

Parent/Guardian Guide 2020-2021



Somerville Public Schools | 8 Bonair Street, Somerville, MA 02145
www.somerville.k12.ma.us | 617-629-5200

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All policies are available at www.somerville.k12.ma.us/district-leadership/somerville-school-committee.

If you do not have access to the Internet, please call the Office of the Superintendent at 617-629-5211 to request that a copy of these policies be mailed to you.

Dear Somerville Parents and Guardians:

As we enter the 2020-21 school year in remote learning mode still in the midst of a pandemic, I know that this will be a year unlike any other for all of us. Despite the challenges of the last several months, and the uncertainty of what the year ahead might bring, please know that we remain committed to our students, staff, and families. We will do everything we can to provide an engaging and supportive learning experience as together we continue to plan and prepare for our return to in-person instruction. I look forward to working with you and your child on this important journey.

We encourage and welcome your involvement in your child's educational experience, and hope that this Parent/Guardian Guide will serve as a helpful resource in understanding the services, policies and programs we have in place to help ensure that your child's experience in our schools is positive and inspiring.

You will have numerous opportunities to participate in your child's education throughout the year, whether as a volunteer, member of a group or committee, or as a participant in school or district events, many of which will likely be virtual this year. We will do our best to keep you informed of upcoming opportunities and initiatives. We are fortunate to be part of a community that is very actively involved in supporting youth. Thank you for your partnership and your commitment to Somerville students!



Please look for the following resources and opportunities to help you stay connected with your children's school(s).

- School Newsletter – sent home and posted on the school website
- **Connections** e-Newsletter that includes success stories, new initiatives, and upcoming events happening across the District and in the community – sent via email and posted at www.somerville.k12.ma.us/connections.
- Social Media postings about activities and events happening across the District – Please see the list below, and follow us to stay up-to-date on all the great things happening in our District.
- Website Calendar of Events (www.somerville.k12.ma.us)
- Workshops, classes and special events offered by the [Somerville Family Learning Collaborative \(SFLC\)](#) on topics designed to strengthen families and the family-school connection -- fliers will be sent home and workshops will be promoted on social media and on our District website.
- PTA, School Improvement Council, Somerville Special Education Parent Advisory Council (SSEPAC) and other committees working to support schools and enhance the educational experience for your children.

Most importantly, please remember that you are always welcome to contact us when you have a question, concern, or suggestion. Establishing a connection with your child's teacher is an important first step in supporting your child's education. We encourage you to do so.

Thank you for being part of the Somerville Public Schools family!

Mary Skipper
Superintendent of Schools

Facebook: www.facebook.com/SomervillePublicSchools

Twitter: www.twitter.com/SvilleSchools

Instagram: www.instagram.com/somervillepublicschools

Pinterest: www.pinterest.com/spschools

LinkedIn: www.linkedin.com/company/somerville-public-schools

Somerville EdTV 15 - YouTube: <https://www.youtube.com/channel/UCm3UNFw1a7-NN7yKtaCurhw/videos>

2019-2022 Somerville Public Schools and Somerville School Committee Goals

Human Capital

Because research shows that all children benefit from a highly skilled and diverse educator workforce that reflects SPS students and families, we will, by 2022, increase the percentage of support staff of color by 6 percentage points, teachers and counselors of color by 5 percentage points, and administrators of color by 4 percentage points through evaluating and strengthening all elements of our human capital system: recruitment, processes, training, retention, development, and advancement. We will engage staff and community as authentic partners in this work.

Enrollment and Access to Programming

Because we believe that no group of students should be disproportionately impacted by district enrollment policies and that all students should have access to support they need, by 2022, we will 1) conduct a district enrollment study to understand the prospective future population of the district, and 2) craft a vision for school assignment and programming aligned with the district's equity policy. We will engage students and families in this process to design a school assignment policy grounded in equity and in the values of our community.

Resources

Because we know that every student has unique needs and interests and should have access to rich learning opportunities that help them thrive, we will design, evaluate, and partially or fully implement student-based budgeting by 2022. We will do this through a transparent process that welcomes and embraces the engagement of all stakeholders at all levels to develop a system where students are funded equitably, regardless of which SPS school or program they attend.

Milestones of Learning

While we believe that every child can thrive, we recognize a gap in achievement and opportunity in our current system. We will, by 2022, design a robust system of aligned developmental academic and social-emotional benchmarks working with district administration, school communities, students, and educators. These benchmarks will be used to inform practices, policies, and resource allocation to ensure that every student has access to rigorous and responsive core instruction that integrates the whole-child approach.

Somerville School Committee

Andre L. Green, Ward 4, School Committee Chair

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Honorable Mayor Joseph A. Curtatone

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mayor@somervillema.gov

Matthew McLaughlin, President, Somerville City Council

(617) 999-0924

mattforward1@gmail.com

School Contact Information

School	Name & Title	E-Mail	Telephone
SOMERVILLE HIGH SCHOOL 81 Highland Avenue (02143) www.somerville.k12.ma.us/shs	Sebastian LaGambina, Principal	slagambina@k12.somerville.ma.us	617-629-5250
<i>Vocational - Center for Career & Technical Education</i>	Sean Callanan, Asst. Principal / Director of CTE	scallanan@k12.somerville.ma.us	617-629-5259
<i>Beacon House – Blue (A-Doq)</i>	Nicole Viele, Asst. Principal	nville@k12.somerville.ma.us	617-629-5260
<i>Elm House – White (Dor-Le)</i>	Marie Foreman, Asst. Principal	mforeman@k12.somerville.ma.us	617-629-5270
<i>Highland House – Red (Lf-Pi)</i>	Harry Marchetti, Asst. Principal	hmarchetti@k12.somerville.ma.us	617-629-5280
<i>Broadway House – Purple (Pj-Z)</i>	Paul Cooley, Asst. Principal	pcooley@k12.somerville.ma.us	617-629-5290
<i>School Counseling</i>	Traci Small, Director	tsmall@k12.somerville.ma.us	617-629-5245
<i>College and Career Readiness</i>	Melanie Kessler, Director	mkessler@k12.somerville.ma.us	617-625-6600, x6259
<i>Beyond the Classroom Learning</i>	Emily Singer, Coordinator	esinger@k12.somerville.ma.us	
<i>English Department</i>	Jodi Remington, Dept. Head	jremington@k12.somerville.ma.us	617-629-5247
<i>Math Department</i>	Patricia Murphy-Sheehy, Dept. Head	pmurphy-sheehy@k12.somerville.ma.us	617-629-5246
<i>Social Studies Department</i>	Alicia Kersten, Dept. Head	akersten@k12.somerville.ma.us	617-629-5253
<i>Science Department</i>	Marianna Hosking, Dept. Head	mhosking@k12.somerville.ma.us	617-629-5255
<i>World Language Department</i>	Dr. Lisa Machnik, Dept. Head	lmachnik@k12.somerville.ma.us	617-629-5254
<i>Art Department</i>	Dr. Luci Prawdzik, Dept. Head	lprawdzik@k12.somerville.ma.us	617-629-5256
<i>Music Department</i>	Beverly Mosby, Interim Dept. Head	bmosby@k12.somerville.ma.us	617-629-5248
<i>Health & Phys. Ed. Department</i>	Sheila Freitas-Haley, Dept. Head	shaley@k12.somerville.ma.us	617-629-5249
ALBERT F. ARGENZIANO SCHOOL at LINCOLN PARK 290 Washington Street (02143) www.somerville.k12.ma.us/argenziano	Glenda Soto, Principal John Braga, Asst. Principal	gsoto@k12.somerville.ma.us jbraga@k12.somerville.ma.us	617-629-5460
BENJAMIN G. BROWN SCHOOL 201 Willow Avenue (02144) www.somerville.k12.ma.us/brown	Shawn Maguire, Principal	smaguire@k12.somerville.ma.us	617-629-5620
MICHAEL E. CAPUANO EARLY CHILDHOOD CENTER 150 Glen Street (02145) www.somerville.k12.ma.us/capuno	Cheryl Piccirelli, Principal Felix Caraballo, Asst. Principal	cpiccirelli@k12.somerville.ma.us fcaraballo@k12.somerville.ma.us	617-629-5480
EAST SOMERVILLE COMMUNITY SCHOOL 50 Cross Street (02145) www.somerville.k12.ma.us/escs	Obed Morales, Principal Larry Silverman, Asst. Principal	omorales@k12.somerville.ma.us lsilverman@k12.somerville.ma.us	617-629-5400
ARTHUR D. HEALEY SCHOOL 5 Meacham Street (02145) www.somerville.k12.ma.us/healey	Mary Ellen Cobbs, Principal Leslie Lartey, Asst. Principal	mcobbs@k12.somerville.ma.us llartey@k12.somerville.ma.us	617-629-5420
JOHN F. KENNEDY SCHOOL 5 Cherry Street (02144) www.somerville.k12.ma.us/kennedy	Mark Hurrie, Principal Steven Marshall, Asst. Principal	mhurrie@k12.somerville.ma.us smarshall@k12.somerville.ma.us	617-629-5440
NEXT WAVE /FULL CIRCLE Alternative Schools 8 Bonair Street (02145) www.somerville.k12.ma.us/nwfc	Margaret DePasquale Green, Principal	mgreen@k12.somerville.ma.us	617-629-5640
WEST SOMERVILLE NEIGHBORHOOD SCHOOL 177 Powder House Blvd. (02144) www.somerville.k12.ma.us/wsns	Kathleen Seward, Principal Kim Murphy Baker, Asst. Principal	kseward@k12.somerville.ma.us kmurphybaker@k12.somerville.ma.us	617-629-5600
WINTER HILL COMMUNITY INNOVATION SCHOOL 115 Sycamore Street (02145) www.somerville.k12.ma.us/whcis	Courtney Gosselin, Interim Principal Christopher Ames, Interim Asst. Principal	cgosselin@k12.somerville.ma.us comes@k12.somerville.ma.us	617-629-5680

Central Administration
8 Bonair Street, Somerville MA 02145

Name	Title	Telephone	E-mail
Mary E. Skipper	Superintendent	617-629-5211	mskipper@k12.somerville.ma.us
Chad Mazza	Assistant Superintendent	617-629-5214	cmazza@k12.somerville.ma.us
Jeff Curley	Chief of Staff	617-625-6600, x6014	jcurley2@k12.somerville.ma.us
Liz Doncaster	Director of Student Services	617-629-5233	edoncaster@k12.somerville.ma.us
Kenya Avant	Data Coordinator	617-625-6600, x6027	kavant@k12.somerville.ma.us
Jessica Boston Davis	Director for Equity and Excellence	617-625-6600, x6042	jbostondavis@k12.somerville.ma.us
Fran Gorski	Finance Director	617-629-5216	fgorski@k12.somerville.ma.us
Uri Harel	Coordinator of Elementary Curriculum	617-629-5215	uharel@k12.somerville.ma.us
Susana Hernandez Morgan	Director of Communications & Grants	617-629-5221	smorgan@k12.somerville.ma.us
Mariana MacDonald	Director of Human Resources	617-629-5229	mmacdonald@k12.somerville.ma.us
Karen Woods	Director of Educator Development	857-523-8854	kwoods@k12.somerville.ma.us

Select Programs and Offices

Enrollment Office (formerly Parent Information Center) 42 Prescott Street (02143) www.somerville.k12.ma.us/pic	Regina Bertholdo, Director	(617) 629-5670	rbertholdo@k12.somerville.ma.us
English Language Education 8 Bonair Street (02145) www.somerville.k12.ma.us/ell	Dr. Sarah Davila, Director	(617) 629-5478	sdavila@k12.somerville.ma.us fvargas@k12.somerville.ma.us
Early Education 150 Glen Street (02145) www.somerville.k12.ma.us/earlyed	Dr. Lisa Kuh, Director	(617) 625-6600, x3656	lkuh@k12.somerville.ma.us
Special Education 8 Bonair Street (02145) www.somerville.k12.ma.us/sped	Christine Trevisone, Director Marilyn Vrontas, Asst. Director	(617) 629-5648	ctrevisone@k12.somerville.ma.us mvroutas@k12.somerville.ma.us
SCALE (Somerville Center for Adult Learning Experiences) Adult Basic Ed, HiSet, ADP, ESL 167 Holland Street (02144) www.somerville.k12.ma.us/scale	Lisa Cook, Director	(617) 629-5500	lcCook@k12.somerville.ma.us
Technology Department 81 Highland Avenue (02143) www.somerville.k12.ma.us/technology	John Breslin, Director of Technology	(617) 629-5263	jbreslin@k12.somerville.ma.us
Community Schools (Afterschool) 167 Holland Street (02144) www.somerville.k12.ma.us/afterschool	Rosanna Paribello, Director Adriana Guereque, Asst. Dir.	(617) 629-5510	rparibello@k12.somerville.ma.us aguereque@k12.somerville.ma.us

Our Vision, Mission & Philosophy

Our Vision: We believe in developing the whole child – the intellectual, social, emotional, and physical potential of all students – by providing students with the skills, opportunities, and resources that will nurture innovative ideas, foster pride in diversity, inspire students to become lifelong learners, and empower them to enrich their communities.

Our Mission: Ours is a multicultural school community dedicated to the realization of the full intellectual, physical, social, and emotional potential of all students. In this pursuit, we shall maintain a safe environment that nurtures the curiosity, dignity and self-worth of each individual.

This vision of our schools impels us to advocate the following:

Our students are capable of high achievement and we are committed to meeting the individual needs of each student.

- We will motivate our students to strive for excellence.
- We will support instruction in a broad realm of academic, aesthetic, health and vocational studies to provide for a well-educated and diverse student body.
- We will supplement formal education with a variety of extra-curricular programs and activities to enrich the lives of students and enhance their interests in education.
- We will employ a variety of instructional materials and techniques that accommodate the broad spectrum of developmental levels, individual needs and learning styles.
- We will base instruction on the strengths of our students, transcending recall of information and mastery of basic skills to a full engagement in the critical and creative levels of cognition.
- We will celebrate the multicultural nature of our student population in our curriculum and schools.
- We will maintain educational practices that enhance the aspirations and self-concepts of all students.
- We will maintain appropriate support services for instructional programs.

Our schools will be places of innovation marked by the active involvement of all members of the Somerville community.

- We will maintain an environment that encourages individuals to explore issues and adopt innovative techniques.
- We will encourage collegial relationships within our school community.
- We will reflect the diversity of our population in all school programs and levels.
- We will encourage classroom and school-based decision making within the parameters established by the larger school community.
- We will nurture professional growth and engagement with educational literature as a basis for sound educational decision making.
- We will involve families and other members of the Somerville community in our schools.

Our students will be prepared for adult life and provided with the vision and determination to contribute to an ever-changing world.

- We will provide students with the skills and guidance necessary to become responsible adults.
- We will prepare students for entrance into the world of work and/or further education.
- We will establish in students respect for our democratic ideals and a sense of service to the community.
- We will provide students with needed skills and an appreciation for life-long learning.
- We will foster in students an appreciation of the environment and their membership in the global community.

Every student has the right to be treated with dignity and respect.

- Encouraging and maintaining positive attitudes are an important part of the learner.
- Certain basic constitutional and statutory rights underlie all behavior in the schools throughout the City of Somerville. A student shall not be subjected to ridicule, harassment, intimidation or demeaning treatment which would diminish his or her personal dignity or exclude the student from his/her peer group.
- Behavior by a student or school official which would consequently put a stigma of inferiority on another student or in any way demean a student, represents a clear and unacceptable violation of the right to be treated with dignity and respect.

Absences and Excuses (Student) – Policy #JH

Regular and punctual school attendance is essential for success in school. The Committee recognizes that parents of children attending our schools have special rights as well as responsibilities, one of which is to ensure that their children attend school regularly, in accordance with state law.

Therefore, students may be excused temporarily from school attendance for the following reasons: illness or quarantine; bereavement or serious illness in family; weather so inclement as to endanger the health of the child; and observance of major religious holidays.

A child may also be excused for other exceptional reasons with approval of the Principal or designee.

A student's understanding of the importance of day-to-day schoolwork is an important factor in the shaping of his character. Parents can help their children by not allowing them to miss school needlessly.

Accordingly, parents will provide a written explanation for the absence or tardiness of a child. This will be required in advance for types of absences where advance notice is possible.

In instances of chronic or irregular absence reportedly due to illness, the school administration may request a physician's statement certifying such absences to be justified.

Student Absence Notification Program

Each Principal will notify a student's parent/guardian within 3 days of the student's absence in the event the parent/guardian has not informed the school of the absence.

Each Principal or designee shall meet with any student, and that student's parent/guardian, who has missed five (5) or more unexcused school days (a school day shall be equal to two (2) or more class periods in the same day) in a school year. The meeting shall be to develop action steps to improve student attendance and shall be developed jointly by the Principal or designee, the student, and the student's parent/guardian. The parties may seek input from other relevant school staff and/or officials from relevant public safety, health and human service, housing, and nonprofit agencies.

Dropout Prevention

No student who has not graduated from high school shall be considered permanently removed from school unless the Principal has sent notice to a student, and that student's parent/guardian, who has been absent from school for ten (10) consecutive days of unexcused absence. The notice shall be sent within five (5) days of the tenth consecutive day of absence and shall offer at least 2 dates and times within the next ten (10) days for an exit interview with the Superintendent or designee, the student, and the student's parent/guardian. The notice shall be in both English and the primary language of the home, if applicable. The notice shall include contact information for scheduling the exit interview and shall indicate the parties shall reach an agreement on the date/time of the interview within the ten (10) day timeframe. The timeframe may be extended at the request of the parent/guardian and no extension shall exceed 14 days.

The Superintendent or designee may proceed with any interview without a parent/guardian present, provided the Superintendent has documented a good faith effort to include the parent/guardian.

The Superintendent or designee shall convene a team of school staff to participate in the exit interview and shall provide information to the student and, if applicable, the student's parent/guardian on the detrimental effects of early withdrawal from school and the alternative education programs and services available to the student.

Revised: January 18, 1996 - Amended: December 2009 – Amended: October 6, 2014

Source: MASC

LEGAL REF.: M.G.L. 76:1, 76:16, 76:20

Where to Call if your Child is Absent (Safety Lines)

Argenziano	617-629-5465
Brown	617-629-5620
Capuano	617-629-5480
East Somerville	617-629-5417
Healey	617-629-5421
Kennedy	617-629-5440
West Somerville	617-625-0378
Winter Hill	617-629-5685
Somerville High	617-625-6600 x6100
Next Wave/Full Circle	617-629-5640

Adult Learning Opportunities

Please refer to the **SCALE** section of this Guide for more information.

After School Programs

Somerville Community Schools provides enrichment, recreation, and educational opportunities that complement the school day and offer students the opportunity to expand their knowledge and skills through high quality, developmentally appropriate enrichment activities. In addition, students benefit from daily academic support including homework assistance and targeted tutoring services. Afterschool services in all elementary schools are available during the regular school year for students in PK-5, from the time of dismissal until 5:30pm. We follow the Somerville Public Schools calendar and are closed on all major holidays.

Payment vouchers or other subsidies may be available based on financial need. Complete a scholarship application form, available by calling 617-629-5510 or on the website at www.somerville.k12.ma.us/afterschool to determine eligibility.

Somerville Community Schools is supported through various funding resources. Community Schools receives funding and reimbursements from the Massachusetts Department of Early Education and Care (DEEC) through contracted, subsidized and supported childcare slots, Child Care Choices of Boston vouchers, and from parent fees. There are many fee and payment options available for the Somerville Public Schools' afterschool program. An expanded sliding fee scale developed in 2018-2019 makes afterschool programming more accessible to families. Income levels were increased to better align with affordable housing guidelines and expand access. If you didn't qualify before, you may qualify for some type of reduced rate now, based on the number of family members and your monthly family income. We encourage you to apply or contact our office to learn more (617) 625-6600, x6970. Please see the [FAQ with Sliding Scale Information](#) under "Paying for Afterschool Services" to learn more.

Student's Grade	3 Days (per child)	4 days (per child)	Max weekly rate (per child)
PK or SMILE	N/A	N/A	\$150
K* – 5	\$110	\$130	\$140

**5 days required for certain Kindergarten classrooms.*

Afterschool Tutorial Program (ATP) - Title 1 Program

Somerville Public Schools' Title I program provides 25 hours of FREE tutoring for eligible students who attend Somerville's elementary schools (all except Brown). The Somerville Public Schools Afterschool Tutorial Program (ATP) offers English language arts and math tutoring to students, with the goal of increasing every student's academic success. Eligible students receive an individualized tutoring plan and are placed in small group sessions at their own school. These sessions meet after school for at least one hour a day, twice a week. ATP tutors work with students in a personalized setting to build skills and improve academic outcomes.

ATP information is sent to eligible families in late September and October. If you receive ATP information and believe your child would benefit from tutoring, please return the registration form to your child's school. SPS ATP tutoring starts in October.

Asbestos Inspections

As per the U.S. Environmental Protection Agency (EPA) Asbestos in Schools requirement 763.93 (g), management plans are available in each school and at the main office of the Lead Education Agency (LEA), the Somerville Public Schools.

Asbestos-Related Activities within the Somerville Public Schools: The City of Somerville Custodial and Maintenance personnel have completed their Awareness Training for Asbestos, as required by the Asbestos Hazard Emergency Response Act of 1986 (AHERA). In addition, the Somerville Public Schools completed their most recent three-year inspections, as well as a six-month surveillance.

Assessment Practices

The Somerville Public Schools has a comprehensive system of assessing student progress that includes teacher developed classroom assessments, quarterly grade reports, local assessments, and statewide standardized tests. Assessment data is used to individualize instruction in the classroom, make decisions about student needs, and improve instruction across grades and departments.

Local Assessments

Providing teachers with "real time" data on how their students are progressing towards their grade level standards is the reason for

the Somerville Public Schools' comprehensive local assessment program called STAR. Data from STAR Reading and STAR Math testing for students in grades 2-8 three times per year (fall, winter and spring) allows teachers to better understand individual students' mastery of lessons and concepts so they can adjust instruction accordingly. For more information about STAR, see the parent brochure at: <http://doc.renlearn.com/KMNet/R0054872491706A8.pdf>.

Another benefit to having such detailed assessment data is in student goal setting. As part of this goal-setting process, assessment data is shared with students by their teacher. This often happens as part of an individual conference, and students are encouraged to work toward improvement goals that they establish for themselves.

Visual Displays of Student Growth Data

Student assessment data may be displayed in the classroom or in an adjacent hallway. Teachers make sure that students are not individually identified in these displays and that improvement, or growth, is highlighted. The use of assessment data for goal setting and for public display has a common research base, and its overall goal is to empower children, to make them active participants in their own learning and to be in control of their individual success. Students should feel a sense of personal efficacy, learning to make a straight-line connection between hard work and success, providing a visual reinforcement for the belief that "smart is something you get" and celebrates the application of effort and reaching for higher levels of achievement.

Guidelines for visual displays of student growth data are as follows:

- **Growth is Best:** The data display's emphasis should be on growth instead of absolute performance. That is, change in the score should be emphasized, not the score itself or a comparison to other students.
- **Data Groupings:** Individual student data is but one of a number of data groupings that are possible. Teachers have reported success with plotting growth on the whole class level. Other schools have tried grade level and school level groupings to chart growth. Whichever type of grouping is chosen, the objective is celebrating success, measuring student progress towards the teacher's learning goals.
- **Teacher Choice:** Since the use of student data sharing is an instructional strategy, our position has always been that teachers can choose how to implement the data sharing strategy. A data sharing strategy is required of all elementary teachers, but posting of individual student data is not required. Among the strategies that can be used successfully, alone or in combinations the teacher feels are appropriate, are goal-setting conferences, maintain "growth folders" for individual students including graphical displays of growth, or other visual displays. These strategies will vary depending on the grade level and the teacher's judgment about the best ways to motivate their students forward. The postings can be physically located in the classroom or an adjacent hallway.
- **Opt Out:** Parents/guardian can opt out if they prefer their child's individual data not be displayed publicly.

MCAS (Massachusetts Comprehensive Assessment System):

The MCAS is currently administered to students in Grades 3 through 10 in the spring of each school year. Please see **Massachusetts Comprehensive Assessment System** in this Guide for more information.

Report Cards

Somerville Public Schools use quarterly report cards to assess and report on student progress. Please see the [2020-21 School Year Calendar](#) for quarter end dates.

The Standards-Based Report Card benefits students, teachers, and parents/guardians. It allows students to be more aware of what is expected of them. It gives teachers across the district a better understanding of what each child should know and be able to do at each grade level and guide their instruction to match each student's needs. It provides parents with a more detailed outline of the expectations in each of the major academic areas (English Language Arts, Mathematics, Science, and History and Social Science) as well as Art, Music, Physical Education, Library Media, and Student Responsibilities, including Work Habits and Conduct.

The report card includes detailed items relating to the knowledge and skills your child should attain by the end of the year. Secondly, instead of letter grades, it uses four categories to show your child's progress toward meeting each standard.

- **E:** Exceeding the grade level standard consistently
- **M:** Meeting the grade level standard and producing quality work
- **S:** Progressing toward the standard and producing required grade level work with teacher assistance
- **N:** Not meeting the standard and not yet able to produce required grade level work

- NA: Standard not addressed this term. You should expect to see some N/As used in the first two quarters. This is because the entire curriculum cannot be taught at once. While some learning standards will be addressed throughout the entire year, others will be phased in as the school year progresses.

Attendance – Policy #JE

1. Attendance of Pupils

Pupils shall be prompt and regular in their attendance. In case of absence, tardiness, or dismissal a written or personal explanation from the parent or guardian shall be required, as tardiness without a written or personal explanation from the parent or guardian is accounted a misdemeanor. A pupil who is tardy without a satisfactory explanation shall not be sent home, but shall be required to furnish it subsequently. Dismissals by telephone request shall be permitted only upon approval of the Principal/Headmaster who has satisfied himself/herself as to their justification.

2. Marking Attendance

In recording the attendance of pupils, teachers shall observe the following rules:

- Every pupil who enters the room after the time for beginning the session shall be marked tardy.
- Every pupil who leaves school at the request of his/her parents or guardian before the close of session shall be marked dismissed.
- Every pupil not present at least one-half of the session shall be marked absent.
- Whenever a pupil leaves school without the intention of returning during the school year, his/her name shall be taken from the roll of membership, but any absence recorded against him/her before the fact of his/her leaving comes to the knowledge of his/her teacher shall remain.

3. Absence for Special Instruction

No pupil belonging to a public school shall be absent from school or excused from any school exercise in order to receive regular instruction elsewhere except upon permission of the Superintendent.

Approved: November, 2009

Attendance – High School – Policy #JE-E

No student who has been absent from class more than four times during a quarter may be given a passing grade without the permission of the appropriate Department Head/Curriculum Coordinator. The teacher may elect to (1) give the student an incomplete, (2) give the student a failing grade, or (3) seek the permission of the Headmaster/Designee to give a passing grade. This rule applies to students absent three times during the fourth quarter of their senior year. Students are discouraged from taking any extra days from school for vacations, or any other reason. The Commonwealth of Massachusetts mandates that every student fulfill 990 hours of structured learning time each year.

Adopted: November, 2009

Attendance Policy Addendum – Grades K-12 – Policy #JE-E1

State and federal law require schools to make reasonable accommodation to the religious needs of students and employees in observance of holy days. Massachusetts General Laws Chapter 151B, section 4(1)(A) addresses this issue with respect to employees. With respect to students, Massachusetts General Laws Chapter 151C, Section 2B reads in relevant part as follows:

Any student in an educational or vocational training institution....who is unable, because of his religious beliefs, to attend classes or to participate in any examination, study or work requirement on a particular day shall be excused from any such examination or study or work requirement, and shall be provided with any opportunity to make up such examination, study or work requirement which he may have missed because of such absence on any particular day; provided, however, that such makeup examination or work shall not create an unreasonable burden upon such school. No fees of any kind shall be charged by the institution for making available to the said student such opportunity. No adverse or prejudicial effects shall result to any student because of his availing himself of the provisions of this section.

Schools may meet their obligation to accommodate students by excusing individual absences for religious observance, or by adjusting the school calendar to provide a school year of at least 180 school days, while taking into account possible days of low attendance due to religious holidays.

Absences due to observance of major religious holidays will not be included as absences for the purpose of attendance awards or recognition. Accordingly, parents/guardians will provide a written explanation for the absence and tardiness of a child. This will be required in advance for types of absences where advance notice is possible.

Adopted: November 18, 2002 - Reviewed: September 2009

Attendance Supervisors

The District employ two full time Supervisors of Attendance (Truant Officers) whose duties and responsibilities include, but are not limited to, investigating and accounting for the attendance of all compulsory school-age children ages 6-16, and to enforce laws relating to compulsory attendance. Under Massachusetts General Laws, Chapter 76, Section 20, the Supervisor of Attendance may apprehend and take to school, without a warrant, any truant or absentee found wandering in the streets or public places.

The Supervisors of Attendance are currently housed at the Edgerly Education Center but also move about the community during school hours to provide immediate service to students who are on the street or in public places. They can be reached at 617-629-5657 or 617-629-5656.

Bomb Threat – Policy #EBC-R-1

This policy is intended to allow the Somerville Public School System to respond to issues relative to suspicion of Bombs on Campus in a very serious and concerned fashion while remaining in control of the situation as much as possible, avoiding panic, minimizing the disturbance and disruption of service, and maintaining a safe and healthy educational environment.

LEVEL 1- BOMB THREAT

In the event that a bomb threat is received the following procedure is to be followed:

- The person receiving the call is to immediately use the bomb threat worksheet to gather as much information as possible. The work sheet will be given to the principal who will immediately forward a copy to the attention of the Superintendent at central office.
- The person receiving the call is to immediately dial 911 and inform the Police Department who will in turn notify the Fire Department. Upon notifying the Police said person would provide them with your name, telephone number or extension, and location.
- The person receiving the call will immediately call the City Hall Switchboard Operator and notify the operator so he/she can initiate the action plan as it relates to the Bomb Threat Protocol.
- The person who received the call will next notify the building principal or his/her designee that a bomb threat has been received.
- The building principal and/or his/her designee will immediately report the threat to the Superintendent and to the Director of Student Services.
- Based upon information received, the building principal or his/her designee either solely, and/or in conjunction with the office of the Superintendent, will make a decision to evacuate the entire school building, to conduct a partial evacuation, or to not evacuate the building. Students will take their backpacks and immediate belongings with them.
- Based upon information received, and when deemed appropriate, previously designated teams may be assigned to certain sections of the school building and conduct a search (sweep) of the building, looking for suspicious and/or unusual items. If it is determined that a search needs to be conducted, the corridors may be cleared and the staff and students may be required to remain in their current location until notified and/or the search has been completed and the building declared all clear. Teachers and other staff members will be asked to check their specific area for any suspicious and/or unusual items as well. The teams will be assisted with the search by the Somerville Police Department whenever possible.
- In the event that the building is evacuated, teachers will need to be in possession of their student rosters and the daily attendance for their specific class. These items may become very useful to account for the whereabouts of each student who appears on the school register.
- A check off list will be used when searching the building. The checklist becomes part of the information provided to the principal for use in determining if the building is all clear.
- The principal or his/her designee will make an announcement utilizing the Public Address System to communicate with the students and staff prior to any evacuation, as well as immediately following the evacuation, in the event that they are allowed to re-enter the building.
- In the event of a complete evacuation, the Fire Alarm may be used to assist with the evacuation. In the event the Fire Alarm is used to assist with the evacuation, the principal and/or his/her designee must notify the Fire Alarm Office (extension 8300) of the reason the alarm was activated.

- In the event that a search of any type is conducted, the team will report when areas are clear to the principal. If any type of evacuation has taken place and no device has been found, the principal will make a decision as to whether it is safe for the students and staff to return to any areas previously evacuated.
- In the event that any type of evacuation is ordered, a letter will be sent home with the students on the day of the incident or, the next school day if not possible, explaining the day's event to parents and guardians.

LEVEL II- BOMB FOUND

- In the event a suspicious or unusual item is found, the Police on site are to be notified immediately. The Somerville Police will then notify the appropriate agency. The individual who discovered the suspicious item should not touch or examine it, but just report it.
- The Superintendent of Schools or his designee will notify the Mayor's office.
- Cataldo Ambulance will be notified by the Fire Department.
- In the event that an evacuation is deemed necessary, all students and staff will be instructed to remain in the building until an appropriate sweep has been completed outside of the building and evacuation routes have been declared clear.
- Evacuate areas as deemed necessary. If evacuation sites are to be used, follow the plan as designed using the primary and secondary sites described for each building in the evacuation policy.
- If evacuation sites are used, the City Hall Switchboard must be notified and the school Department will establish dedicated phone lines so that the parents/guardians who call can be informed of the location of the students.
- Teachers will need to be in possession of student rosters and have parents/guardians sign their children out if the parent/guardian comes to the evacuation site to get his/her child.
- A command post will be established if deemed necessary. The appropriate site of the command post will be determined by existing conditions. Individuals located at the command post might include the Superintendent of schools, the school principal, representatives from the Police Department, Fire Department, Mayor's office, and any other personnel as deemed necessary due to conditions.
- If needed, a location will be designated for the media. The Superintendent of Schools or his designee will address the media and provide formal information about the issue.

LEVEL III – BOMB/EXPLOSION/FIRE

- In the event of an explosion, students should immediately crawl beneath their desks, close their eyes, and cover their heads with their arms, coats or books. Evacuation occurs only after explosions and flying debris have stopped. The building must be secured to minimize the potential of further loss.
- Follow evacuation procedure as described in Level II.
- Notify Police and Fire Departments by calling 911.
- If the fire alarm is not sounding, pull the alarm.
- The Fire Department notifies the Ambulance Company.
- The Superintendent of Schools or his designee notifies the Mayor's office.
- A Command post will be established as described in Level II.
- Assemble the school crisis team and plan what to do.
- The Superintendent of Schools or his designee notifies the Board of Health.
- Coordinate with the Fire Department and local utility companies to shut off gas, electricity, and other utilities as deemed appropriate.

MISCELLANEOUS

- The School Department will determine if and when notices should be sent, and to whom they should be sent.
- A location will be established by the School Department to respond to telephone calls placed by parents/guardians inquiring about existing conditions and to answer questions relative to the who, what, where, and when.
- Appropriate training will be requested, on an as needed basis, from the State Police as well as other agencies as it relates to Bomb Threats on Campus and how to properly respond including, but not limited to, education on what and how to look for and how to identify suspicious and unusual items. A three-hour video will be produced with a copy for every building (procedural). An annual staff training session will be conducted for new personnel to the Somerville Public Schools. An annual drill for all staff, regarding this policy on evacuation, will take place with police, fire and public safety representatives.

Approved and Adopted: February 17, 2000 - Revised: August, 2009

Bullying in Schools – Policy #JICFB

A safe learning environment is one in which every student develops emotionally, academically, and physically in a caring and supportive atmosphere free of intimidation and abuse. Bullying of any type has no place in a school setting. The Somerville Public Schools will endeavor to maintain a learning and working environment free of bullying. The Somerville School Committee and all of the Somerville Public Schools shall not tolerate bullying.

Definition:

“Bullying” is the repeated use by one or more students or by a member of a school staff including, but not limited to an, educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional of a written, verbal or electronic expression or a physical act or gesture or any combination thereof, directed at a 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. For the purposes of this section, bullying shall include cyber-bullying.

“Cyber-bullying” is bullying through the use of technology or any electronic communication, which shall include, but shall not be limited to, any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photo electronic or photo optical system, including, but not limited to, electronic mail, internet communications, instant messages or facsimile communications. Cyber-bullying shall also include

- (i) the creation of a web page or blog in which the creator assumes the identity of another person or
- (ii) the knowing impersonation of another person as the author of posted content or messages, if the creation or impersonation creates any of the conditions enumerated in clauses (i) to (v), inclusive, of the definition of bullying. Cyber-bullying shall also include the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons, if the distribution or posting creates any of the conditions enumerated in clauses (i) to (v), inclusive, of the definition of bullying.

Prohibition:

Bullying shall be 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 a school district or school, or through the use of technology or an electronic device owned, leased or used by a school district or school 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 a school district or school, if the bullying creates a hostile environment at school for the target, infringes on the rights of the target at school or materially and substantially disrupts the education process or the orderly operation of a school. Nothing contained herein shall require schools to staff any non-school related activities, functions, or programs.

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

Bullying Prevention and Intervention Plan (BPIP):

The Bullying Prevention and Intervention Plan (BPIP) shall apply to students and members of a school staff. The Somerville Public Schools has developed, will adhere to and periodically updates a plan to address bullying prevention and intervention in consultation with teachers, school staff, professional support personnel, school volunteers, administrators, community representatives, local law enforcement agencies, students, parents and guardians. The consultation shall include, but not be limited, to notice and a public comment period. The plan shall be updated at least biennially by the Superintendent/designee.

The Somerville Public Schools BPIP includes, but is not limited to:

- (i) descriptions of and statements prohibiting bullying, cyber-bullying and retaliation;
- (ii) clear procedures for students, staff, parents, guardians and others to report bullying or retaliation;
- (iii) a provision that reports of bullying or retaliation may be made anonymously; provided, however, that no disciplinary action shall be taken against a student solely on the basis of an anonymous report;
- (iv) clear procedures for promptly responding to and investigating reports of bullying or retaliation;

- (v) the range of disciplinary actions that may be taken against a perpetrator for bullying or retaliation; provided, however, that the disciplinary actions shall balance the need for accountability with the need to teach appropriate behavior;
- (vi) clear procedures for restoring a sense of safety for a target and assessing that target's needs for protection;
- (vii) strategies for protecting from bullying or retaliation a person who reports bullying, provides information during an investigation of bullying or witnesses or has reliable information about an act of bullying;
- (viii) procedures consistent with state and federal law for promptly notifying the parents or guardians of a target and an aggressor; provided, further, that the parents or guardians of a target shall also be notified of the action taken to prevent any further acts of bullying or retaliation; and provided, further, that the procedures shall provide for immediate notification pursuant to regulations promulgated under this subsection by the principal or person who holds a comparable role to the local law enforcement agency when criminal charges may be pursued against the aggressor;
- (ix) a provision that a student who knowingly makes a false accusation of bullying or retaliation shall be subject to disciplinary action; and
- (x) a strategy for providing counseling or referral to appropriate services for aggressors and targets and for appropriate family members of said students. The plan shall afford all students the same protection regardless of their status under the law.

The District's BPIP is consistent with the requirements of this policy, as well as relevant local, State and Federal laws.

Prevention Education:

The BPIP includes provisions for preventing bullying, cyberbullying and retaliation. This prevention plan shall minimally include the provision of age-appropriate, evidence-based instruction on bullying prevention in each grade that is incorporated into the curriculum of the school district or school.

Staff Professional Development:

The BPIP includes a provision for ongoing professional development to build the skills of all staff members, including, but not limited to, educators, administrators, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to extracurricular activities and paraprofessionals, to prevent, identify and respond to bullying. The content of such professional development shall include, but not be limited to:

- (i) developmentally appropriate strategies to prevent bullying incidents;
- (ii) developmentally appropriate strategies for immediate, effective interventions to stop bullying incidents;
- (iii) information regarding the complex interaction and power differential that can take place between and among an aggressor, target and witnesses to the bullying;
- (iv) research findings on bullying, including information about specific categories of students who have been shown to be particularly at risk for bullying in the school environment;
- (v) information on the incidence and nature of cyber-bullying; and
- (vi) internet safety issues as they relate to cyber-bullying.

Communication with Staff, Families and Students

The BPIP includes provisions for informing parents and guardians about the bullying prevention curriculum of the school district or school and shall include, but not be limited to:

- (i) how parents and guardians can reinforce the curriculum at home and support the school district or school plan;
- (ii) the dynamics of bullying; and
- (iii) online safety and cyber-bullying.

The school district provides to students and parents or guardians, in age-appropriate terms and in the languages that are required by School Committee policy, annual written notice of the relevant student-related sections of the plan.

The school district provides to all school staff annual written notice of the Plan. The faculty and staff at each school are trained annually on the plan applicable to the school. Relevant sections of the plan relating to the duties of faculty and staff are included in a school district or school employee handbook.

The BPIP is posted on the website of the district.

Implementation of the Plan:

Each school principal or the person who holds a comparable position shall be responsible for the implementation and oversight of the BPIP at his/her school. The Principal shall communicate with the Director of Student Services when an incident of bullying, cyberbullying, and/or retaliation is reported and an investigation is started.

Other personnel with responsibility for the implementation of BPIP shall include:

- Staff professional development shall be coordinated with the Assistant Superintendent for Curriculum, Instruction and Assessment
- Classroom-based prevention education shall be coordinated with the Supervisor of Health/PE

- Family instructional programming shall be coordinated with the District Administrator of Programs and/or the Office of Family and Community Connections
- Investigation and response to incidents of bullying, cyberbullying and/or retaliation involving students with Individual Education Plans may involve the Special Education Department.

Reporting and Responding to Bullying, Cyberbullying, and/or Retaliation:

The BPIP of the Somerville Public Schools designates clear guidelines for the bullying, cyberbullying and retaliation reporting, investigation and response procedures. These provisions include the following:

- Members of the school staff and/or agents of the Somerville Public Schools including, but not limited to, an educator, administrator, school nurse, secretary, cafeteria worker, custodian, bus driver, volunteers, substitute teachers, athletic coach, advisor to an extracurricular activity or paraprofessional, are obligated to immediately report any instance of bullying, cyberbullying, or retaliation the staff member has witnessed or become aware of to the principal or to the school official identified in the plan as responsible for receiving such reports or both.
- All reporting, investigations and response shall be consistent with local, state and federal law regarding the anti-discrimination and the protection of civil and human rights, particularly for vulnerable populations including but not limited to LGBT (lesbian, gay, bisexual and transgender) youth and youth in LGBT families. It is important to recognize that certain students may be more vulnerable to becoming a target of bullying and harassment on actual perceived “differentiating characteristics” that may make certain students more vulnerable to bullying including race, color, religion, ancestry, national origin, sex, socioeconomic status, homelessness, academic status, physical, development, or sensory disability. Consultation with District legal staff, and representatives of local, regional and state law enforcement and justice agencies may be required to ensure the rights of targets and aggressors are maintained.
- The District will strive to create school environments where it is safe for students and families to report incidents of bullying, cyberbullying and/or retaliation. This shall include publicizing reporting mechanisms and making reporting mechanisms accessible linguistically and developmentally. This shall also include ensuring there is at least one mechanism for making reports anonymously.
- Upon receipt of such a report, the Principal or a designee shall promptly conduct an investigation.
- If the Principal or a designee determines that bullying or retaliation has occurred, the Principal or designee shall
 - (i) notify the local law enforcement agency if the Principal or designee believes that criminal charges may be pursued against an aggressor;
 - (ii) take appropriate disciplinary action;
 - (iii) notify the parents or guardians of an aggressor; and
 - (iv) notify the parents or guardians of the target, and to the extent consistent with state and federal law, notify them of the action taken to prevent any further acts of bullying, cyberbullying, or retaliation and notify parents and guardians of the Department of Elementary and Secondary Educations Problem Resolution System.
- If an incident of bullying, cyberbullying, or retaliation involves students from more than one school district, the Somerville Public School district, or a Somerville Public school, if the *first* school or district informed of the bullying or retaliation shall promptly notify the appropriate administrator of the other school district(s) or school(s) so that appropriate action may be taken.
- 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, the school district or school informed of the bullying or retaliation shall contact law enforcement.

Have you – or someone you know – been hurt by bullying at school, in your neighborhood, by telephone, or on the Internet?
If you tell us about it, we can try to do something about it.

You can tell us in any one of three ways:

1. Tell your teacher or another trusted adult at school.
2. Call the private bullying hotline
617-629-5222 **English** hotline
617-629-5224 **Spanish** hotline
617-629-5226 **Portuguese** hotline
617-629-5228 **Haitian Creole** hotline
3. Tell us privately on our website

Together we can stop bullying.

www.somerville.k12.ma.us/bullying-prevention



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

Calendars

The [school year calendar](#) approved by the Somerville School Committee is found on the District website. An event **calendar** can also be accessed from every page of the District's website (www.somerville.k12.ma.us).

Center for Career and Technical Education (CTE)

The Center for Career and Technical Education (CTE) at Somerville High School offers students the opportunity to take classes and/or major in one of the following programs:

Advanced Manufacturing and Engineering	Culinary Arts
Architectural Design / Pre-Engineering	Dental Assisting Technology
Automotive Technology	Electrical
Early Education and Care	Graphic Design and Visual Communications
Construction Technical Education	Health Careers
Cosmetology	Metal Fabrication

The curriculum in all technical/vocational education programs at Somerville High School is based on the Frameworks as outlined by the Massachusetts Career and Technical Education Department (CTE) as well as certification-based standards in individual programs.

Culinary Arts Bistro/Highlander Cafe: 617-629-5259

Students in the Culinary Arts program operate a restaurant open to the public for lunch most Wednesdays-Fridays during the school year from 11:30am to 1:00pm. Takeout is also available. The Culinary Arts Bistro also offers special promotions, including the preparation and sale of Thanksgiving pies and decorated cookies. **PLEASE NOTE** that during the 2020-221 school year, the *Culinary Arts Bistro/Highlander Café* will not be open.

Salon Services: 617-629-5259

The Cosmetology program offers low cost opportunities for local residents to receive salon services from students. Call to learn more about available services, prices and appointment times. **PLEASE NOTE** that during the 2020-2021 school year, *in-person Salon services will not be offered*.

Shore Occupational Learning and Vocational Educational Division (SOLVED)

The Somerville Public Schools (SPS) is a member district of the Shore Educational Collaborative's *Shore Occupational Learning and Vocational Educational Division (SOLVED)*. SOLVED provides access to exploratory experiences for students in member districts so that students may explore the particular program in which they have an expressed interest along with additional areas. SPS provides exploratory experiences to SOLVED member school district students provided that they are enrolled in a SOLVED member school district for this purpose. Likewise, SOLVED member school districts provide these experiences for SPS students enrolled in the Somerville Public Schools, Center for Career & Technical education for this purpose. After the exploratory program, SOLVED member school district students are eligible to apply for admission to schools of member districts in those instances where the student's home school district does not offer the particular vocational-technical program that is of interest to the student. For more information about SOLVED, visit the CTE website at www.somerville.k12.ma.us/cte.

Non-Resident Vocational Education Tuition:

Secondary school students seeking admission to a Chapter 74 vocational program not offered in Somerville and that is not in a SOLVED district must present the non-resident application in person to the office of the Superintendent of Schools by April 1st of the preceding school year.

College Entrance Examination Board Testing Programs

Somerville High School CEEB Code Number: **221948**

Please visit the [Somerville High School College Entrance Testing website](#) for 2020-2021 college entrance testing information.

Most colleges use the SAT test to help them decide if they will admit a student.

Somerville High School offers free SAT preparations courses. High school students talk with their school counselor about registering and preparing for these tests.

Advanced Placement Tests (AP)

Advanced Placement (AP) Tests take place in May. AP students will receive specific instructions for AP Exam registration in the winter.

Registration Bulletins for all College Entrance Examination Board testing programs are available at the Somerville High School Guidance Office.

The Test of English as a Foreign Language (TOEFL) is computer based. Students can register to take the test by telephone. There are no deadlines on testing dates. The test can be taken at any time. Information is available in the High School Counseling Office.

Concussion and Traumatic Brain Injury

The Somerville Public Schools (SPS) is committed to the safety and wellbeing of all its students. Due to the severe nature and complexity of concussions, SPS in conjunction with state law has developed policies and procedures that include concussion education and both return to school and return to physical activity plans for all K-12 students. All suspected concussions or head injuries, whether they occurred during sport or not, should be reported to the school.

The following procedures have been adopted by the school committee for all K-12 Somerville Public School students:

1. Immediate Removal of student from all physical activity including recess.
2. Ensure student is evaluated by an appropriate health care professional. This may include immediate attention at the emergency room and/or seeing a primary care physician.
3. Follow up with the District Coordinator for Concussion Management who provides a gradual reentry academic and recovery plan.
4. Once written clearance is provided by the primary care physician, the student will be provided a gradual return to physical/sport activity. Full return to activity without restriction takes at least 1 week, in some cases longer.

Research has estimated that 18% of high school sports athletes sustain a concussion each year. These estimates likely understate the true incidence of concussion. In one investigation, more than 50% of high school football athletes did not report their injury to a parent, coach, or medical professional. A concussion is an alteration of mental status resulting from the brain being jolted inside of the skull due to a blow to the head or body. Among the many symptoms associated with concussion, headache, dizziness, confusion, amnesia, nausea, and disorientation are commonly reported. Loss of consciousness however, only occurs in less than 10% of all injuries and is not an indicator of concussion severity. Also following the injury the athlete may experience other difficulties such as sensitivity to light and sound, forgetfulness, fatigue and emotional changes such as anxiety or depression.

Most athletes who sustain a concussion can fully recover as long as the brain has time to heal before sustaining another hit; but relying only on an athlete's self-report of symptoms to determine injury recovery is inadequate as many high school athletes are not aware of the signs and symptoms of injury, the severity of concussive injuries, or they may feel pressure from coaches, parents, and/or teammates to return to play as quickly as possible. One or more of these factors will likely result in under-diagnosing the injury and a premature return to play. Research has shown that young concussed athletes that return to play too soon, before their brain has healed, are highly vulnerable to more prolonged post-concussion syndrome or, in rare cases a catastrophic neurological injury known as Second Impact Syndrome.

Concussion is one of the most complex injuries faced by medical professionals as the signs and symptoms are not always straightforward and the effects and severity of the injury can be difficult to determine. The injury occurs in absence of structural changes in brain tissue, generally making traditional neuro-diagnostic tests such as CT, MRI and EEG insensitive.

The Commonwealth of Massachusetts Executive Office of Health and Human Services requires that all high schools subject to the Massachusetts Interscholastic Athletic Association (MIAA) rules adhere to the following law:

Student athletes and their parents, coaches, athletic directors, school nurses, and physicians must learn about the consequences of head injuries and concussions through training programs and written materials. The law requires that athletes and their parents inform their coaches about prior head injuries at the beginning of the season. If a student athlete becomes unconscious, or is suspected of having a concussion, during a game or practice, the law now mandates taking the student out of play or practice, and requires written certification from a licensed medical professional for "return to play."

Parents and student-athletes who plan to participate in any sports program at Somerville High School must also participate in mandatory concussion education each year, whether they take one free online course or attend our annual sports information evening.

Two free online courses have been made available and contain all the information required by the law.

The first online course option is offered through the National Federation of High School Coaches. You will need to click the “order here” button and complete a brief information form to register. At the end of the course, you will receive a completion receipt. The entire course, including registration, can be completed in less than 30 minutes:

www.nfhslearn.com/electiveDetail.aspx?courseID=15000.

The second online course option is offered through the Centers for Disease Control and Prevention at:

<http://www.cdc.gov/headsup/index.html>.

State law and Somerville Public Schools are following the policy outlined below when it comes to suspected head injuries:

1. Remove the student-athlete from all physical activity.
2. Ensure proper evaluation by a primary care physician or immediate attention at the local emergency room
3. Provide graduated academic reentry plan.
4. Follow up care with the Athletic Trainer who will provide a battery of tests that include a combination of self-report symptoms, balance, and neuro-cognitive testing.
5. When safe to do so, be provided a graduated return to play progression

Due to the serious nature of concussions, we ask that parents report any concussion that occurs both in sport and outside of school so that it may be managed appropriately.

For further information on concussions and the Somerville Public School protocol/policies please look online at the High School Sports Medicine page, at www.somerville.k12.ma.us/sportsmedicine or contact the District Coordinator for Concussion Management and Head Athletic Trainer **Michelle Kelly**, mkelly@k12.somerville.ma.us.

For more information, see policy: #JJIF on the School Committee section of our website (www.somerville.k12.ma.us).

Curriculum, Instruction and Assessment Services

The Somerville Public Schools offer curriculum, instruction and assessment services that are aligned with both the Massachusetts Education Reform Act and current research in education.

In order to provide our students with a comprehensive education, the Somerville Public Schools offer the following services in curriculum, instruction and assessment across Grades PK-12.

- A wide variety of subjects and course offerings, including music and art in all grades
- Updated textbooks, instructional and multi-media materials to support subjects and course offerings
- The availability of current technology to supplement subjects and course offerings
- Significant emphasis on critical thinking and problem-solving across all subjects
- Emphasis on learning environments that stress collaboration and interdisciplinary projects
- Emphasis on interdisciplinary projects that stress research and a variety of assessments
- Opportunities for students to be engaged in the arts through interdisciplinary projects
- After-school programs that provide enrichment activities aligned with school system objectives
- A variety of assessments to measure student achievement for all students in grades 2-8, three times per year
- A year-round schedule of professional development for our teachers to enhance skills
- After-school and summer services for MCAS preparation
- A Somerville Public Library partnership aligned with our year-round reading program

Math: In grades K-5, our classrooms use the Investigations curriculum which emphasizes problem-solving and a deep understanding of mathematical concepts. At the middle grades, the Connected Math Program (CMP2) ensures a stronger transition from the Investigations program, and includes a significant amount of Algebra content for all students.

English Language Arts: Somerville’s elementary Language Arts Program embraces a Balanced Literacy model of Readers and Writers workshop. Balanced Literacy focuses on explicit teaching of reading skills, high interest independent reading, individualized instruction, and oral language. In the 2012-2013 school year, our district implemented the Foundations program in grades 1 and 2 which is centered on phonics, fluency, and spelling instruction.

Science, Technology and Engineering: We believe that strong science education fosters a child’s curiosity about the world, developing critical inquiry and problem solving skills needed for college and career readiness. On any given day, you might see students developing experiments about matter, building bridges, conducting a cell lab at Biogen, or creating a website about energy conservation. With the release of new Massachusetts science standards in January 2016, the district is embarking on a multi-year process of updating our science curriculum and making rich science instruction an integral part of every student’s day.

In addition to the core subjects, Somerville Public Schools offers:

Art Instruction: www.somerville.k12.ma.us/art 617-629-5256

The SPS provides a diverse and comprehensive visual arts instructional program that encourages all students to integrate the arts into their core curriculum and their social and emotional well-being. The Visual Arts Department endorses the research that shows that students who participate in a Visual Arts Program develop basic skills that encourage visual awareness and are fundamental to intellectual growth and creative self-expression.

Health/Physical Education: www.somerville.k12.ma.us/health-pe 617-629-5249

The SPS provides a comprehensive health and physical education instructional program that encourages all students to make healthy decisions and live an active lifestyle to the best of their ability across their lifetimes. This includes swimming instruction at Grade 3 and bicycling instruction at Grade 5. School-based physical education instructors provide rigorous, fun and active class instruction. Health topics are taught by a combination of classroom teachers, physical education instructors, guidance staff, school nurses and community partners.

Science and Health Topic	K	1	2	3	4	5	6	7	8
Hygiene	X		X						
Nutrition and Food Groups	X	X	X	X			X		
Personal Safety		X	X	X	X				X
Tobacco, Alcohol, and Drugs		X	X	X	X	X	X	X	X
Accident Prevention, Household Safety			X	X					
Staying Healthy: Mental, Physical, Family, and Social		X		X					X
**Growth and Development					X				
**HIV/AIDS Awareness, Diseases, Immune System				X	X	X	X	X	X
Family, Values, Attitudes, Respecting Others					X				
Basic First Aid				X	X				X
**STD's								X	X
**Puberty and Body Changes						X	X	X	X
Violence Prevention, Conflict Resolution, and Decision Making						X		X	X
**Reproduction							X	X	X
Abstinence							X	X	X
Wellness, Self-Esteem, Depression, Suicide Prevention and Fitness								X	X
Heimlich Maneuver, Introduction to CPR									X
Eating Disorders							X		

The chart above shows the Science and Health Topics that will be taught at determined grade levels in your child's school. You may exempt your son or daughter from the ***italicized topics only***. In order to do this, we ask that you send a written request to the school Principal during the first two full weeks of the school year. Please include your child's name, grade, and the topic they are to be exempt from. Students will be provided with alternate assignments. If you have questions as to the content, or would like to look at a lesson plan, please feel free to request this also.

****Notification Regarding Sex Education**

Health Education (Exemption Procedure) Policy #IHAM-R

At the beginning of each school year, all parents/guardians of students enrolled in our schools will be provided in writing with an outline of the curriculum offered in grades K-8 that primarily involve human sexual education or human sexuality issues. Parents/guardians of students who enroll in school after the start of the school year will be given the written notice at the time of enrollment. If the planned curriculum changes during the school year, to the extent practicable, parents/guardians will be notified of this fact in a timely manner before implementation.

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

1. exempt their child from any portion of the curriculum that primarily involves human sexual education or human sexuality issues, without penalty to the student, by sending a letter to the school principal requesting an exemption. Any student who is exempted by request of the parent/guardian under this policy may be given an alternative assignment.

2. inspect and review program instruction materials for these curricula, which will be made reasonably accessible to parents/guardians and others to the extent practicable.

Parents/guardians may arrange with the principal to review the materials at the school, and may also review them at other locations that may be determined by the Superintendent of Schools/designee.

A parent/guardian who is dissatisfied with a decision of the principal concerning notice, access to instructional materials, or exemption for the student under this policy may send a written request to the Superintendent for review of the issue. The Superintendent or designee will review the issue and give the parent/guardian a timely written decision, preferably within two weeks of the request. A parent/guardian who is dissatisfied with the Superintendent's decision may send a written request to the School Committee for review of the issue. The School Committee will review the issue and give the parent/guardian a timely written decision, preferably within four weeks of the request.

Adopted: June 1, 2009

Library/Media Instruction: www.somerville.k12.ma.us/library-media 617-629-5449

The primary goal of the Library Media Department is to help develop information literate students. Such students are able to locate information in a variety of formats (including text-based, audiovisual, computer formatted and Web-based).

Information literacy is best taught through the integration of library media use skills into subject specific activities, including research papers, projects, computer generated presentations, etc. Using methods including the Big Six steps of research, the library media specialists' goal is to work cooperatively with staff and students to develop activities that reinforce and expand classroom learning.

The library media center is a place where students go to use computers, check out video equipment and create technology rich curriculum projects. Students can do independent work, research and check out books for school assignments and to read for pleasure. The school library media centers have a collection of video Flip cameras and digital still cameras as well as equipment to create and edit their own curriculum based videos to promote project based learning activities. We have a collection of the most popular periodicals for students and access to on-line databases and the World Book Encyclopedia through the Massachusetts Library System, a state supported collaborative network that promotes access to excellent library services to all students in the Somerville Public Schools.

Music Instruction: www.somerville.k12.ma.us/music 617-629-5248

The Music Department faculty believes it is their mission to inspire and guide every student in active music making through the use of a sequential and creative curriculum that nurtures the human spirit. The SPS offers weekly music instruction to students in Grades PK-8. In addition, free instrumental music lessons are available to students in Grades 4-8. SHS offers many music electives and an opportunity for "major" study in music theory and practice. Performance is an important part of the instructional process. Elementary and high school student performance ensembles perform regularly in school and in the community.

Reading Instruction:

Literacy skills are taught in all curriculum areas and across all grades. For students needing additional support, services are provided by certified Reading Specialists. Our services vary and include: intensive support for early readers, in-class help for students needing more attention during reading and writing activities, and small group instruction to support successful comprehension of content area reading.

World Language Instruction: www.somerville.k12.ma.us/world-languages 617-629-5254

The Somerville Public Schools is devoted to helping young people build 21st century skills through a variety of initiatives. The World Language Department endorses the research that shows that students who learn another language reach higher academic performance, display greater cognitive benefits, and develop a more positive attitude toward the target language and the speakers of that language. Middle School world language instruction in Spanish was introduced in 2012-2013. High School world language instruction includes opportunities to master Spanish, Italian, French, and Portuguese.

The School Committee supports the right of students, employees, and community members to have reasonable access to various information formats and believes it is incumbent upon users to utilize this privilege in an appropriate manner.

Access to Digital Resources

Safety Procedures and Guidelines

The Superintendent, in conjunction with the Director of Technology, shall develop and implement appropriate procedures to provide guidance for access to digital resources. Guidelines shall address teacher supervision of student computer or tablet use, ethical use of digital resources and issues of privacy versus administrative review of electronic files and communications. In addition, guidelines shall prohibit utilization of digital resources for prohibited or illegal activities and for the use of other programs with the potential of damaging or destroying programs or data.

Internet safety measures shall be implemented that effectively address the following:

- Controlling access by minors to inappropriate matter on the Internet as defined by the Children's Internet Protection Act (CIPA) and the Children's Online Privacy Protection Act (COPPA);
- Safety and security of minors when they are using e-mail, instant messaging applications, and other forms of direct electronic communications;
- Preventing unauthorized access, including hacking, viruses, and other unlawful activities by minors online;
- Unauthorized disclosure, use, and dissemination of personal information regarding minors.

The School District shall provide reasonable public notice to address and communicate its internet safety measures.

Empowered Digital Use

All students and faculty must agree to and sign an Empowered Digital Use form prior to the student or staff member being granted independent access to digital resources and district networks. The required form, which specifies guidelines for using digital resources and district networks, must be signed by the parent or legal guardian of minor students (those under 18 years of age) and also by the student. This document shall be kept on file as a legal, binding document. In order to modify or rescind the agreement, the student's parent/guardian (or the student who is at least 18 years old) must provide the Director of Technology with a written request.

Employee Use

Employees shall use district email, district devices, and district networks only for purposes directly related to educational and instructional purposes.

Community Use

On recommendation of the Superintendent in conjunction with the Director of Technology, the district shall determine when and which computer equipment, software, and information access systems will be available to the community. All guests will be prompted to, and must accept the district's Access to Digital Resources Policy before accessing the district network.

Disregard of Rules and Responsibility for Damages

Individuals who refuse to sign required Empowered Digital Use documents or who violate district rules governing the use of district technology or networks shall be subject to loss or restriction of the privilege of using equipment, software, information access systems, and network.

Individuals shall reimburse the district for repair or replacement of district property lost, stolen, damaged, or vandalized while under their care.

SOURCE: MASC

LEGAL REFS: 47 USC § 254

Adopted: August 2015

Note: FCC regulations that went into effect April 20, 2001, implementing The Children's Internet Protection Act (47 U.S.C. § 254) require each school/district to certify compliance with certain policy requirements in order to maintain eligibility for Internet access discounts and other services provided by the federal government.

Discipline

Discipline Code (K-8)

No discipline code can take the place of the civility and respect for each other that binds the individuals of our schools into a cooperative academic community. Individual commitment to these values and behaviors is a prime goal of our educational program. Students are expected to think of the consequences of their actions to themselves and to others before they act.

Well-disciplined behavior is an essential ingredient in the maintenance of an environment that supports learning and insures the safety of all members of our community.

While our schools will work with students to develop responsible behavior, threats to the safety of others or disruptions to the educational process will not be tolerated.

See ***Disciplinary Regulations (Specifics)*** which list expectations for students on the way to and from school, within school, on school grounds and at any related school function.

Individual schools and teachers may expand these expectations to govern situations specific to their classes and school communities.

Discipline Code (9-12)

See Somerville High School Student Handbook, available at <http://www.somerville.k12.ma.us/schools/somerville-high-school/guides-handbooks>.

Discipline Code (Education Reform Act of 1993)

Section 37H

Section 37H falls under the educational services stated in 603 CMR 53:13 as detailed on page 30 in this Guide.

- 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 or a knife; or a controlled substance as defined in chapter ninety-four 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 witness at said hearing before the principal.
After said hearing, a principal may, in his 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. When a student is expelled under the provisions of this section and applies for admission to another school for acceptance, the superintendent of the sending school shall notify the superintendent of the receiving school of the reasons for the pupil's expulsion.

Section 37H ½

Section 37H-1/2 falls under the educational services stated in 603 CMR 53:13 as detailed on page 30 in this Guide.

Notwithstanding the provisions of section eighty-four and sections sixteen and seventeen of chapter seventy-six:

- (1) 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

Definition of a Dangerous Weapon and Reporting Requirements of Weapon Possession

The building Principal has the right to decide, based on sound judgment, whether any object is to be considered a weapon or a "dangerous weapon". The Somerville Public Schools, as interpreted by the building Principal, will define a weapon or a "dangerous weapon" in the broadest sense to protect the health and safety of all students, staff and visitors and to prohibit the possession of any gun, or form of a knife, or sharp objects capable of causing harm.

According to MGL Chapter 269, Section 10(j), it is a crime for any officer in charge of a school, and any faculty or school administrator not to report the possession of a "dangerous weapon" to the local Police Department. If there is any uncertainty about whether a particular object is a "dangerous weapon" the Police will be consulted.

student's continued presence in school would have a substantial detrimental effect on the general welfare of the school. The student shall receive written notification of the charges and the reasons for such suspension prior to such suspension taking effect. The student shall also receive written notification of his right to appeal and the process for appealing such suspensions; provided, however, that such suspension shall remain in effect prior to any appeal hearing conducted by the superintendent. The student shall have the right to appeal the suspension to the superintendent. The student shall notify the superintendent in writing of his request for an appeal no later than five calendar days following the effective date of the suspension. The superintendent shall hold a hearing with the student and the student's parent or guardian within three calendar days of the student's request for an appeal. At the hearing, the student shall have the right to present oral and written testimony on his behalf, and shall have the right to counsel. The superintendent shall have the authority to overturn or alter the decision of the principal or headmaster, including recommending an alternate educational program for the student. The superintendent shall render a decision on the appeal within five calendar days of the hearing. Such decision shall be the final decision of the city, town or regional school district with regard to the suspension.

- (2) Upon a student being convicted of a felony or upon an adjudication or admission in court of guilt with respect to such a 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 substantial detrimental effect on the general welfare of the school. The student shall receive written notification of the charges and reasons for such expulsion prior to such expulsion taking effect. The student shall also receive written notification of his right to appeal and the process for appealing such expulsion; provided, however, that the expulsion shall remain in effect prior to any appeal hearing conducted by the superintendent.

The student shall have the right to appeal the expulsion to the superintendent. The student shall notify the superintendent in writing, of his 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. Upon expulsion of such student, no school or school district shall be required to provide educational services to such student.

Section 37H 3/4

Chapter 222 of the Acts of 2012, An Act Relative to Student Access to Educational Services and Exclusion from School

This law, 603 CMR 53.00 (7/1/2014) adds procedural and reporting requirements for student suspensions and expulsions which are not covered in section 37H (dangerous weapon, controlled substances and assaults on education staff) or 37H ½ (felony complaint). This law most notably requires SPS to ensure that students who have been expelled from school for disciplinary reasons have the opportunity to make academic progress during their period of expulsion. Below are the Education Laws and Regulations as outlined in 603 CMR 53.00.

53.01: Purpose and Scope

- (1) The purpose of 603 CMR 53.00 is:
- (a) for those discipline offenses subject to M.G.L. 71, § 37H¾, as set forth in 603 CMR 53.01(2)(a), to limit the use of long-term suspension as a consequence for student misconduct until other consequences have been considered and tried as appropriate;
 - (b) to promote engagement of a student's parent in discussion of the student's misconduct, and options for responding to it;
 - (c) to assure that every student who is expelled or suspended, regardless of the reason for suspension or expulsion, has the opportunity to receive education services to make academic progress during the period of suspension or expulsion; and,
 - (d) to keep schools safe and supportive for all students while ensuring fair and effective disciplinary practices.
- (2) 603 CMR 53.00 sets forth, for all public preschool, elementary, and secondary schools and programs in Massachusetts, including charter and virtual schools:
- (a) at 603 CMR 53.03 through 53.11, the minimum procedural requirements applicable to the suspension of a student for a disciplinary offense other than:
 - 1. possession of a dangerous weapon;
 - 2. possession of a controlled substance;
 - 3. assault on a member of the educational staff; or
 - 4. a felony charge or felony delinquency complaint or conviction, or adjudication or admission of guilt with respect to such felony, if a principal determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school, as provided in M.G.L. c. 71, § 37H or 37H½;

- (b) the minimum requirements and procedures necessary to ensure that all students who have been suspended, in-school or out-of-school, or expelled, regardless of the type of offense, have an opportunity to make academic progress during their period of suspension, expulsion, or removal from regular classroom activities; and
- (c) requirements pertaining to school discipline data reporting and analysis.

53.02: Definitions

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

Department means the Department of Elementary and Secondary Education.

Disciplinary offense means any alleged or determined disciplinary infraction by a student, except for:

- (a) possession of a dangerous weapon;
- (b) possession of a controlled substance;
- (c) assault on a member of the educational staff; or
- (d) a felony charge or felony delinquency complaint or conviction, or adjudication or admission of guilt with respect to such felony, if a principal determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school, as provided in M.G.L. c. 71, § 37H or 37H½. A disciplinary offense, as defined, is subject to the provisions of M.G.L. c. 71, § 37H¾ and 603 CMR 53.00.

Disciplinary offense under M.G.L. c. 71, § 37H or 37H½ means one or more of the following alleged or determined disciplinary infractions:

- (a) possession of a dangerous weapon;
- (b) possession of a controlled substance;
- (c) assault on a member of the educational staff; and
- (d) a felony charge or felony delinquency complaint or conviction, or adjudication or admission of guilt with respect to such felony, if a principal determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school, as provided in M.G.L. c. 71, § 37H or 37H½.

Expulsion means the removal of a student from the school premises, regular classroom activities, and school activities for more than 90 school days, indefinitely, or permanently, as permitted under M.G.L. c. 71, § 37H or 37H½ for:

- (a) possession of a dangerous weapon;
- (b) possession of a controlled substance;
- (c) assault on a member of the educational staff; or
- (d) a felony charge or felony delinquency complaint or conviction, or adjudication or admission of guilt with respect to such felony, if a principal determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school, as provided in M.G.L. c. 71, § 37H or 37H½.

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

Long-term Suspension means the removal of a student from the school premises and regular classroom activities for more than ten consecutive school days, or for more than ten school days cumulatively for multiple disciplinary offenses in any school year. A principal may, in his or her discretion, allow a student to serve a long-term suspension in school. Removal solely from participation in extracurricular activities or school-sponsored events, or both, shall not count as removal in calculating school days. Except for students who are charged with a disciplinary offense set forth in M.G.L. c. 71, § 37H(a) or (b), or M.G.L. c. 71, § 37H ½ no student may be placed on long-term suspension for one or more disciplinary offenses for more than 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.

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

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

School-wide Education Service Plan means the document developed by a principal, in accordance with M.G.L. c. 76, §21, that includes a list of education services available to students who are expelled or suspended from school for more than ten consecutive days.

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

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

Suspension means short-term suspension and long-term suspension unless otherwise stated.

53.03: Policies and Procedures

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

53.04: Investigation of Disciplinary Incidents

Nothing in 603 CMR 53.00 shall prevent a school administrator from conducting an investigation, including student interviews, of a school-related disciplinary incident.

53.05: Alternatives to Suspension under M.G.L. c. 71, § 37H

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

53.06: Notice of Suspension and Hearing under M.G.L. c. 71, § 37H

- (1) Except as provided in 603 CMR 53.07 and 603 CMR 53.10, a principal may not impose a suspension as a consequence for a disciplinary offense without first providing the student and the parent oral and written notice, and providing the student an opportunity for a hearing on the charge and the parent an opportunity to participate in such hearing.
- (2) The principal shall provide oral and written notice to the student and the parent in English and in the primary language of the home if other than English, or other means of communication where appropriate. The notice shall set forth in plain language:
 - (a) the disciplinary offense;
 - (b) the basis for the charge;
 - (c) the potential consequences, including the potential length of the student's suspension;
 - (d) the opportunity for the student to have a hearing with the principal concerning the proposed suspension, including the opportunity to dispute the charges and to present the student's explanation of the alleged incident, and for the parent to attend the hearing;
 - (e) the date, time, and location of the hearing;
 - (f) the right of the student and the student's parent to interpreter services at the hearing if needed to participate;
 - (g) if the student may be placed on long-term suspension following the hearing with the principal:
 1. the rights set forth in 603 CMR 53.08 (3)(b); and
 2. the right to appeal the principal's decision to the superintendent.
- (3) The principal shall make reasonable efforts to notify the parent orally of the opportunity to attend the hearing. To conduct a hearing without the parent present, the principal must be able to document reasonable efforts to include the parent. The principal is presumed to have made reasonable efforts if the principal has sent written notice and has documented at least two attempts to contact the parent in the manner specified by the parent for emergency notification.
- (4) Written notice to the parent may be made by hand delivery, first-class mail, certified mail, email to an address provided by the parent for school communications, or any other method of delivery agreed to by the principal and parent.

53.07: Emergency Removal under M.G.L. c. 71, § 37H

- (1) Nothing in 603 CMR 53.00 shall prevent a principal from removing a student from school temporarily when a student is charged with a disciplinary offense and the continued presence of the student poses a danger to persons or property, or materially and substantially disrupts the order of the school, and, in the principal's judgment, there is no alternative available to alleviate the danger or disruption. The temporary removal shall not exceed two school days following the day of the emergency removal, during which time the principal shall:
 - (a) Make immediate and reasonable efforts to orally notify the student and the student's parent of the emergency removal, the reason for the need for emergency removal, and the other matters set forth in 603 CMR 53.06(2);

- (b) Provide written notice to the student and parent as provided in 603 CMR 53.06(2);
 - (c) Provide the student an opportunity for a hearing with the principal that complies with 603 CMR 53.08(2) or (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 (d) or (3)(c) and (d), as applicable.
- (2) A principal may not remove a student from school on an emergency basis for a disciplinary offense until adequate provisions have been made for the student's safety and transportation.

53.08: Principal's Hearing under M.G.L. c. 71, § 37H½

- (1) The principal shall determine the extent of the rights to be afforded the student at a disciplinary hearing based on the anticipated consequences for the disciplinary offense. If the consequence may be long-term suspension from school, the principal shall afford the student, at a minimum, all the rights set forth in 603 CMR 53.08(3) in addition to those rights afforded to students who may face a short-term suspension from school.
- (2) Principal Hearing - Short-term Suspension
- (a) The purpose of the hearing with the principal is to hear and consider information regarding the alleged incident for which the student may be suspended, provide the student an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident, determine if the student committed the disciplinary offense, and if so, the consequences for the infraction. At a minimum, the principal shall discuss the disciplinary offense, the basis for the charge, and any other pertinent information. The student also shall have an opportunity to present information, including mitigating facts, that the principal should consider in determining whether other remedies and consequences may be appropriate as set forth in 603 CMR 53.05. The principal shall provide the parent, if present, an opportunity to discuss the student's conduct and offer information, including mitigating circumstances, that the principal should consider in determining consequences for the student.
 - (b) Based on the available information, including mitigating circumstances, the principal shall determine whether the student committed the disciplinary offense, and, if so, what remedy or consequence will be imposed.
 - (c) The principal shall notify the student and parent of the determination and the reasons for it, and, if the student is suspended, the type and duration of suspension and the opportunity to make up assignments and such other school work as needed to make academic progress during the period of removal, as provided in 603 CMR 53.13(1). The determination shall be in writing and may be in the form of an update to the original written notice.
 - (d) If the student is in a preschool program or in grades K through 3, the principal shall send a copy of the written determination to the superintendent and explain the reasons for imposing an out-of-school suspension, before the short-term suspension takes effect.
- (3) Principal Hearing - Long-term Suspension
- (a) The purpose of the hearing is the same as the purpose of a short-term suspension hearing.
 - (b) At a minimum, in addition to the rights afforded a student in a short-term suspension hearing, the student shall have the following rights:
 - 1. In advance of the hearing, the opportunity to review the student's record and the documents upon which the principal may rely in making a determination to suspend the student or not;
 - 2. the right to be represented by counsel or a lay person of the student's choice, at the student's/parent's expense;
 - 3. the right to produce witnesses on his or her behalf and to present the student's explanation of the alleged incident, but the student may not be compelled to do so; and
 - 4. the right to cross-examine witnesses presented by the school district; and
 - 5. the right to request that the hearing be recorded by the principal, and to receive a copy of the audio recording provided to the student or parent upon request. If the student or parent requests an audio recording, the principal shall inform all participants before the hearing that an audio record will be made and a copy will be provided to the student and parent upon request.
 - (c) The principal shall provide the parent, if present, an opportunity to discuss the student's conduct and offer information, including mitigating circumstances, that the principal should consider in determining consequences for the student.
 - (d) Based on the evidence, the principal shall determine whether the student committed the disciplinary offense, and, if so, after considering mitigating circumstances and alternatives to suspension as set forth in 603 CMR 53.05, what remedy or consequence will be imposed, in place of or in addition to a long-term suspension. The principal shall send the written determination to the student and parent by hand-delivery, certified mail, first-class mail, email to an address provided by the parent for school communications, or other method of delivery agreed to by the principal and the parent. If the principal decides to suspend the student, the written determination shall:
 - 1. Identify the disciplinary offense, the date on which the hearing took place, and the participants at the hearing;

2. Set out the key facts and conclusions reached by the principal;
 3. Identify the length and effective date of the suspension, as well as a date of return to school;
 4. Include notice of the student's opportunity to receive education services to make academic progress during the period of removal from school as provided in 603 CMR 53.13(4)(a);
 5. Inform the student of the right to appeal the principal's decision to the superintendent or designee, but only if the principal has imposed a long-term suspension. Notice of the right of appeal shall be in English and the primary language of the home if other than English, or other means of communication where appropriate, and shall include the following information stated in plain language:
 - a. the process for appealing the decision, including that the student or parent must file a written notice of appeal with the superintendent within five calendar days of the effective date of the long-term suspension; provided that within the five 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 additional calendar days; and that
 - b. the long-term suspension will remain in effect unless and until the superintendent decides to reverse the principal's determination on appeal.
- (e) If the student is in a public preschool program or in grades K through 3, the principal shall send a copy of the written determination to the superintendent and explain the reasons for imposing an out-of-school suspension, whether short-term or long-term, before the suspension takes effect.

53.09: Superintendent's Hearing under M.G.L. c. 71, § 37H½

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

53.10: In-School Suspension under M.G.L. c. 71, § 37H½

- (1) The principal may use in-school suspension as an alternative to short-term suspension for disciplinary offenses.
- (2) The principal may impose an in-school suspension for a disciplinary offense under 603 CMR 53.10, provided that the principal follows the process set forth in 603 CMR 53.10(3) through (5) and the student has the opportunity to make academic progress as set forth in 603 CMR 53.13(1).
- (3) The principal shall inform the student of the disciplinary offense charged and the basis for the charge, and provide the student an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident. If the principal determines that the student committed the disciplinary offense, the principal shall inform the student of the length of the student's in-school suspension, which shall not exceed ten days, cumulatively or consecutively, in a school year.
- (4) On the same day as the in-school suspension decision, the principal shall make reasonable efforts to notify the parent orally as soon as possible of the disciplinary offense, the reasons for concluding that the student committed the infraction, and the length of the in-school suspension. The principal shall also invite the parent to a meeting to discuss the student's academic performance and behavior, strategies for student engagement, and possible responses to the behavior. Such meeting shall be

scheduled on the day of the suspension if possible, and if not, as soon thereafter as possible. If the principal is unable to reach the parent after making and documenting at least two attempts to do so, such attempts shall constitute reasonable efforts for purposes of orally informing the parent of the in-school suspension.

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

53.11: Exclusion from Extracurricular Activities and School-Sponsored Events

The principal may remove a student from privileges, such as extracurricular activities and attendance at school-sponsored events, based on the student's misconduct. Such a removal is not subject to the procedures in M.G.L. c. 71, § 37H¾ or 603 CMR 53.00.

53.12: Disciplinary Offenses under M.G.L. c. 71, § 37H or 37H½

- (1) School districts shall adopt disciplinary policies and procedures applicable to a student who is accused of a disciplinary offense under M.G.L. c. 71, § 37H or 37H½. Such policies and procedures shall be consistent with the applicable statute and provide due process of law.
- (2) The principal may remove a student who has committed a disciplinary offense under M.G.L. c. 71, § 37H or 37H½ from school for more than 90 days in a school year.
- (3) Any student who is removed from school for a disciplinary offense under M.G.L. c. 71, § 37H or § 37H½ shall have an opportunity to receive education services and make academic progress during the period of removal, as provided in 603 CMR 53.13.

53.13: Education Services and Academic Progress under M.G.L. c. 71, §§ 37H, 37H½, and 37H¾

- (1) Any student who is serving an in-school suspension, short-term suspension, long-term suspension, or expulsion shall have the opportunity to earn credits, as applicable, make up assignments, tests, papers, and other school work as needed to make academic progress during the period of his or her removal from the classroom or school. The principal shall inform the student and parent of this opportunity in writing when such suspension or expulsion is imposed.
- (2) Any student who is expelled or suspended from school for more than ten consecutive days, whether in school or out of school, shall have an opportunity to receive education services and to make academic progress toward meeting state and local requirements, through the school-wide education service plan.
- (3) The principal shall develop a school-wide education service plan describing the education services that the school district will make available to students who are expelled or suspended from school for more than ten consecutive days. The plan shall include the process for notifying such students and their parents of the services and arranging such services. Education services shall be based on, and be provided in a manner consistent with, the academic standards and curriculum frameworks established for all students under M.G.L. c. 69, §§ 1D and 1F.
- (4) Notice of Education Services for Students in Long-Term Suspension and Expulsion; Enrollment Reporting.
 - (a) The principal shall notify the parent and student of the opportunity to receive education services at the time the student is expelled or placed on long-term suspension. Notice shall be provided in English and in the primary language spoken in the student's home if other than English, or other means of communication where appropriate. The notice shall include a list of the specific education services that are available to the student and contact information for a school district staff member who can provide more detailed information.
 - (b) For each student expelled or suspended from school for more than ten consecutive days, whether in school or out of school, the school district shall document the student's enrollment in education services. For data reporting purposes, the school shall track and report attendance, academic progress, and such other data as directed by the Department.

53.14: Student Suspension and Expulsion Data Collection and Reporting

- (1) Every school district, charter school, and virtual school shall collect and annually report data to the Department regarding in-school suspensions, short- and long-term suspensions, expulsions, emergency removals under 603 CMR 53.07, access to education services under 603 CMR 53.13, and such other information as may be required by the Department. Such data shall be reported in a manner and form directed by the Department.
- (2) The principal of each school shall periodically review discipline data by selected student populations, including but not limited to race and ethnicity, gender, socioeconomic status, English language learner status, and student with a disability status. In reviewing the data, the principal shall assess the extent of in-school suspensions, short- and long-term suspensions, expulsions, and emergency removals under 603 CMR 53.07, and the impact of such disciplinary action on selected student populations. The principal shall further determine whether it is necessary or appropriate to modify disciplinary practices due to over-reliance on

expulsion, or in-school or out-of school suspension, or emergency removals, or the impact of such suspensions, removals, and expulsions on selected student populations compared with other students.

- (3) In the fall of each year, the Department shall publish an analysis and report of student discipline data disaggregated by district and school, and by selected student populations, included but not limited to race and ethnicity, gender, socioeconomic status, English language learner status, and student with a disability status. The data shall be reported in a manner that protects the identity of each student and shall be made available to the public online in a machine readable format.
- (4) The Department shall annually determine the schools with the highest percentage of students expelled or placed on long-term suspension for more than ten cumulative days in a school year. After review of the discipline data described in 603 CMR 53.14(3) and other relevant school and district information, including but not limited to student demographics, student performance, promotion, attendance, attrition, graduation, and dropout rates, the Commissioner shall identify schools that need assistance to reduce over-reliance on long-term suspension or expulsion as a consequence for student misconduct. The Department shall identify models that such schools may use to incorporate intermediate steps before long-term suspension and expulsion and to foster positive school climate.

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

Regulatory Authority: .M.G.L. c. 71 § 38R and Chapter 77 of the Acts of 2013

Section 37L

In addition, any school department personnel shall report in writing to their immediate supervisor an incident involving a student's possession or use of a dangerous weapon on school premises at any time. Supervisors who receive such a weapon report shall file it with the superintendent of said school, who shall then file copies of said weapon report with the local chief of police, the department of social services, the office of student services or its equivalent in any school district, and the local school committee. Said superintendent, police chief, and representative from the department of social services or its equivalent, shall arrange an assessment of the student involved in said weapon report. Said student shall be referred to a counseling program; provided, however, that said counseling shall be in accordance with acceptable standards as set forth by the board of education. Upon completion of a counseling session, a follow-up assessment shall be made of said student by those involved in the initial assessment. A student transferring into a local system must provide the new school system with complete school record of the entering student. Said record shall include, but not be limited to, any incident involving suspension or violation of criminal acts or any incident reports in which such student was charged with any suspended act.

Discipline of Students with Special Needs

The Individual Educational Plan (IEP) of every student with special needs must indicate why the student is or is not expected to meet the regular discipline code, and, if not, what modification of the code is required. If a modified discipline code is required, such modification shall be described in the IEP and implemented.

No student with special needs may be suspended for more than ten cumulative days in a school year except under conditions as stated in section II below. Suspension is defined as any action which results in the removal of a student from the program prescribed in his/her IEP. The term includes in-school suspension as well as any exclusion from transportation services which prohibits the student's participation in his/her prescribed program.

It is the responsibility of the school system to ensure that due process requirements be applied in disciplinary actions as they are with non-SPED students, and to provide a free appropriate public education (FAPE) to all students with special needs. This federal requirement ensures that students are provided access to the general curriculum, continued IEP services, and services designed to modify behaviors.

When it is known that the suspension(s) of a student with special needs will accumulate to ten days in a school year the school must take the following actions:

- I. Not later than 10 (school) days after taking disciplinary action that results in a Special Education student being suspended from school for more than 10 school days in a school year, the school must convene an IEP meeting:
 - a) to provide parental notification of disciplinary action and procedural safeguards
 - b) to develop a functional behavioral assessment plan to address the behavior, if one has not already been conducted; or
 - c) if the student already has a behavior plan, to review the plan and modify it as necessary
 - d) to conduct a Manifestation Determination to establish whether the special need impairs the ability of the student to understand the impact and consequences of the behavior and to control the behavior; that the student's IEP is fully implemented; and that the placement is appropriate

- e) changes to the IEP or any placement in an interim alternative educational setting will be implemented immediately
- II. The student may be assigned, as a result of a TEAM meeting, to an Interim Alternative Education Setting (IAES) for up to 45 days if the student is found to:
 - a) be in possession of a weapon in school or at school functions
 - b) possess or use illegal drugs in school or at school functions
 - c) sell or solicit controlled substances in school or at school functions
 - d) be a danger to him/herself or others, as determined by a hearing officer following an expedited Massachusetts Department of Education hearing
 - e) or by mutual agreement between parent and school personnel
- III. The school may seek an order from the Department of Education – Bureau of Special Education Appeals (BSEA) placing a student in an IAES for up to 45 days if:
 - a) the school has demonstrated, by substantial evidence, that maintaining the current placement is substantially likely to result in injury to the student or others;
 - b) the current placement is appropriate; and
 - c) the school has made reasonable efforts to minimize the risk of harm in the current placement
- IV. The BSEA has developed policies and procedures to expedite disputes arising from conflicts regarding discipline as outlined in the Parents' Rights Brochure.

Disciplinary Regulations (Specifics):

- A. The below mentioned offenses are major infractions of the school discipline code and WILL result in suspension for a minimum period of one to three days and could result in prosecution and/or expulsion. Any student facing a suspension must be given notice of the charges against him/her and the parent/guardian notified.
 - 1. Possession of weapons. A student in violation of this policy, in addition to school department action, will be referred to the police.
 - 2. Striking a teacher, administrator, paraprofessional or other authorized school personnel. A student in violation of this policy, in addition to school department action will be referred to appropriate authorities.
 - 3. Fire - Starting or attempting to start a fire in the building or on school grounds. A student in violation of this policy, in addition to school department action, will be referred to appropriate authorities.
 - 4. False fire alarm, bomb scares, willfully discharging fire extinguisher. A student in violation of this policy, in addition to school department action, will be referred to appropriate authorities.
 - 5. Violation of the Civil Rights of any member of the school community. A student in violation of this policy, in addition to school department action, will be referred to appropriate authorities.
 - 6. The use, possession, or sale of alcohol, tobacco products and drugs. A student in violation of this policy, in addition to school department action, will be referred to appropriate authorities.
 - 7. Willful physical assault (serious fighting).
 - 8. Smoking or using tobacco products in the school or on the school grounds. In addition to suspension, elementary students using tobacco products must also meet with the counselor educator to discuss risks of tobacco use and to assess if additional support services are needed.
 - 9. Any and all other serious offenses resulting in danger to the staff or other students, significant damage to the school or disruption of the educational process, will be at least, a suspendable offense.
 - 10. Violent Threat against a School: Any violent threat against a school by a student will result in a 2-day "emergency removal" allowing for a thorough investigation, followed by a suspension hearing to determine a disposition. At the Principal's discretion, protocol will allow for a referral to appropriate authorities and a clinical assessment.
- B. Discipline, up to and including suspension, MAY be meted out to students who commit the following offenses:
 - 1. Truancy, tardiness, skipping classes or leaving the school without permission. (May also result in notification of the attendance officer.)
 - 2. Discrimination or harassment based upon a student's sex, race, appearance, sexual orientation, sexual identity, disability, native language/culture, or ethnic origin.
 - 3. Entering the school without permission on release days, before school or after dismissal.
 - 4. Possessing fireworks, matches or a cigarette lighter.
 - 5. Repeated disruption in the class, the cafeteria, corridors or playground.
 - 6. Throwing snowballs, stones or other projectiles.
 - 7. Using vulgar language or making obscene gestures.
 - 8. Vandalism or willful destruction of school property. (Restitution will be sought.)
 - 9. Theft of individual or school property. (Restitution will be sought.)
- C. In addition to offenses enumerated above, students must adhere to policies which are important to the establishment of an orderly business-like school. Failure to comply with school rules will result in disciplinary action.

Donations / Public Gifts

Donations

Donations offered to the Somerville Public Schools (SPS) may be made through www.somerville.k12.ma.us/donate or by calling the district central office at (617) 629-5200. Donations to the SPS must be approved by the School Committee prior to being accepted. This is a simple process managed by the Office of the Superintendent/designee.

Potential donors are also welcome to contact any of the local organizations and foundations that raise funds to support education and student learning in Somerville. These include:

- **The Brian Higgins Foundation** raises and distributes money to help youth with disabilities reach their fullest potential. Learn more at www.thebrianhigginsfoundation.org.
- **Duhamel Education Initiative** raises local funds to provide mini-grants to teachers with the goal of increasing student investment in school and learning. Learn more at www.duhameleducationinitiative.org.
- **The Somerville High School Scholarship Foundation** annually raises and distributes more than \$100,000 in local funds to support the post-secondary goals of Somerville High School graduates. Learn more at www.shsscholarship.org.
- **The Somerville Mathematics Fund** is an affiliate of Dollars for Scholars, raising funds to provide mini-grants to teachers with the goal of increasing the effectiveness and creativity of math instruction. Learn more at www.somervillemathematicsfund.org.
- **Somerville Education Foundation** is dedicated to promoting learning opportunities for all Somerville residents by raising and distributing funds, facilitating discussion, and promoting best practices related to education. Learn more at www.somervilleedfoundation.org.

Public Gifts to the Schools: Policy #KCD

The Superintendent has the authority to accept gifts and offers of equipment for the schools in the name of the Somerville School Committee when the gift is of educational value. In the case of gifts from industry, business, or special interest groups, no extensive advertising or promotion may be involved in any donation to the schools.

Gifts that would involve changes in school sites will be subject to Somerville School Committee approval.

Gifts will automatically become the property of the school system. Any gift of cash, whether or not intended by the donor for a specific purpose, will be handled as a separate account and expended at the discretion of the Somerville School Committee, as provided by law.

The Somerville School Committee is responsible for accepting all donations/gifts with an estimated value of \$100 or more or as recommended by the Superintendent of Schools. The Superintendent of Schools is responsible for developing and monitoring a process of donation/gift acceptance and appropriate expression of appreciation on behalf of the School Committee.

LEGAL REF.: M.G.L. 71:37A

Adoption date: January 1996

Reviewed: January 2010

Revised: November 2014

Early Release (Half-Day) Wednesdays (PK-8) – 11:30 dismissal

September 23, 2020

October 14 and 28, 2020

December 9, 2020

January 13 and 27, 2021

February 10, 2021

March 10 and 24, 2021

April 7, 2021

May 12 and 26, 2021

Early Release Day ALL STUDENTS

November 25, 2020

Emergencies – Policy #EBC

Advance planning for emergencies and disasters is essential to provide for the safety of students and staff; it also strengthens the morale of all concerned to know that plans exist and that students and staff have been trained in carrying out the plans.

The Superintendent will develop and maintain plans that meet the requirements of state law for preparedness in case of fire, civil emergencies, and natural disasters.

The Superintendent shall develop, in consultation with school nurses, school physicians, athletic coaches, trainers, and local police, fire and emergency personnel, an Emergency Medical Response Plan for each school in the district. Each Plan shall include:

1. A method establishing a rapid communication system linking all parts of the school campus, including outdoor facilities, to

- local Emergency Medical Services along with protocols to clarify when EMS and other emergency contacts will be called.
2. A determination of EMS response times to any location on the campus.
3. A list of relevant contacts with telephone numbers and a protocol indicating when each person shall be called, including names of experts to help with post-event support.
4. A method to efficiently direct EMS personnel to any location on campus, including the location of available rescue equipment.
5. Safety precautions to prevent injuries in classrooms and on the school campus.
6. A method of providing access to training in CPR and first aid for teachers, athletic coaches, trainers, and other school staff which may include CPR training for High School students; provided that School Committees may opt out of instruction in CPR pursuant to Section 1 of Chapter 71.
7. In the event the school possesses Automated External Defibrillators (AEDs), the location of all available AEDs, whether the location is fixed or portable, and a list of personnel trained in its use.

The Superintendent shall annually review the response sequence with local police and fire officials. Plans shall be submitted to local police and fire officials and the DESE at least every 3 years by September 1 or when changes occur. Plans must be updated in the case of new construction or other physical changes to the school campus.

Building Principals will meet all requirements for conducting fire drills and Emergency Response drills (at least once per year) to give students practice in moving with orderly dispatch to designated areas under emergency conditions, and the staff will practice in carrying out their assigned responsibilities for building evacuation.

SOURCE: MASC

LEGAL REF: M.G.L. 69:8A
Section 363 of Chapter 159 of the Acts of 2000
Section 7 of Chapter 284 of the Acts of 2014

CROSS REF: EBCD, Emergency Closings
JL, Student Welfare
JLC, Student Health Services and Requirements

Adoption date: January 1996 - Reviewed: December 2008

Revised: August 2012 – Revised by MASC: August 2015 – Revised: February 2016

Please also see: Policy #EBC-R-1: Bomb Threat Policy • Policy #EBC-R: Evacuation Policy

English Learner Education

The primary goal of the English Learner Education Programs of the Somerville Public Schools is to provide an educational environment that ensures that students whose first language is other than English participate fully in the school community and the community at large in order to reach his/her full potential. The Somerville Public Schools offers program options (described below) for students who are learning English as a second or additional language.

Each year, all students with a home language other than English will be identified and tested for English proficiency. ELL students will be assigned to the Sheltered English Immersion Program (SEIP) according to age-appropriate grade level and English language test scores. All newcomers to the district will be tested at the Parent Information Center (PIC) and will be assigned to the SEIP following established guidelines. Instruction for all K-12 students enrolled in the SEIP will be full-time. When students exit the SEIP and are still in need of additional support, English language services will continue to be provided on a needs basis. English Language Learners (ELL) will remain in sheltered immersion classes until they are classified as Fluent English Proficient, as measured by state mandated tests. Certified and experienced teachers will provide ELL students with all the appropriate academic instruction.

Description of English Learner Education Programs

Sheltered English Immersion Program

The Sheltered English Immersion Program (SEIP) is a K-12 program for students who speak languages other than English. The educational program includes English as a Second Language (ESL) and content instruction (math, science, and social studies) aligned to grade-level standards. Instruction is primarily in English. Teachers use sheltered content instructional techniques in order to make lessons understandable and meaningful to students as they become proficient in English.

Unidos Two-Way Bilingual Immersion Program (Spanish)

The Unidos Program is a Two-Way Bilingual Immersion Program. Approximately half of the students in the program are learning English (ESL) and half of the students are learning Spanish (SSL) as their second language. Content instruction is offered in English and Spanish (math, science, social studies) to both groups of students. Teachers use sheltered content instructional techniques in order to make lessons understandable.

English as a Second Language (ESL) Instruction

ESL Instruction is provided to those students who have opted out of or transitioned into General Education or Special education classes. ESL Instructional service is provided on a “push-in”, “pull-out”, or consultation model in accordance with the ESL Student Profile and Service Plan developed by the ESL Instructional Specialist in collaboration with the classroom teacher. The parent/guardian, classroom teacher, and building principal will be notified in writing of the ESL Instructional Service Plan.

For more information please see Policy #HBEA – English Language Learners.

Evacuation Policy – Policy #EBC-R

The Somerville School Department will enforce the following Evacuation Plan when it is determined by the Administrator of the Building, the Police Department, Fire Department or any other agency in authority that an emergency condition exists in the building or the surrounding neighborhood. During the first week of school, the plan will be sent to parents with a cover letter from the Superintendent. All new registrants through the year should also be given a copy upon admission to the Somerville school system.

This Evacuation Plan shall be included in the Somerville Comprehensive Emergency Management Plan. If the plan needs to be enforced for any reason, the Superintendent's office must be notified immediately. The staff in turn will notify the Police Department, Fire Department and city switchboard operator, to enable them to inform parents if they call, where their children are. It is understood that parental permission is not required before evacuation when it has been deemed appropriate to evacuate. Individual emergency evacuation plans for the disabled will be designed on site as needed.

Adopted: June 7, 1999 - Revised: June 2006, August 2009, December 2014

Evacuation Sites:

<i>School</i>	<i>Primary Site</i>	<i>Secondary Site</i>
Argenziano		
Grades K-3	Cummings	Winter Hill
Grades 4-8	SHS Auditorium	Kennedy
Brown	Cummings	Kennedy Gym
Capuano	East Somerville	Winter Hill Gym & Café
ESCS	Capuano Gym	WHCS
Healey		
Grades K-3	Winter Hill Library	Cummings
Grades 4-8	Winter Hill Gym	Argenziano
Kennedy		
Grades K-4	WSNS Gym & Café	Capuano Gym & Café
Grades 5-8	Winter Hill Gym and Café	SHS Fieldhouse
NW/FC	SHS	Argenziano
West Somerville	Tufts/Jackson Gym	Kennedy Gym & Café
Winter Hill		
Grades K-3/Life Skills	Healey Café	SHS Auditorium
Grades 4-8	Healey Gym	SHS Auditorium
SHS		
Grades 9-10	Winter Hill	Kennedy
Grades 11-12	Cummings	Healey

Food and Nutrition Services

The Somerville Public Schools Department of Food and Nutrition Services provides high quality, nutritious breakfasts and lunches in all public schools every day of the school year. A wide variety of foods are used in the school menus, and alternate choices are available in all schools each day. School breakfast and lunch menus are published in the Somerville Journal, the Somerville Public Schools' website (www.somerville.k12.ma.us/food-service) and cable TV channel 15 or 16.

In December 2010, the Healthy, Hunger-Free Kids Act of 2010 was passed and became law. New and improved regulations regarding food, beverages and nutrition being offered to school-age students were established. Somerville Public Schools are fully compliant with all federal regulations intending to prevent childhood obesity, and has won numerous awards for going above and beyond required regulations to help increase students' access to healthy and fresh foods.

School Breakfast:

Free breakfast is available for all students each day, regardless of family income, through the Universal Free Breakfast Program.

School Lunch:

****On October 9, 2020 the U.S. Department of Agriculture (USDA) announced that it was "extending flexibilities to allow free meals to continue to be available to all children throughout the entire 2020-2021 school year" to allow children to have access to healthy school meals during the pandemic. Free school lunch will be available to all students throughout the 2020-2021 school year.**

School lunches are usually provided on a fee-for-service basis, unless a student qualifies for free or reduced meal service. Children from low-income families may receive free or reduced price meal services if the parents/guardians fill out a Free/Reduced price meal application and meet family size and income eligibility guidelines established by the U.S. Department of Agriculture. All students attending schools that are part of the Community Eligibility Provision (CEP)* receive free lunch and do not need to complete a lunch application. Somerville High School, Healey School, Next Wave/Full Circle, Winter Hill Community Innovation School, and East Somerville Community School are all CEP-designated schools in our district. All foster children are eligible for free meals (even if the foster parents make an income above the guidelines). Families receiving Supplemental Nutrition Assistance Program (SNAP) benefits, TANF public assistance benefits (such as TAFDC, EAEDC, or EA) or Mass Health are also automatically eligible for free meals. These families will receive notification from the state and be directly certified and therefore do not need to fill out a Meal Benefit Application.

What's for lunch?

3 ways to get breakfast and lunch menus:

- Download them from the web: www.somerville.k12.ma.us/food-service
- On local cable channel 15 or 16
- Printed in the Somerville Journal

*The Community Eligibility Provision (CEP) is a non-pricing meal service option for schools and school districts in low-income areas. CEP allows the nation's highest poverty schools and districts to serve breakfast and lunch at no cost to all enrolled students without collecting household applications. Instead, schools that adopt CEP are reimbursed using a formula based on the percentage of students categorically eligible for free meals based on their participation in other specific means-tested programs, such as the Supplemental Nutrition Assistance Program (SNAP) and Temporary Assistance for Needy Families (TANF).

All students are assigned a PIN (personal identification number) to be used daily to receive/purchase breakfast and lunch.

Meal Benefit Application:

At the start of the school year, families with children in grades PK-8 will complete a Free/Reduced Price Meal Benefit Application online as part of each student's school registration process. Students at Somerville High School, Healey School, Next Wave/Full Circle, Winter Hill Community Innovation School, and East Somerville Community School do not need to complete a Free/Reduced Price Meal Benefit Application since those schools are designated CEP schools.

****U.S. Citizenship is NOT a requirement of eligibility for free/reduced price benefits. School meal benefits to children are exempted from the Immigration & Naturalization Services (INS) procedures & rules.**

Meal Payment Information:

The Department of Food and Nutrition Services uses a computerized point of sale cash register system in all school cafeterias. Students purchase lunch and milk using a school generated student PIN (personal identification number). You may pay for school lunch online. Visit www.somerville.k12.ma.us/food-service for more information.

Lunch prepayment money may also be paid in cash or by personal check made out to: "Somerville Public Schools Department of Food and Nutrition Services". The amount of the payment will be credited to the child's account and automatically deducted when a lunch or milk is purchased. **Prepaid money is non-refundable.** However, the child's balance will be transferred to another Somerville school automatically if the student changes schools. Any remaining balance at year end will transfer to start the new

school year.

For more information regarding the school breakfast or lunch programs, please contact the Department of Food and Nutrition Services at 617-629-5690.

Food Allergies and Dietary Restrictions

Special dietary restrictions can be accommodated with proper medical documentation. Please call the Department of Food and Nutrition Services at 617-629-5690 to discuss your child's needs.

Fundraising – Policy #JJE

The Somerville School Committee recognizes that fundraising is an important means of providing support for student activities. The School Committee, however, disapproves students going door to door to fund raise. Any fund raising activity is subject to approval by the School Superintendent /designee.

*CROSS REFS.: JP, Student Gifts and Solicitations
KHA, Public Solicitations in the Schools*

Adopted: November 20, 1989 Amended: January 2010

Hazing

Hazing is any conduct or method of initiation into any student organization, whether on public or private property, which willfully or recklessly endangers the physical or mental health of any student or other person.

Hazing is prohibited in the Somerville Public Schools. Leaders of student clubs and athletic teams are required to review this policy and prohibition at least annually, and must agree to zero tolerance for hazing. If claims of hazing by student athletic teams or organizations are substantiated, the aggressors will face disciplinary consequences.

Prohibition of Hazing - Policy #JICFA

In accordance with Massachusetts General Laws, Chapter 536 of the Acts of 1985, the School Committee hereby deems that no student, employee or school organization under the control of the School Committee shall engage in the activity of hazing a student while on or off school property, or at a school sponsored event regardless of the location. No organization that uses the facilities or grounds under the control of the School Committee shall engage in the activity of hazing any person while on school property.

Any student who observes what appears to them to be the activity of hazing another student or person should report such information to the Principal including the time, date, location, names of identifiable participants and the types of behavior exhibited. Students and employees of the District are obligated by law to report incidents of hazing to the police department.

Any student who is present at a hazing has the obligation to report such an incident. Failure to do so may result in disciplinary action by the school against that student and could involve suspension from school for up to three days.

Any student who participates in the hazing of another student or other person may, upon the approval of the Superintendent of Schools, be suspended from school for up to ten (10) school days.

Any student determined by the Principal to be the organizer of a hazing activity may be recommended for expulsion from school but will receive no less disciplinary action than that of a participant.

In all cases relating to hazing, students will receive procedural due process.

*SOURCE: MASC LEGAL REF.: M.G.L. 269:17, 18, 19
Adopted: November 2009*

Hazing - Policy #JICFA-E

CH. 269, S. 17. CRIME OF HAZING; DEFINITION; PENALTY

Whoever is a principal organizer or participant in the crime of hazing as defined herein shall be punished by a fine of not more than three thousand dollars or by imprisonment in a house of correction for not more than one year, or by both such fine and imprisonment.

The term "hazing" as used in this section and in sections eighteen and nineteen, shall mean any conduct or method of initiation into any student organization, whether on public or private property, which willfully or recklessly endangers the physical or mental health of any student or other person. Such conduct shall include whipping, beating, branding, forced calisthenics, exposure to the weather, forced consumption of any food, liquor, beverage, drug or other substance, or any other brutal treatment or forced physical activity which is likely to adversely affect the physical health or safety of any such student or other person, or which subjects such student or other person to extreme mental stress, including extended deprivation of sleep or rest or extended

isolation. Notwithstanding any other provisions of this section to be contrary, consent shall not be available as a defense to any prosecution under this action.

CH. 269, S. 18. DUTY TO REPORT HAZING

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

CH. 269, S. 18. HAZING STATUTES TO BE PROVIDED; STATEMENT OF COMPLIANCE AND DISCIPLINE POLICY REQUIRED

Each secondary school and each public and private school or college shall issue to every group or organization under its authority or operating on or in conjunction with its campus or school, and to every member, plebe, pledge or applicant for membership in such group or organization, a copy of this section and sections seventeen and eighteen. An officer of each such group or organization, and each individual receiving a copy of said sections seventeen and eighteen shall sign an acknowledgment stating that such group, organization or individual has received a copy of said sections seventeen and eighteen.

Each secondary school and each public or private school or college shall file, at least annually, a report with the regents of higher education and in the case of secondary schools, the Board of Education, certifying that such institution has complied with the provisions of this section and also certifying that the school has adopted a disciplinary policy with regards to the organizers and participants of hazing. The Board of Regents and, in the case of secondary schools, the Board of Education shall promulgate regulations governing the content and frequency of such reports, and shall forthwith report to the attorney general any such institution which fails to make such a report.

Revised: June 3, 1996 Reviewed: September 2009

Health

School Nursing:

School nursing is a specialized practice of professional nursing that advances the well-being, academic success and lifelong achievement of students. The unique contribution of the school nurse lies in the ability to provide a comprehensive school health program that encourages the best possible health outcomes for each student.

School nursing also teaches health concepts that enable students to make responsible decisions regarding their own health in the future. To that end, school nurses facilitate positive student responses to normal development, promote health and safety, intervene with actual and potential health problems, provide case management services, and actively collaborate with others to build student and family capacity for adaptation, self-management, self-advocacy, and learning. The school nurse also links the school health service program to the community.

The first responsibility for the student's health and well-being belongs within the family. The school nurses will partner with the family in planning, implementing and evaluating the child's health care plan.

Health Services Provided at School

- Liaison between home, school and community resources
- First aid and illness assessment for students
- Health education
- Development and case management of students needing Individual Health Plans in school
- State mandated health screenings including, hearing, vision, postural, BMI and SBIRT
- Counseling
- Nutritional, growth and development instruction
- Care of students with special health care needs, including those assisted by medical technology
- Resource to teachers in health related matters; first aid for staff
- Medication administration – see Medication Policy
- Review and reminder of required immunizations – see Immunizations Required for School
- Referral for health care and insurance

Documentation Requirements:

Physical examinations

- Documentation of a physical examination done within the prior year is required for new student registration and students entering Kindergarten, Grade 4 and Grade 9.

- Students participating in intramural or interscholastic sports are required by the Massachusetts Interscholastic Athletic Association to pass a physical examination within the 12 months preceding the start of the sport (forms are available from the High School Athletic Office).

TB screening

- TB risk assessment or PPD/Mantoux documentation must be received to complete new student registration.
- Any student who has lived in a high risk country for ≥ 1 month at any time needs to be tested. However if a live vaccine has been administered within the past 6 weeks the PPD/Mantoux test will be administered when appropriate.

Lead screening

- Documentation of a lead result is required to complete Kindergarten registration.

Immunizations required for School Attendance

Children whose vaccinations are not up to date or who do not have an appointment for vaccine completion are excluded from school as per the Massachusetts Public Health Regulations. **If vaccinating your child is contrary to your strongly held religious beliefs, you must provide a written document declaring such yearly to the school nurse.*

Massachusetts School Immunization Requirements:

	Child Care/Preschool ¹	Kindergarten – 6 grade	Grades 7-12
Hepatitis B ³	3 doses	3 doses	3 doses
DTaP/DTP/DT/Td ⁴	≥ 4 doses DtaP/DTP	5 doses DtaP/DTP	4 doses DtaP/DTP or ≥ 3 doses Td; plus 1 Tdap
Polio ⁵	≥ 3 doses	4 doses	≥ 3 doses
Hib ⁶	1 to 4 doses ⁶	N/A	N/A
MMR ⁷	1 dose	2	2 doses
Varicella ⁸	1 dose	2 doses	2 doses

Medication Guidelines:

- The medication guideline complies with the Massachusetts Department of Public Health regulations to ensure the health and safety of all students requiring medication in school.
- Medication administration should only be requested if the medication schedule cannot allow for home administration (example – most antibiotic medications are on schedules that allow home administration).
- All medications** need to be housed in the school health office.
- Prescription medication** administration during school hours:
 - ☐ **The Health Provider Medication Order and Parental Consent Form** (completed by both the prescribing health care provider and parent/guardian) **for medication administration must be received and kept on file in the Health Office** (blank forms available in the Health Office and at www.somerville.k12.ma.us/nursing under “School Health Documents and Forms”).
 - ☐ **Parents need to deliver medications directly to the nurse.**
 - ☐ **Medications must be in a pharmacy labeled bottle.** Ask the pharmacist for an additional labeled container for school medications.
 - Students with asthma are required to have a “rescue” (ex. Albuterol, Ventalin) inhaler with spacer stored in the health room and an Asthma Action plan documented in the student’s health record.
 - Students with life-threatening allergies are required to have an EpiPen stored in the Health Office. All students with medications will have a picture taken to be included in their health plan.
- Nonprescription “over the counter (OTC)” medication** (e.g. Tylenol, Motrin) can be administered once parental consent is obtained verbally or in writing from the parent/guardian by the nurse. An OTC permission form (available in the Health Office and online at www.somerville.k12.ma.us/nursing under “School Health Documents and Forms”) can be kept on file, allowing the nurse to assess the need to administer OTC medications without contacting the parent/guardian each time.

Emergency Forms:

- Emergency forms are distributed to students on the first day of school and should be returned on the second day of school with **complete and accurate** information.
- This information is essential to contact the parent/guardian or other designated adult if the nurse needs information about managing your child’s health and safety during school hours or if the child needs to be picked up from school.
- Daytime telephone numbers (work, home, cell phone, pagers)** should be given for parents/guardians and other emergency contacts.
- All information is confidential and **MUST be updated if there are any changes.**

- Children who require emergency care or urgent care when a parent or emergency contact cannot be reached will be transported via ambulance to the nearest hospital. Payment for ambulance service can be covered by the child's insurance company or the parent/guardian.

Recess Safety:

In order to develop and maintain a healthy lifestyle, children are expected to participate in recess daily. Please make sure children are dressed appropriately for the weather and safe play (i.e. outerwear to protect from cold weather –coats, hats, gloves; closed toe shoes that will not easily slip off of feet when a child is running or climbing; avoid loose or dangling articles of clothing that could get entangled in play equipment).

Breakfast/Nutrition:

Children who eat breakfast concentrate on their schoolwork better. Children who have not eaten frequently go to the nurse with complaints of headaches or stomach aches. As you are able, please make sure your child eats a good breakfast before school starts. FREE breakfast programs are offered at all schools.

When to Contact the School Nurse: *If your child has...*

- Any special health considerations including: daily medications (even those given at home), allergies, asthma, diabetes, hearing or vision difficulties (including the need for hearing aids or glasses) or difficulty with mobility. Ongoing restrictions in physical activity, including outdoor recess and physical education should also be noted in writing by the primary care provider/clinic. The nurse will help plan any accommodations and discuss with the parent/guardian what level of education other school staff may need regarding the special health care concerns.
- Asthma - please inform the nurse of your child's "triggers" and baseline peak flow level. Please request an asthma action plan from your child's pediatrician.
- Life threatening allergies
- A prolonged illness or injury that will prevent school attendance, or returning after a hospitalization.
- Communicable illnesses (ex. strep throat, scarlet fever, chickenpox)
- Head lice or other parasite infestations. *It is the policy of School Health Services, in an effort to reduce school absences, students found to have head lice will be allowed to remain in school to complete the day, at the discretion of the School Nurse. Parents will be notified and advised on treatment options. Students who have been treated should be seen by the school nurse prior to returning to the classroom the following day.*

2 Sick 4 School

Children learn best when they are rested and feel well. In order to best maintain the health of all children, students who are actively ill (and most likely contagious) should not attend school. Contact the nurse if you are unsure whether your child should attend school or stay home. The following **would exclude** your child from school:

- Temperature of 100.4 degrees or higher
- Vomiting or diarrhea
- Antibiotic treatment until the child has been treated for a full 24 hours (until the contagiousness is under control).

*A student with a fever should remain home for at least 24 hours after the fever has resolved **without** use of medication. Furthermore, this time frame allows for the recovery from their illness as well as allowing the immune system time to strengthen, thereby providing a defense against exposure to germs and viruses in the school setting.*

Please contact the school nurse if you have any health concerns about your child. The nurse is in the office when students are in school, from 7:56 a.m. – 2:50 p.m. at the Elementary schools and 7:40 a.m. – 2:50 p.m. at Somerville High School.

School	Health Office, Ext	Nurse's Office Fax
Argenziano School	617-629-5465 x6360	617-629-5470
Brown School	617-629-5620 x6405	617-629-5630
Capuano	617-629-5480 x3648	617-629-5485
East Somerville	617-629-5400 x3704, 3756	617-629-5403
Healey School	617-629-5421 x6540	617-629-5425
Kennedy School	617-629-5440 x6603	617-629-5451
SKIP at Kennedy	617-629-5440 x6618	617-629-5452
Next Wave/Full Circle	617-629-5640 x6680	617-629-5660
Somerville High	617-629-5250 x6164, 6168, 6169	617-629-5275
Somerville High – SHIP		
West Somerville	617-629-5600 x6450	617-629-5605

Winter Hill Community Innovation School

617-629-5680 x6775

617-629-5683

SFLC Enrollment Office (formerly Parent Information Center)

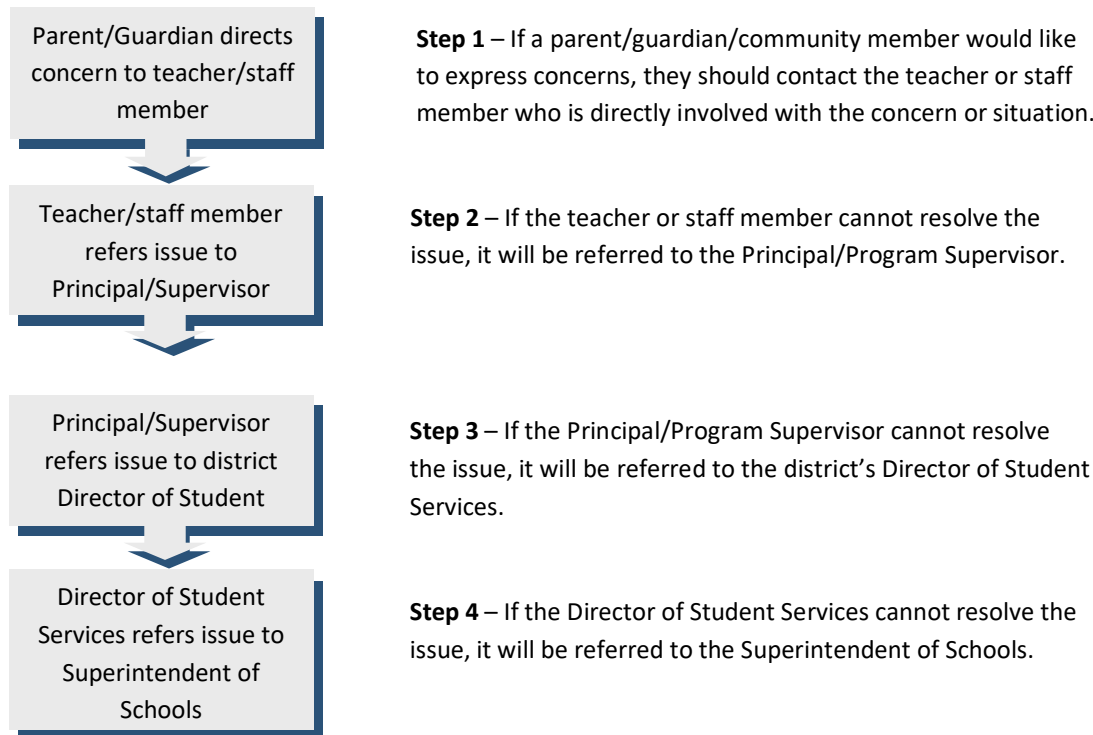
617-629-5670 x6967

617-629-5672

Home-School Communication

To ensure a safe and rich learning environment in their schools, Principals and other school administrators are focused on student and staff support, classroom instruction, and building management during the school day. Therefore, Principals and other school administrators will generally respond to non-emergency emails and calls within 24 hours, and often at the end of the school day.

Communication between home and school is a vital part of a child's education. Parents/guardians should utilize the following guidelines when wishing to discuss any matter concerning their child.



For access to on-site or over-the-phone interpretation services, please call Multilingual Services at the Parent Information Center at 617-625-6600 x6962 or the Somerville Family Learning Collaborative offices at 617-625-6600 x6958.

Homework – Policy #IKB

The term “homework” refers to an assignment to be prepared outside of class.

Suggested Homework Assignments

Grades 1-3	30 - 45 minutes, five times a week
Grades 4-6	60 minutes, five times a week
Grades 7-8	90 minutes, five times a week
Grades 9-12	2 hours, five times a week

The purpose of homework is to improve the learning processes, to aid in the mastery of skills, and to create and stimulate interest on the part of the student.

Homework is a learning activity which should increase in complexity with the maturity of the student. With increased maturity, learning should become an independent activity. This should be established through consistent assignments which encourage students to investigate for themselves and to work independently as well as with others.

Homework assignments should be consistent in terms of the amount given each day and the time required for each assignment so that a pattern of meaningful homework can be established by the teacher and/or the student.

The information for any homework assignment should be clear and specific so that the student can complete the assignment.

Homework assignments should take into consideration individual differences of students such as health, ability, conditions at home, and educational resources at home. Homework should not require the use of reference materials not readily available in most homes, school libraries, or the public library, and should require the use of those materials only when the student has had instruction in the use of them. There are many other learning activities in the life of a student besides homework. Such things as participating in school activities, pursuing cultural interests, participating in family living, and exploring personal interests should be considered by teachers when planning consistent assignments. Homework is not to be used as a form of punishment under any circumstances.

Adopted: January 1996 - Reviewed: May, 2009

Idling on School Grounds – Policy #EEAJ

No motor vehicle operator shall cause or allow any motor vehicle operated by him or her on school grounds to idle unnecessarily, except for any of the following reasons: traffic conditions; queuing at a school for the purpose of picking up or discharging students; turbo-charged diesel engine cool down or warm up; maintenance of appropriate temperature for school buses when accepting or discharging passengers not to exceed three minutes in any 15-minute period or one minute in any 15-minute period for other motor vehicles; for circumstances involving safety or emergencies and for servicing or repairing motor vehicles; and as these exceptions are more completely described in the below referenced regulations. The term “school grounds” shall mean in, on or within 100 feet of the real property of the school whether or not it is in session, and shall include any athletic field or facility and any playground used for school purposes or functions which is owned by the municipality or school district, regardless of proximity to a school building, as well as any parking lot appurtenant to such school athletic field, facility or playground. Reasonable efforts shall be made by the district to identify by signage all known and actual air intake systems, which may be within 100 feet of an idling motor vehicle. A motor vehicle operator shall not idle a motor within 100 feet of such air intake system, unless the Somerville School District has determined that alternative locations block traffic, impair student safety or are not cost effective.

The Somerville School District shall erect and maintain in a conspicuous location on school grounds “NO IDLING” signage as described below. All such signage shall contain appropriate sized font so as to be visible from a distance of 50 feet.

NO IDLING PENALTIES OF \$100 FOR FIRST OFFENSE AND \$500 FOR SECOND AND SUBSEQUENT OFFENSES

M.G.L. c. 90, § 16B and 540 CMR 27.00

It shall be the responsibility of the school administration to ensure that each school bus driver employed by the Somerville School District and not by a school bus contractor shall, upon employment and at least once per year thereafter, sign a document acknowledging the receipt of copies of M.G.L. c. 90, § 16B and 540 CMR 27.00. The prohibitions contained in M.G.L. c. 90, § 16B shall be enforced by state or local law enforcement agencies.

Legal References: *M.G.L. c. 71 : 37H. c. 90 : 16B and 540 CMR 27.00*

Adopted: March 1, 2010 - Revised: March 2011

Instructional Technology

The Technology department builds and maintains the technology-rich environment in all classrooms in the District. Our schools exceed the state average for recommended number of modern computers per student. Students and Teachers have high-speed access to the Internet, access to local color laser printers, and plenty of secure storage space on our Network. Access is safe and secure. The District has CIPA compliant web filters in place to help prevent access to unwanted content. All of our systems are equipped with enterprise grade Anti-virus and Anti-malware protection.

Many classrooms throughout the District have been retrofitted with SMART Interactive Whiteboard systems that greatly complement the quality instruction in the SPS classrooms.

In addition to the modern technology hardware, the Technology department maintains the software on the systems based on the needs of the curriculum. From software to promote Math skills to software to help students in need of special accommodations, students will have access to the same suite of software regardless of school building in the Somerville Public Schools. All computers include updated versions of Microsoft Office Professional. Students are exposed to Word processing and presentation skills at an early age, and these tools are available to them throughout their journey at SPS.

The District uses sophisticated information systems to internally track critical data, but also give parents and students electronic access to data. Our Destiny Library Management system gives students anytime access to our Library resources and research tools for projects. Aspen, our Student Information System, allows parents and students to view their students’ progress in a class. For teachers who use the Aspen Gradebook, parents and students can see scores for tests and assignments as they are posted by the

teacher. Aspen also gives parents and students access to the student's daily attendance record and quarterly grades. These powerful systems are accessible outside of our School network from the Internet as well, providing anytime, anywhere access.

Aspen Student Information Database

Aspen is Somerville's District-wide Student Information System. Schools and classrooms use Aspen on a daily basis to track Student Attendance, Conduct, Grades, and basic demographic data.

Some teachers use Aspen as their classroom grade book. Parents/guardians and students whose teachers use Aspen as their grade book are provided with the added benefit of having secure access to their student record, including real-time scores on recent assignments, quizzes and projects by logging onto Aspen at home. This is a great tool for parents/guardians to get a real time window into their student's academic life. Please contact your student's teacher to find out if they use the Aspen Gradebook, and for directions on how to gain access.

Internet and Computer Safety

Please refer to the **Student Internet Safety Use** section of this Guide for more information.

Kennedy Pool – 3rd Grade Swim Lessons and Special SPS Student Programs

Management of the Kennedy Pool transitioned to the Somerville Parks and Recreation Department in 2018. The Parks and Recreation Department partners with the Somerville Public Schools in our joint commitment to student health and wellness. The Kennedy Pool, located at the Kennedy School (5 Cherry Street), continues to serve as the site of several free programs offered to SPS students during the school year and school day, including swimming lessons as part of the Physical Education classes for all third grade students in the district, and special adventure/team-building programming for special education and at-risk students. These programs provide students with a solid foundation in water safety and introduces them to the lifelong benefits of swimming and water activities. ****Please note that due to the pandemic, 3rd grade swim lessons are not being offered in 2020-2021.**

Programs for the public are year-round. Lap and Family Swim is offered as well as numerous swim programs, such as swim lessons for all ages. Fees for residents of Somerville are modest. There are two pools: a 25 yard pool with 6 lanes that goes from 4-feet deep to 10-feet deep, and a smaller pool with a zero entry ramp into the pool that goes from 2-feet 6 inches deep to 4-feet deep. Please visit www.somervillerec.com for information about all Somerville Parks and Recreation programs and services, including the Kennedy Pool. Kennedy Pool phone: 617-629-5445

Kindergarten

Somerville offers kindergarten for children who will be five years old (5) by August 31st.

To register your child for kindergarten, parents/guardians will need to complete an online Registration Form, a Home Language Survey Form and an Emergency Reference Sheet. These forms and assistance are available at the SFLC Enrollment Office (formerly Parent Information Center), located at 42 Prescott Street in Somerville (www.somerville.k12.ma.us/enrollment-office). **Incomplete registration applications will not be processed.** No child will be permitted to attend school without providing all required updated medical documentation.

Massachusetts Comprehensive Assessment System (MCAS)

The Massachusetts Comprehensive Assessment System (MCAS) is currently administered to students in Grades 3 through 10 in the spring of each school year. Students are tested in designated major subject areas of Reading, English/Language Arts, History/Social Science, Mathematics, and Science/Technology. These MCAS tests are aligned with the Massachusetts Curriculum Frameworks and the Somerville Curriculum Guide.

Parents and guardians are encouraged to review these curriculum materials and to impress upon their children both the importance of the MCAS and the need to accomplish as high a score as possible. Current Department of Education policies require passing three MCAS tests to receive a high school diploma from Somerville High School. The three tests are: English/Language Arts, Mathematics, and one of the MCAS Science Tests. All students are required to pass the MCAS Science test in order to receive a Somerville High School diploma.

Parents and guardians are encouraged to contact their principal with regard to any information about the Massachusetts Comprehensive Assessment System. Visit <http://www.doe.mass.edu/mcas/cal.html?section=19-20> for the latest MCAS testing information and schedule.

Mediation Program

The Somerville Mediation Program provides mediation, conflict resolution and crisis intervention services to the Somerville Public Schools. The program promotes peaceful resolution of conflicts, racial understanding, cooperation and tolerance through group work, activities and classroom workshops. Mediation is a method of resolving differences between individuals or groups using a neutral third party who listens to both sides of the conflict and explores possible solutions, and creates understanding between them. As a violence prevention tool, the program addresses school and community conflicts between and among groups of students before situations can escalate.

Under adult supervision, student mediators who have participated in a 24-hour training program assist their peers in arriving at a mutually satisfactory agreement. Each year the program trains 20 new students so that the pool of available mediators at Somerville High School always numbers 50. In the elementary schools, we train 20 new students each year in an 18-hour program. Student mediators are a reflection of the school community in terms of gender, race, cultural backgrounds and academic abilities.

Mediators assist students in looking for solutions to problems such as harassment, threats, bullying, fights, and racially motivated incidents. In addition to full time staff at the high school, mediation staff are also at the Healey, Winter Hill, East Somerville and Argenziano Schools and are available to mediate conflicts for the other elementary and alternative schools. We are also available to mediate student/teacher, parent-child and personnel issues.

The program also conducts conflict resolution workshops addressing problems such as bullying, teasing, intolerance, and diversity issues for students in the elementary schools. We provide advanced training to a core group of SHS peer mediators who then teach conflict resolution skills through role-plays and discussions to middle school students. The middle school mediators teach the primary grade students how to resolve conflicts peacefully through stories and skits. The program also provides workshops to faculty and staff on bullying prevention, conflict resolution and the peaceful classroom.

The student mediators also perform community service and mentor younger students in the elementary schools. For more information, please contact 617-625-6600, x6146.

Middlesex Partnerships for Youth

The Middlesex Partnerships for Youth, Inc. is a non-profit organization providing prevention and intervention resources and training to Middlesex school districts and communities.

In 1988, the non-profit was established by the Middlesex District Attorney's Office and 10 school districts as a way of fostering communication on school-related legal issues relating to substance abuse and violence. Today, in collaboration with the District Attorney's Office, over 45 Middlesex school districts are committed to examining the pressing social, legal, and health-related issues and solutions that face schools and communities.

Office of the Middlesex District Attorney

Marian T. Ryan

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781-897-8300

www.middlesexpartnershipsfor youth.com

Through the current and future activities of Middlesex Partnerships for Youth, Inc., educators, parents, and students can regularly engage in collaborative trainings with law enforcement, social services, and community-based organizations as well as share the latest information and resources. Such interactions provide the foundation for creating solution-oriented, community-based, multi-disciplinary approaches to addressing youth violence, substance abuse, child abuse and neglect, hate crimes, and harassment across Middlesex.

Non-Custodial Parents Rights – Policy #KBBA

As required by Massachusetts General Law Chapter 71, Section 34H, a non-custodial parent may have access to the student record in accordance with law and Department of Education Regulations. The school district will follow the law and the regulations developed by the Massachusetts Department of Education to standardize the process by which public schools provide student records to parents who do not have physical custody of their children ("non-custodial parents").

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

- (a) A non-custodial parent is eligible to obtain access to the student record unless:
 1. The parent has been denied legal custody based on a threat to the safety of the student or to the custodial parent, or
 2. The parent has been denied visitation or has been ordered to supervised visitation, or
 3. The parent's access to the student or to the custodial parent has been restricted by a temporary or permanent protective order, unless the protective order (or any subsequent order modifying the protective order) specifically allows access to

the information contained in the student record.

- (b) The school shall place in the student's record documents indicating that a non-custodial parent's access to the student's record is limited or restricted pursuant to 603 CMR 23.07(5)(a).
- (c) In order to obtain access, the non-custodial parent must submit a written request for the student record to the school principal.
- (d) Upon receipt of the request the school must immediately notify the custodial parent by certified and first class mail, in English and the primary language of the custodial parent, that it will provide the non-custodial parent with access after 21 days, unless the custodial parent provides the principal with documentation that the non-custodial parent is not eligible to obtain access as set forth in 603 CMR 23.07 (5)(a).
- (e) The school must delete the electronic and postal address and telephone number of the student and custodial parent from student records provided to non-custodial parents. In addition, such records must be marked to indicate that they shall not be used to enroll the student in another school.
- (f) Upon receipt of a court order which prohibits the distribution of information pursuant to G.L. c. 71, Sec. 34H, the school shall notify the non-custodial parent that it shall cease to provide access to the student record to the non-custodial parent.

SOURCE: MASC Updated: May, 2006
LEGAL REF: M.G.L. 71:34D; 71:34F; 71:34H

Massachusetts Association of School Committees - 2003
Approved: May 7, 2007 – Reviewed: January 2010

Non-Discrimination

Somerville Public Schools Notice of Non-Discrimination

The Somerville Public Schools does not discriminate in its programs, facilities, or employment or educational opportunities on the basis of race, color, age, religion, disability, pregnancy, home status, marital/civil union status, sex/gender, gender identity, sexual orientation, citizenship status, place of birth, national origin, ancestry, cultural identity, genetics or military status, and does not tolerate any form of retaliation, or bias-based intimidation, threat or harassment that demeans individuals' dignity or interferes with their ability to learn or work. The following Somerville Public Schools administrators have been designated to handle inquiries regarding the non-discrimination policies:

Section 504

Elizabeth Doncaster
Director of Student Services
Somerville Public Schools
8 Bonair Street; Somerville MA 02145
(617) 625-6600, x6028

Title IX or Chapter 622

Mariana MacDonald
Director of Human Resources
Somerville Public Schools
8 Bonair Street; Somerville, MA 02145
(617) 625-6600, x6015

Students with Disabilities, Section 504

Section 504 of the Rehabilitation Act of 1973 states that no otherwise qualified handicapped individual shall, solely by reason of his or her handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance.

Title IX

Important pieces of legislation affecting the public schools were passed during the past several years. **Title IX** of the 1972 Education Amendment is the first comprehensive federal law which prohibits sex discrimination in the programs, policies and practices of educational programs and activities.

Chapter 622

The state law, **Chapter 622**, of the General Laws, Acts of 1971, states that no person shall be excluded from or discriminated against in admission to a public school of any city or town, or in obtaining the advantages, privileges, and courses of study of such public school on account of race, color, sex, religion, national origin or sexual orientation.

These laws make it clear that all aspects of public school education must be fully open and available to females as well as males and to minority groups. No school may exclude a child from any course, activity, service or resource available in that public school on account of race, color, sex, disability, gender identity, religion, national origin or sexual orientation.

Gender Identity Anti-Discrimination Statute

An Act Relative to Gender Identity (Massachusetts General Law Chapter 199 of the Acts of 2011), which became effective on July 1, 2012, amended several Massachusetts statutes prohibiting discrimination on the basis of specified categories, to include discrimination on the basis of gender identity. The law defines gender identity as:

“...a person's gender-related identity, appearance or behavior, whether or not that gender-related identity, appearance or behavior is different from that traditionally associated with the person's physiology or assigned sex at birth. Gender-

related identity may be shown by providing evidence including, but not limited to, medical history, care or treatment of the gender-related identity, consistent and uniform assertion of the gender-related identity or any other evidence that the gender-related identity is sincerely held as part of a person's core identity; provided, however, that gender-related identity shall not be asserted for any improper purpose."

Among the statutes amended under *An Act Relative to Gender Identity* is G.L. c. 76, §5, prohibiting discrimination on the basis of gender identity against students who enroll in or attend the public schools. G.L. c. 76, §5 now reads as follows:

Every person shall have a right to attend the public schools of the town where he actually resides, subject to the following section. No school committee is required to enroll a person who does not actually reside in the town unless said enrollment is authorized by law or by the school committee. Any person who violates or assists in the violation of this provision may be required to remit full restitution to the town of the improperly-attended public schools. **No person shall be excluded from or discriminated against in admission to a public school of any town, or in obtaining the advantages, privileges and courses of study of such public school on account of race, color, sex, gender identity, religion, national origin or sexual orientation.**

In June 2012, the Massachusetts Board of Elementary and Secondary Education adopted revised Access to Equal Education Opportunity Regulations, 603 CMR 26.00, and Charter School Regulations, 603 CMR 1.00, to reflect the broadened student anti-discrimination provision in G.L. c. 76, §5.

Grievance Procedure for Title IX and Chapter 622

The purpose for Title IX and Chapter 622 is the elimination of discrimination on the basis of race, color, sex, religion or national origin. Title IX requires the establishment of grievance procedures for parents, students, and teachers so that alleged violations of the law may be corrected. The following procedures will be followed in grieving alleged violations.

Students

Level One: A student with a grievance shall first discuss it with his or her principal or the principal's designee with the objective of resolving the question informally.

Level Two: If the student is not satisfied with the disposition of his or her grievance at Level One, or if no decision has been rendered within five (5) school days after the grievance hearing, he or she may file the grievance in writing with the Title IX/Chapter 622 Coordinator, in the Office of the Human Resources and Diversity Administrator. The written grievance must be submitted to the Human Resources and Diversity Administrator within fifteen (15) school days after presenting it at Level One. Within ten (10) school days after receipt of the written grievance, the Human Resources and Diversity Administrator shall meet with the aggrieved student in an effort resolve the question.

Level Three: If the student is not satisfied with the disposition of his or her grievance at Level Two, or if no decision has been rendered within five (5) school days after the grievance hearing, he/she then may submit his/her grievance to the superintendent of schools within fifteen (15) school days after having submitted it at Level Two. The superintendent, or designee, shall hear the grievance within ten (10) school days of receiving it. Within fifteen (15) school days, a written decision shall be returned to the student.

Level Four: If the student is not satisfied with the disposition of his/her grievance at Level Three, or if he/she has not received a decision within the specified fifteen (15) school days, he/she may carry the grievance to the school committee within thirty (30) school days of the grievance hearing at Level Three. The school committee shall return a decision on the grievance within thirty (30) school days. The school committee decision shall be the last recourse provided within the school system.

Parents

The complaint procedure shall be that outlined in Regulation 9.00 of Chapter 622 which is as follows:

9.01 A parent, guardian, or other person or group who believes that Chapter 76, Section 5 of the General Laws or these regulations has been or is being violated, may request a written statement of the reasons therefore from the responsible school committee through the Superintendent and may submit a copy of such requests to the Bureau of Equal Educational Opportunity of the Department of Education. If such request is made, a copy of such request shall be sent by the school committee to the Bureau of Educational Opportunity.

9.02 The school committee shall respond promptly, but not later than thirty (30) days, in writing to the complaining party. The school committee shall also send a copy of its response to the Bureau of Equal Educational Opportunity.

9.03 The Bureau of Equal Educational Opportunity shall act as the representative of the Board of Education for the purpose of receiving complaints pursuant to these regulations.

9.04 The Bureau of Equal Educational Opportunity shall, pursuant to a complaint received under Section 9.01 or on its own initiative, conduct reviews to insure compliance with Chapter 76, Section 5 of these regulations. The school committee and the specific school(s) involved shall cooperate to the fullest extent with such review.

9.05 In the event of non-compliance with Chapter 76, Section 5 of these regulations, the Board of Education may take such action as it sees fit, including, but not limited to, withholding of funds or referral of the matter to the Office of the Attorney General for appropriate legal action.

10.01 Nothing in these regulations shall abridge or in any way limit the right of a parent, guardian, or person affected to seek enforcement of Chapter 622 of the Acts of 1971 in any court or administrative agency of competent jurisdiction.

Teachers

The grievance procedure shall be the same outlined in Article III of the agreement between the Somerville School Committee and the Somerville Teachers Association.

Notice of Parent/Guardian and Student Rights Under Section 504, The Rehabilitation Act of 1973

The Rehabilitation Act of 1973, commonly referred to as "Section 504", is a non-discrimination statute enacted by the United States Congress. One purpose of the Act is to prohibit discrimination and to assure that disabled students have educational opportunities and benefits equal to those provided to non-disabled students.

An eligible student under Section 504 is a student who (a) currently has, or (b) has a record of having, or (c) is regarded as having a physical or mental impairment which substantially limits a major life activity such as learning, self-care, walking, seeing, hearing, speaking, breathing, working or performing manual tasks.

DUAL ELIGIBILITY: Many students will be eligible for educational services under both Section 504 and the Individuals with Disabilities Education Act (IDEA/PL 94-142). Students who are eligible under the IDEA/PL 94-142 have many specific rights that are not available to students who are eligible solely under Section 504. It is the purpose of this notice form to set out the rights assured by Section 504 to those disabled students who do not qualify under the IDEA/PL 94-142.

The enabling regulations for Section 504 as set out in 34 CFR 104 provide parents and/or students with the following rights:

1. You have a right to be informed by the school district of your rights under Section 504. (The Purpose of this notice form is to advise you of those rights). 34 CFR 104.32.
2. Your child has the right to a free appropriate public education designed to meet his/her individual educational needs as adequately as the needs of non-disabled students are met. 34 CFR 104.33
3. Your child has the right to free educational services except for those fees that are imposed on non-disabled students or their parents. Insurers and similar third parties are not relieved from an otherwise valid obligation to provide or pay for services provided to a disabled student. 34 CFR 104.33.
4. Your child has a right to placement in the least restrictive environment. 34 CFR 104.34.
5. Your child has a right to facilities, services and activities that are comparable to those provided for non-disabled students. 34 CFR 104.34.
6. Your child has a right to an evaluation prior to an Initial Section 504 placement and any subsequent significant change in placement. 34 CFR 104.35.
7. Testing and other evaluation procedures must conform with the requirements of 34 CFR 104.35 as to validation, administration, areas of evaluation, etc. The district shall consider, as appropriate, information from a variety of sources, including aptitude and achievement tests, teacher recommendations, physical condition, social and cultural background, adaptive behavior, physical or medical reports, student grades, progress reports, parent observations, anecdotal reports, and other sources. 34 CFR 104.35.
8. Placement decisions must be made by a group of persons (i.e., the Section 504 Committee), including persons knowledgeable about your child, the meaning of the evaluation data, the placement options, and the legal requirements for least restrictive environment and comparable facilities. 34 CFR 104.35.
9. If eligible under Section 504, your child has a right to periodic formal or informal re-evaluations, generally every three years. 34 CFR 104.35.
10. You have the right to notice prior to any action by the district in regard to the identification, evaluation, or placement of your child. 34 CFR 104.36.
11. You have the right to examine relevant records. 34 CFR 104.36.
12. On Section 504 matters you have a right to file a complaint with the district's Section 504 Coordinator (or designee), who will investigate the allegations to the extent warranted by the nature of the complaint in an effort to reach a prompt and equitable resolution.

Complaints or grievances regarding compliance with Section 504 may be addressed to the District's Section 504 Coordinator, Liz Doncaster, 617-625-6600 x6028 and/or the ADA Coordinator, Somerville Commission for Persons with Disabilities, 93 Highland Avenue, Somerville, 02144. (617) 625-6600 x2400

13. If you wish to challenge the actions of the district's Section 504 Committee in regard to your child's identification, evaluation, or educational placement, you should file a written Notice of Appeal with the district's Section 504 Coordinator after you receive written notice of the Section 504 Committee's action(s).
14. You may also request a hearing directly from the Massachusetts Bureau of Special Education Appeals in Malden (781) 338-6407. Specifically, you have the right to an impartial hearing with respect to the district's actions regarding your child's identification, evaluation, or educational placement, with opportunity for parental participation in the hearing and representation by an attorney. 34 CFR 104.36.
15. If you disagree with the decision of the impartial hearing officer, you have a right to a review of that decision by a court of competent jurisdiction. 34 CFR 104.36.
16. You also have a right to file a complaint with the Office for Civil Rights. The address of the Regional Office which covers Massachusetts is:
 - Office for Civil Rights, Region 1
 - U.S. Department of Education
 - John W. McCormack, POCH, Room 701
 - Boston, MA 02189-4557

Non-Residential Vocational Education Tuition

Secondary school students seeking admission to a vocational program not offered in Somerville must present the non-resident application in person to the office of the Superintendent of Schools by April 1st of the preceding school year.

No School

No School Announcements

During inclement weather conditions, "no school" announcements will be broadcast by local media outlets starting as close to 6:00 A.M. as possible. Announcements will also be posted on our website— www.somerville.k12.ma.us and be aired on local cable.

The cancellation of the Evening School Program will be announced by 6:00 p.m.

The Superintendent of schools uses his/her best judgment as to whether school should be held during inclement weather. However, parents also are urged to exercise discretion with regard to sending their children to school during inclement weather. **Please do not call Police, Fire or the School Department for "No School" information.**

Emergency Closings - Policy #EBCD

The Superintendent may close the schools or dismiss them early in the event of hazardous weather or other emergencies that threaten the health or safety of students and personnel. While it may be prudent, under certain circumstances, to excuse all students from attending school, to delay the opening hour or to dismiss students early, the Superintendent has the responsibility to see that as much of the administrative, supervisory and operational activity is continued as may be possible. Therefore, if conditions affect only a single school, only that school will be closed.

In making the decision to close schools, the Superintendent will consider many factors, including the following principal ones relating to the fundamental concern for the safety and health of the children:

1. Weather conditions, both existing and predicted.
2. Driving, traffic and parking conditions affecting public and private transportation facilities.
3. Actual occurrence or imminent possibility of any emergency condition that would make the operation of schools difficult or dangerous.
4. Inability of teaching personnel to report for duty, which might result in inadequate supervision of students.
5. Appropriate radio and television stations shall be contacted in sufficient time to permit adequate publication of no school announcements.

The Superintendent will weigh these factors and take action to close the schools only after consultation with public works and public safety authorities and with school officials from neighboring town. Students, parents and staff will be informed early in each school year of the procedures that will be used to notify them in case of emergency closings. When schools are closed for emergency reasons, staff members will comply with the Somerville School Committee policy in reporting for work.

Revised: January, 1996 - Reviewed: December, 2008

LEGAL REFS: M.G.L. 71:4; 71:4A

Parental Notification

If a decision is made to cancel school, close school early, or open school late because of inclement weather conditions or other natural or facility concerns, parents/guardians will first be notified using the District's Connect5 auto dial phone system. As time allows, Blackboard Connect5 announcements will be made in English, Spanish, Portuguese and Haitian Creole. The phone numbers

and email addresses you provide on the Emergency Contact forms are the numbers the Somerville Public Schools will use to contact you if school is closed or opens late.

Parent/ Guardian Rights

Parents' Rights and Responsibilities

Good education requires a partnership between schools, community and families. The Somerville Public Schools believe you are the first and best teacher of your child, and therefore an important partner in the educational process. You can encourage your children's academic success, engagement in schools, and curiosity for learning in many ways. Here are some ideas for supporting learning at home:

- Checking in daily with your child about what s/he is learning and how s/he feels about school, including making sure homework is done and reviewing information sent home, like monthly school newsletters and field trip permission forms.
- Supporting learning through everyday activities, including establishing a reading routine at home, and/or playing word, math or science games during family time. For example, you can have your child add grocery bills while shopping to practice math or read street signs aloud while walking to school to practice reading and comprehension.
- Staying in touch with your child's teacher or principal to discuss behavior changes at home that might impact learning.
- Regularly participating in school events, including attending parent/teacher conferences and special school events like Family Math Night, the Annual All-City Art Fair and student performances.
- Serving on the local School Improvement Council, Parent Teacher Association or other local governing and advisory groups.
- Participating in workshops for parents/guardians on supporting their students' academic success at home on topics that range from Internet safety to supporting social-emotional learning goals.
- Taking an English class offered through the Somerville Family Learning Collaborative or the Somerville Center for Adult Learning Experiences.

The District strives to make it easier for parents/guardians to stay on top of their child's progress in school through monthly newsletters to the home, standards-based quarterly report cards, and the provision of transcripts, attendance and grade information for parents/guardians of students in Grades 7-12 through the online student information database.

Highly Qualified Teachers

Parents whose children attend schools that receive Title I funds from the federal government have the right to know the professional qualifications of the classroom teachers who instruct their children. According to the federal No Child Left Behind Act (NCLB), a highly qualified teacher is one who has:

- Obtained a Bachelor's degree or higher,
- Obtained full State certification, and
- Has demonstrated competency in the core academic subjects(s) that s/he teaches.

If your child attends a Title I school and is provided services by a paraprofessional, you also have the right to request information regarding the professional qualifications of this individual as well.

If you would like to learn about the professional qualifications of your child's teacher(s) please send a written request to:

Mr. Chad Mazza, Assistant Superintendent for Curriculum and Instruction
Somerville Public Schools
8 Bonair Street
Somerville, MA 02145

You can also send this request as an email to cmazza@k12.somerville.ma.us.

Communication between home and school is a vital part of a child's education. It is recommended that parents/guardians utilize the guidelines listed in the **Home-School Communication** section of this Guide when wishing to discuss any matter concerning their child.

Parent Involvement – Policy #KB

The Somerville Public Schools strive to maintain excellence and innovation enhanced by active involvement of all members of the Somerville community. To achieve this goal we will involve families and other members of the Somerville community in our schools and improve and expand opportunities for parents/guardians to engage in school-based activities that support their students' learning and development.

All parents and guardians of Somerville students are encouraged to participate in the learning process at home and may find helpful resources in the parent/guardian sections of *The Guide for Curriculum, Instruction and Assessment in the Somerville Public Schools*, reviewing the *Living and Thriving in Somerville Family Resource Guide*, by attending workshops and events sponsored by the Somerville Family Learning Collaborative, and by visiting www.somerville.k12.ma.us/families. The Somerville Public Schools are always open for parents and residents to visit. There are specific dates set aside for school visits and Open House weeks are announced yearly. At any other time, parents and residents may call the school principal to arrange a visit.

The Somerville Public Schools encourages the recruitment of parents to participate in partnership with the schools on a voluntary basis in activities such as the following:

School-based Opportunities:

- Membership in School Councils
- Membership in the PTA
- Unidos Parent Organization
- Volunteering in schools in implementing curricula, programs and projects

City-wide Opportunities:

- Somerville Family Learning Collaborative
- Early Childhood Advisory Council
- Special Education Advisory Council
- Other parent advisory groups as may be established

Student progress in achieving the goals of the curriculum will be reported to parents on a quarterly basis via report cards. Each individual school shall also schedule at least three parent-teacher meetings for individual conferences. Translation of report cards and interpretation at the parent-teacher meetings will be provided in the high frequency languages of the school.

With the participation of parents, guardians, teachers and community members, each individual School Improvement Council shall develop a Parent / Community Involvement Plan to be incorporated into the School Improvement Plan. The school-based Parent / Community Involvement Plans shall be reviewed annually and disseminated to the school community in the high frequency languages of the school.

The District Parent Involvement Policy shall be distributed to parents annually in English and high frequency languages in the community as part of the *Somerville Public Schools Parent/Guardian Guide*. This policy shall be available for distribution at all schools and the Parent Information Center. The Superintendent /designee will monitor the implementation of this policy and provide technical assistance, available resources, and support to individual schools in the development of school-based Parent / Community Involvement Plans.

This policy will be reviewed annually to determine its effectiveness in increasing participation of all parents in the community, including those of diverse cultural, ethnic, linguistic or economic groups.

Adopted: June 12, 1995 - Revised: May 15, 2006 - Approved: May 21, 2007 - Amended: April 2011

Parent Teacher Association (PTA)

All Somerville Public Schools have very active and productive Parent Teacher Associations. The purpose of the Somerville PTA is:

- To promote the welfare of children and youth in home, school, and community
- To raise the standards of home life
- To secure adequate laws for the care and protection of children and youth
- To bring into closer relation the home and the school, that parents and teachers may cooperate intelligently in the education of children and youth
- To develop between educators and the general public such united efforts as will secure for all children and youth the highest advantages in physical, mental, social, and spiritual education.

If you are interested in joining or supporting the PTA at your child's school, please contact the building principal for information. Membership is open to everyone throughout the year in all units.

Photo/ Publicity

Photo Permission

The Somerville Public Schools publishes a variety of information about our schools and their activities both in print and electronically. Your child's name or photograph may be published in print, on our web site, or on various District or school online platforms in order to recognize achievement, publicize school-related programs, or in conjunction with the display of your child's

work. ***If you do not want your child's name or photograph to be published*** by the Somerville Public Schools in association with her/his achievements and positive work, please check the appropriate box when you register your child for school using the district's online registration system.

Student Photographs Policy #JRD

Individual schools may arrange, in cooperation with the school's parent organization, student council, designated student committee, or a staff committee, to take individual student and/or class group pictures. Awarding of the photographic services shall be conducted in accordance with state law.

Individual and/or class group pictures may be taken at the school facility and during the regular school day hours. The pictures shall be made available for purchase by students and/or parents on a voluntary basis. The building Principal or his/her designee shall have final authority in authorizing the picture-taking program and will be responsible for overseeing the process.

Students may be required to have an individual picture taken for the cumulative file or identification purposes; however, no student shall be pressured or required to purchase photographs. The handling of all student photos and images will be consistent with the Family Rights and Privacy Act.

Adopted: January 1996 - Amended: December 2009

Physical Restraint of Students – Policy #JKAA

Maintaining an orderly, safe environment conducive to learning is an expectation of all staff members of the school district. Further, students of the district are protected by law from the unreasonable use of physical restraint. Such 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.

When an emergency situation arises, and physical restraint is the only option deemed appropriate to prevent a student from injuring himself or herself, another student or school community member, a teacher or employee or agent of the school district may use such reasonable force needed to protect students, other persons or themselves from assault or imminent, serious, physical harm.

The definitions of forms of restraint shall be as defined in 603CMR 46.02.

The use of mechanical restraint, medical restraint, and seclusion is prohibited.

Physical restraint, including prone restraint where permitted under 603 CMR 46.03, shall be considered an emergency procedure of last resort and shall be prohibited except when a student's behavior poses a threat of assault, or imminent, serious, physical harm to themselves and/or others and the student is not responsive to verbal directives or other lawful and less intrusive behavior interventions are deemed inappropriate.

The Superintendent will develop procedures identifying:

- Appropriate responses to student behavior that may require immediate intervention;
- Methods of preventing student violence, self-injurious behavior, and suicide including crisis planning and de-escalation of potentially dangerous behaviors among groups of students or individuals;
- Descriptions and explanations of alternatives to physical restraint as well as the school's method of physical restraint for use in emergency situations;
- Descriptions of the school's training and procedures to comply with reporting requirements including, but not limited to making reasonable efforts to orally notify a parent of the use of restraint within 24 hours of its imposition;
- Procedures for receiving and investigating complaints;
- Methods for engaging parents in discussions about restraint prevention and use of restraint solely as an emergency procedure;
- A statement prohibiting: medication restraint, mechanical restraint, prone restraint unless permitted by 603 CMR 46.03(1)(b), seclusion, and the use of physical restraint in a manner inconsistent with 603 CMR 46.00;
- A process for obtaining Principal approval for a time out exceeding 30 minutes.

Each building Principal will identify staff members to serve as a school-wide resource to assist in ensuring proper administration of physical restraint. These staff members will participate in an in-depth training program in the use of physical restraint.

In addition, each staff member will be trained regarding the school's physical restraint policy and accompanying procedures. The Principal will arrange training to occur in the first month of each school year, or for staff hired after the beginning of the school year, within a month of their employment.

Physical restraint is prohibited as a means of punishment, or as a response to destruction of property, disruption of school order, a student's refusal to comply with a school rule or staff directive, or verbal threats that do not constitute a threat of imminent, serious physical harm to the student or others.

Physical restraint is prohibited when it is medically contraindicated for reasons including, but not limited to, asthma, seizures, a cardiac condition, obesity, bronchitis, communication-related disabilities, or risk of vomiting.

The use of "time out" procedures during which a staff member remains accessible to the student shall not be considered "seclusion restraint".

This policy and its accompanying procedures shall be reviewed and disseminated to staff annually and made available to parents of enrolled students. The Superintendent shall provide a copy of the Physical Restraint regulations to each Principal, who shall sign a form acknowledging receipt thereof.

SOURCE: MASC

Adopted: September 20, 2001 - Reviewed: December, 2009 - Amended: December 2015

LEGAL REF.: 603 CMR 46.00 M.G.L. 71:37G

Preschool Programs

Somerville Public Schools offers preschool programs for children who will be 4 by August 31st. For additional information about preschool programs, please call the Parent Information Center at (617) 625-6600, x6962.

SMILE: This is a developmentally appropriate preschool program funded partially by Title I. The hours are 8:45 a.m. to 1:45 p.m. Monday - Friday. These classes are located at the Capuano Early Childhood Center, West Somerville Neighborhood School, Albert F. Argenziano School and Winter Hill Community Innovation School.

ECIP: This is an integrated preschool program with a mix of typically developing children and children with special needs. The hours are from 8:30 a.m. to 1:45 p.m., Monday - Friday. This program is located at the Capuano Early Childhood Center.

SPS-Head Start Classrooms –Somerville Public Schools partners with Head Start to offer a full-day preschool classroom experiences at the Healey School and at the Capuano Center. The Healey Head Start classroom is staffed by a teacher team that includes an SPS teacher and a Head Start teacher. The program runs from 8:45 a.m. until 1:45 p.m. and afterschool programming is available until 5:30 p.m. for all 4-year-olds in this classroom. The Capuano Head Start classroom is staffed by two Head Start teachers and also runs from 8:45 a.m. until 1:45 p.m. Afterschool programming is available until 5:30 p.m. for all 4-year-olds in this classroom. Children and families receive the comprehensive services provided by Head Start such as home visits and family advocate support, as well as a strong curriculum influenced by both Head Start and SPS. These classrooms are open to both Head Start and non-Head Start eligible families in Somerville.

Professional Development Days – All Grades, No School

August 31 and September 1, 2020 ♦ November 3, 2020

Promotion and Retention of Students Grades K-8 – Policy #IKE

The Somerville School Committee is dedicated to the best total and continuous development of each student enrolled. The professional staff is expected to place students at the grade level best suited to them academically, socially, and emotionally.

In evaluating student achievement, each teacher will make use of all available information, including results of teacher-made tests and other measures of skill and content mastery, standardized test results, and teacher observation of student performance. The Principal will direct and aid teachers in their evaluations and review grade assignments in order to ensure uniformity of evaluation standards.

Students will normally progress annually from grade to grade. Exceptions may be made when, in the judgment of the professional staff, such exceptions are in the best educational interest of the students involved. Exceptions will only be made after prior notification and explanation to each student's parents/guardians, but the final decision will rest with the building Principal.

Approved: November 17, 1997; Revised: March 6, 2006; Amended: April 2010

Promotions Grades 9-12 – Policy #IKEB

Promotion is dependent upon the accumulation of course credits. A course yields as many credits as the number of periods it meets in a week – except:

Credits needed to be promoted:

To sophomore class:	25 credits
To junior class:	50 credits
To senior class:	70 credits
Full-Year courses (2 semesters):	5 credits/class
Half-Year courses (1 semester):	2.5 credits/class

ALL STUDENTS in grades 9-12 must carry a full-time program equaling 990 hours of instruction each year.

Adopted: January 1998; Reviewed: May 2009; Amended: April 2014

Recording Devices

No individual may use any type of camera, video, audio or computer recording device in any manner that interferes with or is disruptive of the educational process, invades the privacy of any individual, or violates the academic integrity of any school activity.

Students may not possess or use any cameras or video or audio equipment on school property or at a school-sponsored event, except under the following conditions:

- A student may possess and use the camera or video or audio equipment at the direction of and with direct supervision by a classroom teacher as part of classroom activities.
- A student may possess and use a camera or video or audio equipment if that student receives prior written permission from the school principal for a specific purpose. At no time will permission be granted for socializing or other non-essential purposes, or if the use will violate another individual's privacy.
- A student may possess and use a camera or video or audio equipment while attending and not participating in an event held on school grounds after school hours and open to the general public, as long as the possession and use are neither disruptive or in any way unlawful. This privilege may be revoked on a case-by-case basis at any time for any reason by the principal or school administrator, or by their designee.

Cell phones with camera and/or video functions must not be used to take or transmit any image or video at any time, even if the use of the cell phone is otherwise permitted.

For the privacy and safety of all, the use or appearance of use (showing the device in such a way that could lead an individual to believe they are being photographed or recorded) of any electronic device is not permitted in any locker room or bathroom in the SPS or in any locker room or bathroom at any school sponsored event. Photographing or recording is prohibited in the SPS unless authorized for educational or school purposes.

Registration

See Registration information under Somerville Family Learning Collaborative – Enrollment and Registration Office.

Release of Student Directory Information

The district may release student “directory information” without written consent, unless you indicate on the appropriate form (see Release of Student Directory Information form toward the back of this Guide) that you do not want the information released. Directory information is information that is generally not considered harmful or an invasion of privacy if released. Its primary purpose is to allow the district to include this type of information in certain school publications, such as a yearbook, newsletter, playbill, or honor roll. The SPS has designated the following as “directory information” for the purposes of 603 CMR 23.07(4)(a): a student’s name, address, telephone listing, date of birth, major field of study, dates of attendance, weight and height of members of athletic teams, class, participation in officially recognized activities and sports, degrees, honors and awards, and post-high school plans. Unless you indicate otherwise, the district may release directory information under limited circumstances. The district reserves the right to withhold any information if the district believe it is in the best interest of our students. However, the district will disclose information as required by law.

Safety Drills

As part of the District’s comprehensive School Safety Plan, the District works in conjunction with the Somerville Police Department and the Somerville Fire Department to implement school safety drills periodically throughout the year, including fire drills and school

lockdown drills. Implementation of school lockdown drills became effective June 2015. The Massachusetts Task Force on School Safety and Security strongly recommends that all school districts become efficient in responding to crisis situations. Annual safety drills, including fire drills and school lockdown drills, help ensure that staff members and students understand and are ready to implement the protocols and procedures that are in place to help maintain their safety during an emergency situation.

Safety Lines

All parents/guardians of elementary students are requested to call the school “safety line” to report when their child is going to be absent from school. Parents/guardians should be prepared to provide their name, their child’s name, their child’s teacher’s name and the reason for the absence to either the person who answers the phone or on voicemail in those instances when a machine is recording the message.

It is possible that if the absence is not reported as described, that a call may be made to the home and/or a site visit may be conducted by one of the Supervisors of Attendance to verify the absence. If there are any questions or further information is needed concerning this procedure, please contact your child’s school. Please see **Absences and Excuses** in this Guide for a list of school numbers (safety lines) to call.

Safety Precautions

Stranger Awareness

Children need to be aware that occasionally there may be someone who does not have their best interests in mind. Children must learn strategies to keep themselves safe from unkind strangers. Children should be advised never to get into a stranger’s automobile, but to run in the opposite direction from the way the vehicle is facing. Should a child be bothered by a stranger, it is important that he or she yell: “No, I don’t know you,” and flee to a safe place. A child should know his or her complete name and address, including city and state, and how to use the telephone to call home or the local police department. Teachers, administrators and parents can assist in these areas of safety.

Animals in School

The Somerville Public Schools is committed to providing a high quality educational program to all students in a safe and healthy environment. No animal shall be brought to school without prior permission of the building Principal. School Principals, in consultation with the Health Services providers in each building, shall utilize the Department of Public Health publication *Guidelines for Animals in Schools or on School Grounds* and review student health records to determine which animals may be allowed in the school building. The decision of the Principal shall be final.

Recess Safety

In order to develop and maintain a healthy lifestyle, children are expected to participate in recess daily. Please make sure children are dressed appropriately for the weather and safe play (i.e. outerwear to protect from cold weather – coats, hats, gloves; closed toe shoes that will not easily slip off of feet when a child is running or climbing; avoid loose or dangling articles of clothing that could get entangled in play equipment).

SCALE (Somerville Center for Adult Learning Experiences)

SCALE is the full-time adult learning center of the Somerville Public Schools and provides classes and support services to adult students (16 years and older) who need basic education, English instruction for non-native speakers, or a high school credential. **All classes are free.** SCALE supports a state-of-the-art computer lab and High School Equivalency Test (HiSet) Test Center. The curriculum follows the Massachusetts Department of Education Adult Basic Education Curriculum Frameworks, of which technology is an integral part.

SCALE classes are held at 167 Holland Street in the Tufts Administration building, located three blocks from the Davis Square Red Line and on a major bus route.

From September through June, SCALE follows the Somerville Public Schools calendar for holidays and school vacations and is open **Monday-Thursday, 8:00 a.m. - 9:00 p.m.; Friday, 8:00 a.m. - 4:00 p.m. Classes begin in September.** During July and August, SCALE operates on a limited schedule. Please call 617-629-5500 to verify the days and times of operation.

Programs include:

- **Adult Basic Education (ABE)**
ABE classes seek to help students with academic skills below an 8th grade level improve their basic reading, writing, and mathematics skills and progress towards their academic and professional goals.
- **Adult Secondary Education (ASE)**

ASE offers classes and two programs--the **GED** (General Educational Development) program and the **ADP** (Adult Diploma Program). ASE classes provide instruction to students who need to further strengthen their skills to earn a high school credential, prepare for a training program, advance professionally, or enter higher education. *While classes are free, fees are charged for GED orientation/testing and for the ADP orientation/individual instruction.*

- **English Language Learners (ELL) Department**

ELL offers five levels of English instruction and three levels of literacy instruction that emphasize everyday language for use at home, at work, and in the community. The great demand for ELL classes means a prospective student may wait as long as two years before there is an opening in an appropriate level class.

School Hours: Grades Pre-K through 12

****COVID UPDATE SCHOOL YEAR 2020-21**** On July 30, 2020, the Massachusetts Board of Elementary and Secondary Education (Board) adopted amendments to Student Learning Time regulations (603 CMR 27.00) that allows the Commissioner to modify minimum school year (180 school days) and minimum structured learning time requirements (900 hours for elementary school students and 990 hours for secondary school students) during emergency situations. For the 2020-21 School year, the Commissioner reduced the learning time requirements to 170 days and 850 hours for elementary schools, and 935 hours for secondary schools.

Regular (non-COVID) School Hours:

Early Childhood Integrated Program (ECIP)

8:30 a.m. to 1:45 p.m.

Elementary (Kindergarten – Grade 8)

8:10 a.m. to 2:35 p.m.

Next Wave

8:20 a.m. to 2:30 p.m.

Smile Pre-School

8:45 a.m. to 1:45 p.m.

Grades 9 through 12 (SHS)

7:55 a.m. to 2:32 p.m.

Full Circle

8:00 a.m. to 2:30 p.m.

As per the State Education Department Regulations (603 CMR 27.00), all students grades 1 through 8 must be scheduled to receive a minimum of 900 hours of structured learning time during the school year. All students in grades 9 through 12 must be scheduled to receive a minimum of 990 hours of structured learning time during the school year.

K-Grade 8: Students will be considered tardy if the student is not present at school at 8:15 a.m.

Somerville High School: Students are considered tardy at 7:55 a.m.

Next Wave: Students are considered tardy at 8:20 a.m.

Full Circle: Students are considered tardy at 8:00 a.m.

Searches and Interrogations – Policy #JIH

Searches by Staff

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

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

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

Interrogations by Police

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

1. If law enforcement officials assert the need to enter school premises during the school day or during hours of extracurricular activity to either question students or take students into custody, law enforcement officials may enter school premises to do so only with the written approval of the Superintendent, a valid warrant issued by a neutral magistrate or judge, or under exigent circumstances. An effort will be made to contact the student's parent or guardian so that the responsible individual may be notified of the situation.
2. If custody and/or arrest are involved, the principal will request that all procedural safeguards, as prescribed by law, be observed by the law enforcement officials.

*Adopted: January, 1996**Reviewed: September, 2009**Amended: March 2017***Locker, Desk and Other School Property Searches – Policy #JIHA**

All lockers, desks and other school property assigned to students, wherever located, are the property of the school district, and remain the property of the school district while they are being used by students. Students are required to provide their principal with the combination or a key to all locks used on school lockers. If a student uses a lock without providing the principal with the combination or a key, the lock will be removed by the principal upon detection.

Lockers and desks are made available for the use and convenience of students while in school. Students are permitted to use lockers and desks only to store books, school supplies and personal items that are necessary for use in school, such as coats, footwear, athletic gear and lunches. Lockers and desks are not to be used to store items that cause, or are reasonably likely to cause, interference with the educational process, that create a potential threat to the health, safety or security of others, or that are forbidden by law or school rules.

School administrators or designees are authorized to search lockers and desks, including any personal effects such as purses, pockets, knapsacks, etc. that are found therein. School administrators or designees may conduct periodic random inspections of lockers, desks and their contents, to ensure that school property is being properly used and maintained. Such random inspections may be conducted at any time, with or without notice, and with or without the consent of the student or his/her parent or guardian. Any contraband (i.e., any item that is illegal, prohibited by school rules, potentially dangerous or evidence of a crime or violation of school rules) that is found as a result of a search of school property will be seized by school authorities and turned over to the appropriate legal authorities. The parent/guardian of a student who is under eighteen (18) years of age will be notified of any such items that are seized by school authorities.

The following rules shall apply to the search of school property assigned to a specific student and the seizure of any item found therein:

- A. A school administrator or designee may search a specific student's locker or desk if there is reasonable suspicion to believe that the locker or desk contains contraband, as described above.
- B. A search of property assigned to a specific student should be conducted in the presence of a witness and, when reasonably possible, in the presence of the student.
- C. Any contraband that is found as a result of a search of school property will be seized by school authorities and turned over to the appropriate legal authorities. The parent/guardian of a student who is under eighteen (18) years of age will be notified of any such items that are seized by school authorities.

The Superintendent shall distribute this policy to all students annually.

*Adopted: January 2010***Security Cameras in Schools – Policy #ECAF**

The School Committee works to maintain a safe and secure environment for its students, staff, visitors, and facilities. Security means more than having locks and making certain that doors are locked at the proper times. Security also means minimizing fire hazards, reducing the possibility of faulty equipment, keeping records and valuables in a safe place, protection against vandalism and burglary, the prosecution of vandals, and developing crisis plans.

School facilities and their contents constitute one of the greatest investments of the community. The School Committee believes it to be in the best interest of students and taxpayers for the district to exert every reasonable means to protect the investment adequately.

In pursuit of this objective, the School Committee authorizes the use of security cameras in school district buildings and on its property to ensure the health, welfare and safety of all students, staff and visitors, to deter theft, vandalism and other negative behavior, to safeguard district buildings, grounds and equipment, and to monitor unauthorized individuals in or on school property. Security cameras may be used in locations as deemed appropriate by the Superintendent of Schools in consultation with school officials as well as local law enforcement and emergency response agencies. They may be used in any area, inside or outside of school buildings where there is no reasonable expectation of privacy.

The district shall notify students and staff through student and employee handbooks and appropriate signage that security cameras have been installed and may be used at any time. Students or staff identified on security cameras in violation of School Committee policies will be subject to disciplinary action.

The Superintendent shall ensure that proper procedures are in place and are followed regarding use, viewing, disclosure, retention, disposal and security of video recordings or photographs from security cameras in accordance with applicable laws and regulations.

A video recording used for security purposes in school district buildings and/or on school property shall be the sole property of the school district. All video recordings will be stored in their original format and secured to avoid tampering and to ensure confidentiality in accordance with applicable laws and regulations. Access to video recordings from security cameras shall be limited to school administrators (Superintendent/designee, School Principal/designee). Law enforcement and emergency response officials shall be granted access to video recordings or the security system after giving prior notice to the School Superintendent/designee.

The Superintendent may, from time to time, issue further guidance that is consistent with current laws and this policy.

SOURCE: MASC

Adopted: August 2015

Shape UP Somerville (SUS)



Shape Up Somerville (SUS) is a citywide strategy to help all residents have affordable and easy ways to be active and eat well when out in the community. SUS is an office in the Health and Human Services department, located at City Hall Annex.

Through community partnerships, SUS supports physical infrastructure, policy development, education, and programming that promote and increase access to healthy food and physical activity options for all people of Somerville.

Shape Up Somerville projects and goals include:

- Somerville Mobile Farmer's Market – increasing access to affordable fruits and vegetables
- Shape Up Approved Restaurant Program – providing healthy meeting and dining options
- Tap Water Campaign – promoting drinking tap water over sugary drinks, starting with installing water bottle filling stations at parks and at Somerville High School
- Safe Routes to School – having safe walking, biking, rolling options to get to and from school
- Mayor's Wellness Challenge – promoting Somerville's park and bike infrastructure
- Food System Action Planning – strengthening the city's local food system

The Somerville Public Schools is proud to be an active participant of this important strategy that promotes making a healthier lifestyle your lifestyle of choice. Somerville's Food and Nutrition Services (FNS) Department has been an early leader in introducing healthy school breakfast and lunch meal options that exceed state and federal nutritional guidelines, including fresh salad bars at most schools. FNS promotes healthier eating choices that help students experience first-hand the benefits of healthy food choices through targeted programs such as "Corn Shucking Day" and the Fresh Fruit and Vegetable Program at specific schools. The SPS Health and Physical Education program also plays a key role in supporting the SUS strategy by enhancing a District-wide health and physical education program with additional morning programs such as BOKS at targeted schools and an educational component offered in partnership with UMass Extension.

Keep up with Shape Up Somerville on social media: follow SUS at www.facebook.com/shapeupsomerville, tweet SUS at @shapeupville, and subscribe to mobile market news at bit.ly/tsmfmm.

Smoking on School Premises – Policy #ADC

Use of any tobacco products* within the school buildings, school facilities, or on school grounds or school buses by any individual, including school personnel and students, is prohibited at all times.

A staff member determined to be in violation of this policy shall be subject to disciplinary action.

A student determined to be in violation of this policy shall be subject to disciplinary action pursuant to the student discipline code.

This policy shall be promulgated to all staff and students in appropriate handbook(s) and publications. Signs shall be posted in all school buildings informing the general public of the District policy and requirements of state law.

*Tobacco Product: Any product containing, made, or derived from tobacco or nicotine that is intended for human consumption, whether smoked, chewed, absorbed, dissolved, inhaled, snorted, sniffed, or ingested by any other means, including, but not limited to: cigarettes, cigars, little cigars, chewing tobacco, pipe tobacco, snuff, or electronic cigarettes, electronic cigars, electronic pipes, electronic hookah, or other similar products, regardless of nicotine content, that rely on vaporization or aerosolization. "Tobacco product" includes any component or part of a tobacco product. "Tobacco product" does not include any product that has been approved by the United States Food and Drug Administration either as a tobacco use cessation product or for other medical purposes and which is being marketed and sold or prescribed solely for the approved purpose.

LEGAL REF: M.G.L. 71:37H

Adopted: January 1996 - Reviewed: October 2008 - Amended: December 2015
Also reference Policy GBED – Use of Tobacco Products on School Property by Staff Members; and
Policy JICG – Tobacco Use by Students

Social Competency Instruction

The Somerville Public Schools are committed to maintaining a safe and secure learning environment in order to maximize student learning. To this end, the District strives to support students in developing the knowledge, skills, and disposition needed to:

- Effectively communicate their needs, interests and opinions
- Make healthy choices
- Respect the needs, interests and opinions of others.
- We do this by providing all elementary and early childhood learners with social competency instruction in their classrooms using one of three programs approved by the federal government because research shows they work. These programs are:
- Second Step (<http://www.cfchildren.org/second-step>) is implemented in all pre-K through Grade 8 classrooms at all schools
- Winter Hill Community Innovation, Healey, and West Somerville Neighborhood Schools also use Responsive Classroom (<https://www.responsiveclassroom.org/>)

Social Media

Please refer to the **Student Internet/Social Media Safety** section of this *Guide* for more information.

Social Networking

The Somerville Public Schools maintains one official Facebook account, as well as a Twitter, an Instagram, a Pinterest, and a LinkedIn account. Content on these sites is managed by the Somerville Public Schools Communications Department staff.

Please be aware that the District also has guidelines offered to staff to promote caution when using social networking sites and tools. These guidelines state:

Overall, District employees who choose to use the Internet for social or professional networking purposes are urged to be cautious about the content of the material they post on the Internet. The District's Acceptable Use Policy states that Staff cannot have associations with students through virtual technology if they are irregular, unprofessional, improper or imprudent in ways that negatively affect the goals of the District. Any conduct which reflects poorly upon personnel or the school district may be grounds for disciplinary action. The Superintendent has discretion in determining if conduct reflects poorly on our students, staff and the District.

Social Networking Policy: Policy #IJNDD

1. Network Acceptable Use Policy (AUP) still in force

This policy is adopted in addition to, and not as a substitute for, the Somerville Public Schools Network Acceptable Use Policy, which governs use of the Somerville Public Schools technology resources.

2. Overview

The Somerville Public Schools has instituted this "Social Networking Policy," and announces its expectations for staff members' use of social networks such as Facebook, Linked-in, Twitter, etc.; personal email accounts, text message features of cell phones, use of blogs, and other electronic technologically based communication systems.

All online, electronic or computerized means of communication are subject to this policy. Given the rapid pace of technological change it is not possible to identify all proprietary or commonly named or identified means of such communications.

In addition to never posting and exchanging inappropriate information on Social Networking platforms, staff should always refrain from inappropriate communication with members of the community (including, but not limited to, students, parents, and co-workers) through any verbal, written, or electronic communications method (including, but not limited to, text messaging and email). The Somerville Public Schools recognizes the proliferation and, in some instances, usefulness, of online conversation between staff and students and/or their parents or guardians. However, due to the nature of social networking sites, there exists a risk, without care and planning, that the lines between one's professional life and personal life will be blurred. Staff should always be mindful of how they present themselves to the world, online and otherwise. Should a staff member "friend" a student on a social network, subscribe to a student's "social network" account, regularly engage in email "chat" with a student, exchange text messages with students or engage in other electronic communication, the school district is concerned, and the educator should be concerned, that such activities may undermine the educator's authority to maintain discipline, encourage inappropriate behaviors and/or compromise the educator's ability to remain truly objective with his or her students.

In addition, any online communication using one's own personal resources, as opposed to Somerville Public Schools resources, compromises the staff member's, as well as the school district's ability to retain public records in accordance with the requirements of the Commonwealth's public records laws. The law requires public employees who send, receive or maintain records in their capacity as public employees, to retain, disclose and dispose of such records in compliance with strict provisions of the public records law.

All emails using the Somerville Public Schools email service are considered public records.

This law applies whether or not the record is in the form of a paper document or an electronic communication. When staff members communicate through school-based resources, such as staff email or school sponsored web pages, such records are retained and archived through the Somerville Public Schools information technology department. If, however, a staff member communicates outside of these resources, such information is not retained. The burden falls on the staff member to comply with public records laws when using personal email or social network accounts to communicate with students and/or parents and guardians.

3. Expectations of Staff

- No matter what medium of communication a staff member selects, he/she should adhere to appropriate professional boundaries. A staff member is a role model, not a student's or parent/guardian's friend, and as such, should always act in accordance with this understanding.
- Before endeavoring to establish any social networking account, staff members should familiarize themselves with the features of any account they choose to use. For example, Social network requires account holders to take specific steps to "privatize" the information they place online. Staff must educate themselves to those features of the any social networking site selected. Staff will be responsible should any information intended to be "private" becomes "public" due to ignorance of the features of the social network chosen for use or failure to properly use such features. All communications, of any nature, should be crafted with the expectation that the communication could be "public".
- Staff must also know that any information shared privately with a recipient could be re-distributed by such recipient, without the knowledge or consent of the staff member. The same principles applied in face-to-face communication should be applied to online conversation: use discretion, and do not place trust in individuals who have not proven themselves trustworthy. In essence, nothing posted online is ever truly "private". The distributor of all content is responsible for the content and the appropriateness of all materials.
- If a Somerville Public Schools employee receives inappropriate content from a student or a minor arising from their employment, the employee must inform their supervisor or law enforcement authorities as soon as practicable. The content must NOT be forwarded or deleted without authorization of the supervisor/designee or authorities.
- The Somerville School Committee expects staff to keep the line between professional life and personal life clearly drawn at all times. There is no reason why this cannot be done, even in light of the proliferation of social networking sites. All that is required is some forethought before using social networking for both professional and personal reasons, to be sure that these lines never become blurred. For example, if the district does not maintain a web portal for staff to communicate outside of school hours as necessary with students and families, and a staff member wishes to establish a social network or personal email account for communicating with students, the staff member should establish a social network identity and email identity that is separate from his/her "personal" social network identity or personal email account. Staff should only use an educational social network account or educational email account to communicate with students and/or parents and guardians on matters directly related to education. The "friends" associated with such educational social network account should only be members of the educational community, such as administrators, staff, students and parents of such students. It is strongly recommended that staff members reject friend requests from individuals who do not fit into any of these categories.
- At all times, and in the use of any form of communication, staff members will always adhere to student privacy rights and the rights of employees to have their personnel and medical information kept confidential. Information that is protected by law from disclosure to third parties will not be communicated online in a way that unreasonably exposes such information to retrieval by those third parties. For example, through an educational social network account, a staff member may not post confidential student information on the "wall", the "information" section, or through any part of the social network account that would be accessible to other of the staff member's social network "friends" associated with that account. If a staff member wishes to communicate privately with a student through the educational social network account, such communication shall be conveyed only through the private email/message feature of the social network, so that only the student may view the message and respond to it.
- Staff members are encouraged to communicate with students and parents on educational matters only, and only through Somerville Public Schools resources, such as school-provided email or web portal accounts. Use of a personal email account or social networking account to discuss school business with students and parents is discouraged. It should be noted that, just because a staff member uses his/her personal email as opposed to a school email account, this does not shield such

email from the provisions of the public records law or from discovery litigation. It only prevents the archiving of such messages through the school district's automatic email archiving system. We again remind staff members that information sent or received by them, even through personal email or social network accounts, which are related to their capacity as a school employee, are still subject to public records retention, exemption and disclosure requirements.

- If a staff member conveys school related messages to students and parents on his/her private account, he/she should save such email or any communication conveyed through a social networking site, or print and save a paper copy of such email or other online communication, and file it, and regard its privacy, as he/she would any other document concerning that student. The staff member should forward copies of any such emails or online communications to his or her school based email account so that it can be properly retained and archived in compliance with the requirements of the public records law. Any document created or received by a public employee in his or her capacity as such is subject to retention, and perhaps disclosure, under the public records law.
- This policy is not intended to infringe upon a staff member's right to speak publicly on matters of public concern, or to communicate with fellow members of their union on workplace issues, so long as such communication adheres to appropriate time, place and manner restrictions and does not interfere with the performance of job duties. However, when staff members speak via social networking sites or tools on matters concerning work, the staff member is speaking as an employee and not as a citizen, restrictions may be placed upon staff's freedom of expression. Those restrictions are intended to preserve student confidentiality, maintain staff's status as an educator who should command and receive the respect of students, be able to maintain order and discipline in the classroom, and remain objective with respect to students.
- Staff members are discouraged from using home telephones, personal cell phones, personal email accounts and personal social network accounts to communicate with students. Communication with students, even if Somerville Public Schools resources for such communications are not used, are within the jurisdiction of the school district to monitor as they arise out of the staff member's position as an employee. Any conduct, whether online or not, that reflects poorly upon the Somerville Public Schools or consists of inappropriate behavior on the part of a staff member, may expose an employee to discipline up to and including discharge. Even if staff are not using a school telephone, computer, classroom or the like to engage in contact with a student that such contact is not outside of the Somerville Public Schools authority to take appropriate disciplinary action. If the behavior is inappropriate, undermines the staff member's authority to instruct or maintain control and discipline with students, compromises objectivity, or harms students, the Somerville Public Schools reserves the right to impose discipline for such behavior. A staff member may also face individual liability for inappropriate online communication with students and/or parents and guardians, as well as exposing the District to vicarious liability in certain instances. At the same time, the Somerville School Committee recognizes that, in limited cases, use of cell phone text messages or cell phone calls or emails outside of regular school hours may be reasonably necessary. For example, in connection with school sponsored events for which staff members serve as duly appointed advisors, they may need to convey messages in a timely manner to students and may not have access to school based email accounts, school provided telephones or school based web pages. In such limited circumstance, the District anticipates that employees will make reasonable use of their cell phones or smart phones to convey time sensitive information on scheduling issues and the like. When Somerville Public Schools staff members communicate with students in connection with school sponsored events, a copy of the communication must be sent to the staff member's immediate supervisor.
- Staff members are not to distribute pictures of students, staff members or school activities without the expressed permission of the individual(s) who are shown in the pictures.
- If a staff member is communicating as an employee of the Somerville Public Schools in online communications, the staff member must be aware that readers will assume he/she "speaks for the school district." Therefore, all online communications, when actually acting on behalf of the District, or creating the appearance of doing so, must be professional at all times and reflect positively on the school district.
- During the use of any social networking site, staff may not, without express permission from the Superintendent of Schools/designee, use the school's logo, likeness or any school photographs or other property that belongs to the Somerville Public Schools.



SOURCE: Massachusetts Association of School Superintendents

Approved and adopted by the Somerville School Committee: October 6, 2014

Somerville Child Care Center

The Somerville Child Care Center (617-629-5298) will be located in the new Somerville High School building (81 Highland Ave.), and is available to children of city employees and residents. The Center has Department of Early Education and Care qualified staff and can accommodate 16 children daily. The children's ages range from 2.9 to 5 years of age. The Center will be open from 7:00 a.m. to 5:30 p.m. The Center follows the public school holiday schedule but is open the full year including school vacations and during the

summer. Slots are available on a part-time (minimum 3 days/week) and full-time (5 days/week) basis. Learn more about the Somerville Child Care Center at www.somerville.k12.ma.us/childcare-center.

Somerville Family Learning Collaborative (SFLC) – Family Engagement

Somerville’s hub for comprehensive family and community engagement, support, and empowerment from birth to adulthood.

The Somerville Family Learning Collaborative (SFLC) enhances the capacity of families and schools to support children’s learning and well-being by collaborating with community partners and promoting welcoming, responsive schools and programs.

The Somerville Family Learning Collaborative (SFLC) offers the following programs and services:

For more information about how to access SFLC Programs and services, please visit www.somerville.k12.ma.us/families or call 617-625-6600 x6966. Visit: <http://somervillehub.org>.

Prenatal- Early Childhood Services & Supports

- **SomerBaby** (Birth- 6 months): A SomerBaby home visit includes a welcome bag with gifts for the baby, and information about resources and supports for the family. **617-625-6600 x6702**
- **Parent/Guardian Support Groups:** The weekly, drop-in **New Parents Group** is open to ALL Somerville parents with babies from Prenatal - 12 months. **Wondering Together** is open to all Somerville parents and toddlers from 12 - 24 months (registration is required). **Sharing Our Stories** is a monthly support group for families with young children with special needs. **617-625-6600 x6990**
- **Parent- Child + Program (formerly PCHP)** (18 months – 4 years): Parent-Child Plus is a school readiness and family support program for parents and their children. Multilingual Early Literacy Home Visitors partner with families and focus on developing language, literacy and school readiness skills. **617-625-6600 x6992**
- **Playgroups:** Parents and caregivers with infants, toddlers and preschool children in Somerville meet and play together in a developmentally appropriate, language-rich environment, gathering weekly at the Cummings School. Drop-in groups are also available. www.somerville.k12.ma.us/playgroups **617-625-6600 x6990**
- **Early Childhood Advisory Council (ECAC):** The ECAC is a coalition of public and private organizations that provide services to Somerville families with children birth-5 years old. **617-625-6600 x6966**

Student Enrollment & Registration Office (formerly the Parent Information Center/PIC)

The Enrollment Office staff assist you with the registration of your child/children for school, while providing information about school choice, school tours, English Language Learners and special education programs, after school academic and recreational programs, adult education and cultural programs/events. **617-625-6600 x6962**

The Enrollment Office offers the following services:

- New Student Online Registration for Grades PreK - 12
- New Student Language Assessment for speakers of other languages entering in Grades K-8
- Nurse review and assistance obtaining medical registration information
- Intra-District Transfer Requests
- Referral to Health Insurance Enrollment

Accommodations for Students with Mobility Challenges Wishing to Enroll in Special Programs

Students with mobility challenges who seek to be enrolled in the Unidos program or the Next Wave/Full Circle Schools should contact Special Education Director, Christine Trevisone to discuss accommodations. Ms. Trevisone can be reached at 617-629-5648.

Accommodations will be made so that students with mobility challenges will have full access to these District-wide special instructional programs in a fully accessible site.

REGISTRATION

Residency Policy and Guidelines:

It is the policy of this school district not to admit non-resident students under the terms and conditions of the Inter-district School Choice Law [M.G.L. 76.12].

Kindergarten Registration

Under Somerville’s “Controlled Choice” Student Assignment Plan, parents may select from any of the district’s schools offering kindergarten classes. All assignments will be subject to space availability and established assignment criteria.

Kindergarten registration must be completed online (www.somerville.k12.ma.us/kindergarten). Parents/guardians must complete a Registration Form, a Home Language Survey Form, and an Emergency Reference Sheet. Enrollment Office staff are available to assist with the registration process.

- *Incomplete applications will not be processed. It is extremely important to provide ALL required information.*

- *No child will be able to attend school without providing all required updated medical documentation.*

Children attending the Somerville Public Schools pre-school (SMILE / ECIP) program also need to submit a completed Registration Application online to enroll (www.somerville.k12.ma.us/preschool).

Parents with children with special needs should contact the Special Education Office at 617-629-5645 if you have any questions.

Grades Kindergarten – 8

The Somerville Public Schools offers parents/guardians the option of choosing schools based on their child's needs and values subject to the criteria outlined in the "Controlled Choice" Student Assignment Policy adopted by the Somerville School Committee with the approval of the Massachusetts Department of Education in 1994. Somerville's "Controlled Choice" Student Assignment Policy is designed to accomplish three goals: 1) to offer parents choices of which school their children will attend, 2) to ensure equal and fair access to all schools and programs by all population groups, and 3) to improve the quality of instruction at each school.

The Somerville Public Schools encourages parents of kindergarten students and new students to the district to visit schools and/or the Enrollment Office (*formerly the Parent Information Center/PIC*).

Controlled Choice Student Assignment Criteria Grades K-8

All assignments will be made according to the "Controlled Choice" Student Assignment Policy. According to this policy, children will be assigned in order of the following fairness preferences:

1. Programmatic Priority Placements (for example, special education children are placed into special classes at schools with those respective programs).
2. Sibling Preference Placements
3. Proximity Preference Placements
4. Lottery: If the fairness preferences listed above are not sufficient to determine placement, assignments shall be based on a random lottery.

Students already enrolled in the Somerville Public Schools who submit a timely school-transfer application will be given priority before other newly enrolling students.

Documents Required for Registration

The following documentation is required for new registration or re-admission:

- A completed Registration online for Grades PreK-8
- Proof of age (birth certificate)
- Two current proofs of residency, such as a current utility bill (e.g. gas, electric, cable, or home telephone) **and** a copy of a lease or mortgage payment indicating the parent/guardian's name and address
- Most recent Physical Exam and immunizations
- Massachusetts Transfer Card (within state transfers) for grades 1-12
- Official Withdrawal Form (for out of state or private schools) for grades 1-12
- Individual Education Plan (IEP), if applicable
- Previous school report card, if applicable
- Transcripts for Grades 9-12
- Discipline Records for Grades 9-12

Physical Examination

A complete physical examination (done within one year) is required of all children new to the Somerville Public School system as well as those children entering kindergarten. Completed physical examination forms should be included with registration. No child will be able to attend school without providing all required medical documentation. Only upon completion of this process will a child be fully registered and allowed to begin school. For more information about immunizations and physical examination requirements, contact the Enrollment Office Nurse or Nursing Supervisor at **617-629-5670**.

Waiting Lists

Every effort will be made to accommodate parents' preferences within the system of priorities, educational seating capacity, and the district's fairness guidelines. Parents/Guardians of students who are not assigned to a first choice school may request that their child be placed on a waiting list for that school by completing a "Wait List Request Form" available at the Enrollment Office. The Enrollment Office will inform you when a space becomes available for your child to attend your first choice school. Assignments from the waiting list will be made in accordance to the "Controlled Choice" fairness preferences indicated.

The waiting list for all schools will expire on November 1. Parents will receive a notification letter in the mail with instructions to either remain on the waiting list for the current school year or to resubmit it for the following school year. If a parent is dissatisfied

with the student assignment and does not wish to continue at that school during the next school year, a request for a transfer can be made by contacting the Enrollment Office in April.

The Enrollment Office is located at 42 Prescott Street, in the Cummings School building. Director, Regina Bertholdo, and staff can be reached at **617-629-5670** or by email: (www.somerville.k12.ma.us/enrollment-office).

Family Engagement & Empowerment Linked to Learning

- **School-Based Family and Community Liaisons:** Liaisons work at each Somerville Public School as well as a multilingual team to improve communication and outreach to all Somerville Public Schools community members. Liaisons work to strengthen home-school and community connections by focusing on parent leadership development, family engagement opportunities linked to student learning, and resource and referral for high needs families. 617-625-6600 x6969
- **Parent/Guardian English Classes:** Parents/guardians of Somerville students can practice and strengthen their English language skills while learning about and becoming more involved with their child's education. SFLC works in collaboration with The Welcome Project to provide classes held in the morning, afternoon and evening. Parents/Guardians can register by calling 617-625-6600 x6702.
- **Family Events and Workshops:** The SFLC engages parents/guardians in school-based activities that support their student's learning and development. Programming and workshops are open to all Somerville families and are organized in four strands: Family in the Community, Leadership and Advocacy, Teaching and Learning, and The Whole Child. Translation & interpretation are available at all workshops in the District's target languages (Haitian Creole, Portuguese, and Spanish).

Community Partnerships Wraparound Services

- **Basic Needs Services:** Coordination of SFLC Clothing Pantry and Emergency Meals, SFLC Community Information and Resource Clinics, and building systems of information, resource and referral and collaborating with staff, families, to identify and meet the needs of under-resourced and high need families.
- **Multilingual Services:** The Multilingual Services Team of the SFLC works to increase the capacity of families and schools to communicate effectively in a multilingual community and develop innovative ways to improve school-parent partnerships that support teaching, learning, and student achievement. **Services include:** oral and written translation/interpretation to (target language) speaking parents/guardians in the Somerville Public Schools including but not limited to the Special Education Department.
- **Volunteer Program:** Volunteers matter in the Somerville Public Schools. Potential volunteers can apply online or call for more information about meaningful opportunities to support student learning in our schools. Volunteers can make an important difference in the life of a student. We strive to match volunteers with students for a mutually rewarding experience. Consider volunteering with one of our schools to read with a student, tutor, help with a music lesson, assist a librarian, help with homework in an after school program and lots more. Before School, After School and periodic Saturday opportunities are also available. All volunteers are required to complete an application, including a C.O.R.I. check, and adhere to the *Volunteering in Somerville Public Schools Guidelines*. To find out more and to submit an online Volunteer Application, please visit our website: www.somerville.k12.ma.us/volunteer or contact the Volunteer Coordinator, 617-629-5475. Parents and Guardians may also obtain a Volunteer Application and C.O.R.I. form at their child's school.
- **Resource and Referrals:** The SFLC provides information and referrals on how to access Somerville programs, family services, community resources, and family-friendly places in the city. Visit the Somerville HUB: www.somervillehub.org
- **Homeless Services:** Please see Homeless Services Policy #JFABD below:

Homeless Services – Policy #JFABD

Policy for McKinney-Vento Homeless Education Assistance Act

www.somerville.k12.ma.us/homeless 617-629-5670

Purpose

The goal of the McKinney-Vento Homeless Education Assistance Act is to ensure that each homeless child or youth has equal access to the same free, appropriate public education, including a public preschool education, as provided to other children and youths. The Somerville Public Schools (SPS) shall ensure that every effort is made to comply with this legislation.

Definition

SPS is in compliance with the Massachusetts Department of Education (MADOE) which has adopted Section 725 (2) of Act regarding the definition of homeless children and youth:

- Individuals who lack a fixed, regular, and adequate nighttime residence or have a primary nighttime residence in a supervised, publicly or privately, operated shelter for temporary accommodations (including welfare hotels, congregate shelters, and

transitional housing for the mentally ill), an institution providing temporary residence for individuals intended to be institutionalized, or a public or private place not designated for, or ordinarily used as, a regular sleeping accommodation for human beings.

This definition shall include:

- children and youth who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster care placement (temporary, transitional or emergency placements);
- children and youth who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings;
- children and youth who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
- unaccompanied youth – a youth not in the physical custody of a parent or guardian.

Liaisons

The McKinney-Vento Act requires every school district to designate a staff person to serve as the Homeless Education Liaison whose role is to assist homeless students enroll in school, remove all barriers to enrollment, ensure that homeless students receive the educational services for which they are eligible and have access to all school activities and events. This liaison may have other duties within the school district. The liaison for the Somerville Public Schools is *Regina Bertholdo*. She may be reached at 617-629-5670. The office is located at 42 Prescott Street.

Enrollment

The Somerville Public Schools will immediately enroll homeless students in school, even if they do not have the documents usually required for enrollment – such as school records, medical records, proof of residency, discipline records, or birth certificate.

Furthermore:

- homeless students have a right to either remain in their school of origin or to attend school where they are temporarily residing;
- students who choose to remain in their school of origin have the right to remain there until the end of the school year in which they get permanent housing;

The Homeless Education Liaison will assist students who arrive without records by contacting the previously attended school system to obtain the required records.

Transportation

The Somerville Public Schools shall ensure that transportation is provided according to state guidelines, at the request of the parent, guardian or unaccompanied youth, to and from the school or origin:

- if the homeless student continues to live in the area served by the district in which the school of origin is located, that district must provide or arrange transportation according to the established school committee policy;
- if the homeless student moves to an area served by another district, though continuing his or her education at the school of origin, the district of origin and the district in which the student resides must agree upon a method to apportion responsibility and costs for transportation to the school of origin; and
- if the districts cannot agree upon such a method, the responsibility and costs must be shared equally.

Access to Comparable Services

Homeless students are to be provided services and education programs comparable to those received by other students and for which they meet eligibility criteria, such as services provided under Title I or similar state or local programs; programs for students with disabilities; programs for students with limited English proficiency; vocational or technical programs; gifted and talented

Homeless students have the following rights:

- Children and youth experiencing homelessness have the right to attend school; a permanent address is not needed to enroll in school.
 - Children in homeless situations have the right to stay in the school they attended before becoming homeless or where they last enrolled (school of origin) if the parent or guardian so chooses.
 - Schools must provide a written explanation if a placement dispute occurs; parents/guardians may contact the District's Homeless Liaison.
 - A homeless child cannot be denied school enrollment just because school records or other enrollment documentation are not immediately available, and must be enrolled immediately.
 - A homeless child has the right to participate in extracurricular activities and all federal, state, or local programs for which he/she is eligible.
 - A homeless child is entitled to free breakfast and lunch, transportation assistance and to receive Title I services.
- Unaccompanied youth, homeless youth not living with parent(s) or guardian(s), have these same rights.

programs; tutoring; MCAS remediation; homework assistance; referral to counseling; medical services; school supplies; and school nutrition programs. Homeless students will be enrolled immediately in the free breakfast and lunch program.

NOTE: To expedite the delivery of nutritional benefits, school officials may accept documentation that students are homeless from the local educational liaison or the director of homeless shelter where the students reside as the determination of eligibility for free lunch.

Access to Preschool

An important goal of McKinney-Vento is to offer homeless preschoolers the same opportunity to enroll, and attend and succeed in preschool as non-homeless preschoolers, thereby minimizing their educational disruption due to homelessness. The Somerville District Homeless Education Liaison and early care and education providers, including child development and preschool program personnel child care resource and referral agencies and other service providers, must coordinate and collaborate to review and revise practices, or policies that inadvertently act as barriers to the enrollment of homeless children in child care and early education programs.

Dispute Resolution

If a dispute arises over school selection (school of origin or school in which homeless child is residing) or enrollment, the Somerville Public Schools will immediately enroll the homeless student – pending resolution of the dispute – and must provide the parent, guardian or unaccompanied youth with both a written statement of the school placement decision and a notice of the right to appeal the decision. The SPS shall refer the unaccompanied youth, parent or guardian to the Homeless Education Liaison, who will expeditiously carry out the dispute resolution process. Disputes which cannot be resolved within the district will be sent to the Massachusetts Department of Education, and the final decision in such a situation resides with Massachusetts Commissioner of Education.

Unaccompanied Youth & Children and Youth in State Care or Custody

Unaccompanied youth are youth who are homeless; not in the physical custody of a parent/guardian; and not in the custody of a state agency. This definition includes youth living on the street, in inadequate housing, denied housing by their families, those who have left home voluntarily, even when their parent/s want them to return home, and youth doubled up with friends or relatives. Also, in collaboration with the Department of Social Services, MADOE has determined that children and youth in state care or custody who have been placed out of their homes into temporary, transitional, or emergency living placements are awaiting foster care placement and are therefore homeless. For example, Stabilization, Assessment and Rapid Reintegration/Reunification (STARR) Programs are short-term DCF placements that have replaced the temporary, transitional, or emergency housing previously provided by “bridge” homes, diagnostic assessment centers, and shelters, and as a result, placement in STARR Programs, both latency and adolescent, are considered temporary, transitional, or emergency homeless housing under the McKinney-Vento Homeless Assistance Act.

Through a partnership with **Cradles to Crayons**, the SPS is able to provide homeless students and other identified youth with everyday essentials that they may need to fully participate in school – ranging from clothes, shoes and winter gear to books and toys. Contact your School Guidance Counselor for information.

Unaccompanied youth or students in state care or custody who are awaiting foster care are entitled to the same educational rights and services; including transportation, under McKinney-Vento as any homeless child or youth in the care of their parent(s)/guardian(s).

Adopted: May 15, 2006 - Amended: October 5, 2009

Special Education

The Special Education Department (www.somerville.k12.ma.us/sped) is responsible for ensuring all students who require special education services in order to maximize their learning are identified and their individualized learning needs are met in the least restrictive environment possible. Special Education Department staff work with teachers, administrators and families to ensure Individualized Education Programs (IEPs) for students are implemented with integrity. Inclusive learning, where students with identified special needs are appropriately integrated into classrooms and school community with all of their peers, is the primary goal of the special education department. (617) 629-5645

Students with Disabilities, Section 504

Section 504 of the Rehabilitation Act of 1973 states that no otherwise qualified handicapped individual shall, solely by reason of his or her handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance.

For more information, please see the **Non-Discrimination** section of this Guide.

Special Education Parent Advisory Council (SEPAC)

The **Somerville Special Education Parent Advisory Council (SSEPAC)** is a group of parents with children who receive a wide range of special education services in the Somerville Public Schools and in private placement. The SSEPAC provides support and resources to parents and their children with disabilities. There are monthly meetings and workshops throughout the school year covering various areas in special education. The SSEPAC advises the district on matters that pertain to the education and safety of students with disabilities, participates in planning, development and evaluation of special education programs. Learn more at:

www.somerville.k12.ma.us/ssepac.

Student Accident Insurance

Families interested in voluntary insurance coverage for their child in case of an unforeseen accident have the option of purchasing K-12 Student Accident Insurance. Coverage options generally include school-time coverage, 24-hour coverage and dental coverage. Various vendors offer such insurance.

Student Crisis and Assessment Protocol

If a student expresses self-harm, a team of clinically trained counselors will consult and assess the level of risk.

Based upon the initial assessment, the disposition could be as follows:

1. If the student is deemed safe and there are no safety concerns, the student will be able to return to class after the parent/guardian is notified of the situation.
2. If the student requires further evaluation, an appropriate evaluation plan will be established. This may include contacting BEST (Boston Emergency Services Team), the student's mental health provider or referring the student to the emergency room for further consultation or evaluation.
3. The student's parent/guardian will be notified of the situation and the recommended plan.

Student Dress Code – Policy #JICA

The responsibility for the dress and appearance of the students will rest with individual students and parents.

They have the right to determine how the student will dress providing that attire is not destructive to school property, complies with requirements for health and safety, and does not cause disorder or disruption. The administration is authorized to take action in instances where individual dress does not meet the stated requirements.

This does not mean that student, faculty, or parent groups may not recommend appropriate dress for school or special occasions. It means that a student will not be prevented from attending school or a school function, or otherwise be discriminated against, so long as his dress and appearance meet the requirements set forth above.

Adopted: June 1996 - Revised: March 1998

Student Internet/ Social Media Safety

Network Acceptable Use Policy for Students – Policy #JRE

Purpose

The Somerville Public Schools is pleased to offer its students access to the school's computer network, including access to the Internet. Access to the school's network will enable students to explore thousands of libraries, databases and bulletin boards. Potentially, students will also be exposed to advertisements of various kinds.

The Somerville Public Schools believe that there is educational value in the Internet, and recognize the potential support to our curriculum. Through the Internet, one can communicate with people all over the world through discussion forums and electronic mail. Many educationally valuable files may be downloaded from the Internet. Because of its enormous size and resources, the Internet's educational potential is boundless. Because of its broad reach, however, the Internet also contains the potential for misuse. These guidelines are intended to help ensure that students use this valuable resource in a safe and appropriate manner.

Families should be aware that some material that is accessible via the Internet might contain content that is illegal, defamatory, inaccurate, or offensive. While our goal is to provide Internet access to support and promote student learning, students will have access to other information as well. The district believes that the benefits of student access to the Internet far exceed the disadvantages. Somerville Public Schools will make every effort to ensure that students use the Internet properly and students are expected to conduct themselves in a responsible manner when accessing the district network and the Internet. The district will seek

to ensure that all student use of the Internet will be conducted under faculty supervision. However, faculty members cannot monitor student use at every moment and each student is expected to use it in a responsible manner and is accountable for his or her own appropriate use of the Internet. Before students are authorized to access the Internet they are required to review these Guidelines with their teacher and / or building Technology Facilitator.

Acceptable Use

Internet access through the Somerville Public Schools is a privilege and not a right and access may be terminated if this privilege is misused. Inappropriate conduct may also be subject to disciplinary action as outlined in the policy manual of the Somerville Public Schools. The intent of this policy is to ensure that all use of the Internet is consistent with the educational goals of the Somerville Public Schools.

The following actions violate the Policy:

- Use of the Network for personal or recreational purposes or activities;
- Sending "chain" type letters and unsolicited bulk mails (Spamming);
- Accessing social networks, social bookmarking, blogs, wikis, discussion groups or "chat rooms", multiuser role-playing environments and video games for a purpose not directly related to an educational task;
- Use of the Network to buy, sell or advertise any goods or services;
- Use of the Network for gambling purposes;
- Any use of the Network for political or commercial purposes that is not directly related to the educational purposes of the Somerville Public Schools;
- Use of the Network to transmit profane, obscene, vulgar, sexually explicit, threatening, defamatory, abusive, discriminatory, harassing, criminal or otherwise objectionable messages or materials. (Students are also prohibited from visiting Internet sites that post such materials and downloading or displaying such materials.);
- Use of the Network for any illegal purpose or in support of illegal activities or in a manner that violates any federal or state law or statute, or an activity prohibited by any Policy of the district including but not limited to the use or dissemination of copyrighted materials;
- Plagiarism. (i.e. the taking of material created by others and presenting it as if it were one's own);
- Revealing one's own password, using the network login (user name and password) of another individual or pretending to be someone else when using the Network;
- Accessing, reading, altering, deleting or copying another user's messages or data without express written approval;
- Using technology resources to promote, support or celebrate religion or religious institutions;
- Use of the Network to download or transmit profanity, vulgarities, obscenity or using other language that is considered offensive or degrading to others;
- Using harassing, racial, sexist or discriminatory remarks and other antisocial behaviors;
- Using encryption or security measures to avoid monitoring or review in the ordinary course of business or routine maintenance by the system administrator;
- Using district resources in a wasteful manner including but not limited to ink, toner and paper;
- Using the network in a manner that is inconsistent with the directions from teachers and other staff and generally-accepted network etiquette;
- Purposefully posting or divulging any type of private or personal information about yourself or another person;
- Using invasive software such as viruses, "worms" and other detrimental activities;
- Downloading freeware, shareware or other software which affects the system software of a computer;
- Attempting to log-on to the Network as the system administrator;
- Attempting to gain unauthorized access to the Network, including but not limited to, the use of personal hardware and attempts to override the domain policies of the Network.

Re: Cyberbullying

Commonwealth of Massachusetts, Bill S2404, Section 5, defines Cyber-bullying as:

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

or more persons, if the distribution or posting creates any of the conditions enumerated in clauses (i) to (v), inclusive, of the definition of bullying.”

In accordance with the zero-tolerance **Bullying Prevention Plan** of the Somerville Public Schools, Cyber-bullying is prohibited on school grounds, property immediately adjacent to school grounds, at school-sponsored or school-related activities, functions or programs (whether on or off school grounds), at bus stops, on school buses or other vehicles owned or operated by the SPS or their contractors, or through the use of technology or electronic devices owned, leased or used by the District, regardless of whether the Cyber-bullying occurs on or off the Network.

Student Responsibility

Access of material that has been deemed inappropriate for educational use by Somerville Public Schools’ faculty or staff is strictly prohibited. If users encounter such material by accident, they should quit the application immediately. Students should report the incident directly to a teacher. Students will not have the opportunity to simply “surf” the Internet or browse among World Wide Web pages. Students will use the Internet for a specific educational purpose during lab time or for a class assignment.

Access to Student Files

All student files, including e-mail files and other Internet files and usage may be monitored by faculty for educational and administrative purposes, including the need to ensure that these Guidelines are being followed. Also, faculty may be asked to provide access to student files and records to law enforcement authorities. Students should not assume that the uses of Somerville Public Schools Internet access will be private.

Personal Safety

The Internet is accessible to the public and to those individuals who may seek to contact students for inappropriate purposes. The Somerville Public Schools seeks to but cannot entirely screen the Internet for such inappropriate uses. Students are urged to be diligent, cautious and prudent about divulging personal information via the internet. Students should promptly inform their teacher or school administrator of any on-line communication that the student feels is threatening, harassing or otherwise inappropriate.

System Security and Resource Limits

Students are expected to follow procedures and guidelines that are issued in order to ensure the security of district computer systems and to respect technology resources limits. These include downloading guidelines and virus protection procedures that may be issued. Students are prohibited from utilizing non-district flash drives or other external storage device in a school computer without permission from district staff. The installation of any kind of software on district computers is strictly prohibited. Students are not allowed to use the district’s computer resources to create their own web page unless it is in conjunction with a class assignment.

Liability

The Somerville Public Schools assumes no responsibility or liability for:

- Any unauthorized charges or fees incurred as a result of use of the system/Network, including but not limited to telephone charges, long distance charges, per minute surcharges and/or equipment or line charges;
- Any financial obligations arising out of the unauthorized use of the Network for the purchase of products or services;
- Any user data, information, or materials stored on the Network;
- Any cost, liability or damages caused by user violation of this Policy, or any other inappropriate use of electronic resources of the SPS;
- The SPS makes no guarantee, implied or otherwise, regarding the reliability of the data connection, and shall not be liable for any loss or corruption of data resulting while using the system/Network.

Adopted: June 3, 2002; Revised: November 27, 2007; Approved: December 17, 2007

Amended: June, 2009; Amended: March 2015

Sexting

Sexting refers to the sending of a photograph or other visual image, depicting a person in the partial or total state of nudity, via text message from one cell phone to another. Depending on the age and appearance of the person in the photo and the means of how it was obtained and disseminated, the act of “sexting” could violate the laws of child pornography, possibly resulting in the issuance of criminal charges. Somerville Public Schools is bound by Mass General Laws to report all cases of “sexting” to the Somerville Police Department who will investigate and possibly forward the case to the Middlesex District Attorney’s Office. We ask all parents and guardians to be vigilant in educating their school-aged children about the long term consequences of “sexting”. We ask that all parents stress to their school aged children that once a photo is disseminated, it can never be retrieved.

Somerville Public Schools Guidelines for Internet Use Form

Students and parents/guardians are asked to sign, date and return to the student's teacher the ***Somerville Public Schools Guidelines for Internet Use*** form located in the back of this guide.

Student Records

On January 28, 1975, the State Board of Education unanimously adopted regulations pertaining to student records under the authority of statutes passed by the Massachusetts General Court in 1972 and 1974. These state regulations encompass and elaborate on the federal law, the Family Educational Rights and Privacy Act, better known as the "Buckley Amendment."

The state regulations establish standards and procedures that guide school administrators, parents, guardians and students in their rights and responsibilities. These state regulations apply to all public elementary and secondary schools in the Commonwealth. The regulations allow parents, guardians and students once they reach the age of fourteen or the ninth grade, whichever comes first, to inspect, receive a copy of, add to, or request deletions or amendment of any information concerning the student that is kept by the school or school committee, and that is organized in such a way that the student may be individually identified.

(The only exception to this automatic right of access concerns information kept in the personal files of a school employee and not shared with anyone else.) Parents, guardians and eligible students must be allowed access to the student record within two consecutive weekdays after their request.

The state regulations divide student records into two categories of information. The "transcript" contains the minimum information necessary to reflect the student's educational progress, such as name, address, course titles, grades and year completed. It is to be kept by the school system for at least sixty years after the student leaves the system.

With a few exceptions, the state regulations prohibit the dissemination of information about the student from the record to any "third party" without the informed, written consent of the parent, guardian or the eligible student. A "third party" under the regulations is any person or agency except for the parent, guardian, the eligible student or "authorized personnel" employed by the school committee.

The exceptions are contained in 603 CMR 23.07(4)(a) through 23.07(4)(h). Copies of these exceptions are available at the Somerville Public Schools Central Office. The exceptions include the following:

- directory information
- upon receipt of a court order or subpoena
- response or report to Department of Youth Services and/or Department of Children and Families
- to Federal, State and local education officials for evaluation, audits or enforcement
- in the case of a health and safety emergency, including but not limited to a report of a missing person
- to authorized school personnel regarding a transfer
- student health records to school, local and state health department personnel

This notice constitutes a reasonable effort to notify parents, guardians and students of the intent of the Somerville Public Schools to comply with these exceptions which allow the third parties detailed above, access to student information including student record information.

Parents, guardians or students who need additional information or wish records to be withheld, should contact the Somerville Public Schools Central Office.

All other information kept by the school system about the student is called the "temporary record." This includes such things as standardized test results, class rank, extra-curricular activities, and evaluations. A log is to be kept with each student's temporary record, and every instance of dissemination of the information in this record is to be noted in the log. The temporary record of any student enrolled in school from now on is to be destroyed by the school five years after the student leaves.

Students, parents and guardians are to be notified when the student leaves the school that the temporary record will eventually be destroyed, and that they may receive copies of anything in the record before it is destroyed.

Release of Records to Non-Custodial Parents

The state regulations prohibit the release of student records to non-custodial parents without providing 21 days prior written notice to the parent with physical custody.

The physical custodian has 21 days to show that the non-custodial parent is not eligible to receive records.

If it is determined that records will be released to the non-custodial parent the school must remove all addresses from the documents.

Finally, the state regulations establish procedures whereby parents, guardians or eligible students may appeal a decision of the principal about the student record. The regulations also require that schools notify parents, guardians and students of the general provisions of the regulation within ninety days of their effective date, and at least once during every school year thereafter.

Submitted as notification to the parents, guardians and students of Somerville in accordance with state law.

Student Records Policy #JRA

In order to provide students with appropriate instruction and educational services, it is necessary for the school system to maintain extensive and sometimes personal information about them and their families. It is essential that pertinent information in these records be readily available to appropriate school personnel, be accessible to the student's parents or legal guardian and/or the student in accordance with law, and yet be guarded as confidential information.

The Superintendent will provide for the proper administration of student records in keeping with state and federal requirements, and shall obtain a copy of the state student records regulations (603 CMR 23.00). The temporary record of each student enrolled on or after June 2002 will be destroyed no later than seven years after the student transfers, graduates or withdraws from the School District. Written notice to the eligible student and his/her parent of the approximate date of destruction of the temporary record and their right to receive the information in whole or in part, shall be made at the time of such transfer, graduation, or withdrawal. The student's transcript may only be destroyed 60 years following his/her graduation, transfer, or withdrawal from the school system.

The Committee wishes to make clear that all individual student records of the school system are confidential. This extends to giving out individual addresses and telephone numbers.

SOURCE: MASC

Adopted: April 1996; Amended: December 2009

LEGAL REFS:

Family Educational Rights and Privacy Act of 1974,

P.L. 93-380, Amended

P.L. 103-382, 1994

M.G.L. 66:10 71:34A, B, D, E, H

Board of Education Student Record Regulations adopted 2/10/77, June 1995 as amended June 2002.

603 CMR: Dept. Of Education 23.00 through 23:12 also

Mass Dept. Of Education publication Student Records; Questions, Answers and Guidelines, Sept. 1995

CROSS REF: KDB, Public's Right to Know

For additional information, see Policy #JRA-R. Policies are available at www.somerville.k12.ma.us/policies.

Student Teacher Assistance Teams (STAT) – Policy #IGBF

Each elementary school has developed Student Teacher Assistance Teams (STAT). At each school, the team is chaired by the principal or designee. Where appropriate, each school's team will have at least one representative from regular education, special education, English language education, reading services and health services serving on the team. The final composition of the team will be determined by the principal and other appropriate administrators with final determination the responsibility of the principal.

The Student Teacher Assistance Team will meet at least once a month to give staff the opportunity to discuss the profile and/or performance of individual students without current Individual Education Plans (IEPs). The purpose of the STAT/SIT is to determine alternative strategies to improve learning with a follow-up meeting within four weeks to assess the progress of the child.

Approved: April 24, 1995; Revised: June 1, 2009; Revised: December 1, 2014

Please note that Somerville High School has a Student Support Team (SST).

Summer Programs

Research shows that students who do not participate in learning activities over the summer may experience a loss of learning. When they return to school in the fall, these students require a review of the previous year's material before they can begin to do work at their grade level. To prevent this loss of learning, Somerville Public Schools offers a variety of programs and services for students.

Summer Reading

Somerville students entering Grades 1-12 are encouraged to read over the summer, and are required to complete a book project early in the new school year. Summer reading lists provide suggested books for each grade level. Students do not have to read books from these lists; they are provided to help guide book selection for students who may not know what they want to read. Suggested summer reading lists are distributed to students at the end of the academic year. They can also be found on the District's website and in the local public library. Many local bookstores also have copies of the suggested reading lists and can provide recommendations on books for your child or teen.

Summer School

Somerville Public Schools has Summer School programs for both the elementary and high school students. Summer school is recommended to students who may be in danger of failing their school grade, allowing them to develop skills to make passing the grade possible. Elementary teachers recommend students for summer school based on the current assessment of students' areas of academic weakness. Summer School also helps students maintain and build on the skills that they have learned during their current school year, so as to be more successful in the next school year.

Students who are not meeting grade-level standards because they are also learning English will be encouraged to enroll in the Summer Program for English Language Learners (SPELL).

Elementary Summer School classes are taught by highly qualified teachers who design and deliver individualized, standards-linked content in a positive and encouraging setting. Every summer school teacher shares the same goal: ensuring all enrolled students meet their grade level standards by the end of Summer School. Elementary Summer School runs for 4 weeks, Monday through Friday from 7:30 a.m. to 1:00 p.m. starting in early July. High School Summer School is 5 weeks long, Monday through Friday from 8:00 a.m. to 12:20 p.m. starting in early July.

Breakfast and lunch are provided every day at no charge.

Adventure Summer Camp

<http://www.somerville.k12.ma.us/district-departments/somerville-community-schools/summer-and-vacation-camps>

Adventure Summer Camp is a full-day program that offers a variety of age-appropriate indoor and outdoor activities for students entering Kindergarten -6th grade (or under 13) in the fall. Students entering Grades 7-9 can participate in the Counselor-in-Training (CIT) Program. Adventure Summer Camp gives students the opportunity to participate in recreational, interactive, and educational activities. The CIT program incorporates both hands-on learning opportunities as well as leadership skills.

Collaborative Program for Student Success (CPSS)

This program focuses on offering a model orientation program that includes targeted academic support and enrichment programs and activities. The program is offered in a 3-week session over the summer and is designed for new Somerville High School students. The program is designed to provide students with the necessary orientation support, information and tools to successfully make the transition to high school, while at the same time helping students develop self-confidence through guided academic and college prep instruction. Along with targeted academic instruction, students also participate in a wide range of experiential learning opportunities outside of the classroom setting.

Full Circle / Next Wave Summer Program

The Full Circle / Next Wave Summer Program is led by Next Wave / Full Circle Teachers-Counselors and is designed for students currently enrolled in either Next Wave or Full Circle. The summer program mimics the Next Wave and Full Circle alternative program offered during the regular school year, and provides students with the opportunity to earn extra credits towards graduation while also preparing for success on MCAS. The program blends academic classes with small group work, social development and community building for a two-week period during the summer. The Full Circle / Next Wave Summer Program is offered toward the end of the summer to provide students with an early transition period back into the academic year, thus enhancing their likelihood of a successful academic year.

Additional Summer Activities

The SPS offer numerous summer learning and enrichment activities. These include: ELL, activities for incoming kindergartners, programs for youth who require special education services, SHS orientation programs, music and art programs.

Click on the Summer Programming link at <http://www.somerville.k12.ma.us/programs-departments> for a list of other summer camps, activities and programs.

Summer Meals Program

Free breakfast and lunch prepared by Somerville's award-winning Food and Nutrition Services Department is available throughout the summer for all youth under the age of 19. Information on dates and locations of the free Summer Meals Program is provided to families before the end of the school year, is posted at various locations throughout the City, and is available on the Food and Nutrition Services website: <http://www.somerville.k12.ma.us/district-departments/food-nutrition-services/summer-meals-program>.

Suspensions and Expulsions

Chapter 222 of the Acts of 2012

An Act Relative to Student Access to Educational Services and Exclusion from School

A. Discipline procedures: suspensions and expulsions

The new law:

- Amends G.L. c. 71 by adding a new section 37H½ that addresses all suspensions and expulsions for reasons other than those covered in section 37H (dangerous weapons, controlled substances, and assaults on education staff) and section 37H ½ (felony complaint);
- Under section 37H½, directs school decision makers at student disciplinary meetings or hearings to: 1) exercise discretion in deciding consequences for the student; 2) consider ways to reengage the student in the learning process; and 3) avoid using expulsion as a consequence until other remedies and consequences have been tried;
- Under section 37H½, requires that districts provide 1) written notice to the student and parent or guardian of the reasons for suspension or expulsion in English and the primary language spoken in the home of the student, and 2) the opportunity for the student to meet with the principal or headmaster to discuss the reasons for suspension or expulsion, before the suspension or expulsion takes effect. The principal or headmaster must make reasonable efforts to include the parent or guardian in the meeting with the student.
- Defines the process that school officials must follow under section 37H½ if the decision is made after the meeting to suspend or expel the student, including notice of the student's appeal rights, if applicable, and the appeal process;
- Limits the length of suspensions or expulsions under section 37H½ to 90 school days;
- Requires the principal or headmaster to notify the superintendent in writing of the out-of-school suspension of a student enrolled in kindergarten through grade 3, the alleged misconduct, and the reasons for out-of-school suspension, before the suspension takes effect;

B. Opportunity for students to make academic progress while suspended or expelled

The new law:

- Amends sections 37H and 37H½ to require districts and charter schools to continue to provide educational services to any student suspended or expelled under these sections;
- Requires principals and headmasters to create a "school-wide education service plan" for all students who are suspended or expelled for more than 10 consecutive school days, whether in or out of school, so that students have an opportunity to make academic progress. Education service plans may include, but are not limited to, tutoring, alternative placement, Saturday school, and online or distance learning;
- States that students who are suspended from school for 10 or fewer consecutive school days, whether in or out of school, must be provided an opportunity to make academic progress during the period of suspension, to make up assignments, and earn credits missed;
- Establishes that if a student moves to another district during a period of suspension or expulsion, the new district must either admit the student or provide educational services to the student during the period of suspension or exclusion;
- Provides for partial reimbursement under G.L. c 71B, § 5A, the circuit breaker provision, for the instructional costs of providing alternative educational services to suspended and expelled students. First payments will be made in fiscal year 2016, partially reimbursing eligible costs incurred in the 2014-15 school year.

Title IX / Chapter 22

For more information on Title IX/Chapter 622, please refer to the **Non-Discrimination** section in this guide.

Transfer

Intra-District Transfer – Policy #JFBA

All K through 8 students requesting a school transfer within the Somerville Public Schools are required to submit a school transfer application form to the Parent Information Center, 42 Prescott Street for approval. All requests will be subject to the available space provisions of the adopted and approved Student Assignment Plan.

Transfers will not be issued after November 1 of the academic year unless extenuating circumstances exist and it is in the best interest of the child and the schools.

Transfer applications for the upcoming school year will be accepted at the Parent Information Center beginning in January of the current school year.

Adopted: November 2009

Volunteering

Volunteers can make an important difference in the life of a student. We strive to match volunteers with students for a mutually rewarding experience. Consider volunteering with one of our schools to read with a student, tutor, help with a music lesson, assist a librarian, help with homework in an after school program and lots more. Before School, After School and periodic Saturday opportunities are also available. All volunteers are required to complete an application, including a C.O.R.I. check, and adhere to the *Volunteering in Somerville Public Schools Guidelines*. To find out more and to submit an online Volunteer Application, please visit our website: www.somerville.k12.ma.us/volunteer or contact the Volunteer Coordinator, 617-629-5475. Parents and Guardians may also obtain a Volunteer Application and C.O.R.I. form at their child's school.

Walking to School / Safe Routes to Schools

Aligning with Somerville's Shape Up Somerville, Climate Forward and Vision Zero Initiatives, the City aims to make sure all students have safe walking, biking and rolling routes to and from school.

Through a partnership with the Somerville Health Department and the Somerville Office of Strategic Planning and Community Development, Safe Routes to Schools maps are available. These maps highlight the locations of crossing guards, cross walks, and stop lights to help you and your student walk, bike, or roll to school. Check your child's school community page to download these maps.

General tips for safe, active commuting can be found at www.safekids.org/tip/pedestrian-safety-tips. Keep an eye out for "walk, ride and roll days" at your child's school.

Wellness Policy for Pre-K to 12 – Policy #EFD

POLICY:

Somerville Public Schools envisions that all students and staff are healthy, safe, supported, engaged, and challenged. SPS recognizes that physical, social, and emotional health are linked to academic achievement and college, career, and community readiness. Students learn better in healthy schools with healthy employees.

This policy is intended to (1) promote healthy lifestyles by establishing guidelines and placing an emphasis on District-wide programs and efforts designed to support overall student wellness, and (2) help address the national challenge of childhood obesity at a local level.

Definition of Wellness:

The definition of wellness long used by the National Wellness Institute is consistent with these tenets: *Wellness is an active process through which people become aware of, and make choices toward, a more successful existence.*

Guiding Principles:

SPS shall establish and maintain an infrastructure for management, oversight, implementation, communication and monitoring of the Wellness Policy and its established goals and objectives.

1. Students in SPS shall have access to healthy foods and drinkable water throughout the school day including access to the USDA's Child Nutrition Program.
2. All students in grades PK-12 shall receive standards-based health, nutrition, and physical education that provides students with learning experiences to develop the skills to live a healthy, well-rounded lifestyle.
3. All students in grades PK-12 shall have opportunities to be physically active.
4. SPS shall create and maintain healthy and safe physical environments that promote learning.
5. All students shall have access to strategies and supports to develop knowledge and skills for social-emotional health.
6. All students shall have access to health services to support students in chronic conditions management, first aid, and promote wellness through school based-nursing staff.

7. SPS is committed to establishing strong partnerships with students, employees, families, community members, and community organizations to ensure engagement and involvement between school and other settings to maximize the impact of wellness programming.

Lunch and Recess:

1. Schools will allow students to have sufficient time to eat lunch within the lunch period.
2. Principals are encouraged to provide recess before lunch for PK-8 students when possible.
3. Recess is an important activity in the school day for elementary school students. Studies have shown recess provides academic, social and physical benefits. Students should be given sufficient recess time to provide opportunities for social development in a safe environment and a chance to expend physical energy, thereby resulting in improved alertness in the classroom through a break in routine.
4. Recess should not be used to motivate or punish student unless there is a safety reason to do so.

District Wellness Procedures for ensuring that specific goals and objectives designed to meet all Guiding Principles outlined in this Wellness Policy shall be developed by the District Wellness Committee and reviewed/revised by said committee at least every three (3) years, and presented to the Superintendent for approval. The approved procedures shall serve as the basis for evaluating schools' and district departments' compliance with this Wellness Policy, to assess progress toward the district's wellness goals, and to inform any recommended Wellness Policy changes. The Wellness Committee will report back to the School Committee on an annual basis.

LEGAL REFS: Section 204 of the Healthy, Hunger-Free Kids Act of 2010 (the Act), Public Law 111-296, added Section 9A to the Richard B. Russell National School Lunch Act (NSLA) (42 U.S.C. 1758b), *Local School Wellness Policy Implementation*. The provisions set forth in Section 204 expand upon the previous local wellness policy requirement from the Child Nutrition and Special Supplemental Nutrition Program for Women, Infants and Children (WIC) Reauthorization Act of 2004 (Public Law 108-265).

Adoption Date: March 6, 2006 Revised: November 27, 2007

Date Approved by School Committee: December 17, 2007

Revised: August 2009

Revised: May 2013

Revised: December 2018

PROCEDURES

I. Wellness Policy Implementation, Monitoring, Accountability and Community Engagement

Goal/Objective: At least once every three years, the district will evaluate compliance, strength of policy, and progress toward goals.

- a. Under the direction of the Superintendent's designee a District Wellness Committee will be established and convened annually for the purpose of evaluating policy adherence, and regularly as required by Section 204 of the Healthy, Hunger-Free Kids Act of 2010 to discuss possible improvement efforts in the area of student and staff wellness.
- b. Schools are encouraged to convene a wellness team to support wellness initiatives at their school.
- c. Every effort will be made to ensure that representation on the District Wellness Committee includes the Somerville School Committee, Parent Teachers Association (PTA), School Councils, School Health division of the Health Department, Physical Education Department, School Food and Nutrition Services Department, Somerville Community Schools Program, Superintendent's Office, Somerville Teachers' Union, community health agencies, student(s), parents/guardians, and school principals or their designees. Representation may occur through subcommittee work supporting district wellness. The District will utilize various methods of outreach throughout the year to encourage participation on this committee.
- d. Prior to the end of the school year, this committee will develop recommendations to update/change this policy based on discussions and committee input during committee meetings conducted throughout the year.
- e. The Superintendent's designee will develop information for discussion about the Wellness Policy at an Administrative Team Meeting and for School Committee Review during the next school year regarding possible policy changes and a final version of the policy will be shared publicly.

II. Nutrition

Goal/Objective: The district aims to teach, model, encourage, and support healthy eating to help all students develop healthy lifestyle practices.

1. School Meals

- a. The Somerville Food and Nutrition Services Director (FNSD) shall ensure that meals and snacks offered by the district's food service program meet all legal requirements for participation in the National School Lunch and School Breakfast Programs.

All SPS are committed to offering school meals that are accessible to all students, are appealing and attractive to children, and are served in clean settings.

- b. The FNSD will offer fresh fruit as a component of the meal choices every day at school breakfast and fresh fruit and vegetables as a component of the meal choices every day at school lunch.
- c. The FNSD will continue to work on improving the nutritional quality and student acceptance of school meals by developing new recipes, giving students as many choices as possible, focusing on food presentation, and giving students opportunities to sample new foods.
- d. The FNSD will work to support regional agriculture and the consumption of fruits and vegetables through the inclusion of locally grown produce in school meals.
- e. Schools will allow sufficient, age-appropriate time for students to eat meals within the designated period.
- f. Schools will ensure water is made available and accessible to all students during meals and during the school day without charge.

2. Staff Qualifications & Professional Development

- a. The FNSD will offer health education training annually to all school food service staff.

3. Competitive Foods & Beverages

- a. Items sold by the FNSD through the A La Carte program at Somerville High School will meet the guidelines established by the “Act Relative to School Nutrition” signed into law on July 30, 2012 which established standards for competitive foods and beverages sold or provided in public schools during the school day.

4. Celebrations, Rewards and Snacks

- a. Teachers and parents/guardians will be given a list of recommended classroom snack foods and beverages, developed and disseminated by the Somerville Food and Nutrition Services Department in September. This list will meet the standards put forth by the “Act Relative to School Nutrition” signed into law on July 30, 2012. <http://www.somerville.k12.ma.us/district-departments/food-nutrition-services/healthy-snack-guidelines>
- b. Parents/guardians are encouraged to support the District’s nutrition education efforts by considering nutritional quality when selecting any snacks that they may donate for occasional class parties. Parents/guardians are encouraged to support these standards in the home environment.
- c. All food items brought into the schools are required to contain nutritional content information. Non-prepackaged food items are also required to contain food preparation information including where the food was prepared, a list of ingredients used in preparation of the food item, known allergens that may be included among the ingredients, and the following statement if applicable: *“Produced in a kitchen where nuts, tree nuts, or other allergy-producing products may have been present.”*
- d. School staff will not use food or candy as a reward for children’s accomplishments involving attendance, behavior, or academic performance.

5. Fundraising

- a. Students, staff and volunteers are strongly encouraged to consider fun, healthy fundraising options. Fundraisers conducted during regular school hours should encourage and promote good health habits.
- b. Schools are encouraged to hold non-food fundraisers.
- c. School fundraisers where food is sold will only be offered after school meals are over.
- d. School fundraisers where food is sold are encouraged to select foods from the list of our recommended snack foods and beverages or the Guide for Smart Snacks In Schools.
http://www.somerville.k12.ma.us/sites/default/files/Healthy%20Snack%20Ideas_0.pdf
https://fns-prod.azureedge.net/sites/default/files/tn/508_USDASmartSnacks_508_82218.pdf

6. Nutrition Promotion

- a. All school staff will promote a school environment supportive of healthy eating.

7. Nutrition Education

- a. Nutrition education will be offered to all pre-K-8 students when possible.

8. Essential Healthy Eating & Physical Activity Topics in Health Education

- a. The District will outline comprehensive health topics in each K-8 grade in the Somerville Public Schools District Curriculum Guide. In Grades 9-12, topics will be outlined in Health and Physical Education Courses.

9. After-School Programs

- a. The Somerville Food and Nutrition Services Department, pending grant or in-kind funding, will provide nutritious snacks for after-school programs on school sites, using the after-school snack guidelines established under the National School Lunch Program.
- b. Any snack served by community-based after school programs that receive school department funding will meet the guidelines outlined in this policy.
- c. Parents/guardians will be strongly encouraged to provide nutritious snacks for their children in an after-school program.
- d. Health and wellness professional development will be provided to afterschool staff annually.
- e. Candy and other foods that do not meet District nutrition guidelines will not be used as an incentive or reward during in-school or out-of-school-time programming.

III. Physical Activity

Goal/Objective: To provide students with opportunities for quality physical education and daily physical activity before, during and after school in order to learn the understanding and benefits of the short and long-term benefits of a physically active and healthy lifestyle.

1. Physical Education

- a. Physical Education will be a required subject in all grades.
- b. All Somerville Physical Education teachers will be certified as is consistent with federal and state laws.
- c. Fitness testing will be incorporated into Physical Education services at all schools.

2. Recess

- a. Recess is an important activity in the school day for elementary school students. Studies have shown recess provides academic, social and physical benefits. Students should be given sufficient recess time to provide age-appropriate opportunities for social development in a safe environment and a chance to expend physical energy, thereby resulting in improved alertness in the classroom through a break in routine.
- b. Recess should not be used to motivate or punish students unless there is a safety reason to do so.
- c. Principals are encouraged to provide recess before lunch for Prek-8 students when possible.
- d. Outdoor recess should take place unless the temperature, including the wind chill, is below 15 or if the heat index (temperature plus humidity) is above 97 or if conditions are deemed unsuitable or unsafe due to rain, snow, sleet or ice.
<http://www.c-uphd.org/documents/wellness/weatherwatch.pdf>

3. Classroom Physical Activity Breaks & Active Academics

- a. Classroom teachers will be encouraged and supported in their efforts to incorporate movement as part of the classroom activities and provide short physical activity breaks between lessons and classes. <http://www.somerville.k12.ma.us/district-departments/health-and-physical-education/movement-mindfulness>

4. Before & After School Activities

- a. Physical activity, outdoors whenever possible (see guidelines under III.2.d), will be incorporated as a consistent practice throughout the District in the afterschool program.

5. Active Transport

- a. Schools will be encouraged to participate in the Safe Routes to Schools program and promote walking, biking and “actively commuting” to and from school. <https://www.massdot.state.ma.us/saferoutestoschool/RegisterYourEvent.aspx>

IV. Other Activities that Promote Student Wellness

Goal/Objective: The district will coordinate and encourage initiatives and school-based activities that are designed to promote student well-being, optimal development, strong educational outcomes and staff health and wellness.

1. Community Partnerships

- a. Schools will participate in programs that support food security such as the Backpack Program and be encouraged to expand programming as needed.

2. Screen Time

- a. The district will provide information about the potentially harmful effects of screen time based on current research and best practices.

3. Staff Wellness and Health Promotion

- a. The District will promote staff member participation in health promotion programs and will support programs for staff members that are accessible and free or low-cost.

4. Professional Learning

- a. When feasible, the district will offer annual professional learning opportunities and resources for staff to increase knowledge and skills about promoting healthy behaviors in the classroom and the school.

5. School Health Data Reporting

- a. Height and weight data will be collected annually on all children in Grades 1, 4, 7 and 10, as required by Massachusetts, during physical education classes when mandated by grants and/or the Commonwealth of Massachusetts. Results will be made available to families upon request. This information is confidential information consistent with the Family Educational Rights and Privacy Act (FERPA) and to the maximum extent possible under the law.
- b. School & City officials will meet to review YRBS data

6. Sustainability

- a. The District will work with other city departments to strengthen efforts to support recycling and composting in schools

7. Social Emotional Learning

- a. All pre-K-8 teachers will implement the Second Step curriculum
- b. Schools will receive ongoing professional development around Social Emotional Learning

Adoption Date: March 6, 2006 Revised: November 27, 2007

Date Approved by School Committee: December 17, 2007

Revised: August 2009

Revised: May 2013

Revised: January 2019

Release of Student Directory Information Form

The district may release student "directory information" without written consent, unless you have indicated by checking the box below and returning this form to your child's school that you do not want the information released. Directory information is information that is generally not considered harmful or an invasion of privacy if released. Its primary purpose is to allow the district to include this type of information in certain school publications, such as a yearbook, newsletter, playbill, or honor roll. The SPS has designated the following as "directory information" for the purposes of 603 CMR 23.07(4)(a): a student's name, address, telephone listing, date of birth, major field of study, dates of attendance, weight and height of members of athletic teams, class, participation in officially recognized activities and sports, degrees, honors and awards, and post-high school plans. Unless you indicate otherwise, the district may release directory information under limited circumstances. The district reserves the right to withhold any information if the district believes it is in the best interest of our students. However, the district will disclose information as required by law.

Please check the box below if you do not wish the district to release your student's directory information, and return this signed form to your child's school.

☐ I DO NOT want my child's directory information released. By selecting this option, I understand that my child's name and/or photograph will NOT be included in the yearbook, newsletters, programs, and other district and school publications; and directory information will NOT be released to partner organizations who may provide services to students.

Name of Student: (last) _____ (first) _____

School: _____ Grade: _____

Name of parent/guardian: (last) _____ (first) _____

Address: _____ Relationship to Student: _____

Signature of Parent/Legal Guardian: _____ Date: _____