies/procedures in place including behavioral support plans; appropriate programming; ability to recognize individuals strengths, weaknesses and triggers

## **2. Alternatives to Physical Restraint and Methods of Physical Restraint**

### **i. Alternatives**

Physical restraint shall not be used unless the following, less intrusive behavior interventions and supports have been unsuccessful or deemed inappropriate by school staff:

- i. Positive behavioral interventions**
- j. Verbal redirection**
- i. Verbal directive to cease behavior**
- k. Opportunity for a break**
- l. De-escalation techniques**
- m. Loss of earned tokens/rewards/privileges**
- n. Opportunity for time-out**

Time-outs are 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. Any time outs over thirty (30) minutes must obtain principal approval.

- o. Physical Prompts and Assists**

Physical Prompt or Assists are used when the upset person is moving forward but with little resistance. Staff has hands on the individual, but individual is not displaying assaultive behavior or significantly resisting. Intention of this assist is to move the individual from one place to another and to release him/her upon arrival at desired location. Physical assists must be brief in nature.

- p. Physical Escort**

A physical escort is a temporary touch 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 or upset to walk to a safe location. Physical Escorts must be brief in nature.

### **ii. Methods of Physical Restraint:**

- a.** Physical restraint shall not be used as a means of discipline or punishment; if the student cannot be safely restrained due to medical contraindications which have been documented by a licensed physician and provided to the District; as a response to property destruction, disruption, refusal to comply with rules or staff directives, or verbal threats when those actions do not constitute a threat of assault or imminent, serious, physical harm. Physical restraint shall not be used as a standard response for any individual student. Physical restraint is an emergency procedure of last resort.
- b.** Restraint will not be used 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.
- c.** The following forms of physical restraint shall only be administered by trained personnel, using only the amount of force necessary to protect the student or other member(s) of the school community from assault or imminent, serious, physical harm. The staff member(s) administering physical restraint shall use the safest method available and appropriate to the situation. Staff shall continuously monitor the physical status of the student during restraint, and the student shall be immediately released from the physical restraint if the student expresses or demonstrates significant physical distress.

All physical restraints must terminate as soon as the student is no longer an immediate danger, or if the student indicates that he/she cannot breathe, or if the student is observed to be in severe distress. If any physical restraint approaches twenty (20) minutes, staff will obtain the approval of the building Principal to continue the

restraint based upon the student's continued agitation. All physical restraints shall be administered in compliance with 603 CMR 46.00.

### iii. **Passive Protective Holds**

Passive Protective Holds are used by one or two staff to facilitate a short term emergency physical intervention. The individual is potentially causing harm to self/others or is engaged in major property destruction that could potentially lead to harm to self or others.

#### a. **Transports**

Transports are used to move an upset individual from one area to another area. This is used when the individual is not cooperating and may be aggressive/ assaultive. Individual must have their feet on the floor. Purpose of a transport is to move the individual from danger to safety, not from danger to destination.

#### b. **Immobilization Holds**

Immobilization Holds prevent the individual from moving freely and involve immobilizing head, arms and legs.

## 3. **Prohibited Forms of Restraint**

Medication restraint, mechanical restraint, and seclusion restraint, as defined in 603 CMR 46.02, are prohibited in the East Bridgewater Public Schools.

- a. Any form of physical restraint used in a manner inconsistent with 603 CMR 46.00 is prohibited in the East Bridgewater Public Schools.
- b. **Mechanical restraint** shall mean the use of any device or equipment to restrict a student's freedom of movement. This 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.
- c. **Medication restraint** shall mean the administration of medication for the purpose of temporarily controlling behavior. Medication prescribed by a physician and authorized by the parent for administration in the school setting is not medication restraint.
- d. Prone restraint, as defined in 603 CMR 46.02, shall only be permitted under the following, limited circumstances:
  - 1) The student has a documented history of serious self-injury and/or injuries to other students or staff;
  - 2) All other forms of physical restraint have failed to ensure the safety of the student and/or the safety of others.
  - 3) There are no medical contraindications documented by a licensed physician;
  - 4) There are no psychological or behavioral contraindications documented by a licensed mental health professional;
  - 5) The student's Parent and/or Guardian has provided voluntary, informed, written consent to the use of prone restraint; consent shall mean agreement by a parent who has been fully informed of all information relevant to the activity for which agreement is sought, that the parent 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.
  - 6) The building Principal, or designee, has provided written approval.

East Bridgewater Public Schools will not use prone restraint unless the above circumstances have been documented in advance.

## 4. **Staff Training, Physical Restraint Reporting, and Follow-Up Process**

### i. **Staff Training**

- a. All staff/faculty will receive training regarding the District's physical restraint policy within the first month of each school year, and employees hired after the school year begins will receive training within one month of starting their employment.
- b. Required training for all staff will include review of the following:

- 1) East Bridgewater Public Schools Physical Restraint and Behavior Support Policy
- 2) School building-level physical restraint procedures, including the use of time-out as a behavior support strategy;
- 3) The role of the student, family, and staff in preventing physical restraint;
- 4) Interventions which may preclude the need for restraint, including de-escalation of problematic behaviors and alternatives to restraint;
- 5) When in an emergency, the types of permitted physical restraints and related safety consideration, including information regarding the increased risk of injury to a student when any restraint is used;
- 6) Identification of East Bridgewater Public Schools' staff who have received in-depth training.

**c. In-Depth Training**

- 1) At the beginning of the school year, the building Principal will identify those designated staff who will participate in in-depth training and who will then be authorized to serve as school-wide resources to assist in ensuring proper administration of physical restraint.
- 2) Designated staff members shall participate in in-depth training in the use of physical restraint, with at least one refresher training annually.
- 3) In-depth training will include:
  - a. Appropriate procedures for preventing the need for 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, including but not limited to psychological, physiological, and social-emotional effects.

**ii. Physical Restraint Reporting**

**a. Report to building Principal:**

- 1) Staff shall verbally inform the Principal of any physical restraint as soon as possible and by written report within one (1) school day.
- 2) The Principal or designee shall maintain an ongoing record of all reported instances of physical restraint.

**b. Report to Parent(s) and/or Guardian(s) of Physically Restrained Student:**

- 1) The Principal or designee shall make reasonable efforts to verbally inform the student's Parent(s) and/or Guardian(s) of the physical restraint within twenty-four (24) hours.
- 2) The Principal or designee shall provide the Parent a written report of the physical restraint within three (3) school days. This written report may be provided via email, if the Parent(s) and/or Guardian(s) has provided the District with an email address.
- 3) The principal shall provide the student and the parent(s) and/or guardian(s) an opportunity to comment orally and in writing on the use of the restraint and on information in the written report.
- 4) The Parent/Guardian and/or student may also pursue the Grievance Procedure described in Section 10, below.



**c. Report to Department of Elementary and Secondary Education (DESE):**

- 1) Whenever a physical restraint results in injury to the student or any school community member, the District shall send a copy of the written report to DESE within three (3) school days.
- 2) A copy of the ongoing physical restraint log from the past thirty (30) days will also be provided to DESE.
- 3) East Bridgewater Public Schools shall also report physical restraint data annually to DESE, as directed by DESE.

**d. Report to Law Enforcement and Other State Agencies:**

- 1) Nothing in this policy prevents any individual from reporting a crime to the appropriate authorities;
- 2) Nothing in this policy prevents any individual from exercising their responsibilities as a mandated reporter under M.G.L, c. 119, §51A.

**e. Contents of Written Report**

The written report of any physical restraint shall include:

- 1) Name of the student; name(s) and job title(s) of staff who administered the physical restraint, and observers, if any; the date, time restraint began, and the time that restraint ended; the name of the Principal or designee who was verbally informed following the restraint, and who approved continuation of the restraint beyond twenty (20) minutes, if applicable.
- 2) A description of the activity in which the restrained student and other students and staff in the vicinity were engaged immediately preceding the use of the physical restraint; the behavior that prompted the restraint; the efforts made to prevent escalation of behavior, including specific de-escalation strategies used; alternatives to restraint that were attempted; and the justification for initiating physical restraint.
- 3) 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, and any medical care provided.
- 4) Information regarding any further action(s) that the school has taken or may take, including any consequences that may be imposed on the student.
- 5) Information regarding opportunities for the student's Parent(s) to discuss the administration of the restraint and any consequences with school officials.

**iii. Follow-Up Procedures**

- a. After a student is released from a physical restraint, staff shall implement follow-up procedures, including:
  - 1) Reviewing the incident with the student to address the behavior that precipitated the physical restraint;
  - 2) Reviewing the incident with the staff member(s) who administered the physical restraint to ensure proper restraint procedures were followed; and
  - 3) Consideration of whether any follow-up is appropriate for students who witnessed the physical restraint, if any.
- b. The principal of the program shall conduct a weekly review of restraint data in order 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:
  - 1) Review and discussion of the written reports developed in accordance with 603 CMR 46.06 and any comments provided by the student and parent/guardian about such reports and the use of the restraints;
  - 2) An 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;

- 3) 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;
- 4) An agreement on a written plan of action by the program.
- 5) 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.

**5. Procedure for the Use of Time-Out**

Principals shall develop a procedure for the use of time-outs that include the process by which staff will obtain the Principal's approval for any time-out lasting longer than thirty (30) minutes. Such approval shall be based on the student's continuing agitation.

**6. Methods for Engaging Parents**

- i. East Bridgewater Public Schools will conduct an annual workshop, open to the entire school community, concerning restraint prevention and the use of restraint solely as an emergency procedure. This workshop may be coordinated with the special education parent advisory council (SEPAC), the parent-teacher organization (PTO), and other relevant community groups.
- ii. Any parent/guardian with concerns about the use of physical restraint at any school within East Bridgewater Public Schools may request a meeting with the building Principal or the Superintendent to discuss such concerns. Any individual who believes that a physical restraint of a student may have been unwarranted or conducted inappropriately may also make use of the Grievance Procedure described in Section 10, below.

**7. Grievance Procedures**

This grievance procedure is established to ensure procedures are in place for receiving and investigating complaints regarding physical restraint practices. Any individual who believes that a physical restraint of a student may have been unwarranted or conducted inappropriately may file a complaint by utilizing this procedure:

- i. The complaint must be submitted in writing or on audiotape to the Director of Specialized Services.
- ii. The Director of Specialized Services will meet with the complainant within ten (10) school days of receipt of the complaint.
- iii. A thorough investigation will be conducted which may include interviewing witnesses, staff involved and/or the student; reviewing all written documentation leading up to and pertaining to the incident and all reports filed with the Director of Specialized Services and the Department of Elementary and Secondary Education.
- iv. A written report will be developed by the Director of Specialized Services and provided to the complainant.

**School Committee Adopted: February 11, 2016**

**EAST BRIDGEWATER PUBLIC SCHOOLS**  
**Physical Restraint and Behavior Support Procedures**

File: JKAA-R

Physical restraint is defined as 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. Physical restraint shall only be used when needed to protect a student and/or a member of the East Bridgewater school community from assault or imminent, serious, physical harm. Furthermore, any such physical restraint shall be administered so as to prevent or minimize any harm to the student.

This policy shall be reviewed annually and provided to East Bridgewater Public Schools staff and made available to the Parents and/or Guardians of enrolled students. Nothing in this policy precludes any teacher, employee, or agent of the East Bridgewater Public Schools from using reasonable force to protect students, other persons, or themselves from assault or imminent, serious, physical harm.

**1. Methods for Preventing Student Violence and Self-Injurious Behavior**

**i. Prevention/De-Escalation Techniques**

Prevention includes using positive steps taken before a behavioral crisis occurs.

**a. Interrupting**

Interrupting is the first thing to do when trying to break a chain of behaviors, distracting the individual to another topic or something in the environment.

**b. Ignoring**

Ignoring is used during the early stages of negative behavior to which the behavior is not visibly responded, in order to avoid inadvertently reinforcing it. It does not mean that early danger signs are truly ignored and does not mean that dangerous behaviors are ever ignored.

**c. Redirecting**

Redirecting is used to manage a potentially dangerous behavior by deflecting or redirecting the behavior, and then reinforcing a more appropriate behavior by rewarding the individual for displaying the more appropriate behavior.

Prevention also involves assuring staff has training; appropriate staffing; policies/procedures in place including behavioral support plans; appropriate programming; ability to recognize individuals strengths, weaknesses and triggers.

**2. Alternatives to Physical Restraint and Methods of Physical Restraint**

**i. Alternatives**

Physical restraint shall not be used unless the following, less intrusive behavior interventions and supports have been unsuccessful or deemed inappropriate by school staff:

- a. Positive behavioral interventions**
- b. Verbal redirection**
- c. Verbal directive to cease behavior**
- d. Opportunity for a break**
- e. De-escalation techniques**
- f. Loss of earned tokens/rewards/privileges**
- g. Opportunity for time-out**

Time-outs are 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. Any time outs over thirty (30) minutes must obtain principal approval.

**h. Physical Prompts and Assists**

Physical Prompt or Assists are used when the upset person is moving forward but with little resistance. Staff has hands on the individual, but individual is not displaying assaultive behavior or significantly resisting. Intention of this assist is to move the individual from one place to another and to release him/her upon arrival at desired location. Physical assists must be brief in nature.

**i. Physical Escort**

A physical escort is a temporary touch 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 or upset to walk to a safe location. Physical Escorts must be brief in nature.

**ii. Methods of Physical Restraint:**

- a.** Physical restraint shall not be used as a means of discipline or punishment; if the student cannot be safely restrained due to medical contraindications which have been documented by a licensed physician and provided to the District; as a response to property destruction, disruption, refusal to comply with rules or staff directives, or verbal threats when those actions do not constitute a threat of assault or imminent, serious, physical harm. Physical restraint shall not be used as a standard response for any individual student. Physical restraint is an emergency procedure of last resort.
- b.** Restraint will not be used 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.
- c.** The following forms of physical restraint shall only be administered by trained personnel, using only the amount of force necessary to protect the student or other member(s) of the school community from assault or imminent, serious, physical harm. The staff member(s) administering physical restraint shall use the safest method available and appropriate to the situation. Staff shall continuously monitor the physical status of the student during restraint, and the student shall be immediately released from the physical restraint if the student expresses or demonstrates significant physical distress.

All physical restraints must terminate as soon as the student is no longer an immediate danger, or if the student indicates that he/she cannot breathe, or if the student is observed to be in severe distress. If any physical restraint approaches twenty (20) minutes, staff will obtain the approval of the building Principal to continue the restraint based upon the student's continued agitation. All physical restraints shall be administered in compliance with 603 CMR 46.00.

**iii. Passive Protective Holds**

Passive Protective Holds are used by one or two staff to facilitate a short term emergency physical intervention. The individual is potentially causing harm to self/others or is engaged in major property destruction that could

potentially lead to harm to self or others.

a. **Transports**

Transports are used to move an upset individual from one area to another area. This is used when the individual is not cooperating and may be aggressive/ assaultive. Individual must have their feet on the floor. Purpose of a transport is to move the individual from danger to safety, not from danger to destination.

b. **Immobilization Holds**

Immobilization Holds prevent the individual from moving freely and involve immobilizing head, arms and legs.

3. **Prohibited Forms of Restraint**

Medication restraint, mechanical restraint, and seclusion restraint, as defined in 603 CMR 46.02, are prohibited in the East Bridgewater Public Schools.

- a. Any form of physical restraint used in a manner inconsistent with 603 CMR 46.00 is prohibited in the East Bridgewater Public Schools.
- b. **Mechanical restraint** shall mean the use of any device or equipment to restrict a student's freedom of movement. This 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.
- c. **Medication restraint** shall mean the administration of medication for the purpose of temporarily controlling behavior. Medication prescribed by a physician and authorized by the parent for administration in the school setting is not medication restraint.
- d. Prone restraint, as defined in 603 CMR 46.02, shall only be permitted under the following, limited circumstances:
  - 1) The student has a documented history of serious self-injury and/or injuries to other students or staff;
  - 2) All other forms of physical restraint have failed to ensure the safety of the student and/or the safety of others.
  - 3) There are no medical contraindications documented by a licensed physician;
  - 4) There are no psychological or behavioral contraindications documented by a licensed mental health professional;
  - 5) The student's Parent and/or Guardian has provided voluntary, informed, written consent to the use of prone restraint; consent shall mean agreement by a parent who has been fully informed of all information relevant to the activity for which agreement is sought, that the parent 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.
  - 6) The building Principal, or designee, has provided written approval.

East Bridgewater Public Schools will not use prone restraint unless the above circumstances have been documented in advance.

4. **Staff Training, Physical Restraint Reporting, and Follow-Up Process**

i. **Staff Training**

- a. All staff/faculty will receive training regarding the District's physical restraint policy within the first month of each school year, and employees hired after the school year begins will receive training within one month of starting their employment.
- b. Required training for all staff will include review of the following:
  - 1) East Bridgewater Public Schools Physical Restraint and Behavior Support Policy
  - 2) School building-level physical restraint procedures, including the use of time-out as a behavior support strategy;
  - 3) The role of the student, family, and staff in preventing physical restraint;
  - 4) Interventions which may preclude the need for restraint, including de-escalation of problematic behaviors and alternatives to restraint;
  - 5) When in an emergency, the types of permitted physical restraints and related safety consideration, including information regarding the increased risk of injury to a student when any restraint is used;
  - 6) Identification of East Bridgewater Public Schools' staff who have received in-depth training.
- c. **In-Depth Training**
  - 1) At the beginning of the school year, the building Principal will identify those designated staff who will participate in in-depth training and who will then be authorized to serve as school-wide

resources to assist in ensuring proper administration of physical restraint.

- 2) Designated staff members shall participate in in-depth training in the use of physical restraint, with at least one refresher training annually.
- 3) In-depth training will include:
  - a. Appropriate procedures for preventing the need for 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, including but not limited to psychological, physiological, and social-emotional effects.

## **ii. Physical Restraint Reporting**

### **a. Report to building Principal:**

- 1) Staff shall verbally inform the Principal of any physical restraint as soon as possible and by written report within one (1) school day.
- 2) The Principal or designee shall maintain an ongoing record of all reported instances of physical restraint.

### **b. Report to Parent(s) and/or Guardian(s) of Physically Restrained Student:**

- 1) The Principal or designee shall make reasonable efforts to verbally inform the student's Parent(s) and/or Guardian(s) of the physical restraint within twenty-four (24) hours.
- 2) The Principal or designee shall provide the Parent a written report of the physical restraint within three (3) school days. This written report may be provided via email, if the Parent(s) and/or Guardian(s) has provided the District with an email address.
- 3) The principal shall provide the student and the parent(s) and/or guardian(s) an opportunity to comment orally and in writing on the use of the restraint and on information in the written report.
- 4) The Parent/Guardian and/or student may also pursue the Grievance Procedure described in Section 10, below.

### **c. Report to Department of Elementary and Secondary Education (DESE):**

- 1) Whenever a physical restraint results in injury to the student or any school community member, the District shall send a copy of the written report to DESE within three (3) school days.
- 2) A copy of the ongoing physical restraint log from the past thirty (30) days will also be provided to DESE.
- 3) East Bridgewater Public Schools shall also report physical restraint data annually to DESE, as directed by DESE.

### **d. Report to Law Enforcement and Other State Agencies:**

- 1) Nothing in this policy prevents any individual from reporting a crime to the appropriate authorities;
- 2) Nothing in this policy prevents any individual from exercising their responsibilities as a mandated reporter under M.G.L., c. 119, §51A.

### **e. Contents of Written Report**

The written report of any physical restraint shall include:

- 1) Name of the student; name(s) and job title(s) of staff who administered the physical restraint, and observers, if any; the date, time restraint began, and the time that restraint ended; The name of the Principal or designee who was verbally informed following the restraint, and who approved continuation of the restraint beyond twenty (20) minutes, if applicable.
- 2) A description of the activity in which the restrained student and other students and staff in the vicinity were engaged immediately preceding the use of the physical restraint; the behavior that prompted the restraint; the efforts made to prevent escalation of behavior, including specific de-escalation strategies used; alternatives to restraint that were attempted; and the justification for initiating physical restraint.
- 3) 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, and any medical care provided.

- 4) Information regarding any further action(s) that the school has taken or may take, including any consequences that may be imposed on the student.
- 5) Information regarding opportunities for the student's Parent(s) to discuss the administration of the restraint and any consequences with school officials.

### **iii. Follow-Up Procedures**

- a. After a student is released from a physical restraint, staff shall implement follow-up procedures, including:
  - 1) Reviewing the incident with the student to address the behavior that precipitated the physical restraint;
  - 2) Reviewing the incident with the staff member(s) who administered the physical restraint to ensure proper restraint procedures were followed; and
  - 3) Consideration of whether any follow-up is appropriate for students who witnessed the physical restraint, if any.
- b. The principal of the program shall conduct a weekly review of restraint data in order 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:
  - 1) Review and discussion of the written reports developed in accordance with 603 CMR 46.06 and any comments provided by the student and parent/guardian about such reports and the use of the restraints;
  - 2) An 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;
  - 3) 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;
  - 4) An agreement on a written plan of action by the program.
  - 5) 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

## **5. Procedure for the Use of Time-Out**

Principals shall develop a procedure for the use of time-outs that include the process by which staff will obtain the Principal's approval for any time-out lasting longer than thirty (30) minutes. Such approval shall be based on the student's continuing agitation.

## **6. Methods for Engaging Parents**

- i. East Bridgewater Public Schools will conduct an annual workshop, open to the entire school community, concerning restraint prevention and the use of restraint solely as an emergency procedure. This workshop may be coordinated with the special education parent advisory council (SEPAC), the parent-teacher organization (PTO), and other relevant community groups.
- ii. Any parent/guardian with concerns about the use of physical restraint at any school within East Bridgewater Public Schools may request a meeting with the building Principal or the Superintendent to discuss such concerns. Any individual who believes that a physical restraint of a student may have been unwarranted or conducted inappropriately may also make use of the Grievance Procedure described in Section 10, below.

## **7. Grievance Procedures**

This grievance procedure is established to ensure procedures are in place for receiving and investigating complaints regarding physical restraint practices. Any individual who believes that a physical restraint of a student may have been unwarranted or conducted inappropriately may file a complaint by utilizing this procedure:

- i. The complaint must be submitted in writing or on audiotape to the Director of Specialized Services.
- ii. The Director of Specialized Services will meet with the complainant within ten (10) school days of receipt of the complaint.
- iii. A thorough investigation will be conducted which may include interviewing witnesses, staff involved and/or the student; reviewing all written documentation leading up to and pertaining to the incident and all reports filed with the Director of Specialized Services and the Department of Elementary and Secondary Education.
- iv. A written report will be developed by the Director of Specialized Services and provided to the complainant.

**School Committee Adopted: February 11, 2016**

**Map of Building**

## CENTRAL SCHOOL CORE VALUES

- We will have compassion and show respect for individual differences.
- We will be enthusiastic, self-disciplined learners, able to solve problems effectively.
- We will make sound, independent decisions accepting responsibility for ourselves and our actions.
- We will have confidence and respect for ourselves.
- We will be effective communicators.

## MISSION STATEMENT

The mission of the East Bridgewater Central School is to work cooperatively with the home to provide a quality education for each student, including the development of effective communication, problem solving, and decision making skills, while promoting positive self-image and respect for ourselves and others.



School Committee Approved  
August 2017

**Central Elementary School**

***“THROUGH THESE DOORS PASS THE GREATEST CHILDREN IN THE WORLD”***

The East Bridgewater Public Schools are committed to ensuring that all its programs and facilities are accessible to all members of the public. We do not discriminate on the basis of age, color, disability, national origin, race, religion, sex or sexual orientation, gender or gender identity.

The contents of all East Bridgewater School’s publications are available upon request in languages other than English



<b>CENTRAL SCHOOL PARENT &amp; STUDENT RECEIPT PAGE</b>
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**East Bridgewater Public Schools District Technology Responsible Use Student Policy**

It is the policy of the East Bridgewater Public Schools that students and staff will use all technology to access computer networks, including the Internet and e-mail, in a responsible, legal, and ethical manner. Failure to do so may result in the loss of network privileges for the user, disciplinary action, or legal action.

I have read and understand the East Bridgewater Public School District's Technology Responsible Use Policy and agree to abide by these guidelines when I use the network, Internet and email. I further understand that should I commit any violations, my access privileges shall be revoked and disciplinary action and/or appropriate legal action may be taken.

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Print Student Name

Teacher/ Room

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Signature of Parent/ Guardian

Date

**PHOTOGRAPHY/VIDEOTAPING**

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Print Student Name

Teacher/ Room

\_\_\_\_ Yes, my child may be videotaped or photographed for school related activities.

\_\_\_\_ No, my child may not be videotaped or photographed for school related activities.

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Signature of Parent/ Guardian

Date

Please return by September 14, 2018

**Parent Acknowledgement  
CENTRAL SCHOOL HANDBOOK**

Dear Parent or Guardian,

Please **complete and return this page** to your oldest child's teacher by **September 17, 2018**.  
Thank you.

I have reviewed and I understand the regulations and policies of East Bridgewater Central School contained in the Parent Handbook as they pertain to my son/daughter. I understand that my son/daughter is responsible for following the regulations and policies of East Bridgewater Central School.

I am aware of the parental role in regard to attendance, tardiness, dismissals, health, and the discipline policy.

We have received, read and discussed the **CENTRAL ELEMENTARY SCHOOL PARENT HANDBOOK**, including all East Bridgewater School Committee *Policies and Regulations* and related state and federal laws.

_____ Student Name	_____ Grade – School	_____ Student Signature
_____ Student Name	_____ Grade – School	_____ Student Signature
_____ Student Name	_____ Grade – School	_____ Student Signature
_____ Student Name	_____ Grade – School	_____ Student Signature
_____ Student Name	_____ Grade – School	_____ Student Signature
_____ Parent Signature	_____ Date	

2018-2019