



A Handbook for Students And Their Families 2021-2022

This publication summarizes many laws, policies, regulations, and practices that are important to the Plymouth Public Schools. It is not intended to be a complete directory of all the laws and policies relating to staff. Federal and state laws, PPS policies, regulations, and practices at the system-wide and school building levels are subject to change.

The Plymouth Public Schools does not discriminate on the basis of race, color, religious creed, national origin, sex, gender identity, sexual orientation, genetic information, ancestry, status as a veteran or U.S. uniformed military service member, disability, or age in admission to, treatment in, or employment in its services, programs, and activities.

The Plymouth Public Schools reserves the right to interpret, amend, or revoke any portion of this handbook at any time, with or without notice.

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Message from the School Administration and the School Committee

Dear Parents, Guardians, and Students:

The Administrators, Teachers, and Staff of the Plymouth Public Schools are pleased to welcome you. We are looking forward to working with you, our students, and their families. Our goal is to help each student reach the high standards that have been established by our schools.

This **Handbook for Students and Their Families** will aid our students and their families as we work together to provide high-quality educational programs for all of our students. The handbook contains important information about our schools and can serve as a valuable reference for you. Please read the handbook and save it. You will want to use it for reference throughout the school year.

The **Handbook for Students and Their Families** is important because:

It explains many of the policies and procedures that affect students.

- **Code of Conduct** explains how students should behave toward their teachers and their classmates and what happens when students do not meet these expectations.
- It describes the many ways that families can support their child's learning both at school and at home.
- It describes the rights of students and their families, for example:
 - ✚ the right to be treated equally regardless of race or disability,
 - ✚ the right to privacy regarding student records and
 - ✚ it also advises parents and students about what to do if they think their rights have been violated.
- It gives helpful information on many topics including school cancellation, student transportation, attendance procedures, health services, and much more.
- It has helpful tools such as the Directory of the Plymouth Public Schools (inside front cover), a checklist for solving problems, educational resources for students and families, and the school year calendar (inside back cover).

All of our policies and procedures have only one goal, which is to help every student to achieve high academic standards in a safe, respectful, and positive learning environment. Together, we can achieve that goal.

The Plymouth Public Schools' Vision Statement

The Plymouth Public Schools will be recognized nationally as an outstanding school district. Our goal is to graduate confident, critical thinkers, productive and creative lifelong learners, and socially responsible, engaged citizens capable of adapting to change in a technologically advanced and multicultural society.

Mission Statement

In partnership with parents and the community, the Plymouth Public Schools is committed to providing a comprehensive educational experience that is high quality, challenging, and enables each student to develop and maximize individual potential. Our schools foster a positive and collaborative environment, encourage, affirm academic achievement, personal excellence, and inspire all students to make a positive contribution to society.

Core Beliefs

We believe that every student should become a (an):

- Effective Communicator
- Independent Thinker
- Problem Solver
- Responsible Citizen
- Self-Directed, Life-Long Learner
- Valuable Collaborator

Cancellation of Schools

Please do not call the Police Department, Fire Department, School Department, or radio/television stations.

"No School, All Schools, All Day" announcements are made on:

- Radio Stations: WPLM (99.1 FM), WBZ (1030 AM), WATD (95.9 FM), WRKO (680 AM), WQRC (99.9 FM)
- Television Stations: Channels 4, 5, 7, and 25 will be notified no later than 6:00 A.M.
- Automated Telephone Notification Service (if operational)
- District website – www.plymouth.k12.ma.us
- Official District Social Media Sites(www.facebook.com/PlymouthPublicSchoolsMA; Twitter @PlymouthSch and Instagram @plymouthpublicschools)

Other "No School" announcements

In some instances, cancellations may be by:

- The school (s) within the school system
- Grade(s) within the school system
- Half-day (or another part-time period)

The announcements for these situations will specifically state the school(s) and/or grade(s), and the type of cancellation.

Delayed Opening

- The school(s) of the school system so affected will be specifically noted.
- The delay will be specifically stated.
- school buses will be delayed in accordance with the delayed opening (for a two-hour delayed opening, the buses will pick up the students two hours later than the normal pick-up time).
- When there is a delayed opening, the morning Kindergarten sessions shall be canceled for that day.
- Dismissals on a delayed opening day will be at the regularly scheduled times. During the delay on the delayed opening day, the weather and other conditions will be re-examined to determine if school should be in session on that day. Parents/guardians should continue to monitor appropriate radio stations for a possible change to the closing of schools for the day.

Parents/Guardians, Please Note

All decisions relative to this issue are made with the safety and well-being of all students foremost in our minds. However, due to the size and geographical differences of the area covered by our school system, you may feel that conditions in your area are not sufficiently safe to send your child to school on the day in question. Therefore, on days of questionable weather conditions when school is in session, parents/guardians are advised to use their discretion as to whether or not to send their children to school on that day (this would be considered an unexcused absence).

Family-School Partnership

Family involvement plays a key role in helping students succeed in school and in building a sense of pride in the school community. The Plymouth Public Schools (PPS) is committed to building strong partnerships among home, school, and community.

Here are some examples of activities that schools offer to engage families in student learning:

- individual parent-teacher conferences
- special events, such as Math and Literacy Nights
- opportunities to volunteer in classrooms, fundraising activities, and fun events
- opportunities to attend and participate in School Council and other Parent School Organizations

School Councils

At each public elementary, secondary, and independent vocational school within the district there shall be a school council consisting of the school principal, who shall co-chair the council; parents of students attending the school who shall be selected by the parents of students attending such school who will be chosen in elections held by the local recognized parent-teacher organization under the direction of the principal.

Parents shall have parity with professional personnel on the school councils; teachers who shall be selected by the teachers in such a school; other persons, not parents or teachers of students at the school, and for schools containing any of the grades nine to twelve, at least one such student; provided, however, that not more than fifty percent of the council shall be non-school members.

The responsibility of the School Council is to assist the principal in:

- Adopting educational goals for the school that are consistent with
- local educational policies and statewide student performance standards
- Identifying the educational needs of students attending the school
- Reviewing the annual school building budget
- Formulating a school improvement plan

It is expected that for any school that contains grades nine through twelve, the Council shall review the student handbook each spring to consider changes in disciplinary policy to take effect for the following school year.

Other Groups for Parents

In addition to the School Council, the Plymouth Public Schools has groups for parents whose children have disabilities (Special Needs Parent Advisory Council) and whose children receive Title I services. In addition, many of our schools have a PTA or HSA. These groups provide valuable resources and opportunities for children and families. We urge parents to become involved in both district-wide and school-based organizations. Contact your school and/or visit www.plymouth.k12.ma.us for information.



Please note: Reference in this handbook to the principal refers to the principal and/or his/her designee except in cases where specific statutes state otherwise.

Registration Process

Every student must have a completed Student Registration form to attend school along with:

Evidence of Immunization:

- 1) MA Department of Public Health regulations requires students to be vaccinated against polio, diphtheria, tetanus, pertussis, measles, mumps, rubella, hepatitis B, and varicella. The MA Department of Public Health updates and distributes every year the most current childhood immunization recommendations and school requirements. (See MA Department of Public Health website http://www.mass.gov/dph/cdc/epii/imm/guidelines_sched/chiimm.pdf.) The school nurse will review your student's immunizations and health history at the time of registration. These immunizations are required for entry unless the parent/guardian wishes to seek an exemption because of medical or religious reasons.
- 2) Proof of age for the student. A birth certificate or other similar document is sufficient. Residency Verification
- 3) Contact information for a previous non-Plymouth Public School attended (if applicable).
- 4) Please see the Student Registration page on the Plymouth Public Schools website, www.plymouth.k12.ma.us, for all other necessary forms and enrollment information.

Students should be registered at their neighborhood school as early as possible. Most schools will hold informational meetings to provide information and guided tours of the school building. Please contact your neighborhood school for more information.

Families registering for the Plymouth Public Schools or submitting a change of address must demonstrate Plymouth residency by presenting one document from each of three categories in the following table: **All applicants must present at least one document from each column (A, B, and C) below. No document may be used twice as verification.**

A. Verification of Plymouth Address & School District	B. Verification of Current Residency At This Address	C. Verification of Identity
<p><i>Dated within the past 60 days:</i></p> <ul style="list-style-type: none"> • Letter from an approved government agency • Payroll Stub • Bank or credit card statement • Copy of Deed <u>OR</u> record of the most recent mortgage payment. • Copy of Lease <u>AND</u> record of most recent rent payment. • A legal affidavit from property owner affirming tenancy <u>AND</u> record of most recent rent payment. • Section 8 Agreement 	<p>A utility bill or work order dated within the past 60 days, including:</p> <ul style="list-style-type: none"> • Gas bill • Oil bill • Electric bill • Home telephone bill • Cable bill 	<p>Valid driver's license</p> <p>Current vehicle registration</p> <p>Valid Massachusetts photo identification card</p> <p>Valid passport</p> <p><i>Dated within the past year:</i></p> <ul style="list-style-type: none"> • W-2 Form • Excise (vehicle tax bill) • Property tax bill <p><i>Dated within the past 60 days:</i></p> <ul style="list-style-type: none"> • Letter from an approved government agency • Payroll stub • Bank or credit card statement

A Problem-Solving Checklist

If you have a school-related problem, we want to help solve it. For the fastest resolution to your problem, please call the individuals or offices *in the order listed below*.

Issues Affecting Your Child's Learning

Teacher(s)
Guidance Counselor/Adjustment Counselor/School Psychologist School
Administrator(s) or Curriculum Coordinator(s)
Assistant Superintendent for Administration and Instruction

General School Issues

School Administrator(s)
Assistant Superintendent for Administration and Instruction
Superintendent

Discipline/Safety

Teacher
School Administrator(s)
Superintendent's Office

Transportation

Routing or location of bus stops
First Student Bus Company at 508-830-4144
Business Manager at 508-830-4300
Conduct on board buses – School Administrator(s)
Transportation/Parking Fees – School Secretary
Special Education Transportation – Special Education Office 508-830-4343

Special Education Issues

Teacher/Special Educator
School Team Chairperson/Department Head Elementary
Department Head, 508-830-4320
Director of Special Education, 508-830-4343

Attendance

In addition to meeting academic requirements, students/parent/guardian must meet state laws (MGL Chapter 76 Section 2 <http://www.mass.gov/legis/laws/mgl/76-2.htm>) and Plymouth Public Schools' requirements for school attendance. Excellent attendance and school success go hand in hand. The more often a student is absent even if the absence is unavoidable - the harder it is for the student to keep up with the class. Students with good attendance are more likely to be academically successful in school. Students must bring in a note for each absence from school. The note must include the date(s) absent, the reason for the absence, a phone number for the parent or guardian, and the parent or guardian's signature. Please see the appropriate grade level appendices for more specific procedures. Students are expected to be on time for school. Below is a chart that lists the official starting and ending times of our school days. Students arriving after these starting times will be considered tardy to school.

SCHOOLS	DOORS OPEN FOR STUDENTS	SCHOOL DAY BEGINS	SCHOOL DAY ENDS	BEGIN DISMISSAL	END DISMISSAL	HALF-DAY DISMISSAL
High School 9-12	7:05	7:20	2:00	2:00	2:05	11:05
Middle 6-8	8:02	8:12	2:40	2:40	2:48	11:55
Elementary K-5	8:50	9:05	3:20	3:25	3:35	1:05
Preschool		9:15	11:45	AM Session		

Excused Absences

Excused absences may include:

- an illness or injury that prevents the student from attending school. The illness or injury must be verified by a physician (parents/guardians have up to 5 days to send in a physician's note)
- a death in the immediate family (parent, sibling, grandparent, aunt, uncle, cousin) or other significant personal or family crisis
- suspension from school
- court appearances
- school-sponsored field trips
- medical or psychological tests during the school day. The parent must show evidence (such as a note from the health center) that the tests could not be scheduled after school
- religious holidays
- Juniors and seniors will be allowed three (3) documented college visits each year

What Is an Unexcused Absence?

Some parents think that any absence will be excused as long as the parent sends a note. *This is not true.* Here are a few examples of unexcused absences—even if the parent sends a note:

- repetitive and chronic absence due to illness or injury. In these cases, for the absence to be excused, the parent must submit a letter from a physician – within five (5) school days of the absence – verifying that the student was too sick or injured to go to school.
- the student needed to babysit
- cutting class
- family vacation
- extension of a religious or cultural holiday beyond the designated day or days on the school calendar
- attending driver's education classes for road practice during the school day
- Students are responsible for making up the work they missed when they were absent.

Attendance Supervisor

Coordinating with school-based staff, the Plymouth Public School Supervisor of Attendance investigates attendance problems primarily outside the school environment. The supervisor works in the community, visits homes, and counsels students and their families. When necessary, the Supervisor of Attendance files and represents chronic cases in the Plymouth Juvenile Court.

Responsibility for Personal Property/Electronic Devices

Students are responsible for the care of all personal property. The use of any personal electronic device is not permitted during school hours. Electronic devices may include, but are not limited to, CD or MP3 players, camera, iPods, cell phones (including photos/videos and all other applications), or video games. Any disturbance (including distribution of media) caused by these devices could result in disciplinary action. School officials are not responsible for the loss or damage of such equipment. Due to safety concerns, laser pens are not permitted on buses or in school at any time and will result in confiscation and may result in further disciplinary action. Devices will only be returned to the parent/guardian. A teacher, coach, or administrator may authorize an exception to the above if the electronic device is to be used for educational purposes or during a bus ride to or from an event or field trip. The electronic device may be used only under the direct supervision of the staff member who authorizes its use. The school does not have insurance that would cover theft or loss of personal property. This statement is inclusive of personal materials brought into school, on school grounds, on the school bus, or school-related activities (e.g., field trips).

At the high school level, personal electronic devices may be in the possession of students during the school day. For educational purposes, a school staff member may allow usage of the electronic device in their classroom or instructional area at any time. The use of devices is allowed in certain common areas (i.e. cafeteria, halls, etc.). It is the students' responsibility to make themselves aware of where these areas exist within their building. Students need to remember that any disturbance (including distribution of media, cheating, inappropriate use of social media, etc.) caused by these devices could result in disciplinary action. School officials are not responsible for loss, theft, or damage to such equipment. Due to safety concerns, laser pens are not permitted on buses or in school at any time and will result in confiscation and may result in further disciplinary action. Devices will only be returned to students on the first offense and the parent/guardian with any subsequent offenses.

Care of School Property

Students are responsible for the care of all school property (including lockers) issued and must pay for damaged or lost school property.

Students must take extreme care with personal items/cash and are encouraged to leave expensive personal items and/or large amounts of money at home. The school will not assume liability in the event of such loss.

Field Trips

Field trips are taken to enrich learning experiences. Students desiring to go on a field trip must supply written parent/guardian consent prior to the scheduled trip date and are subject to school rules and regulations while on the field trip. Students attending overnight field trips are subject to search of baggage and personal belongings.

Food in Classrooms Policy

The Plymouth Public Schools (PPS) recognizes the increasing prevalence of life-threatening allergies (LTA's) in students and the high percentage of students who are overweight in our schools as indicated in the district's *Annual Student Health Statistics (2007-2010)*. This policy intends to assure the safety of students with LTA's and to promote wellness and healthy eating habits in students during the school day. The school day is defined as the hours of the day that students attend school for their education program. This policy does not pertain to food brought in by students for personal consumption during established school snack times. Please see Plymouth Public Schools Policy 6.2, *Food in Classrooms*. If your child has food allergies, please be sure to notify your child's teacher and school nurse.

Food Services

Plymouth Public Schools offers a daily lunch for all students in grades K-12. Students can purchase lunch daily or students have the option of purchasing lunches in advance at a reduced rate. For menu information and pricing, please refer to our website listed below. In addition, school lunch information can be found in our local newspapers. Some schools offer a breakfast program. Contact your school for availability. A student may be entitled to free or reduced-price lunches based on a family's income. Applications are available throughout the school year at your school or at <http://www.plymouth.k12.ma.us/FamilySupportResources/LunchProgram/tabid/463/Default.aspx>

Fundraising Activities

The sponsor, including all parent organizations, must complete a "request for fundraising" form and submit the form to the building principal. The building principal and superintendent or his/her designee will approve or disapprove all fundraising requests. The School Committee will be notified of all fundraising activities approved by the building principal and superintendent or his/her designee.

It must be understood that no fundraising activity is to interfere with the educational instruction of the children. All activities are to be considered for their educational value and be void of any commercial overtones. **NOTE**; See Policy 9.1 *Fundraising Activities*.



No Door-To-Door Sales Or Solicitations Will Be Conducted By Any Students.

Health Services

Health services are provided by registered nurses who are assisted in some offices by health aides. All health services staff maintain certification in CPR and First Aid. A nurse leader supervises district-wide health office activities and ensures compliance with regulatory standards set by the Massachusetts Departments of Public Health (DPH) and Elementary and Secondary Education (DESE). A school physician/consultant serves as an advisor to the health office staff. Our school nurses hold additional certification as a school nurse by the Department of Education. Please help the school nurse care for your child by:

- updating the phone numbers on your child's emergency card so the school can always reach you
- letting the nurse know if your child has any chronic or acute illnesses
- communicating with the nurse directly if medication, health needs change or if they have been exposed to a communicable disease

- letting the nurse know if there is an event at home or in the family that may impact your child at school such as the death of a beloved pet, serious illness, or death of a family member
- Please keep your child home from school if he/she has a temperature of 100 degrees, or above
- vomiting, diarrhea
- strep infections of any kind, ringworm, conjunctivitis, or impetigo. These are all contagious infections and must be treated with medication for at least 24 hours before returning to school
- rash of unknown origin—this may indicate many different things and should be checked by your healthcare provider
- pain should be taken seriously, especially in young children. Earaches, toothaches, and headaches should be evaluated
- not been fever-free for 24 hours without medication

If you have any questions, please call your school nurse and/or check with your healthcare provider. We invite you to visit School Health Services at www.plymouth.k12.ma.us.com for more information and other health-related links.

Student Accident Insurance

The School Department provides school-time Student Accident Insurance coverage for all students attending Plymouth Public Schools. Student Accident coverage compensates for covered accident expenses resulting from participation in school supervised and sponsored activities. The School Department coverage also includes those students who are participating in extracurricular activities, interscholastic sports, and intramural athletic events. Parents/guardians may wish to consider purchasing additional 24/7 accident coverage available from the district's insurance vendor. Applications are available each school year at the Principal's Office of each building.

Health Insurance

The Commonwealth of Massachusetts now requires all residents to have health insurance. If your child is without health insurance, Massachusetts has several plans that will provide uninsured children and families with affordable health care (restrictions may apply). If your child is without a healthcare provider, the school nurse can assist you. Please see your school nurse for more details

Illness and First Aid

Assessment of student illness or injury occurring during school hours is a significant part of school health services. Care is provided as needed in the health office of each school building. The school will make every effort to reach the parent/guardian or emergency contact person named on the student's emergency card to notify them of any significant injuries or signs of illness that may require further observation, intervention, or follow-up with the student's health care provider. In the event of a medical emergency, local emergency medical services/ambulance may be activated. If a student is taken to the hospital, a school employee will stay with the student until the parent/guardian arrives. Automated External Defibrillators (AED) are available in public areas of every school building and are accessible to the general public in the event of a cardiac emergency in the building when school is not in session. Please look for them when you visit your child's school. You may help save a life!

Screenings

Screenings are conducted by health services staff according to the Massachusetts Department of Public Health regulations.* If a student fails a screening, a parent/guardian notification letter is sent home requesting follow-up by the student's health care provider. Screenings are typically conducted early in the school year or upon request. If you do not want your child to be screened for any or all mandatory screenings, please request in writing and give it to your student's school nurse. A current physical exam must be on file in lieu of annual screenings.

Growth: Height and weight measurements are taken annually on students in grades 1, 4, 7, and 10. Body Mass Index (BMI) is calculated for each child as part of the screening process. Vision and Hearing: Performed annually on students in grades pre-K to 5 and in grades 7 and 10. Postural & Scoliosis: Performed annually on students in grades 5 through 9.

Screening, Brief Intervention, and Referral to Treatment (SBIRT) Screenings are done annually for students in grades 7 and 9. Parents/guardians/students can opt out of SBIRT Screenings.

Physical Exams

- A physical exam is required upon entry for all students one year prior to school entry or within 30 days after school entry. An updated physical exam is required again in grades 3, 6, and 9.
- A current annual sports physical is required for participation in all school-sponsored athletic activities.

Please keep in mind that many health care providers need at least two weeks to copy records, particularly during the summer months.

Athletic and routine physical exam forms are available in the nurse's office and online at www.plymouth.k12.ma.us in the School Health Services section.

The Role of the School Nurse

The role of the professional school nurse is to facilitate health and wellness so each student has the opportunity for academic success. Responsibilities in this setting include the following:

Development of an Individualized Health Care Plan (IHCP)

Please talk with the school nurse if your student has a specialized medical need or diagnosis, which must be assessed, managed, and monitored during school hours such as asthma, a life-threatening allergy, diabetes, or seizure disorder.

The nurse will meet with the parent/guardian to review medical information, health care provider's orders, and current evidence-based practice. The IHCP is then reviewed and signed by the parent and physician (if necessary) and shared with appropriate school staff to ensure optimal integration of your child's health needs into the school setting.

Medication Administration

The school nurse will work with you and your child to ensure medications prescribed for administration during school hours are taken as directed. All prescription and over-the-counter medications (e.g. Tylenol, Advil, eye drops) are administered during school hours only by the registered nurse and when

a current physician order and the parent/guardian consent are on file in the nurse's office. Medications are dispensed from the nurse's office only. There are, however, special situations defined by state law, such as: for a field trip when the school nurse can delegate a prescription medication to the student's teacher when the parent/guardian agrees and after a 1:1 training with the school nurse and teacher has taken place; when a student may carry and administer his/her own medication (self-administration) due to a specific medical need such as asthma, diabetes, cystic fibrosis, and life-threatening allergy. Self-administration may also be determined by the school nurse and parent for other medications in accordance with the district's medication policy.

For All Medications:

The parent/guardian must bring all medications (no more than a 30-day supply) into the health office to discuss medication administration specifics and complete consent forms.

- Once the consents have been completed, replacement medication may be delivered by the parent/guardian or another responsible adult
- Do not send medications into school with your child
- Medications must be in the original labeled pharmacy container, not a plastic bag
- Always let the school nurse know if the doctor has added or changed medication or the amount of medication the child is taking

Please ask your school nurse about medication administration and our policies; for more details, visit <https://www.plymouth.k12.ma.us/Domain/1910>.

Communicable Disease Control

According to Massachusetts state law, students must be properly immunized before they enter school. The Plymouth Public Schools require immunizations to be up to date for entry into school and up to date as per the Massachusetts Department of Public Health immunization standards. Parents/guardians are responsible for keeping immunizations current and informing the school nurse when their child has received additional immunizations.

For a complete listing of immunization requirements for each grade, please ask your school nurse or visit: <https://www.plymouth.k12.ma.us/Page/719>. Monitoring of infections and other diseases are important functions of the school nurse. The school nurse works with parents, administrators, school staff, and health care providers, local and regional Boards of Health, and other professionals to maintain a healthful environment. Upon recommendation by the school nurse to the building principal, students may be excluded from school if immunizations are not up to date or if a student has a communicable disease to prevent transmission of the disease in the school. For example, if there is a chickenpox outbreak at school and your child does not have documentation of having had either chickenpox or the chickenpox vaccine, your child will not be allowed to go to school for a length of time specified by the MA Department of Public Health.

Concussions / Head Injuries

Massachusetts passed concussion regulations in 2011, which mandate middle and high schools to have policies and procedures in the prevention, management, and return to academic and athletic activities for students who sustain a concussion. The purpose of these regulations is to facilitate students' recovery from a concussion and to prevent further injury that can occur if a student returns to academic and athletic activities before the concussion resolves. Medical evaluation and clearance are required for all students suspected of having a concussion prior to returning to academic or

athletic activities. Students with concussions may require temporary academic accommodations. If your child is having difficulty in school following a concussion, contact your health care provider immediately, and inform your school nurse. For more details and to access forms related to concussions, visit www.plymouth.k12.ma.us and go to the School Health Services link and then to Family Resources/Forms.

Health Records

An individual health record (paper and computerized) is maintained for each student throughout his/her school career. The record contains medical information submitted to the nurse, such as physical exams, immunization records, and health history completed by the parent/guardian when the student entered the school system. Screening and visits to the health office during school hours are recorded. Parents/guardians are asked to communicate student health concerns and medical reports to the school nurse. Access to this record is restricted to school health office staff and other school staff on a need-to-know basis only, as determined by the school nurse. Parents/guardians may have access to the health record upon request.

The health record is transferred with the academic record when the student moves to another school or district. Graduating seniors are given their health records at the time of graduation, or the parent/guardian may pick up the record. Unclaimed health records are maintained at the school for a maximum of seven years after the student leaves the system.

Other Special Nursing Services

Services for Pregnant Students

A student's marital, maternal, or parental status shall not affect that student's rights and privileges to receive a public education or to take part in any extracurricular activity offered by the school. Pregnant students are encouraged to continue in school in all instances. The rights and privileges of the expectant mother to receive a public education shall not be affected. Nor shall the student's right to participate in any extracurricular activity offered by the school be affected unless the said activity is deemed hazardous to the health of the expectant mother or unborn child.

Personal Dress/Appearance

The Plymouth School District encourages students to dress for school in an appropriate manner, which reflects good grooming, self-confidence, and respect for the common good. In matters concerning standards of dress for students, the following regulations are in effect:

- The primary responsibility for appropriate dress lies with the student and his/her parents or guardians. However, in the interest of maintaining the required school climate essential to meaningful teaching and learning, the principal may ban dress that is inappropriate due to health, safety, or a disruption of the educational process. Standards for appropriate dress for students shall comply with the following guidelines:
- Dress must not be destructive of school property (e.g. footwear that scratches, discolor, or mark the floor such as skateboards, shoes with wheels (Heelys/Wheelys), or in-line/traditional roller skates). Slippers and shoes without soles are not allowed.
- Bare midriffs, see-through garments, halter-tops, lingerie-type items, low cut tops, tube tops, and muscle shirts are not to be worn in school. Skirts and/or shorts are to be at least mid-thigh in length. Pants must be at waist level at all times. Boxer shorts/underwear should not be visible.

- Obscene, profane, or demeaning language or pictures on clothing and/or jewelry are not to be worn. In addition, pictures and language regarding illegal substances are also banned.
- Hats, bandanas, sweatshirt hoods, and other headgear are not considered appropriate attire inside a school building, and, as such, are not to be worn. Religious headwear is permitted, for example, yarmulkes and burkas.
- Coats and jackets designed for outside wear are not to be worn in school buildings and should be placed in lockers, coat closets, or other designated areas during the school day. Suit jackets, dress jackets, and blazers may be worn in school.

The principal and/or designee are authorized to have students change their clothing in school and/or send the offending students home to change their clothing.



Students wearing clothing deemed inappropriate for school use may be subject to disciplinary action.

Reporting Student Progress

Report Cards

Report Cards are designed as a tool to communicate with parents and students. Report cards are issued twice per year for Grade K students; three times per year for Grades 1-5; and quarterly for students in grades 6-12. In grades K-5, student progress is measured by the student's ability to attain the standards set forth for the grade level in the Massachusetts Frameworks. The standards-based report card reports the students' academic performance, effort, and social development based on Plymouth grade-level standards and expectations. Standards-based report cards provide clear communication about how a student is performing against grade-level standards. Social and emotional development and work habits are also included. Please refer to the school calendar for the dates that report cards are issued.

Academic Progress Updates

Grade 6-12 students and their parents are encouraged to utilize the electronic grade book within the student information database for the most up-to-date record of academic progress. Teachers are required to update "ASPEN" regularly. Posted grades reflect your child's current academic standing within the class. The district calendar will identify quarterly dates indicating term grades. If you do not have access to a computer, please contact the school for a paper update.

Parent-Teacher Conferences

Parents may contact the school to schedule a conference regarding their children's progress at any time during the school year. Teachers may also request a conference with parents to discuss any concerns.

Safety and Emergencies

Student Safety is our First Priority:

- Keep Your Child's Emergency Information Up to Date! Be sure the school has CURRENT information!

- Parent/Guardian's home, cell, and work telephone numbers
- Current address
- Current email address
- An emergency contact person with current phone number and address (if the parent cannot be reached)
- Health insurance information
- Call the school immediately if there are any
- Changes

School Notification of Absences

Very rarely, a child may leave home in the morning but not arrive at school. Parents are expected to contact the school on the morning of an absence. The school will make every effort to phone your home if we do not hear from you. Additionally, there may be a rare occasion when a child may leave school but not return home. If your child does not arrive home as expected, please contact your school immediately.

Release of Students to Adults Other Than the Parent/Guardian

Plymouth Public Schools' purpose for this policy is a child's safety.

- The Plymouth Public Schools will not allow anyone other than a child's custodial parent/guardian to take the child away from school. If the custodial parent/guardian wants a relative, friend, former spouse, another adult, or care provider to pick the child up at school, the custodial parent/guardian must give written permission in advance.
- Custodial Parents must immediately provide the principal's office with any court orders regarding the custody of the student.
- Students will not be released to a non-custodial parent, that is, a parent who does not have physical custody, without a written caregiver form signed by the custodial parent and a copy of the most recent court order.
- If there is an agreement between the parents that the non-custodial parent will be picking up the student regularly, the custodial parent must provide a caregiver form to the principal listing the time period or dates the arrangement will begin and end, and on what days the non-custodial parent will be picking up the child. The non-custodial parent will be required to show a driver's license or other government-issued photo identification prior to the child being released and will sign the Dismissal Log.
- All written permissions will be retained on file and logged.
- Plymouth Public Schools will not release a child on the basis of a telephone call or any form of electronic communication.
- The individual must show government-issued photo identification before the school will release the student.
- If a child is to be released to a parent/guardian, a verified designee, or any other person, the adult picking up the child must sign the Dismissal Log.
- The custodial parent's written caregiver consent will remain valid for the current school year and will need to be renewed annually. Plymouth Public Schools will be entitled to rely on the documentation in the student file as to releasing the student.

Walkers

Parents who wish their students to walk home from school each day must give written permission at the start of the school year. Permission will be maintained on file in the main office. **NOTE: Students must be in Grade 4 or above to walk home without an adult or older sibling unless your child's school has additional restrictions.**

Bus Stop Drop-Offs

A parent/guardian must be at the bus stop for all kindergarten, first, and second-grade students. Otherwise, the student will not be dropped off and will be returned to the school.

When a Child Is Not Picked Up at School

If a child is not picked up at school, the principal will try to reach the parent or emergency contact person. In instances where no contact with a parent can be made it will be necessary for the principal to call the Plymouth Police Department or the Department of Children and Families to ensure the child's safety.

School Security

Students should not arrive at school prior to the official opening of the school day. Walkers should plan their trip to school accordingly, and parents/guardians who elect to drive their children to school should plan to remain with them until the front doors are opened. Remember, the schools do not provide adult supervision prior to the official opening of the school day. All parents/guardians/visitors must enter the school through the main entrance and must report to the reception desk or the front office. Photo identification is required. All parents/guardians/visitors will be given a pass if proceeding to any part of the building other than the front office. Parents/guardians are encouraged to volunteer in our schools. Those who wish to volunteer must have on file at the school an approved CORI (Criminal Offender Record Information). Volunteers will report to the office each day and receive a nametag to wear while in the building.

The only students who are permitted to visit classes are those who intend to enroll in a Plymouth Public School. Before any visit, permission must be granted from the administration. Any individual who is present in the school building without permission is trespassing and may be subject to prosecution. Any students in the school building without permission may be subject to disciplinary action as well as possible prosecution.

Fire Drills

During an evacuation, students are expected to exit quietly, remain with their teacher/class, and listen for instructions. When an "all clear" is sounded, students will be allowed to return to the school building.

Lockdown/Hold Passing-Stay in place

During a lockdown or "hold-passing/stay-in-place", students are expected to remain with their teacher/class and listen for instructions. **For a lockdown situation**, a police officer will release the class and allow students to resume their normal activities. **For a "stay in place" situation**, an announcement will be made to allow students to resume normal activities.

Child Abuse and Neglect

If school staff suspects that a student is being abused or neglected, they are required by law (Chapter 119, Section 51A) to report it to the MA Department of Children and Families (DCF). MA law requires mandated reporters to immediately make an oral report to the Department of Children and Families when in their professional capacity they have reasonable cause to believe that a child under 18 years is suffering abuse or neglect. It is within the procedures of the Plymouth Public Schools that the mandated reporter also notifies any possible abuse or neglect of a child to his/her building principal. The Plymouth Public Schools cooperates with DCF screenings and investigations. At times DCF workers may interview school staff or they may ask to interview students during the school day. A mandated reporter must disclose relevant information to DCF. As a mandated reporter, the staff member is also required by law to file a written report to DCF within 48 hours after making the oral report. It is critical to remember that only the Department of Children and Families can determine whether an actual case of abuse or neglect has occurred. For additional information on DCF Child Abuse or Neglect procedures please call either 1-800-792-5200 or 508-732-6200.

Special Programs

Sheltered English Immersion Instruction

The Sheltered English Immersion Program is for students who do not speak English or whose native language is not English.

All families complete a Home Language Survey when they register their child for school. If the parent states, on that survey, that the student's home language is not English, the student will be asked to take a short test to determine his/her English language skills. The school department uses this test to determine eligibility for Sheltered English Immersion Instruction. Plymouth Public Schools places students in sheltered English immersion classrooms, in which nearly all books and instructional materials are in English, with a modified curriculum and presentation designed for students who are learning the language based on the Massachusetts Department of Education frameworks and learning standards. Teachers may use native languages for clarification and safety purposes. An effective sheltered English immersion classroom is one where there are frequent opportunities for interaction and discussion between teacher and student and classmates. As per federal law, the Plymouth Public Schools assure that English language learners receive effective English language instruction and content instruction. Content and curriculum are appropriate to the age(s) and grade(s) of the students in the class. Instruction is appropriate to the student's level of English proficiency.

504 Accommodation Plan

A 504 Accommodation Plan is a legal document falling under the provisions of the American Rehabilitation Act of 1973. This is a civil rights law to protect people with disabilities by eliminating barriers and allowing full participation in education. A 504 Accommodation Plan is designed to articulate and implement a program of instructional services, including general classroom modifications, to assist students with disabilities. A 504 plan is not an Individualized Education Program (IEP) and is a regular education entitlement. For a student to qualify for a 504 Accommodation Plan, certain requirements are set by federal regulations. They include the following: Referral, Non-discriminatory Evaluation, Eligibility, Placement Procedures, Procedural Safeguards (Due Process), and the writing of the Individual Accommodation Plan. If a student is on an IEP, it supersedes a Section 504 plan. A student on an IEP doesn't have to receive a 504 Accommodation plan.

A student with disabilities is the same as “a handicapped person.” As defined under federal law, the definition is as follows:

- ***A handicapped person means any person who (i) has a physical or mental impairment, which substantially limits one or more major life activities (ii) has a record of such impairment, or (iii) is regarded as having such impairment.***

Special Education Services

Under Special Education Regulations (603 CMR 28.00), a student identified with a disability that impacts upon his or her education must be provided with a free, and appropriate public education in the least restrictive environment that includes specially designed services and/or programs that meet his or her individualized educational needs. A student is entitled to special education services if he or she meets all three of the criteria listed below:

- The student has an identified disability
- The student is unable to progress effectively in the general education program without the provision of specially designed instruction
- The student requires specially designed instruction and/or services to make effective progress

Special education laws are grounded in six basic principles: parent and student participation; free and appropriate public education; appropriate evaluation; individualized education program (IEP); least restrictive environment; and procedural safeguards. If you believe, your child may require special education services please contact the building principal or counselor to assist you with the process. State regulations governing the Special Education process and the “Notice of Procedural Safeguards” brochure are available in all schools for review. For more information about special education, please feel free to contact the Director of Special Education.

Alternative Education: Home and Hospital Instruction

The Plymouth Public Schools provides home and hospital tutoring to students who “in the judgment of their physician, should remain at home or in the hospital on a day or overnight basis, or any combination of both, for a period of at least fourteen school days in any school year.” Before a student can receive these services, a licensed physician must complete a state-required form. Forms are available at your child’s school or through the Office of Special Education or Student Support Services. Students who have chronic illnesses or diseases may be eligible for Section 504 Plans, and in those instances, the 14-day requirement will be waived. With the exception of those students who have chronic, debilitating diseases or conditions, home or hospital tutoring is considered short-term (no longer than 60 days) and is not a replacement for regular attendance at school.

Alternative Education: Homeschooling

Parents who live in Plymouth and want to home school their children must apply to the Plymouth Public Schools Office of Student Support Services for approval. They must demonstrate that their home education proposal follows the Guidelines for Home Education in Massachusetts and the Plymouth Public School Home Alternative Education Policy. Students must remain in school until the School Committee approves the home school plan.

Curriculum Accommodation Plans (CAP)

For individual students who are experiencing difficulty in any area (e.g., academic, social/emotional, behavioral), school personnel may recommend the development of a Curriculum Accommodation Plan. The plan is designed to best coordinate appropriate services and support within the regular education program including, but not limited to, direct and systematic instruction in all academic areas as well as the provision of services to address the needs of children whose behavior may interfere with learning. Parents/guardians are notified of any meeting when a CAP may be developed for their children.

Remedial Services

Our schools offer various remedial services. Please contact your child's school guidance counselor or school psychologist for eligibility requirements, types of services available, and any other related information.

Other Support Services

Please contact your child's school and visit www.plymouth.k12.ma.us for information concerning additional supports for students that may be available.

Transportation

MASSACHUSETTS SCHOOL TRANSPORTATION LAW: M.G.L.c.71, § 68 requires that school districts provide free transportation once daily to and from school for students in grades K through 6 who live two or more miles from their assigned schools. The option of fee-paid bus transportation is offered to K-6 students who live within the two-mile limit and for all grades 7-12 students. If your child qualifies for free or reduced-price lunches then the transportation fee is waived regardless of your home distance from the school or your child's grade level. For route details and more fee information, please visit our school website.

Special Transportation

Special transportation services may be available for students with disabilities and with medical or physical conditions that prevent them from walking to school or a bus stop. In those instances when there may be a temporary disability, original medical documentation providing the reason the child requires special needs transportation is required. For students with identified special needs, it is the special needs TEAM that determines whether or not the child requires special needs transportation.

Late Buses

At the secondary level, late buses will be available as a convenience for parents to provide students the opportunity to stay for extra help or to participate in extracurricular activities. Utilizing these buses is a privilege, and all of the rules and regulations that apply to regular day buses will be in effect. Late buses will run at a predetermined time that is later than the normal dismissal and will operate according to a building-based schedule. The routes will consolidate regular day routes, servicing the main roads in town, operating on a regional basis, with the intent that parents will be able to pick their students up at a location closer to their residence.

Agricultural/Vocational Tuition & Transportation

Plymouth students seeking admission to an out-of-district school with state-approved agricultural /vocational-technical education programs (Chapter 74-Approved Programs not offered in Plymouth)

should consult with their guidance counselor no later than February and must submit a *Chapter 74 Vocational Technical Education Nonresident Student Tuition Application* www.doe.mass.edu/cte/admissions/nonres_app.pdf to the Superintendent of Schools no later than April 1st. In addition, an application to Plymouth Vocational Technical Education must be submitted by March 1st. If a student is planning to pursue an agricultural/vocational course of study, they are directed to make an application to Bristol County Agricultural High School. There may be cases where the student may not have received notification of acceptance, rejection, or wait listing (unaccepted status) by April 1st from his/her home district or the out-of-district school to which he/she applied. However, the Chapter 74 Vocational Technical Education Nonresident student Tuition Application still must have been received by the Superintendent of Plymouth Public Schools by April 1st. If the vocational agricultural program is not offered at the specific regional vocational-technical or agricultural school, the student may apply to a different Vocational/Agricultural (Chap. 74 approved) that does offer the specific program.

School Bus Procedures & Regulations

The ride to and from school is essentially an extension of the school itself. Improper conduct aboard the bus is to be treated as a school offense, subject to punishment at the discretion of the school administration. This may well mean a denial of the privilege of transportation. Continued offenses are to be accepted as cause for a hearing before the Superintendent of Schools or their designee. In the interest of the safety and well-being of all students being transported, students, parents/guardians, teachers, administrators, and bus drivers must understand and practice the procedures/regulations, which follow: The driver is in full charge of the bus and students therein. He or she shall have the right to assign students to specific seats within the bus and shall accept as his/her responsibility the obligation to report to the administration the names of any students who seriously misbehave.

All buses will be monitored with audio/video cameras.

- There is to be no smoking aboard any bus at any time. This is a requirement of Massachusetts state law.
- Windows and doors are not to be opened or closed except with the permission of the bus driver. At no time are objects of any kind to be thrown within the bus or through an open window.
- Students must wait for the bus to come to a complete stop before boarding or exiting. There is to be no moving about once the bus is in motion.
- Students who must cross the street to board the school bus are reminded to wait until the bus comes to a complete stop and the driver has turned on the flashing red lights. Students, then, are to look both ways to check for traffic before crossing the street to board the bus.

Students exiting the bus who must cross the street to proceed home are to pass in front of the bus; stop; look both ways; then cross the street with caution. (Many drivers do not obey the "flashing school bus lights rule"). Improper language is not to be tolerated and shall be considered cause for a report to administration; shouting and/or screaming is not to be considered proper and is to be regarded as a cause for disciplinary action.

The following are to be considered infractions of rules during transport for which students may be reported and disciplinary action invoked: refusing to obey the driver, fighting, lighting matches or cigarette lighters, hanging out of a window, bothering others, or any other behavior which distracts the driver from the safe operation of the vehicle and jeopardizes the safety of all passengers.

Objects which may be considered a safety hazard (as determined by the school administration), or any animals, are not to be brought on school buses at any time. Skateboards and inline/traditional skates are not to be brought on school buses.

Students must be at their proper bus stops and on time according to the established schedule. They are to wait for the bus at a point designated by the bus driver and are to conduct themselves in a manner that causes no inconvenience to neighbors in the loading area. Students are to ride only on that bus to which they have been assigned.

Damage to the school bus should be considered the same as damage to any school property. Those who deface or otherwise destroy such property shall be held responsible for its repair or replacement and may be subject to discipline.

Students will not be allowed to transfer to another bus for social reasons (e.g. parties, after-school visits). A student may be allowed, at the discretion of building administration, to transfer to another bus for a daycare, babysitting, and emergency purposes only. This transfer is allowed if there is space available, and the drop-off point is on an existing bus route. The parent/guardian must send in a note of request to the building administration, including telephone numbers of persons to be contacted in case of emergency. Should space cease to exist, transportation will become the responsibility of the parent/guardian.

Bus discipline forms will be used by the drivers and administrators, as needed.

Withdrawal from School

Any student who wishes to leave school should notify his/her counselor and the principal of such intentions. No student under the age of 18 will be allowed to withdraw from school without written authorization from his/her parent/guardian. If a student is under 16, he/she may not withdraw from school. If a student is 16-17, he/she must have parent/guardian permission. If a student is 18 or over, he/she may withdraw from school. It is our goal to conduct an exit meeting with any student who withdraws or transfers from a school to determine the reason for withdrawal or transfer. The purpose of this meeting is to provide the student and parent with information on any options available to finish school, including the ability to return to high school.

Work Permits

Any person under the age of 18 must obtain a work permit from their school whenever he/she obtains a position for the first time or makes a change in employment. Consult with the school regarding the appropriate time and location.



The Code of Conduct

The Plymouth Public Schools believe that good school discipline promotes equal educational opportunity and a safe and effective educational environment. Students need a safe and orderly environment in which to learn. Students have the responsibility to behave appropriately. Students may not disrupt the educational process, endanger or deprive others of their rights to an education. Fair and reasonable procedures will be followed to assure students of their rights. Students must recognize that to maintain an atmosphere conducive to learning, school officials must exercise reasonable authority. Any references to potential disciplinary consequences contained in the student handbook or other school policies are guidelines to provide a framework for sanctions. The school principal or designee shall have the discretion to impose more or less severe sanctions in his or her discretion based on the individualized circumstances.

Code of Conduct

Don't Miss Out on School Privileges!

Students have the opportunity to participate in many special school functions and activities, such as field trips, celebrations, performances, class days, proms, and graduation ceremonies, among others. Participation in such activities is a privilege to be earned—not a “right.” By violating level-based rules, the Code of Conduct, or by engaging in illegal or illicit activities outside of school, a student may lose these privileges. The principal has the authority to limit or deny a student’s participation in special functions and activities.

Attitude-Behavior and Language

Students are expected to be respectful and courteous to everybody at all times while on school grounds, on the school bus, and during school-related activities.

Rules:

- Students are expected to obey any reasonable request made by a staff member.
- Students are expected to use proper language (no rude, profane, or obscene language) in school at all times.
- Students are to be respectful towards fellow students, staff members, or guests.
-



Students are not to commit any act, which places the health or safety of the students and staff in jeopardy.

Cafeteria

To make the cafeteria a pleasant and safe place for everyone, we expect responsible behavior.

Rules:

- Students must enter in an orderly manner.
- Students are expected to be courteous and respectful at all times.
- Students must not touch the food or belongings of others.
- When finished with lunch, students will dispose of garbage and wait until dismissal.

- Students must leave table areas clean.
- Students are to use accepted table manners and etiquette.
- Students must remain seated unless permitted to do otherwise.
- Students may not take food or beverages of any kind into the hallway.
- Students must receive permission from one of the supervising teachers and/or aides to leave the cafeteria
- Students will be dismissed by signal at the end of lunch and are to proceed to the next assigned class in an orderly manner.
- Students need to form an orderly line when making any cafeteria purchase.

Denial of Transportation

The Plymouth Public Schools considers the school bus to be “an extension of the classroom.” We have the same standards of behavior on the school bus as we do in school. For example, students should remain in their seats; and they should not hang out of windows, push or fight with other students, throw things, or try to distract the driver. Students who violate the Code of Conduct while on the bus may be disciplined and may be denied transportation. Some school buses are equipped with video cameras. The videotapes may be used as evidence in disciplining students who misbehave on the bus.

False Fire/Bomb Alarm and/or Tampering with Fire Equipment

A student found responsible for a false fire alarm, including a bomb scare, or tampering with fire equipment will be suspended from school, with a mandatory parent/guardian conference with a building administrator (which may lead to further disciplinary action up to and including possible expulsion from school). In addition, the school will notify the Plymouth Police Department of any such incident.

Fighting

The nature of the school is such that fighting anywhere within the school boundaries (hallways, classrooms, school grounds, or any other part of the school) is not allowed. Fighting is so dangerous and disruptive that suspension may be needed as a consequence to discourage it from being considered as a solution.

Public Displays of Affection

Public displays of affection are inappropriate in school and will not be tolerated. Please refer to the handbook section on Sexual Harassment for more information.

Suspension/Expulsion

Suspension General Information

Suspension involves the exclusion of a student from school and/or school-sponsored activities. As administered by the Plymouth Public Schools, a suspension may include: in-school suspension for part or all of the school day; removal of the student from the school building, or balance of the school day (if the student's parent or guardian can be contacted); and the continued exclusion of the student from school, school grounds, or attendance or participation in school-sponsored activities until the period of suspension has been completed and the student has been readmitted to school. Parents will be notified of any in-school suspension via phone followed by a formal in-school suspension letter. Parents will be provided with a reasonable opportunity to participate in a hearing before a student is suspended from school. Suspensions are excused absences from school. Students will be provided with make-up work

for out-of-school suspension and given specific deadlines to submit work and make-up assessments in accordance with the school-wide Education Services Plan.

Offenses for Suspension or Expulsion

The Code of Conduct says a student MAY be suspended or expelled for serious offenses, including:

- possessing a firearm;
- use of a dangerous weapon or object in a threatening manner;
- assault and battery on school staff resulting in physical injury;
- sexual assault;
- selling or distributing a controlled substance (including illegal drugs), or possessing a controlled substance with intent to sell or distribute it;
- assault and battery on school staff or another person—this means harming, attempting to harm, or threatening to harm another person, with or without a weapon or dangerous object;
- possession/use of a controlled substance, alcohol, or any kind of intoxicant;
- bringing a weapon or weapon facsimile to school;
- possession/use of tobacco products;
- threatening another person with a mock gun or a dangerous object;
- setting or attempting to set a fire, possession of the incendiary device(s);
- damaging or stealing private or school property (or threatening to do so);
- making a bomb threat or pulling/reporting a false fire alarm;
- violating the civil rights of others including, but not limited to using racial or ethnic slurs;
- obscene behavior including, but not limited to gestures, drawings, and language;
- harassment/stalking/bullying;
- sexually harassing another person;
- physical altercation;
- verbal abuse/profanity;
- breaking the rules for acceptable use of e-mail and the Internet;
- disrupting school or classroom activity, including unauthorized use of cell phones;
- insubordination/refusing to follow a reasonable request;
- tampering with school records;
- cheating/plagiarism;
- cutting detention;
- leaving the school without permission or cutting class (es).

In certain circumstances, a student may be suspended or expelled for conduct unrelated to school or school activities, such as when the student is charged with or convicted of a felony and the principal determines the student's continued presence would disrupt the school.

NOTE: *The list above is intended to serve as a general guideline only and shall not limit the authority of the Principal to impose discipline for other acts of misconduct. Any incident deemed inappropriate by the principal or designee may result in a suspension or expulsion. In certain instances, referral might be made to the police department for further investigation.*

Disciplinary Due Process

Due Process Under M.G.L. 71, Section 37H ¾

(For all offenses except for possession of a dangerous weapon, possession of a controlled substance, assault on staff and felony offenses)

Definitions Under M.G.L. c. 37H ¾

Superintendent – the Superintendent or designee for disciplinary purposes.

Expulsion: the removal of a student from the school premises, regular classroom activities, and school activities for more than ninety (90) consecutive school days.

In-School Suspension: the removal of a student from regular classroom activities, but not from the school premises, for no more than (10) consecutive school days, or no more than ten (10) school days cumulatively for multiple infractions during the school year. *Removal solely from participation in extracurricular activities or school-sponsored events, or both, shall not count as removal in calculating school days.

Long-Term Suspension: the removal of a student from the school premises and regular classroom activities for more than ten (10) consecutive school days, or more than ten (10) school days cumulatively for multiple disciplinary offenses in any school year. Removal solely from participation in extracurricular activities or school-sponsored events, or both, shall not count as removal in calculating school days. Suspensions or exclusions are pursuant to M.G.L. c. 71, §§37H and 37H ½ do not count towards the calculation of the number of days of suspension under M.G.L. c. 71, § 37H ¾. Similarly, days of emergency removal do not count as days of suspension under M.G.L. c. 71, § 37H ¾.

Principal: the primary administrator of the school or the Principal's designee for disciplinary purposes.

Written Notice: Written correspondence sent by hand-delivery, certified mail, first-class mail, email to an address provided by the parent for school communications, or any other method of delivery agreed to by the principal and the parent.

(Please note: these due process procedures apply to M.G.L. c. 71, § 37H ¾ only. For due process procedures for offenses under M.G.L. c. 71, §§ 37H and 37H 1/2 please see the appropriate sections below)

In every case of student misconduct under M.G.L. c. 71, § 37H ¾ for which suspension may be imposed, a principal shall exercise discretion in deciding the consequence for the offense; consider ways to re-engage the student in learning, and avoid using long-term suspension from school as a consequence until alternatives have been tried. Alternatives may include the use of evidence-based strategies and programs such as mediation, conflict resolution, restorative justice, and positive behavioral interventions and supports.

Emergency Removals; M.G.L. c. 71, § 37H ¾ - A principal may remove a student from school temporarily when a student is charged with a disciplinary offense and the continued presence of the student poses a danger to persons or property, or materially and substantially disrupts the order of the school, and, in the principal's judgment, there is no alternative available to alleviate the danger or disruption. In such a case, the principal shall immediately notify the Superintendent in writing of the removal and the reason for it, and describe the danger presented by the student. The temporary removal shall not exceed two (2) school days following the day of the emergency removal, during which time the principal shall make immediate and reasonable efforts to orally notify the student and the student's parent of (1) the emergency removal; (2) the reason for the need for emergency removal; (3) the disciplinary offense; (4) the basis for the charge; (5) the potential consequences, including the potential length of the student's suspension; (6) 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; (7)

the date, time, and location of the hearing; and (8) the right of the student and the student's parent to interpreter services at the hearing if needed to participate. Before the expiration of the two school days, unless an extension of time for a hearing is otherwise agreed to by the principal, student, and parent, the Principal must provide the student an opportunity for a hearing with the principal that complies with either the short-term due process or long-term due process set forth below, as applicable, and the parent an opportunity to attend the hearing. Additionally, the Principal is required to 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 notice of the decision for short-term suspension or long-term suspension as set forth below, whichever is applicable. 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.

In-School Suspension, M.G.L c. 71, § 37H ¾ - Removal of a student from regular classroom activities, but not from the school premises, for no more than (10) consecutive school days, or no more than ten (10) school days cumulatively for multiple infractions during the school year. Removal solely from participation in extracurricular activities or school-sponsored events, or both, shall not count as removal in calculating school days. In-school suspension for ten (10) days or less, consecutively or cumulatively during a school year, shall not be considered a short-term suspension. If a student is placed in in-school suspension for more than ten (10) days, consecutively or cumulatively during a school year, such suspension shall be deemed a long-term suspension for due process, appeal, and reporting purposes under 603 C.M.R. 53.00.

Due Process for In-School Suspension; M.G.L c. 71, § 37H 3/4: Prior to the imposition of an In-School Suspension, the student will be informed of the disciplinary offense and provided with an opportunity to respond. If the principal determines that the student committed the disciplinary offense, the principal will provide oral notice to the student and parent of the length of the In-School Suspension and will make reasonable efforts to meet with the parent.

Principal's Decision – In-School Suspension; M.G.L c. 71, § 37H ¾: – On or before the day of suspension, 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 C.M.R. 53.10(4), if such meeting has not already occurred.

The principal shall deliver such notice on the day of the suspension by hand- delivery, certified mail, first-class mail, email to an address provided by the parent for school communications, or by other method of delivery agreed to by the principal and the parent. Students have the right to appeal an In-School Suspension that will result in their In-School Suspension for more than ten (10) school days in a school year.

Short-Term Suspension; M.G.L c. 71, § 37H ¾: means the removal of a student from the school premises and regular classroom activities for ten (10) consecutive school days or less. A principal may, in his or her discretion, allow a student to serve a short-term suspension in school. Removal solely from participation in extracurricular activities or school-sponsored events, or both, shall not count as removal in calculating school days.

Due Process for Short-Term Suspension; M.G.L c. 71, § 37H 3/4: In the case of disciplinary offenses not involving: 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, the student and parents will be given oral and written notice of the disciplinary offense with which the student is charged and the opportunity to participate in a hearing prior to the imposition of a suspension.

Notice – Short-Term Suspension; M.G.L c. 71, § 37H 3/4: Except as provided in cases of In-School Suspension or Emergency Removal, 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. The principal shall provide oral and written notice to the student and the parent in English and 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: the disciplinary offense; the basis for the charge; the potential consequences, including the potential length of the student's suspension; 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; the date, time, and location of the hearing; the right of the student and the student's parent to interpreter services at the hearing if needed to participate.

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

Principal's Hearing - Short-Term Suspension; M.G.L c. 71, § 37H 3/4: At the Principal's hearing, the student and parents (if participating) may dispute the charge(s) against the student and present information, including mitigating facts, for the principal's consideration in determining consequences for the student.

Principal's Decision – Short-Term Suspension; M.G.L c. 71, § 37H 3/4: 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 the 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 M.G.L. c. 76, 21. The determination shall be in writing and may be in the form of an update to the original written notice. The Principal's decision shall be final with no opportunity for appeal. If the student is in a public preschool program or 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.

Long-Term Suspension; M.G.L c. 71, § 37H ¾: means the removal of a student from the school premises and regular classroom activities for more than ten (10) consecutive school days, or more than ten (10) school days cumulatively for multiple disciplinary offenses in any school year. A principal may, in his or her discretion, allow a student to serve a long-term suspension in school. Removal solely from participation in extracurricular activities or school-sponsored events, or both, shall not count as removal in calculating school days. Except for students who are charged with a disciplinary offense set forth in subsections (a) or (b) of G.L. c. 71, § 37H, or in section 37H ½ of G.L. c. 71, no student may be placed on long-term suspension for one or more disciplinary offenses for more than ninety (90) school days in a school year beginning with the first day that the student is removed from school. No long-term suspension shall extend beyond the end of the school year in which such suspension is imposed.

Due Process for Long-Term Suspension; M.G.L c. 71, § 37H 3/4: In the case of disciplinary offenses not involving: 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, the student and parents will be given oral and written notice of the disciplinary offense with which the student is charged and the opportunity to participate in a hearing prior to the imposition of an out-of-school suspension.

Notice - Long-Term Suspension; M.G.L c. 71, § 37H 3/4: Written notice of the date and time for the hearing will be provided in English and the primary language of the Student's home and will identify the disciplinary offense with which the student has been charged, the basis for the charge, the potential length of the student's suspension, and inform the parent and student of the right to interpreter services if necessary to participate in the hearing.

Where a student may be subject to a Long-Term Suspension, the Principal will also notify the student and parent of 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 deciding to suspend the student or not; (2) the right to be represented by counsel or a layperson of the student's choice, at the student's/parent's expense; (3) the right to produce witnesses on his or her behalf and to present the student's explanation of the alleged incident, but the student may not be compelled to do so; (4) the right to cross-examine witnesses presented by the school; and (5) the right to request that the hearing be recorded by the principal, and to receive a copy of the audio recording upon request. If the student or parent requests an audio recording, the principal shall inform all participants before the hearing that an audio record will be made and a copy will be provided to the student and parent upon request.

Principal's Hearing - Long-Term Suspension; M.G.L c. 71, § 37H 3/4: The student will have the rights identified in the written notice and 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.

Principal's Decision – Long-Term Suspension: M.G.L c. 71, § 37H ¾: 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, what remedy or consequence will be imposed, in place of or in addition to a Long-Term Suspension. The principal shall send the written determination to the student and parent by hand-delivery, certified mail, first-class mail, email to an address provided by the parent for school communications, or any other method of delivery agreed to by the principal and the parent. If the principal decides to suspend the student, the written determination shall: (1) identify the disciplinary offense, the date on which the hearing took place, and the participants at the hearing; (2) set out the key facts and conclusions reached by the principal; 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 M.G.L. c. 76, § 21; (5) inform the student of the right to appeal the principal's decision to the Superintendent or designee, but only if the principal has imposed a long-term suspension. Notice of the right of appeal shall be in English and the primary language of the home if other than English, or other means of communication where appropriate, and shall include the following information stated in plain language: (a) the process for appealing the decision, including that the student or parent must file a written notice of appeal with the Superintendent within five (5) calendar days of the effective date of the Long-Term Suspension; provided that within the five (5) calendar days, the student or parent may request and receive from the Superintendent an extension of time for filing the written notice for up to seven (7) additional calendar days; and that (b) the Long-Term Suspension will remain in effect unless and until the Superintendent decides to reverse the principal's determination on appeal.

Superintendent Appeals – Long-Term Suspension; M.G.L c. 71, § 37H 3/4: A student who is placed on Long-Term Suspension under M.G.L c. 71, § 37H ¾ following a hearing with the principal shall have the right to appeal the principal's decision to the Superintendent. The student or parent shall file a notice of appeal with the Superintendent within five (5) calendar days of the effective date of the Long-Term Suspension; provided that within the five (5) calendar days, the student or parent may request and receive from the Superintendent an extension of time for filing the written notice for up to seven (7) additional calendar. 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. **Superintendent Appeal Hearing;** M.G.L c. 71, § 37H 3/4: The Superintendent shall hold the hearing within three (3) school days of the student's request unless the student or parent requests an extension of up to seven (7) additional calendar days, in which case the Superintendent shall grant the extension. 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. 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. The student shall have all the rights afforded the student at the principal's hearing for long-term suspension as identified above.

Superintendent's Decision; M.G.L. c. 71, § 37H 3/4: The Superintendent shall issue a written decision within five (5) calendar days of the hearing which: (1) identifies the disciplinary offense and the date on which the hearing took place, and the participants at the hearing; (2) sets out the key facts and conclusions reached by the Superintendent; (3) identifies the length and effective date of the suspension, as well as a date of return to school; (4) includes notice of the student's opportunity to receive education services to make academic progress during the period of removal from school as provided in M.G.L. c. 76, § 21; and (5) 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. 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. The decision of the Superintendent shall be the final decision of the Plymouth Public Schools with regard to the long-term suspension.

Due Process Under M.G.L. 71, Sections 37H and 37H1/2 Offenses

(For offenses involving: dangerous weapons, drugs, assaults on staff and felony offenses)

Short-Term Suspension; M.G.L. c. 71, §§ 37H and 37H 1/2 - For disciplinary offenses involving: 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, the student will be given oral notice of the violation with which the student is charged and an opportunity to respond thereto, prior to the Principal's imposition of a short-term suspension or an interim suspension of less than ten (10) consecutive days pending formal proceedings. Upon imposition of a short-term or interim suspension of ten (10) consecutive days or less pending further disciplinary proceedings, the student and parents will be provided with written notice of the suspension and the date and time of the formal disciplinary hearing.

Long-Term Exclusion/Expulsion; M.G.L. c. 71, §§ 37H and 37H 1/2 - Unlike M.G.L. c. 71, § 37H 3/4, for offenses that fall within M.G.L. c. 71, §§ 37H and 37H 1/2, a principal may long-term suspend a student for more than ninety (90) days or permanently expel a student. Long term suspension/expulsion means the removal of a student from the school premises, regular classroom activities, and school activities for (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 G.L. c. 71, §§37H, or 37H½.

The Principal's Hearing and appeals process identified below apply to suspensions under M.G.L. c. §§ 37H and 37H 1/2 in cases of suspension for more than ten (10) consecutive days.

Dangerous Weapons, Drugs, and Assaults on Staff - M.G.L. c. 71, §37H

- 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 Plymouth Public Schools by the Principal.

- Any student, who assaults a Principal, Assistant Principal, teacher, teacher's aide, or other educational staff on school premises or at school-sponsored events, including athletic games, may be subject to expulsion from the Plymouth Public Schools by the Principal.

Principal's Hearing, Long-Term Exclusion – 37H - Any student who is charged with a violation of either paragraphs 1 or 2 shall be notified in writing of an opportunity for a hearing; provided, however, that the student may have representation, along with the opportunity to present evidence and witnesses at said hearing before the Principal. After said hearing, the Principal may, in his discretion, decide to suspend rather than expel a student who has been determined by the Principal to have violated either paragraphs 1 or 2 above.

Appeal to the Superintendent – Long-Term Exclusion – 37H - Any student who has been expelled from the Plymouth Public Schools 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 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. Suspensions or expulsions are decisions that must consider a student's due process rights. Building Principals or designees are required to report to the police department the presence of any weapon on school premises.

Felony Complaints - M.G.L. c. 71, § 37H ½

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 of a school in which the student is enrolled may suspend such student for a period of time determined appropriate by said principal or headmaster if said principal or headmaster determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school.

Notice of Principal's Hearing/Decision – Long-Term Exclusion – 37H 1/2 - The student shall receive written notification of the charges and the opportunity for a hearing; provided, however, that the student may have representation, along with the opportunity to present evidence and witnesses at said hearing before the Principal. After the hearing, the Principal shall issue a written decision. The student shall also receive written notification of his right to appeal and the process for appealing such suspension; provided, however, that such suspension shall remain in effect prior to any appeal hearing conducted by the Superintendent.

Appeal to the Superintendent- Long-Term Exclusion - 37H 1/2 - The student shall have the right to appeal the suspension to 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 be represented by counsel at the student's own expense. The Superintendent shall have the authority to overturn or alter the decision of the principal, 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 a decision shall be the final decision of the Plymouth Public Schools with regard to the suspension.

Adjudication of Delinquency, Admission of Guilt or Conviction Upon a student being convicted of a felony or felony delinquency charge or upon adjudication or admission in court of guilt with respect to such a felony or felony delinquency, the principal 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 substantially detrimental effect on the general welfare of the school.

Notice of Principal's Hearing – Long-Term Exclusion - 37H 1/2 - The student shall receive written notification of the charges notified in writing of an opportunity for a hearing; provided, however, that the student may have representation, along with the opportunity to present evidence and witnesses at said hearing before the Principal. After the hearing, the Principal shall issue a written decision. 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.

Superintendent's Appeal – Long-Term Exclusion/Expulsion - 37H 1/2 - 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 be represented by counsel at the student's own expense. 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 a decision shall be the final decision of the Plymouth Public Schools with regard to the expulsion.

School-Wide Educational Services Plan

Any student who is expelled or suspended from school for more than ten (10) consecutive days, whether in school or out of school, shall have an opportunity to receive educational services and make academic progress toward meeting state and local requirements, through the school-wide education service plan which is explained below. During the period of long-term suspension or expulsion, the Principal must ensure that the student has the opportunity to access educational services in order to continue to make academic progress. This opportunity includes the ability to make up assignments, homework, quizzes, exams, papers, and projects in order to earn credits missed. The options for the provision of educational services will be outlined in the school-wide education service plan. The Principal or designee will provide the student and the parent or guardian with a list of alternative education services offered by the school district. The district default option for long-term suspension is a blended independent study and tutoring program tailored to the individual student's needs.

- 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, makeup assignments, tests, papers, and other school work as needed to make academic progress during the period of his or her removal from the classroom or school.
- The principal shall inform the student and parent of this opportunity in writing when such suspension or expulsion is imposed.
- Any student who is expelled or suspended from school for more than ten 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.
- Each school has a process for developing school-wide education service plans for education services that the school district will make available to students who are expelled or suspended from school for more than ten consecutive days. Each plan is individualized to the needs of each student and is developed in collaboration with the guidance department, special education department, and classroom teachers, as applicable. Students and their parents will be noticed

of the process for developing and arranging such services at the time of suspension/expulsion. 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 c69 SS1D and 1F.

The Plymouth Public Schools has a specific school-wide education plan. Based on the student's needs, this plan will be modified accordingly. Please see below for more details:

- Coordination of workflow between student and teacher
- Access to online coursework if already enrolled in an online course
- Tutoring
- Additional services may be available on an individual basis

At the secondary level, the school guidance counselor in conjunction with the building administration will facilitate this process. At the elementary school level, a school administrator, school psychologist, or school adjustment counselor will act as a facilitator.

Discipline and Students with Disabilities

Students with disabilities may be excluded from their programs for up to ten (10) school days to the extent that such sanctions would be applied to all students. Before a student with a disability can be excluded from his/her program for more than ten (10) consecutive days in a given school year, or is subjected to a series of short-term removals that constitute a pattern of removal that exceeds ten school days, and are considered to constitute a disciplinary change in placement, building administrators, relevant members of the Student's IEP or 504 Team, and the parent(s)/guardian(s) will meet to conduct a Manifestation Determination Review. At the Manifestation Determination Review, the Team will consider whether the violation for which the student is subject to discipline is directly and substantially related to the Student's disability or was the direct result of a failure to implement the student's IEP or Section 504 Plan. If the Team determines that the behavior is NOT a manifestation of the disability, the student may be disciplined in accordance with the policies and procedures applicable to all students except that students eligible for special education services shall be entitled to a free appropriate public education as of the eleventh (11th) day of disciplinary exclusion in the school year. Such services are not available to students under Section 504. If the Team determines that the behavior IS a manifestation of the disability, then the district will conduct a functional behavior assessment or review any existing behavior intervention plan and takes steps (with the consent of the parent) to modify the IEP/504 Plan, the placement, or the behavior intervention plan as appropriate and the student will not be suspended for more than 10 days (either consecutive or constituting a pattern of removal) for the violation found to be a manifestation of his/her disability. Regardless of the result of the Manifestation Determination, if a student possesses, uses, sells, or solicits illegal drugs or a controlled substance on school grounds or at a school-sponsored event; possesses a weapon on school grounds or at a school-sponsored event; or inflicts serious bodily injury upon another person at school or a school-sponsored event, the school district may place the student in an interim alternative educational setting (IAES) for up to forty-five (45) school days. The interim alternative setting must enable the student to participate in the general curriculum, progress toward the goals in the IEP, and receive the special education and related services contained in the student's IEP. The interim alternative setting must also provide services and modifications designed to address the behavior giving rise to the removal and to prevent the behavior from reoccurring. If a student has been placed in an interim alternative education setting because of disciplinary action, the student may remain in the interim setting for a period not to exceed 45 school days. Thereafter, the student will return to the previously agreed-upon educational placement unless the parent (or student if 18+) consents to an extension of the IAES, or the parent and the school agree to another placement, or the parent or the district has initiated a hearing on the disciplinary action that the district took and a hearing officer orders another placement.

The parent shall have the right to appeal the Team's manifestation determination, the imposition of a disciplinary change in placement, and the student's placement in an interim alternative educational setting to the Bureau of Special Education Appeals. The student will remain in the disciplinary placement imposed by school authorities pending a decision on the appeal or until the expiration of the disciplinary sanction, whichever comes first.

How Parents Can Help

As a parent, you can help your child obey the rules and help keep the school safe by:

- reading the school handbook with your child;
- sharing the responsibility for the behavior of your child in school, at school-sponsored activities, and on the way to and from school;
- preparing your child to take responsibility for attending school and for his or her own behavior;
- fostering in your child positive attitudes toward himself or herself, others, the school, and the community;
- communicating with school staff about your child;
- attending individual or group conferences;
- recognizing that school staff has the right to enforce the policies of the Plymouth School Committee;
- behaving in a civil and non-disruptive manner when visiting the school; and
- being sure your child brings to school only those things that are appropriate in a school setting.



Policies, Laws, and Regulations

Policies, Laws, Regulations

Student Internet Safety and Technology Acceptable Use (AUP)

Plymouth Public Schools provides Internet access for educational purposes for their students, ensuring that students develop global communication and 21st-century skills.

Plymouth Public Schools filters the Internet in compliance with the Children's Internet Protection Act (CIPA). Student use of the network, associated Plymouth Public Schools' technology devices, and Plymouth Public Schools applications, programs, or accounts is restricted to educational purposes only. Personal electronic devices are subject to the same restrictions.

1.0 Scope of Acceptable Use Policy

- 1.1 This policy and all Plymouth Public Schools technology policies, guidelines, and rules refer to all computing and electronic devices (including but not limited to: computers, mobile web-enabled devices, Chromebooks, iPads, MP3 players, portable memory storage devices, calculators with interfacing capability, cell phones, digital cameras, etc.) peripheral devices (including but not limited to devices for printing, storing, duplicating and receiving information), technology infrastructure, and/or software.
- 1.2 Further, this policy and all Plymouth Public Schools technology policies, guidelines, and rules apply to any and all computing or electronic communication devices owned by, leased by, in the possession of, or being used by students and/or staff that is operated on the grounds of any district facility or connected to any equipment at any district facility by means of web connection, direct connection, or any other type of connection.
- 1.3 This policy and all Plymouth Public Schools technology policies, guidelines, and rules apply to all computing, network access, and network infrastructure, regardless of whether it is accessed from school or off-campus and regardless of whether it is accessed during or after school hours.
- 1.4 This policy and the Acceptable Use Policy Agreement also apply to any online service provided directly or indirectly by the Plymouth Public Schools for student and/or staff use, including but not limited to: Google Apps for Education accounts, Email, Calendar, and Aspen.
- 1.5 The privilege of using Plymouth Public Schools technology resources is not transferable or extendable by students to people and/or to groups outside the district and terminates when a student is no longer enrolled in Plymouth Public Schools.
- 1.6 Due to the changing nature of information technology, not all circumstances may be anticipated or addressed in this policy and the associated Acceptable Use Agreement. All users are expected to comply with both this policy as written and the spirit of this policy and show good judgment in their use of technology resources.

2.0 District Responsibilities

- 2.1 The Coordinator of Educational Technology and Instructional Media (CETIM) and the Technology Systems Engineer or their designee(s) will oversee access to the network and will establish processes for the following: individual and/or class accounts, authorization for software installation; back-up and archiving of databases; virus protection; and compliance with filtering laws and regulations.
- 2.2 The Principal or designee will maintain signed user agreements, and be responsible for enforcing the Technology AUP.

- 2.3 When using the internet for class activities, teachers will make every attempt to preview and select material appropriate to the students and relevant to the course objectives. Teachers will provide guidelines and resources to assist their students in developing the necessary critical thinking skills to access online information.

3.0 Access to the System

- 3.1 The Technology AUP will govern all utilization of the network. Student use of the system will also be governed by applicable sections of the Plymouth School Committee Policy Handbook and the Student Handbook.
- 3.2 Parents/Guardians may specifically request that their children not be provided such access by checking the appropriate box on the signature page of the AUP Agreement and returning it to their child's school. Upon receipt of that form, Plymouth Public Schools will make its best effort to restrict all internet access.
- 3.3 The internet will be for educational purposes only. Students will be educated about appropriate internet and technology behaviors, including cyberbullying awareness and response. Furthermore, accessing or knowingly and willingly causing or providing access to data or computer software through a computer, computer system, or computer network within the scope of the district school system is prohibited (see Plymouth Public Schools Anti-Bullying Policy 6.15).

4.0 District Limitation of Liability

- 4.1 Plymouth Public Schools makes no guarantees of any kind, either expressed or implied, that the functions or the services provided by or through its network, network infrastructure, or district-owned or leased devices will be error-free or without defect. The district will not be responsible for any damages users may suffer, including but not limited to, loss of data or interruptions of service caused by any reason, or personal physical, psychological, or monetary damages.
- 4.2 The district is not responsible for the accuracy or quality of the information obtained through or stored on the system. The district will not be responsible for unauthorized financial obligations arising through the use of the system. Parents or guardians agree to accept financial responsibility for any expenses or damages incurred as a result of their student's inappropriate, prohibited, or illegal activities on the Plymouth Public Schools network, and the Plymouth Public Schools will not be responsible for financial obligations arising through the use of technology, including but not limited to the district's network.
- 4.3 Parents and guardians agree to reimburse the Plymouth Public Schools for any expenses or damages incurred in the use of district-owned or -leased devices such as Chromebooks, mobile electronic devices, or other devices provided to the student.

5.0 Due Process

- 5.1 When using the network, the user agrees to take full responsibility for his or her actions. The Plymouth Public Schools will not be held liable for the actions of anyone connecting to the internet through this network. Therefore, all users shall assume full liability, legal, financial, or otherwise, for their use of the network.
- 5.2 Violations of the Technology AUP could result in the immediate suspension of the user's privileges, suspension, and/or expulsion. Further disciplinary action may be taken by the Administration of the Plymouth Public Schools and/or Town, County, State, or Federal authorities.

- 5.3 Any questions or allegations concerning adherence to the Technology AUP should be brought to the attention of the CEITM.

6.0 Monitoring and Privacy

- 6.1 The network is the property of the school department and its storage systems are therefore subject to inspection by the administration at any time. System users have a limited privacy expectation in the contents of their personal files stored on or accessed through the network. Records of electronic device use may be subject to public records law and may be discoverable in criminal or civil proceedings.
- 6.2 All Plymouth Public Schools email and files, either downloaded or copied from the Plymouth Public Schools system, that is accessed through a user's home computer or any other non-Plymouth Public Schools computer or device, are Plymouth Public Schools' property and should be used and protected according to this policy and other applicable policies and laws governing information confidentiality and security.
- 6.3 An individual search will be conducted if there is suspicion that a user has violated the AUP, the law, or the disciplinary code. The nature of the investigation will be in the context of the nature of the alleged violation.
- 6.4 Technicians and computer system administrators maintain full access rights to all storage devices and may need to access/manage such storage devices as part of their duties.
- 6.5 The Plymouth Public Schools prohibits the use of camera and audio recording functions on any equipment, including but not limited to personal cameras, personal camera telephones, and/or school-issued devices, at school or school-sponsored events, except when specifically authorized by school administration or staff and with knowledge and consent of the participants. In no event should any photographs or video be taken of confidential information, nor should photographs, audio, or video recordings be made without knowledge of the subjects. Audio recording without the consent of the individuals recorded may result in criminal felony charges. M.G.L. c. 272 § 99.

7.0 Unacceptable Use

- 7.1 The user of any Plymouth Public Schools network, Plymouth Public Schools owned or leased electronic device, or any personal electronic device connected to the Plymouth Public Schools network is expected to abide by this policy, along with the Code of Conduct and rules set forth in the Student Handbook. The user will not use the Plymouth Public Schools network, Plymouth Public Schools owned or leased electronic device, or any personal electronic device connected to the Plymouth Public Schools network for any unacceptable purpose including, but not limited to the following:
- using obscene, profane, lewd, vulgar, rude, inflammatory, threatening, or disrespectful language.
 - engaging in personal attacks, including prejudicial or discriminatory attacks.
 - knowingly or recklessly posting false or defamatory information about a person or organization or posting information that could cause damage or disruption; this includes, but is not limited to, the posting of broadcast messages or other actions that cause congestion of the network or interfere with the work of others.

- installing or downloading unauthorized software, applications, extensions, routers, or joining listservs or newsgroups without expressed permission of instructional staff.
- attempting to go beyond his or her authorized access, making deliberate attempts to disrupt system performance or destroy data (by spreading computer viruses or by any other means), or engaging in other illegal activities.
- disseminating passwords, codes, access telephone numbers, or account numbers to unauthorized persons.
- using the network to access or send material that is profane or obscene (e.g., pornography), advocates illegal acts, or advocates violence or discrimination towards other people (e.g., hate literature).
- changing in any way the configuration of a computer or network without permission of instructional staff.
- engaging in plagiarism or other forms of academic dishonesty.
- damaging or vandalizing computers, computer systems, or networks.
- trespassing in another's folders, work, or files or using another's password.
- using computers/internet to play non-educational games or other non-academic activities.
- participating in any type of teleconferencing or chat without permission of instructional staff.
- using e-mail without instructional staff permission/supervision.
- the network may not be used for personal and commercial purposes, such as, but not limited to, offering or purchasing goods and/or services for personal use.
- engaging in electronic forgery, credit card fraud, or other illegal behavior.

8.0 Safety

The safety of the internet user is of utmost concern. Users should never provide personal information about themselves or anyone else. Users will not agree to meet with someone they have met online without parent/guardian approval and participation. Users will promptly disclose to their teacher or other school employees any message they receive that is inappropriate or makes them feel uncomfortable.

9.0 Web Publishing

The Plymouth Public Schools website is designed to provide a portal to enable communication among teachers, students, staff, administration, and the community, both local and global. Material posted on the District's website must reflect the high educational standards of the Plymouth Public Schools.

To ensure the safety of our students and the accuracy and security of district information the guidelines and procedures listed below must be followed:

- 9.1 No student's personal information, such as SIMS (Student Information Management Systems) data, last name, home address, and telephone number may be posted on the website. Students must submit a signed permission form from their parent/guardian granting permission to post the student's work or picture.
- 9.2 Requests to post material on the Plymouth Public Schools' Web site must have prior

approval of the Principal or designee.

9.3 Student directory information may not be published.

9.4 The creator of a home page on the District's network is responsible for ensuring that the information contained therein is of the highest editorial standards (spelling, punctuation, grammar, style, etc.). The information should be factually accurate and current. If errors are observed, the CETIM or designated school page editor should be contacted to make the necessary corrections.

* It should be noted that the Plymouth Public Schools name or logo may not be used on a personal web page without the permission of the Superintendent.

10.0 Plagiarism and Copyright Infringement

Existing copyright law will govern the use of material accessed through the network. The user will not plagiarize works found on the Internet. Plagiarism is taking the ideas or writings of others and presenting them as if they were yours. All copyrighted material used must have the express written permission or appropriate citation of the person or organization that owns the copyright. Plymouth Public Schools will cooperate with copyright protection agencies investigating copyright infringement by users of the computer systems and network of the Plymouth Public Schools.

11.0 Use of Plymouth Public Schools Owned or Leased Devices

- 11.1 Plymouth Public Schools may provide a 1:1 electronic device (such as a Chromebook) to students through a 1:1 electronic device initiative to promote equitable access to technology, enhance the Plymouth Public Schools learning environment, and allow for seamless integration of technology under the direction of the school staff.
- 11.2 Use of a 1:1 device requires Parent/Guardian (and Students over 18) agreement to the terms of the Plymouth Public Schools' Loan of Technology Agreement, this Acceptable Use Policy and Associated Agreement, the 1:1 Chromebook Handbook for Students and Families, and the Plymouth Public Schools Student Handbook.
- 11.3 All devices and accessories remain the property of the Plymouth Public Schools. Any information accessed through the Plymouth Public Schools network or on a Plymouth Public Schools device may be monitored and/or reviewed by Plymouth Public Schools. All files stored on the student's loaned device or in the student's Plymouth Public Schools account are subject to individual review and monitoring.
- 11.4 Students may only log in under their assigned username. Students may not share their passwords or login information with any other student.
- 11.5 Parent supervision of the use of 1:1 devices and regular communication with school staff is strongly encouraged. While Plymouth Public Schools filters the content accessible to students, the ability to filter all internet content is not perfect. Parents are encouraged to supervise device usage during non-school hours given the 24/7 availability of the 1:1 device.
- 11.6 Devices that malfunction, are lost, stolen, or otherwise require repair must be reported immediately to the school Building Technology Designee.

12.0 Use of Personal Electronic Devices (Bring Your Own Device)

- 12.1 Students may be permitted to utilize their own mobile electronic device at school and during school-related educational activities to assist and enhance their learning experiences, subject to the terms of this Acceptable Use Policy and the Procedures and Rules established by each building Principal. Each school's administrative team may

set forth rules and guidelines to fit the needs of the school learning community, however, any changes may not supersede the guidelines set forth in this School Committee Acceptable Use Policy.

- 12.2 Student use of personal electronic devices is a privilege that may be taken away by school personnel.
- 12.3 Only the network connection provided by the Plymouth Public Schools may be accessed from a Student's personal device while on campus.
- 12.4 Plymouth Public Schools is not responsible for the security or maintenance of students' personal electronic devices

13.0 Remote Learning and Acceptable Use

- 13.1 During periods of remote learning, as necessitated by public health concerns, emergency orders, or any other reason deemed necessary by the Superintendent, students must continue to abide by the Plymouth Public Schools' Code of Conduct, Rules, and this Acceptable Use Policy.
- 13.2 By participating in remote learning, the parent/guardian understands and agrees that their child's image and voice may be transmitted over the internet and that the Plymouth Public Schools cannot guarantee or warrant confidentiality of such. Students' voices/images may be heard/viewed by school staff members conducting or supervising remote/online services, other students participating in their remote learning cohort, and by any other individuals who may be present in the location in which another student is participating in the remote/online service.
- 13.3 Unauthorized recording by a parent or student of remote/online services provided by or through the Plymouth Public Schools and/or the dissemination of such recording is a violation of this policy, Plymouth Public Schools school, rules, and may result in a referral to law enforcement authorities and the potential issuance of criminal charges.

14.0 Modification of this Policy

The Plymouth Public Schools School Committee reserves the right to modify or change this policy and related implementation procedures at any time.

15.0 Student Technology AUP Access Agreement

Your signature on this document is legally binding and indicates that you have read the terms and conditions carefully and understand their significance and consequences. This policy is further supported by the rules and regulations found in each school's student handbook and discipline policies.

Student Google Apps for Education Acknowledgement

The Plymouth Public Schools has chosen Google Apps for Education as an integrated communication and collaboration solution. It is available 24/7 from any Internet-connected device. This suite of applications allows students to create, edit, collaborate, peer review, store, and share files between students and teachers. Google Apps for Education is configured as a self-contained environment maintained by Google and managed by the Plymouth Public Schools Technology Department. In our efforts to prepare students for a global society, Google Apps provides 21st Century tools, allowing teachers more resources to effectively integrate technology into the curriculum for collaborative teaching and learning. In Plymouth Public Schools, Google Apps for

Education accounts are available for students in Kindergarten through Grade 12. Email capability is enabled for students in Grade 6 through Grade 12. This district-created student email account is subject to the Acceptable Use Policy. These accounts will be used at school and home for school-related projects and accounts. The effective and proper use of email communication and the use of web-based collaborative tools by students in part of the Department of Education and Secondary Education Instructional Technology Frameworks. All users should treat electronically stored information in their accounts as confidential and private. Users of student email are prohibited from accessing files and information other than their own. Access to and use of student email is considered a privilege. The District maintains the right to immediately withdraw the access and use of student email when there is a reason to believe that a violation of District policies or the law has occurred. Students are assigned a Google Apps for Education account by the Technology Department. A student can be opted out of participating in the Google Apps program. Opt-out requests must be submitted in writing to the main office of your student's school. The decision to opt out of the Google Apps program may have academic implications. Parents/guardians are encouraged to consult their student's teacher to discuss this.

Americans with Disabilities Act Amendment of 2008

The Plymouth Public Schools meets individual student needs in accordance with the American Disabilities Act Amendment Act of 2008, which prohibits the discriminatory assignment of students with disabilities to segregated classes or facilities based solely on the student's disability. The Americans with Disabilities Act parallels Section 504 with regard to public schools. The law was amended in 2008 and has added additional language for which students may meet qualifications.

The law defines a major life activity to include, but not limited to: caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, working, and non-volitional bodily functions.

Additional amendments in the law prohibit the use of mitigating measures in evaluating whether a person has a disability. Students in public schools may not be excluded from eligibility because of the use of prescribed medication or other measures, such as, but not limited to medical supplies, equipment or appliances; low vision devices (which do not include eyeglasses or contact lenses), prosthetics, hearing aids and cochlear implants or other implantable hearing devices, mobility devices; oxygen therapy equipment and supplies; use of assistive technology; reasonable accommodations or auxiliary aids or services; and learned behavioral or adaptive neurological modifications.

ADAAA 2008 provides that major bodily functions include, but are not limited to functions of the immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, and reproductive functions. This list is not exhaustive.

A temporary impairment does not constitute a disability for purposes of eligibility unless its severity is such that it results in a substantial limitation of one or more major life activities for an extended period of time. An impairment that is episodic or in remission is a disability if it would substantially limit a major life activity when active. For further information regarding these laws, contact your child's guidance counselor or school psychologist (elementary) or the Director of Pupil Personnel Services at 508-830-4343.

Asbestos Hazard Emergency Response Act (AHERA) of 1986

The Plymouth Public Schools complies with the Asbestos Hazard Emergency Response Act (AHERA) of 1986. For further information, please refer to the Principal's Office or the homepage of the Plymouth Public Schools website at www.plymouth.k12.ma.us.

Anti-Bullying Policy

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

Definitions

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

- causes physical or emotional harm to the target or damage to the target's property;
- places the target in reasonable fear of harm to themselves, or of damage to their property;
- 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.

1.1 "Cyber-bullying" means bullying through the use of technology or any electronic communication.

Cyber-bullying shall also include the creation of a web page or blog in which the creator assumes the identity of another person or knowingly impersonates another person as the author of posted content or messages if the creation or impersonation creates any of the conditions enumerated in the definition of bullying. Cyber-bullying shall also include the distribution by electronic means of communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons if the distribution or posting creates any of the conditions enumerated in the definition of bullying. Bullying through the use of technology or any electronic communication 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,
- Cellular communication; or
- Phone application ("app").

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

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

2.0 Prohibition Against Bullying

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

- create a hostile environment at school for the target;
- infringe on the rights of the target at school; and/or
- materially and substantially disrupt the education process or the orderly operation of a school.

Bullying is prohibited:

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

3.0 Prevention and Intervention Plan

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

4.0 Reporting

Students, who believe that they are a target of bullying, observe an act of bullying, or who have reasonable grounds to believe that these behaviors are taking place, are obligated to report incidents to a member of the school staff. The target shall, however, not be subject to discipline for failing to report. Each school shall have a means for anonymous reporting by students of incidents of bullying. No formal disciplinary action shall be taken solely on the basis of an anonymous report. Any student who knowingly makes a false accusation of bullying may be subject to disciplinary action. Parents or guardians, or members of the community, are encouraged to report an incident of bullying as soon as possible. A member of a school staff shall immediately report any instance of bullying the staff member has witnessed or become aware of to the school principal or their designee.

5.0 Investigation Procedures

The Principal or their designee, upon receipt of a report which, if true, would constitute bullying as defined by M.G.L. c. 71, § 37O, shall promptly contact the parents or guardians of a student who has been the alleged target or alleged perpetrator of bullying. The actions being taken to prevent further acts of bullying shall be discussed. The school Principal or a designee shall promptly investigate the report of bullying in accordance with the Plymouth Public Schools' Bullying Prevention and Intervention Plan. Disciplinary actions for students who have committed an act of bullying or retaliation shall be in accordance with district disciplinary policies.

6.0 Retaliation

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

7.0 Training and Assessment

Annual training shall be provided for school employees in preventing, identifying, responding to, and reporting incidents of bullying in accordance with the Plymouth Public Schools' Bullying Prevention and Intervention Plan.

Education Reform Act of 1993, M.G.L. c.71, § 37H

The superintendent of every school district shall publish the district's policies pertaining to the conduct of teachers and students. Said policies shall prohibit the use of any tobacco products within the school buildings, the school facilities, or on school grounds or school buses by any individual, including school personnel. Copies of these policies shall be provided to any person upon request and without cost by the principal of every school within the district. Each school district's policies pertaining to the conduct of students shall include the following: disciplinary proceedings, including procedures ensuring due process; standards and procedures for suspension and expulsion of students; procedures pertaining to the discipline of students with special needs; standards and procedures to assure school building security and safety of students and school personnel; and the disciplinary measures to be taken in cases involving the possession or use of illegal substances or weapons, the use of force, vandalism, or violations of other student's civil rights. Codes of discipline, as well as the procedures used to develop codes, shall be filed with the Department of Elementary and Secondary Education for informational purposes only. In each school building containing grades nine to twelve, inclusive, the principal, in consultation with the school council, shall prepare and distribute to each student a handbook setting forth the rules pertaining to the conduct of students. The school council shall review the student handbook each spring to consider changes in disciplinary policy to take effect in September of the following school year, but may consider policy changes at any time. The annual review shall cover all areas of student conduct, including but not limited to those outlined in this section.

Notwithstanding any general or special law to the contrary, all student handbooks shall contain the following provision:

- 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 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 witnesses at a said hearing before the principal. *After said hearing, a principal may, at his discretion, decide to suspend rather than expel a student who has been determined by the principal to violate 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 appeal. The student has a right to counsel at a hearing before the superintendent. The subject matter of the appeal

shall not be limited solely to a factual determination or whether the student has violated any provisions of this section.

- e) When a student is expelled under the provisions of this section, no school or school district within the commonwealth shall be required to admit such student or to provide educational services to said student. If the student does apply for admission to another school or school district, the superintendent of a school district to which the application is made may request and shall receive from the superintendent of the school expelling said student a written statement of the reasons for said expulsion. *Added by St. 1972, 467 amended by St. 1973, c.430, s.5; St. 1987, c285; St1989, c603; St1992, c.133, s.430; St. 1993, c71, s.26: St. 1993. c380,s.1; St1994, c.51*

Education Reform Act of 1993, M.G.L. c.71, § 37H1/2

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

- a) Upon the issuance of a criminal complaint charging a student with a felony or upon the issuance of a felony delinquency complaint against a student, the principal or headmaster of a school in which the student is enrolled may suspend such student for a period of time determined appropriate by said principal or headmaster if said principal or headmaster determines that the student's presence in school would have a substantially 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 this right to appeal and the process for appealing such suspension; provided, however, that such suspension shall remain in effect prior to any appeal hearing conducted by the superintendent. 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 calendars 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 a decision shall be the final decision of the city, town, or regional school district with regard to the suspension.
- b) Upon a student being convicted of a felony or upon the adjudication of 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 substantially detrimental effect on the general welfare of the school.
- c) 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 the 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 a decision shall be the final decision of the city, town, or regional school district with regard to expulsion. Upon expulsion of such student, no school or school district shall be required to provide educational services to the student. *Added by St.1993, c380, s2.*

M.G.L. c.71, § 37H3/4

Section 37H $\frac{3}{4}$ Amends G.L. c. 71 by adding a new section 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 $\frac{1}{2}$ (felony complaint). Section 37H $\frac{3}{4}$, directs school decision-makers at student disciplinary meetings or hearings to 1) exercise discretion in deciding consequences for the student; 2) consider ways to re-engage the student in the learning process, and 3) avoid using expulsion as a consequence until other remedies and consequences have been tried.

Section 37H $\frac{3}{4}$, 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 also make reasonable efforts to include the parent or guardian in the meeting with the student.

Section 37H $\frac{3}{4}$ further defines the process that school officials must follow under 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. Suspensions or expulsions under section 37H $\frac{3}{4}$ are limited to 90 school days. Furthermore, the principal or headmaster must notify the superintendent in writing of the out-of-school suspension of any student enrolled in kindergarten through grade 3, the alleged misconduct, and the reasons for the out-of-school suspension, before the suspension takes effect. Students must be provided an opportunity to make academic progress while suspended or expelled. Section 37 H3/4 amends sections 37H and 37H1/2 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. 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 to earn credits missed. 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. The Massachusetts Department of Elementary and Secondary Education has published regulations to implement the law which are set out in 603 CMR 53.00 and can be found at <http://www.doe.mass.edu/lawsregs/603cmr53.html>

Harassment

Criminal Harassment; Punishment

CRIMINAL HARASSMENT – MISDEMEANOR

(a) Whoever willfully and maliciously engages in a knowing pattern of conduct or series of acts over a period of time directed at a specific person, which seriously alarms that person and would cause a reasonable person to suffer substantial emotional distress, shall be guilty of the crime of criminal harassment and shall be punished by imprisonment in a house of correction for not more than two and one-half years or by a fine of not more than \$1,000, or by both such fine and imprisonment. Such conduct or acts described in this paragraph shall include, but not be limited to,

conduct or acts conducted by mail or by use of a telephonic or telecommunication device including, but not limited to, electronic mail, internet communications, or facsimile communications.

CRIMINAL HARASSMENT – SECOND OR SUBSEQUENT – FELONY

(b) Whoever, after having been convicted of the crime of criminal harassment, commits a second or subsequent such crime, or whoever commits the crime of criminal harassment having previously been convicted of a violation of Section 43, shall be punished by imprisonment in a house of correction for not more than two and one-half years or by imprisonment in the state prison for not more than ten years.

Harassment Complaint Procedure

If a student feels he/she has been subject to harassment on the basis of race, color, sex, religion, national origin, handicap, or sexual preference, he/she may complain to the principal of his/her school. It is the policy of Plymouth Public Schools to deal with these complaints at the individual school level whenever possible. However, if a satisfactory resolution cannot be achieved, a student may file a written complaint with the Superintendent of Schools and/or his/her designee. The Superintendent and/or his/her designee will respond in writing within 30 days. If the individual is not satisfied with the response, he/she may take the complaint to the Massachusetts Department of Education, Program Quality Assurance, 350 Main Street, Malden, MA 02148-5023, or other appropriate federal or state agency.

Student Sexual Harassment

POLICY

1. In keeping with State and Federal statutes, it is the policy of the Plymouth Public Schools to provide a learning and working atmosphere free from sexual harassment and all other types of harassment for students using the facilities.
2. It is a violation of this policy for any student using the facilities to engage in or condone sexual harassment.
3. It is the responsibility of every student using the facilities to not engage in acts of sexual harassment and to be aware of and comply with the applicable policies and procedures of this school district regarding sexual harassment.
4. Any student using the facilities who believes that he or she has been subjected to sexual harassment may file a verbal and/or written complaint and will receive prompt and appropriate handling of said complaint. Further, all reasonable efforts shall be made to inform only those with a "need to know" of the complaint. In most cases, complete confidentiality cannot be maintained as, at a minimum, the alleged victim, the alleged harasser, and any witnesses will be interviewed.
5. Complaint Manager means the person(s) who is responsible for directing the investigation of verbal and/or written complaints alleging noncompliance with this policy. The building principal or chief administrator(s) shall be designated as Complaint Manager for all students in all buildings. The office address and telephone number of the Complaint Manager shall be posted prominently in a visible location in the main office of each School Department building.
6. The designated Complaint Manager shall be responsible for assisting students using the facilities seeking guidance or support in addressing matters relating to sexual harassment or inappropriate behavior of a sexual nature.
7. It is the policy of the Plymouth Public Schools to objectively collect the facts related to all claims of sexual harassment of which it becomes aware, whether or not a victim files a verbal and/or written complaint, to determine whether or not an investigation is warranted. Prior to any investigation, the Complaint Manager must notify the District Attorney of the alleged sexual harassment complaint.

DEFINITIONS

Sexual Harassment means unwelcome sexual advances, requests for sexual favors, and other inappropriate verbal, written, or physical conduct of a sexual nature that takes place under any of the following circumstances:

1. When submission to such conduct is made, explicitly or implicitly, a term or condition of employment, instruction, or participation in school activities or programs;
2. When submission to, or rejection of, such conduct by an individual is used by the offender as the basis for making personal or career or academic decisions affecting the individual;
3. When such conduct has the effect of unreasonably interfering with the individual's work or responsibilities or learning;
4. When such conduct has the effect of creating an intimidating, hostile, or offensive work or learning environment;
5. When retaliation is taken against students using public facilities for complaining about the behaviors described above; or
6. When such conduct is welcomed but unlawful.

Examples of sexual harassment include but are not limited to:

- Verbal harassment, such as derogatory comments, jokes, slurs, or remarks/questions of a sexual nature;
- Physical harassment, such as unnecessary or offensive touching;
- Visual harassment, such as derogatory or offensive posters, cards, cartoons, graffiti, drawings, looks, or gestures;
- Using electronic media to communicate in the manner described in paragraph 2.2.3 above.
- The victim is encouraged to make it clear to the alleged harasser that the behavior is bothering him or her if he or she can comfortably do so.

Student Complaint Procedure

Student Filing

Any student who believes that he or she has been subjected to sexual harassment may file a verbal and/or written complaint with any administrator, teacher, guidance counselor, or nurse in the school.

1. If the original complaint is verbal, the complaining party shall be asked to put the complaint in writing. Assistance and an appropriate form will be provided if needed.
2. The written complaint shall include the following: the name of the alleged offender, the date, the location of the offense, a description in as much detail as possible of the incident(s) including any statement made by either party or a list of all known witnesses. The written complaint should then be forwarded to the building principal or chief building administrator.
3. If the complaining party does not put the complaint in writing, the individual receiving the verbal complaint will request and record in his or her writing the following: the name of the alleged offender, the date, the location of the offense, a description in as much detail as possible of the incident(s) including any statement made by either party and a list of all known witnesses. The written report of the complaint should then be forwarded to the building principal or chief building administrator.
4. The building principal or chief administrator, upon receiving any written complaint or written report of

a verbal complaint, must forward the same in confidence to the Superintendent or his/her designee with the date the document was received and the name of the person or persons filing the document.

5. Retaliation against the complainant, witness, or person, who participates in an investigation, shall not be tolerated.
6. Upon the determination that no investigation is warranted, the legal guardian(s) of the complainant and the alleged offender(s) will be notified by the Complaint Manager of the allegation and that an investigation will not be conducted.
7. Upon determination that an investigation is warranted, the District Attorney's office will be notified of the sexual harassment complaint. The District Attorney's office then advises the Complaint Manager as to whether or not the District Attorney's office will be involved. At the same time, the District Attorney's office will also advise the Complaint Manager as to which other agencies should be contacted, e. g., the Plymouth Police Department, Massachusetts Department of Social Services, etc. Immediately thereupon, the legal guardian(s) of the complainant and the offender will be advised of the complaint and all agencies that may have been contacted.

Student Investigation

1. Verbal and/or written complaints filed pursuant to this policy shall be promptly and thoroughly investigated by the Complaint Manager or the individual designated by the Complaint Manager.
2. The investigation shall be completed within thirty school days after the verbal and/or written complaint is filed, and after a review with the site-based managers, a written recommendation will be forwarded to the Superintendent of Schools.
3. Upon completion of the investigation, the Complaint Manager shall prepare a written report of the investigation which will include the following: (1) The date(s) of the alleged incident(s); (2) The name of the complainant; (3) The name of the offender(s); (4) A summary of all the allegations; (5) The names of all potential witnesses; (6) A summary of the steps taken to complete the investigation; (7) A summary of all witness statements (with copies of the actual statements attached); (8) A listing of any physical evidence available; (9) A factual summary of all the evidence that either supports or refutes the allegations of sexual harassment; (10) Conclusion or recommendations; and (11) The date of the written report of the investigation.
4. The Superintendent may take action on the written recommendation of the Complaint Manager or he or she may conduct his or her own investigation into the charges.
5. Such an investigation must be completed within thirty working days of receipt by the Superintendent.
6. In certain cases, it may be necessary to extend the time for completing an investigation. Extensions would require the permission of the Superintendent in cases involving the Complaint Manager and of the School Committee in cases involving the Superintendent. In such cases, the Complaint Manager will inform the victim and the alleged harasser of the extension and the reasons for the extension.
7. The principal will take such action(s) as necessary and, if needed, to protect the alleged victim and other students consistent with the requirements of the school handbook.

Disposition

1. Evidence that a student(s) has committed an act of sexual harassment may warrant disciplinary action, which may include suspension and/or exclusion by the Plymouth School Committee.

Hazing Law and Policy

Hazing as defined in Chapter 269 under the Laws of the Commonwealth of Massachusetts is prohibited in the Plymouth Public Schools.

M.G.L. Chapter 269; Section 17 Hazing; organizing or participating; hazing defined

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 one thousand dollars or by imprisonment in a house of correction for not more than one hundred days, or by both such fine and imprisonment. The term "hazing" as used in this section and 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 another 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 health or safety of any such student or another person, or which subjects such student or another person to extreme mental stress, including extended deprivation of sleep or rest or extended isolation. (Added by St. 1985, c.536)

M.G.L. Chapter 269: Section 18 Failure 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. (Added by St. 1985, c.536; Amended by St. 1987, c.665)

M.G.L. Chapter 269: Section 19 Copy of secs. 17-19; issuance to students and student groups, teams, and organizations; report

Statement of Compliance and Discipline Policy Required

Each institution of secondary education and each public and private institution of post-secondary education shall issue to every student group, student team, or student organization which is part of such an institution or is recognized by the institution to exist as an unaffiliated student group, student team, or student organization, a copy of this section and sections seventeen and eighteen; provided, however, that an institution's compliance with this section's requirements that an institution issue copies of this section and sections seventeen and eighteen to unaffiliated groups, teams, or organizations shall not constitute evidence of the institution's recognition or endorsement of said unaffiliated student groups, teams, or organizations.

Each such group, team, or organization shall distribute a copy of this section and sections seventeen and eighteen to each of its members, plebes, pledges, or applicants for membership. It shall be the duty of each group, team, or organization, acting through its designated officer, to deliver annually, to the institution an attested acknowledgment stating that such group, team, or organization has received a copy of this section and said sections seventeen and eighteen, that each of its members, plebes, pledges, or applicants has received a copy of sections seventeen and eighteen, and that such group, team, or organization understands and agrees to comply with the provisions of this section and sections seventeen and eighteen.

Each institution of secondary education and each public and private institution of post-secondary education shall, at least annually, before or at the start of enrollment, deliver to each person who enrolls as a full-time student in such institution a copy of this section and sections seventeen and eighteen.

Any person(s) found engaged in hazing may be subject to suspension or exclusion dependent upon the seriousness of the hazing offense.

McKinney-Vento Homeless Education Assistance Act 2002

Every child without a permanent home has a right to an education.

If you live in a shelter, motel, vehicle, or campground; on the street; in an abandoned building, trailer, or other inadequate accommodations; or with friends or relatives because you cannot find or afford

housing, then your child has certain rights and protections under the McKinney-Vento Homeless Education Assistance Act.

Your child has the right to:

- Access the same free and appropriate public education, including public preschool education, as provided to all other children.
- Remain in the school he/she attended before becoming homeless.
- Receive transportation to the school they attend before your family became homeless or the school they last attended if you or a guardian requests such transportation.
- Enroll in school without giving a permanent address. Schools cannot require proof of residency that might prevent or delay school enrollment.
- Enroll and attend classes while the school arranges for the transfer of school and immunization records or any other documents for enrollment.
- Enroll and attend classes in the school of your choice even while the school and you seek to resolve disputes over enrolling your child.
- Receive the same special programs and services, if needed, as provided to all other children.

If you need assistance in enrolling your child into school contact: Director of Student Support Services at 508-224-5086.

Every Student Succeeds Act (ESSA)

The Every Student Succeeds Act (ESSA), signed into law on December 10, 2015, reauthorized the most recent reauthorization of ESEA, the No Child Left Behind Act of 2001 (NCLB). The ESSA plan advances the Commonwealth's vision of increasing equity and excellence for all students in Massachusetts, particularly disadvantaged and high-need students. Massachusetts' strategies align closely with ESSA's priority areas: academic standards that help students become ready for post-secondary education and employment; world-class academic assessments that enable educators to identify and provide support for schools and districts; ensuring effective educators; and supporting all aspects of our student's lives. Our ESSA plan is designed to strengthen the quality and breadth of the instructional program our students experience, especially for English language learners, students receiving special education services, and students from economically disadvantaged backgrounds. This focus includes special attention to:

- Enhancing literacy skills in the elementary grades
- Enhancing mathematics skills in the middle grades
- Providing multiple high-quality pathways to educational and career opportunities after secondary school

For more information regarding ESSA, please refer to the Department of Elementary and Secondary website: <http://www.doe.mass.edu/titlei/essa/>

Nondiscrimination

1. The Plymouth Public Schools does not tolerate discrimination against students, parents, employees, or the general public on the basis of race, color, national origin, sex, sexual orientation, gender identity, disability, homelessness, religion, age, economic/socio-economic status or immigration status. The Plymouth Public Schools are also committed to maintaining a school environment free of harassment based on race, color, religion, national origin, gender, sexual orientation, gender identity, pregnancy or pregnancy status, age, or disability. In addition, the District provides equal access to all designated youth groups. Consistent with the requirements of the McKinney-Vento Act, the District also does not

discriminate against students on the basis of homelessness.

2. The Superintendent shall designate at least one administrator to serve as the compliance officer for the District's non-discrimination policies in education-related activities, including but not limited to responding to inquiries related to Title VI of the Civil Rights Act of 1964; Title VII of the Civil Rights Act of 1964; Title IX of the Education Amendments of 1972; Section 504 of the Rehabilitation Act of 1973; Title II of the Americans with Disabilities Act; the Age Act; M.G.L c. 76, § 5; M.G.L. c. 151B and 151C; and 603 C.M.R. § 26.00. Inquiries about the application of Title IX to the District may be referred to the District's Title IX Coordinator, to the Assistant Secretary of the U.S. Department of Education, or both.
3. The Plymouth School Committee's policy of nondiscrimination will extend to students, staff, the general public, and individuals with whom it does business; no person shall be excluded from or discriminated against in employment, admission to a public school of the District 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, sexual orientation, homelessness, disability, or immigration status.
4. This commitment to the community is affirmed in the following statements of School Committee intent to:
 - a. Promote the rights and responsibilities of all individuals as set forth in the state and federal Constitutions, pertinent legislation, and applicable judicial interpretations.
 - b. Encourage positive experiences in human values for children, youth, and adults, all of whom have differing personal and family characteristics and who come from various socioeconomic, racial, and ethnic groups.
 - c. Support a more integrated society and to enlist the support of individuals as well as groups and agencies, both private and governmental, in such an effort.
 - d. Use all appropriate communication and action techniques to air and reduce the grievances of individuals and groups.
 - e. Carefully consider, in all the decisions made within the school system, the potential benefits or adverse consequences that those decisions might have on the human relations aspects of all segments of society.
 - f. Ensure the continual process of reviewing policies and practices of this school system in order to achieve, to the greatest extent possible, the objectives of this statement.
5. In addition to designating at least one administrator to handle inquiries regarding the District's non-discrimination policies, the Superintendent shall adopt and publish one or more grievance procedures for addressing reports of discrimination, harassment, and retaliation under the protected classes identified in this policy. If an individual is interested in filing a complaint that they have been discriminated against because of their race, color, sex, gender identity, religion, national origin, sexual orientation, homelessness, disability, or immigration status, their complaint should be filed in accordance with the District's grievance procedures for discrimination, harassment, and retaliation.
6. The student handbooks and grievance procedures shall identify the name, office address, and telephone number for the compliance officer(s) for the above-referenced statutes and this policy and be posted on the District's website.

Nondiscrimination on the Basis of Disability

Section 504 of the Rehabilitation Act of 1973 and its accompanying regulations and amendments apply to all school systems receiving federal funds. Under this act the Plymouth Public Schools:

1. May not discriminate against qualified handicapped persons in any aspect of school employment solely on the basis of handicap.
2. Shall make facilities, programs, and activities accessible, usable, and open to qualified handicapped persons.
3. Shall provide appropriate education at the elementary and secondary levels, including non-academic and extracurricular services and activities to qualified handicapped persons.
4. May not exclude any qualified handicapped person solely on the basis of handicap from participation in any preschool education or daycare program or activity or any adult education or vocational program or activity.
5. Shall provide each qualified handicapped person with the same health, welfare, and other social services that are provided by others.
6. The Plymouth Public Schools receives federal financial assistance and must comply with the above requirements. Additionally, the School Committee believes that:
7. Discrimination against a qualified handicapped person solely on the basis of handicap is unfair, and
8. To the extent possible, qualified handicapped persons should be included in all aspects of the school community.

Accordingly, employees of this school system will comply with the above requirements of the law and policy statements of this Committee and all other pertinent Federal and State laws to ensure non-discrimination on the basis of handicap.

The Plymouth Public Schools does not discriminate on the basis of race, color, religious creed, national origin, sex, gender identity, sexual orientation, genetic information, ancestry, status as a veteran or U.S. uniformed military service member, disability, or age in admission to, treatment in, or employment in its services, programs, and activities.

Procedure for Filing Complaints Related to Discrimination

If a student feels he/she has been discriminated against on the basis of race, color, religious creed, national origin, sex, gender identity, sexual orientation, genetic information, ancestry, or disability, he/she may complain to the principal of his/her school or the School Committee through the Superintendent of Schools. It is the policy of the Plymouth Public Schools to deal with discrimination complaints at the individual school level whenever possible. However, if a satisfactory resolution cannot be achieved, a student may file a written complaint with the Superintendent of Schools or his/her designee. The Superintendent or his/her designee shall respond in writing within 30 days. If the individual is not satisfied with the response, he/she may take the complaint to the Massachusetts Department of Education, Program of Quality Assurance.

Procedures Related to a Public Health Emergency and/or Pandemic

The School Committee recommends that during a Public Health Emergency certain procedures, policies and other standard educational traditions and actions will need to be modified to promote public safety, and specifically, the safety, health, and well-being of our students, their families, and our faculty and staff. To that end, the following procedural adjustments can be applied:

1. Superintendent actions following and during State of a Public Health emergency as declared by the Governor and/or other Federal, State, County, and Local officials:

1.1 Superintendent may propose modifications or suspensions of district policies regarding attendance by students;

- 1.2 Superintendent may limit or suspend admission of the public into school buildings and attendance at other school affairs such as sporting events, performances, art presentations, assemblies, and other similar programs or events;
- 1.3 Subject to law, regulations, and other standards established by a legitimate regulatory body, such as the MIAA, the Superintendent may propose changes to district policies and protocols regarding student participation in extra-curricular activities and athletics;
- 1.4 Superintendent shall report to the School Committee any and all changes in the status of the SRO and the impact that the Public Health Emergency may have on the MOU before Plymouth Police Department and Plymouth Public Schools;
- 1.5 When necessary, the Superintendent can make modifications to the requirement of mask-wearing for certain student cohorts;
- 1.6 Subject to current law, regulations, and guidance from Federal, State, County, and/or local officials, the Superintendent may suspend or modify policies or procedures related to the transportation of students;
- 1.7 Subject to provisions in the law, guidance from Federal, State, County, or Local officials, and collective bargaining agreements the Superintendent may suspend or amend current policy and procedures or norms in order to ensure the safe and efficient operation of the business functions and maintenance of school buildings and other such offices the district maintains; 1.8 Contact tracing and testing protocols as necessary and appropriate shall be established by the Superintendent;
- 1.9 Subject to the guidance from the Department of Elementary and Secondary Education (DESE) and the provisions of the Collective Bargaining Agreement, the Superintendent may suspend or revise the school calendar with the approval of the School Committee;
- 1.10 Subject to the guidance from DESE, the Superintendent may suspend or revise the assignment of students to schools, including assignment of new students for such a period as the Public Health Emergency is in force;
- 1.11 During the period of the Public Health Emergency and following approval of the School Committee, the Superintendent can modify the policies, procedures, and norms relating to the grading and retention of students;
- 1.12 In accordance with guidance from DESE and subject to the approval of the School Committee, the Superintendent may make modifications to the policies, procedures, and norms pertaining to the graduation requirements;
- 1.13 The Superintendent may revise job descriptions for the district staff considering the provisions of the current collective bargaining agreement. The potential changes shall be related to the health and safety of all students and staff. These changes include but are not limited to student transportation, food services, and materials, and specific job descriptions. The Superintendent will inform the School Committee of any such changes. Any changes to job descriptions shall expire at the end of the Public Health Emergency as determined by the Governor and/or State, County and Local Public Health officials; The Superintendent will identify and designate the most appropriate staff members to oversee the implementation of policy and procedures to be enforced during the Public Health Emergency;
- 1.14 Subject to the guidance from DESE and the provisions of collective bargaining agreements, the Superintendent may suspend or amend requirements for the time-on-learning for the duration of the Public Health Emergency.

2 Privacy & Confidentiality

2.1 During the Public Health Emergency, the rights to privacy held by our students and their families shall not be abridged by the Plymouth Public Schools. However, confidential conversations between the Administration of the Plymouth Public Schools and specific teachers are permitted when the teacher needs to know. The sharing of protected information between the Administration and teachers is only permitted when the health and safety of students and staff could be compromised by not sharing the information.

3 Student Discipline

3.1 The Superintendent will make recommendations regarding the policies, procedures, and protocols regarding the disciplining of students during the Public Health Emergency. In some cases, the Superintendent may set aside the district Code of Discipline and related consequences.

4 Back to School Plan

4.1 The School Committee will authorize the Superintendent to continually reevaluate develop, and modify as necessary a back-to-school plan;

4.2 During a Public Health Emergency, Plymouth Public Schools under the recommendation of the Governor and/or other State, County, and Local public health officials and subject to guidelines from DESE, the School Committee shall authorize the Superintendent to create for approval a back-to-school plan in the most safe and efficient manner possible.

4.3 According to the Superintendent's recommendation and in keeping in line with guidelines from DESE, the back-to-school plan can be modified or suspended for those students with specific educational and/or social-emotional needs.

Protection of Pupil Rights Amendment (PPRA)

The Plymouth Public Schools in keeping with the regulations set out in the Protection of Pupil Rights Amendment requires notification to students, parents, and/or students under the following conditions:

- Instructional materials are made available for inspection by parents if those materials will be used in connection with a federal U.S. Department of Education or another publicly funded survey, analysis, or evaluation in which their children participate; and that schools obtain prior written parental consent before minor students are required to participate in any U.S. Department of Education or another publicly funded survey, analysis, or evaluation that reveals information concerning:
- Political affiliations or beliefs of the student or the student's parent;
- Mental and psychological problems of the student or the student's family;
- Sex behavior or attitudes;
- Illegal, anti-social, self-incriminating, or demeaning behavior;
- Critical appraisals of other individuals with whom respondents have close family relationships;
- Legally recognized privileged or analogous relationships, such as those of lawyers, physicians, or ministers;
- Religious practices, affiliations, or beliefs of the student or student's parent; or
- Income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).
- The right of parents to inspect, upon request, any instructional material used as part of the educational curriculum for students. This term does not include academic tests or academic assessments.
- The right to prior knowledge and consent if the school district administers physical examinations or screenings. This does not include hearing, vision, or scoliosis screening.
- The right to prior knowledge of the school district's collection, disclosure, or use of personal information collected from students for the purpose of marketing or selling, or otherwise providing the information to others for that purpose.
- The right to inspect, upon request, any instrument used in the collection of personal information.

The Plymouth Public Schools will notify parents, guardians, and/or eligible students the specific or approximate dates during the school year if and when these activities are scheduled. Such notification will be provided through specific notices, newsletters, and/or the Plymouth Public Schools website. The federal requirement is not intended to preempt applicable provisions of state law that require parental

notification. The law does not apply to any physical examination or screening that is permitted or required by state law, including such examinations or screenings without parental notification. The requirements of PPRA do not apply to a survey administered to a student in accordance with the Individuals with Disabilities Education Act (IDEA). The requirements under PPRA do not supersede any of the requirements of the Family Educational Rights and Privacy Act (FERPA).

Physical Restraint Policies and Procedures Pursuant to 603 Cmr 46.00

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

Physical restraint shall be used only in emergencies of last resort after other lawful and less intrusive alternatives have failed or been deemed inappropriate and with extreme caution. School personnel shall use physical restraint with two goals in mind:

- a) To administer a physical restraint only when needed to protect a student and/or a member of the school community from assault or imminent, serious, physical harm; and
- b) To prevent or minimize any harm to the student as a result of the use of physical restraint.

Use of Restraint:

Mechanical restraint, medication restraint, and seclusion shall be prohibited in public education programs.

Prone restraint shall be prohibited in public education programs except on an individual student basis, and only under the following circumstances:

1. The student has a documented history of repeatedly causing serious self-injuries and/or injuries to other students or staff;
2. All other forms of physical restraints have failed to ensure the safety of the student and/or the safety of others;
3. There are no medical contraindications as documented by a licensed physician;
4. There is psychological or behavioral justification for the use of prone restraint and there are no psychological or behavioral contraindications, as documented by a licensed mental health professional;
5. The program has obtained consent to use prone restraint in an emergency as set out in 603 CMR 46.03(1)(b), and such use has been approved in writing by the principal; and,
6. The program has documented 603 CMR 46.03(1)(b) 1 - 5 in advance of the use of prone restraint and maintains the documentation.

Physical restraint, including prone restraint where permitted, shall be considered an emergency procedure of last resort and shall be prohibited in public education programs except when a student's behavior poses a threat of assault or imminent, serious, physical harm to self or others and the student is not responsive to verbal directives or other lawful and less intrusive behavior interventions, or such interventions are deemed to be inappropriate under the circumstances. All physical restraints, including prone restraint where permitted, shall be administered in compliance with 603 CMR 46.05.

Physical Restraint Shall Not Be Used:

- a) As a means of discipline or punishment;
- b) When the student cannot be safely restrained because it is medically contraindicated for reasons including, but not limited to, asthma, seizures, a cardiac condition, obesity, bronchitis, communication-related disabilities, or risk of vomiting;
- c) As a response to property destruction, disruption of school order, a student's refusal to comply with a public education program rule or staff directive, or verbal threats when those actions do not constitute a threat of assault or imminent, serious, physical harm; or
- d) As a standard response for any individual student. No written individual behavior plan or individualized education program (IEP) may include the use of physical restraint as a standard response to any behavior. Physical restraint is an emergency procedure of last resort.

Physical restraint in a public education program shall be limited to the use of such reasonable force as is necessary to protect a student or another member of the school community from assault or imminent, serious, physical harm.

Referral to law enforcement or other state agencies. Nothing in these regulations prohibits:

- a) The right of any individual to report to appropriate authorities a crime committed by a student or other individual;
- b) Law enforcement, judicial authorities, or school security personnel from exercising their responsibilities, including the physical detainment of a student or other person, alleged to have committed a crime or posing a security risk; or
- c) The exercise of an individual's responsibilities as a mandated reporter pursuant to G.L. c. 119, § 51A. 603 CMR 46.00 shall not be used to deter any individual from reporting neglect or abuse to the appropriate state agency.

Policy and Procedures:

- (a) Methods for preventing student violence, self-injurious behavior, and suicide, including individual crisis planning and de-escalation of potentially dangerous behavior occurring among groups of students or with an individual student;

Methods for Preventing Student Violence, Self-Injurious Behavior, and Suicide:

Prevention/De-Escalation Techniques

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

Interrupting

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

Ignoring

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

Redirecting

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

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

CRISIS PLANNING:

1. Follow-up Response to Threats of Violence or Suicide

Threats of violence or self-injury, made by a student or group of student(s) should be reported to the school principal and reviewed with the school psychologist or school crisis team, regardless of whether a student's behavior resulted in the use of physical restraint. Based on the situation, the school psychologist or school crisis team may recommend or require that the student(s) undergo a Risk Assessment, or if the student is in obvious crisis, a referral to the local hospital will be made.

PROTOCOL FOR STUDENT SUICIDALITY:

When a teacher or staff member becomes aware of any student experiencing at-risk behavior (verbal statements, writing, report from peers, parents, etc.) they will report immediately to counseling staff and/or crisis team.

At risk for self-injury/suicide is defined as Any student who indicates through actions speech or writings that they may be at risk of harming themselves physically.

Student Support Team: Student Crisis Team. A predefined group of district staff will be familiar with response guidelines for students in crisis. SST may include:

- Principal
- Assistant Principal
- BCBA
- School Psychologist
- School Nurse
- School Adjustment Counselor
- Guidance Counselor
- Special Education Coordinator

Protocol: The identified child will be directly supervised by a member of the SST throughout the process.

1. Upon observation of at-risk behaviors or suspicion of risk for self-injury, the school staff member will immediately contact a school administrator.
2. The identified child will be accompanied by an adult to the office of the school Counselor (School Adjustment Counselor, Guidance Counselor, School Psychologist).
3. The School Principal will be contacted immediately and the child will then be interviewed by the school psychologist and/or school adjustment counselor and an administrator. Parents/guardians will be contacted. The child's level of risk will be assessed.
4. If the child is thought to be at imminent risk of self-injurious behavior, the SST members shall follow protocol for a medical emergency, call an ambulance and/or Mobile Crisis Services and have the child evaluated at an emergency room. During COVID a staff member shall accompany the child in the ambulance and remain with them in the E.R. until a parent or guardian arrives.
5. If the risk is not thought to be imminent, the child's parents will be contacted and they will be asked to immediately pick up the child and bring them to an appropriate professional (i.e. the child's pediatrician, psychotherapist, mental health counselor) for further evaluation and intervention.
6. The Incident Report Form will be completed by an administrator and the parent's signature will be obtained.
7. The identified child's re-entry to the district will follow the re-entry protocol for students at risk for self-injurious behavior. The re-entry protocol may include team meetings to develop a safety plan. (PBIS).

DE-ESCALATION OF POTENTIALLY DANGEROUS BEHAVIOR:

General guidelines for de-escalating potentially dangerous behavior include:

1. Remain calm -To possibly help prevent the likelihood of a student experiencing distress from escalating his/her behavior use a neutral and level tone of voice, control one's facial expressions and use supportive non-threatening body language.
2. Obtain Assistance - Whenever possible, school personnel should immediately take steps to notify school administrators, the school's administrative response team, and/or other school personnel of a potentially dangerous situation and to obtain additional assistance.
3. One Person Speaks - In order to minimize the likelihood of confusion and/or the likelihood of a student experiencing distress from escalating his/her behavior having one person providing overall direction to the response and the follow-up procedures are advisable. This often may be either the first trained staff person on the scene or the staff person with the most information about the particular situation.
4. Remove Student If Possible - The feasibility of having a student experiencing distress leave an area with other students and move to another more private and safe area in order to de-escalate should be considered.
5. Remove Other Students - If it is not feasible to have a student experiencing distress move to a more private and safe area in order to de-escalate, consider the feasibility of having other staff assist and monitor the removal of other students to another area within the school until the student de-escalates.

- (b) Methods for engaging parents in discussions about restraint prevention and the use of restraint solely as an emergency procedure;

METHODS FOR ENGAGING PARENTS AND STUDENTS:

Plymouth Public Schools will conduct an annual workshop, open to the entire school community, concerning restraint prevention and the use of restraint solely as an emergency procedure. This workshop may be coordinated with the special education parent advisory council (SEPAC), the parent-teacher organization (PTO), and other relevant community groups.

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

- (c) A description and explanation of the program's alternatives to physical restraint and method of physical restraint in emergencies;

ALTERNATIVES TO PHYSICAL RESTRAINT IN EMERGENCY SITUATIONS:

There are a variety of appropriate responses or interventions that should be used first when seeking to prevent challenging behaviors, student violence, self-injurious behaviors, or to de-escalate potentially dangerous or disruptive behavior among groups of students or with an individual student.

The following are examples of strategies that the district uses to support students prior to exhibiting challenging behaviors or as an alternative to physical restraint when students begin exhibiting agitation:

Positive behavioral interventions: The district employs a variety of services and strategies to address the social, emotional, and behavioral well-being of all our students.

- a) An anti-bullying curriculum is provided throughout the district utilizing developmentally appropriate lessons and activities
- b) Positive Behavioral Intervention Supports (PBIS™) is implemented at all schools.
- c) Social Skills curricula are provided to students through classroom, small group, and individualized instruction

- d) Counseling services are available for all students across the district and provided by licensed, certified staff including school psychologists, licensed mental health clinicians, school adjustment counselors, social workers, guidance counselors. Counseling is provided in small group and individualized settings
- e) Counselors receive training in signs of suicide and self-injurious behaviors
- f) For students re-entering after hospitalization, the team will meet for a review of the discharge summary and to determine the appropriate next steps. Re-entry meetings are scheduled for all students returning to school from psychiatric hospital programs
- g) I Tutoring is implemented to ensure students continue to receive instruction and make progress in the general education curriculum while addressing any social/emotional/behavioral needs that may prevent a student from accessing the general education setting
- h) The district has established a working relationship with several community agencies including DCF, TAP, DMH, DDS.

VERBAL REDIRECTION:

- 1. Active listening
- 2. Use of calm, non-threatening tones and language
- 3. Offering the student(s) a choice
- 4. Discussing options or possible resolutions with the student(s)
- 5. Verbal directive to cease the behavior

OPPORTUNITY FOR A BREAK

LOSS OF EARNED TOKENS/REWARDS/PRIVILEGES

OPPORTUNITY FOR TIME-OUT:

Time-outs are a behavioral support strategy developed pursuant to 603 CMR [46.04](#)(1) in which a student temporarily separates from the learning activity or the classroom, either by choice or by direction from staff, for the purpose of calming. During a time-out, a student must be continuously observed by a staff member. Staff shall be with the student or immediately available to the student at all times. The space used for time-out must be clean, safe, sanitary, and appropriate for the purpose of calming. Time-out shall cease as soon as the student has calmed. Any timeouts over thirty (30) minutes must obtain principal approval.

PHYSICAL ESCORT:

A physical escort is a temporary touch or holding, without the use of force, of the hand, wrist, arm, shoulder, or back for the purpose of inducing a student who is agitated or upset to walk to a safe location. Physical Escorts must be brief in nature.

STAFF TRAINING REQUIREMENTS:

All staff will be trained on the program's restraint prevention and behavior support policy and requirements when restraint is used. Such training shall occur within the first month of each school year and, for employees hired after the school year begins, within a month of their employment.

Training shall include information on the following:

- (a) The role of the student, family, and staff in preventing restraint;
- (b) The program's restraint prevention and behavior support policy and procedures, including use of time-out as a behavior support strategy distinct from seclusion;
- (c) Interventions that may preclude the need for restraint, including de-escalation of problematic behaviors and other alternatives to restraint in emergency circumstances;

(d) When behavior presents an emergency that requires physical restraint, the types of permitted physical restraints and related safety considerations, including information regarding the increased risk of injury to a student when any restraint is used, in particular, a restraint of extended duration;

(e) Administering physical restraint in accordance with medical or psychological limitations, known or suspected trauma history, and/or behavioral intervention plans applicable to an individual student; and

(f) Identification of program staff who have received in-depth training pursuant to 603 CMR 46.03(3) in the use of physical restraint.

IN-DEPTH TRAINING REQUIREMENTS:

At the beginning of the school year, the building Principal or their designee will identify those designated staff who will participate in in-depth training and who will then be authorized to serve as school-wide resources to assist in ensuring proper administration of physical restraint. Designated staff members shall participate in in-depth training in the use of physical restraint, with at least one refresher training annually.

In-depth training will include:

- a. Appropriate procedures for preventing the need for physical restraint, including the de-escalation of problematic behavior, relationship building, and the use of alternatives to restraint.
- b. A description and identification of specific dangerous behaviors on the part of students that may lead to the use of physical restraint and methods for evaluating the risk of harm in individual situations in order to determine whether the use of restraint is warranted;
- c. The simulated experience of administering and receiving physical restraint, instruction regarding the effect(s) on the person restrained, including instruction on monitoring physical signs of distress and obtaining medical assistance;
- d. Instruction regarding documentation and reporting requirements and investigation of injuries and complaints;
- e. Demonstration by participants of proficiency in administering physical restraint; and
- f. Instruction regarding the impact of physical restraint on the student and family, including but not limited to psychological, physiological, and social-emotional effects.

PROPER ADMINISTRATION OF PHYSICAL RESTRAINT:

(1) Trained personnel. Only public education program personnel who have received training pursuant to 603 CMR 46.04(2) or 603 CMR 46.04(3) shall administer physical restraint on students. Whenever possible, the administration of restraint shall be witnessed by at least one adult who does not participate in the restraint. The training requirements contained in 603 CMR 46.00 shall not preclude a teacher, employee, or agent of a public education program from using reasonable force to protect students, other persons, or themselves from assault or imminent, serious, physical harm.

(2) Use of force. A person administering physical restraint shall use only the amount of force necessary to protect the student or others from physical injury or harm.

(3) Safest method. A person administering physical restraint shall use the safest method available and appropriate to the situation subject to the safety requirements set forth in 603 CMR 46.05(5). Floor restraints, including prone restraints otherwise permitted under 603 CMR 46.03(1)(b), shall be prohibited unless the staff members administering the restraint have received in-depth training according to the requirements of 603 CMR 46.04(3) and, in the judgment of the trained staff members, such method is required to provide safety for the student or others present.

(4) Duration of restraint. All physical restraint must be terminated as soon as the student is no longer an immediate danger to himself or others, or the student indicates that he or she cannot

breathe, or if the student is observed to be in severe distress, such as having difficulty breathing or sustained or prolonged crying or coughing.

(5) Safety requirements. Additional requirements for the use of physical restraint:

(a) No restraint shall be administered in such a way that the student is prevented from breathing or speaking. During the administration of restraint, a staff member shall continuously monitor the physical status of the student, including skin temperature and color, and respiration.

(b) Restraint shall be administered in such a way as to prevent or minimize physical harm. If at any time during physical restraint, the student expresses or demonstrates significant physical distress including, but not limited to, difficulty breathing, the student shall be released from the restraint immediately, and school staff shall take steps to seek medical assistance.

(c) If a student is restrained for a period longer than 20 minutes, program staff shall obtain the approval of the principal. The approval shall be based upon the student's continued agitation during the restraint justifying the need for continued restraint.

(d) Program staff shall review and consider any known medical or psychological limitations, known or suspected trauma history, and/or behavioral intervention plans regarding the use of physical restraint on an individual student.

FOLLOW-UP PROCEDURES:

After a student is released from physical restraint, staff shall implement follow-up procedures, including:

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

PHYSICAL RESTRAINT REPORTING REQUIREMENTS:

Program staff shall report the use of any physical restraint as specified in 603 CMR 46.06(2).

Informing the principal: The program staff member who administered the restraint shall verbally inform the principal of the restraint as soon as possible, and by written report no later than the next school working day. The written report shall be provided to the principal for review of the use of the restraint. If the principal has administered the restraint, the principal shall prepare the report and submit it to an individual or team designated by the superintendent or board of trustees for review. The principal or director or his/her designee shall maintain an ongoing record of all reported instances of physical restraint, which shall be made available for review by the parent or the Department upon request.

Informing parents. The principal or director of the program or his/her designee shall make reasonable efforts to verbally inform the student's parent of the restraint within 24 hours of the event, and shall notify the parent by the written report sent either within three school working days of the restraint to an email address provided by the parent for communications about the student, or by regular mail postmarked no later than three school working days of the restraint. If the school or program customarily provides a parent of a student with report cards and other necessary school-related information in a language other than English, the written restraint report shall be provided to the parent in that language. The principal shall provide the student and the parent an opportunity to comment orally and in writing on the use of the restraint and information in the written report.

Contents of report. The written report required by 603 CMR 46.06(2) and (3) shall include:

- (a) The name of the student; the names and job titles of the staff who administered the restraint, and observers, if any; the date of the restraint; the time the restraint began and ended; and the name of the principal or designee who was verbally informed following the restraint; and, as applicable, the name of the principal or designee who approved the continuation of the restraint beyond 20 minutes pursuant to 603 CMR 46.05(5)(c).

(b) A description of the activity in which the restrained student and other students and staff in the same room or vicinity were engaged immediately preceding the use of physical restraint; the behavior that prompted the restraint; the efforts made to prevent escalation of behavior, including the specific de-escalation strategies used; alternatives to restraint that were attempted; and the justification for initiating physical restraint. (c) A description of the administration of the restraint including the holds used and reasons such holds were necessary; the student's behavior and reactions during the restraint; how the restraint ended; and documentation of injury to the student and/or staff, if any, during the restraint and any medical care provided. (d) Information regarding any further action(s) that the school has taken or may take, including any consequences that may be imposed on the student. (e) Information regarding opportunities for the student's parents to discuss with school officials the administration of the restraint, any consequences that may be imposed on the student, and any other related matter.

REPORTING TO DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION:

Report all physical restraints to the Department. Every program shall collect and annually report data to the Department regarding the use of physical restraints. Such data shall be reported in a manner and form directed by the Department. Report all restraint-related injuries to the Department. When a physical restraint has resulted in an injury to a student or program staff member, the program shall send a copy of the written report required by 603 CMR 46.06(4) to the Department postmarked no later than three school working days of the administration of the restraint. The program shall also send the Department a copy of the record of physical restraints maintained by the principal pursuant to 603 CMR 46.06(2) for 30 days prior to the date of the reported restraint. The Department shall determine if additional action by the program is warranted and, if so, shall notify the program of any required actions within 30 calendar days of receipt of the required written report(s).

PERIODIC REVIEW OF DATA AND DOCUMENTATION:

Individual student review. The principal shall conduct a weekly review of restraint data to identify students who have been restrained multiple times during the week. If such students are identified, the principal shall convene one or more review teams as the principal deems appropriate to assess each student's progress and needs. The assessment shall include at least the following:

- (a) review and discussion of the written reports submitted in accordance with 603 CMR 46.06 and any comments provided by the student and parent about such reports and the use of the restraints;
- (b) analysis of the circumstances leading up to each restraint, including factors such as time of day, day of the week, antecedent events, and individuals involved;
- (c) consideration of factors that may have contributed to the escalation of behaviors, consideration of alternatives to restraint, including de-escalation techniques and possible interventions, and such other strategies and decisions as appropriate, with the goal of reducing or eliminating the use of restraint in the future;
- (d) agreement on a written plan of action by the program. If the principal directly participated in the restraint, a duly qualified individual designated by the superintendent or board of trustees shall lead the review team's discussion. The principal shall ensure that a record of each individual student review is maintained and made available for review by the Department or the parent, upon request.

Administrative review. The principal shall conduct a monthly review of school-wide restraint data. This review shall consider patterns of use of restraints by similarities in the time of day, day of the week, or individuals involved; the number and duration of physical restraints school-wide and for individual students; the duration of restraints; and the number and type of injuries, if any, resulting from the use of restraint. The principal shall determine whether it is necessary or appropriate to modify the school's restraint prevention and management policy, conduct additional staff training on restraint reduction/prevention strategies, such as training on positive behavioral interventions and supports, or take such other action as necessary or appropriate to reduce or eliminate restraints.

GRIEVANCE PROCEDURES:

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

- i. The complaint must be submitted in writing or on audiotape to the Building Principal.
- ii. The Building Principal will meet with the complainant within ten (10) school days of receipt of the complaint.
- iii. A thorough investigation will be conducted which may include interviewing witnesses, staff involved, and/or the student; reviewing all written documentation leading up to and pertaining to the incident and all reports filed with the Assistant Superintendent of Human Resources.
- iv. A letter will be developed by the Assistant Superintendent of Human Resources.
 - a. Letter of finding, action plan steps for the staff and building.
 - b. Letter of no finding will be sent to the person who issued the complaint.

Audio and Video Surveillance on School Buses

Video cameras may be used on Plymouth Public School buses and transportation vehicles (collectively referred to hereinafter as a “bus” or “buses”) to monitor student behavior. Audio recordings in conjunction with video recordings may also be captured. The Superintendent or his/her designee will ensure that there is a sign prominently displayed on the school buses informing the occupants of the school buses that such video and audio recordings are occurring. Recordings -The District will retain copies of the video and audio recordings until they are erased in the regular course of business, which may be accomplished by either deletion or copying over with a new recording. Viewings of recordings must be expressly authorized by the Superintendent and are limited to the Superintendent, Superintendent designee, Director of Transportation, School Principal or Director of Special Education, or other individual authorized by the Superintendent. Parents of a student against whom a recording is being used as part of a disciplinary proceeding will be permitted to view and listen to the recording in the presence of the school administration. No other individuals shall be entitled to view or listen to the recording without the authorization of the Superintendent. Generally, the audio or video recording of a student on a bus is not a student record. In the event an audio or video recording is used as part of a student discipline proceeding, such recording may become part of a student’s educational record. If an audio or video recording does become part of a student’s educational record, state and federal laws governing educational records shall apply.

Video Surveillance on School Property

Plymouth Public Schools utilizes video cameras on all school campuses for the purpose of enhancing school safety and security. Security camera recordings will be viewable in each building by authorized designees only. Security cameras are installed in public areas only. These areas include grounds, athletic areas, exterior entrances or exits to school buildings, and large gathering spaces, including but not limited to: corridors, cafeteria, gymnasium, lobby, and main entries. Security camera usage is prohibited in any space where there is a reasonable expectation for privacy. Restrooms, changing rooms, private offices, nurse’s offices, and locker rooms are excluded from security camera use. The Superintendent or his/her expressly authorized designee shall oversee video surveillance. The camera system will be in operation and may be monitored by school personnel throughout the year. In compliance with applicable federal and state laws and regulations, recorded information will be available for use as necessary by appropriate school officials, and/or law enforcement personnel. All video recordings are stored in a secure place to avoid tampering and ensure confidentiality in accordance with applicable laws and regulations. Information obtained through video surveillance may only be used for disciplinary investigations, security, or law enforcement purposes. No sound is monitored or recorded in connection with the video surveillance system. Any video recordings used for security purposes in school buildings or on school grounds are the sole property of the Plymouth Public Schools. Release of such videos will be made only as permissible pursuant to applicable law and with the permission of the Superintendent or his/her designee.

Search and Seizure

The Plymouth Public Schools recognizes and respects the privacy of its students in their persons and belongings. However, the school administration and staff must maintain a proper, safe, and secure educational environment where learning can take place. Possession of contraband in violation of the law or school rules is prohibited on school premises. Such items include, but are not limited to, cigarettes, drugs (without a proper prescription), weapons, and other items that pose a danger to the safety of the school community or which would disturb or disrupt the process of education.

In certain circumstances, it may be necessary to search an individual student or group of students and to seize contraband items. Where the school principal, or his/her designee, has reasonable grounds for suspecting that a student has violated, or is violating, either the law or rules of the school, the suspected student or students may be searched for evidence that the student has violated or is violating either the law or rules of the school. Searches of students, book bags, purses, clothing, and other containers, and student lockers may be conducted when appropriate. When the principal, or his/her designee, has reason to believe that contraband items are present on school premises, locker inspections may take place without notice to students. A student's right to possession of a locker, or lockers, is nonexclusive as against the school and its officials. Students are hereby put on notice that they should not keep personal items in their lockers if they do not wish them to be discovered by school personnel during a locker inspection conducted in accordance with the provisions of this section. Contraband items discovered during any such inspection will be seized. In addition, at various times throughout the school year, school administrators may use dogs trained to detect contraband to conduct random searches for contraband in student lockers, other common areas of school buildings, and vehicles parked on school grounds. A qualified and authorized trainer and a school administrator or designee shall accompany each dog. If a dog indicates that contraband is present on school property, school administrators can conduct a further search. Any contraband items discovered and seized during an inspection or search conducted under the provisions of this section may be turned over to the police when the possession of such items may constitute a violation of any state or federal law. In all cases where illicit drugs or weapons are discovered as a result of inspections or searches conducted in accordance with the provisions of this section, the police will be contacted and any and all items will be turned over to the police department. If there are any questions regarding whether a particular item may be brought to school, please ask the principal.

Sex Education (MGL Ch. 71 §32A)

Schools are required by law to notify parents/guardians about any classes that will be held on human sexual education or sexual issues. The notice must tell the parent/guardian how he/she can review the content and materials of the classes. While parents/guardians do not have to permit their children to take sex education classes, parents do have the right to exempt their children from such classes. **Please read and return the sign-off page entitled "Commonwealth of Massachusetts: An Act Relative to Sex Education" to your building principal.**

Special Needs Policy

It is the policy of the Plymouth Public Schools to provide a free and appropriate public education for all children in the school district within the legal parameters of federal and state law recognizing that children with special needs require modifications, accommodations, and interventions in the provision of their individualized educational programs. The Plymouth Public Schools will ensure that children with special needs are afforded the opportunity to be educated with peers and have access to an appropriate curriculum and the same opportunities in co-curricular activities to the extent possible. It is the goal of the district to ensure that children with special needs have those services, interventions, modifications, and accommodations that they are entitled to under both the federal and state statutes and regulations. The Plymouth Public Schools will conduct an annual evaluation of its programs and supports. In addition, the Special Education Department will provide an annual update to the School Committee highlighting its programs and the success of its services. Student Record Regulations and

Confidentiality.

FERPA

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age (“eligible students”) certain rights with respect to the student’s education records. They are:

- The right to inspect and review the student’s education records within a reasonable amount of time but not to exceed 45 days from the day the district receives an access request. Parents or eligible students should submit to the school principal (or appropriate school official) a written request that identifies the record(s) they wish to inspect. The principal will arrange for access and notify the parent or eligible student of the time and place where the records may be inspected.
- The right to request the amendment of the student’s education records that the parent or eligible student believes is inaccurate or misleading. Parents or eligible students may ask the Plymouth Public Schools to amend a record they want to be changed and specify why it is inaccurate or misleading. If the district decides not to amend the record as requested by the parent or eligible student, the district will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.
- The right to consent to disclosures of personally identifiable information contained in the student’s education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the district as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Committee; a person or company with whom the district has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record to fulfill his or her professional responsibility.
- The parent/guardian has the right to file a complaint with the U.S. Department of Education concerning alleged failures by the district to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

***Family Policy Compliance Office
U.S. Department of Education 400 Maryland Avenue
SW Washington, D.C. 20202-5920***

FERPA requires that the Plymouth Public Schools, with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your child’s education records. However, the Plymouth Public Schools may disclose appropriately designated “directory information” without written consent, unless you have advised the District to the contrary in accordance with District procedures. The primary purpose of directory information is to allow the Plymouth Public Schools to include this type of information from your child’s education records in certain school publications. Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent’s, guardian’s, and/or student’s prior consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. In addition, two federal laws require school districts receiving federal funds to provide military recruiters, upon request, with three directory information categories - names, addresses, and telephone listings – unless parents, guardians, and/or students have advised the school district that they do not want their information disclosed without their prior written consent. If you do not want the Plymouth Public Schools to disclose directory information from your child’s education records without your prior written consent,

you must notify the school district in writing by September 15th of each school year. The Plymouth Public Schools has designated the following information as directory information:

- Student's name
- Participation in officially recognized activities and sports
- Address
- Telephone listing
- Weight and height of members of athletic teams
- Electronic mail address
- Photograph
- Degrees, honors, and awards received
- Date and place of birth
- Major field of study
- Dates of attendance
- Grade level and the most recent school attended

Massachusetts Student Records Regulation

State regulations governing student records are briefly summarized below. These regulations are available at each public school and the superintendent's office for review. Parents may access the student records regulations through the Massachusetts Department of Education website. A student's record consists of his or her school transcript and a temporary record. The temporary record includes all information, which is organized based on the student's name, is relevant to the educational needs of the student, and is kept by the school. A student's parent or guardian or an eligible student (who is 14 years old or has entered the ninth grade), has the right to inspect all portions of the student's record upon written request to the principal. The record must be made available to the parent, guardian, or eligible student not later than ten consecutive workdays after the request is made, unless the parent or guardian, or eligible student consents to a delay. The parent, guardian, or eligible student may request copies of any part of the record. A fee may be charged for the cost of copying.

Confidentiality of Records

No individual or organization other than the parent, guardian, eligible student, or school personnel working directly with the student is allowed access to a student's record without the specific written consent of the parent, guardian, or eligible student except in limited instances as specified by the state or federal regulations governing student records.

Amendment or Deletion of Records

The parent, guardian, or eligible student has the right to add relevant comments, information, or other written material to the student's record. In addition, the parent, guardian, or eligible student has the right to request that information contained in the record be amended or deleted except for information inserted in the record by a special needs or Section 504 evaluation. The parent, guardian, or eligible student has a right to a conference with the school principal for the purpose of the information contained in the school record. Within a week after such a conference, the principal must render a decision in writing on the objection. If the parent, guardian, or eligible student is not satisfied with the principal's decision, he or she may appeal such a decision to the Superintendent of Schools and ultimately, to the school committee.

Destruction of Records

A student's temporary record shall be destroyed no later than seven years after the student leaves the school system. The school system may offer the student, parent, or guardian the temporary record upon graduation or leaving school as long as the student, parent, or guardian acknowledges and accepts the temporary record by written consent. A student's transcript may be destroyed no sooner than 60 years after the student leaves the school system. A school principal or his or her designee may destroy misleading, outdated, or irrelevant information contained in the temporary record during

the time the student is enrolled in the school district, provided the parent, guardian, or eligible student has been notified in writing and given the opportunity to inspect and copy any of the information prior to destruction. All parents/guardians of children in the Plymouth Schools have the right of inspection of their children's records in accordance with [M.G.L Chapter 71, Section 34D](#), and [M.G.L Chapter 71, Section 34E](#). Also, a student, eighteen years of age or older, has the right of access to all records relative to him/her in accordance with M.G.L. Ch.71, Sections 34D, 34E. M.G.L. Chapter 71, specifies detailed procedures that govern access to student records by parents who do not have physical custody of their children. For more information, please contact the principal. Courtesy and the need for maintenance of order suggest that anyone interested in exercising the above right makes his/her request in writing for an appointment with the principal so that possible questions may be answered.

Non-Custodial Parent Access to Student Records

The Massachusetts Board of Education has amended Student Records Regulations concerning access to student records by non-custodial parents. As set forth in the amended regulation, 603 CMR 23.07(5), non-custodial parents are eligible to obtain access to their children's student records *unless* the school or district has been given documentation that:

- The parent has been denied legal custody or has been ordered to supervised visitation, based on a threat to the safety of the student and the threat is specifically noted in the order pertaining to custody or supervised visitation, or
- The parent has been denied visitation, or
- The parent's access to the student 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, or
- There is an order of a probate and family court judge, which prohibits the distribution of student records to the parent.

Tobacco Use Policy

In accordance with M.G.L. Chapter 71, Section 37H of the Education Reform Act of 1993, the use of any tobacco products (and/or paraphernalia) within the school buildings, the school facilities, on the school grounds or school buses, and at all school functions regardless of location by any individual, including students, school and/or non-school personnel, shall be prohibited.

Use and/or Possession of Alcoholic Beverages or Drugs

Including Over-the-Counter Drugs/Inhalants and "Look-Alike Drugs"

The Plymouth Schools have recognized the importance of maintaining a workplace, which is drug and alcohol-free to enhance the welfare of employees and students. A federal law, The Drug-Free Workplace Act, requires the Plymouth Schools to certify that they maintain drug-free a workplace as a condition of receiving federal grants and contracts. The requirements of this law give the Plymouth Schools the opportunity to reaffirm the following policy and their commitment to a workplace free of drugs and alcohol. It is the policy of the Plymouth Schools to maintain an alcohol-free and drug-free workplace. The unlawful manufacture, distribution, dispensation, possession, or use of controlled substances or alcohol is prohibited while on duty or school department property. Any violations of this policy will be grounds for disciplinary action up to and including immediate suspension and dismissal.

Over-the-counter drugs/items may be such items as caffeine pills, breath sprays, inhalants, or cough syrups with alcohol content, aspirin, etc. No such over-the-counter drugs are allowed in school except under the supervision of the school nurse.

Look-alike drugs are just that and generally sold as such. These substances are not allowed in school at all. Procedures to be taken when a student is found or suspected (due to manifested behavior) of being under the influence of drugs or alcohol:

- 1.1 A student suspected of being under the influence of drugs or alcohol and no

contraband found. (In instances of manifested behavior suggesting that a student is under the influence of drugs or alcohol, the student shall be escorted to the nurse's office where the condition will be attended to and action taken as described.)

- 1.2 A student sent home under parental/guardian supervision.
- 1.3 Conference with parent/guardian to determine facts and determine the outcome.
- 1.4 Counselor assists in identifying programs available to help the student and family if the outcome of the conference finds student under the influence of drugs or alcohol.

2.0 Use of Controlled Substance, Over-the-Counter Drug/Item, Look-Alike Drug, and/or Alcoholic Beverage.

2.1 First Offense

- 2.1.1 Notification of parent/guardian.
- 2.1.2 Suspension of five (5) or more school days.
- 2.1.3 Notification of police (only for controlled substances or alcohol). Mandatory conference with parent/guardian and building administrator, which may lead to further disciplinary action including expulsion.
- 2.1.4 Counselor assists in identifying programs available to help students and family.

2.2 Second Offense

- 2.2.1 Notification of parent/guardian.
- 2.2.2 Suspension of five (5) or more school days.
- 2.2.3 Notification of police (only for controlled substances or alcohol). Mandatory conference with parent/guardian and principal, which may lead to further disciplinary action including expulsion.

3.1 Possession of a Controlled Substance, Over-the-Counter Drug/Item, Look-Alike Drug and/or Alcoholic Beverage

3.2 First Offense

- 3.2.1 Notification of parent/guardian.
- 3.2.2 Suspension of five (5) or more school days.
- 3.2.3 Notification of police (only for controlled substances or alcohol).
- 3.2.4 Mandatory conference with parent/guardian and building administrator, which may result in further disciplinary action including expulsion.
- 3.2.5 Counselor assists in identifying programs available to help students and family.
- 3.2.6 Second Offense Notification of parent/guardian.
- 3.2.7 Suspension of five (5) or more school days.
- 3.2.8 Notification of police (only for controlled substances or alcohol).
- 3.2.9 Mandatory conference with parent/guardian and principal, which may result in further disciplinary action including expulsion.

4.1 Distribution of and/or Sale of a Controlled Substance, Look-Alike, Over-the-Counter Drug/Item, and/or Alcoholic Beverage

- 4.2 Notification of parent/guardian.
- 4.3 Suspension of five (5) or more school days.
- 4.4 Notification of police.
- 4.5 Mandatory conference with parent/guardian and principal, which may result in expulsion.

5.1 Paraphernalia used in a drug activity shall be considered contraband and will be confiscated. If found in the possession of a student, it will result in:

- 5.2 Notification of parent/guardian
- 5.3 Suspension of five (5) or more school days
- 5.4 Notification of police

Use of and/or Possession of Dangerous Objects

Objects or substances, which, by their nature or misuse, constitute a threat to the safety of students, are forbidden. These objects include, but are not limited to, toy weapons or other facsimiles. Students in possession of such objects may be subject to a suspension of five (5) school days or more and, at the discretion of the building principal, a Central Office hearing, which may result in further disciplinary action up to and including a possible exclusion hearing. Actions which may cause injury to oneself, another student and/or staff member may be subject to a suspension of one (1) to five (5) school days and, at the discretion of the building principal, a Central Office hearing, which may result in further disciplinary action up to and including a possible exclusion hearing.

Management of Students with Head Injuries & Concussions

The purpose of this policy is to assure that any student who sustains a concussion or head injury is managed properly. Plymouth Public Schools recognizes the importance of educating students, parents/guardians, athletic staff, teachers, guidance counselors, school nurse educators, and designated others to recognize signs and symptoms of a concussion or head injury; and to respond appropriately to facilitate prevention, management, and safe return to academic and athletic activities in students with a concussion or head injury.

- 1.1 In accordance with Massachusetts state law and MA Department of Public Health (DPH) regulations related to Head Injuries and Concussions In Extracurricular Athletic Activities, the Plymouth Public Schools shall provide standardized procedures in regards to the prevention, management, and return to academic and athletic activities in middle and high school students who incur a head injury while involved in extracurricular athletic activities. This law also applies to students in the High School Marching Band. This policy and all related procedures are in compliance with Massachusetts General Law and MA DPH regulations. Out of concern for any student suffering from a concussion/head injury, this policy will apply to all middle and high school students who sustain a concussion/head injury, regardless of whether the injury occurred related to extracurricular athletic or marching band activities.
- 1.2 The Athletic Director or designated individual in each school will be responsible for the implementation of this policy and related procedures.
- 1.3 At the high school level, a Concussion Team consisting of the Athletic Director, Certified Athletic Trainer, Guidance Counselor, and School Nurse Educator will assume responsibility for the implementation of procedures associated with this policy.
- 1.4 At the middle school level, a Concussion Team consisting of the designated Athletic Director, Guidance Counselor, and School Nurse Educator will assume responsibility for the implementation of procedures associated with this policy.
- 1.5 Communication with all involved individuals is paramount to the successful management of students with head injuries. Plymouth Public Schools will maintain open communications between staff, students, parents, healthcare providers, and others involved in order to optimize recovery for students with head injuries to return to health and succeed in their education.
- 2.0 At the elementary school level, Plymouth School Health Nurses will assess, monitor, and manage elementary students with concussions in collaboration with the student's health care provider in regards to physical activity and academics. 3.0 Review and revision of this policy shall occur as needed, and at least every two years.

3.0 Review and revision of this policy shall occur as needed, and at least every two years.



Appendix A

Elementary School Level Information and Rules

Elementary School Hours

This schedule pertains to students in all eight of Plymouth's Elementary Schools.

8:50 a.m.	Students enter.
9:05 a.m.	Classes begin.
3:20 p.m.	The school day ends.
3:25 p.m.	Dismissal begins.

Adult supervision of students is not available before 8:50 a.m. Please do not drop off your child and leave him or her unattended. Students are considered tardy if they arrive after 9:05 a.m. Students' attendance records are marked as an early dismissal' if students are dismissed before 3:20 p.m.

Early Dismissal Days

There are a number of scheduled half-day sessions, or Early Dismissal days, within the school year calendar. Students in grades K – 5 are dismissed at 1:05 p.m. on these days. Please see the calendar in the handbook for specific dates.

Grades K-2

Kindergarten, first, and second-grade students acquire the foundational skills they will need to continue their growth in literacy and numeracy. Considerable time is spent each day developing students' skills as speakers, listeners, readers, writers, and students of mathematics. The academic program at these grade levels also includes lessons in science, health education, and social studies as well as weekly lessons with specialists in the areas of art, music, library information technology, and physical education. Kindergarten students also have many opportunities to interact, work, and play with other students to enhance their social development. Teachers use a variety of assessment tools to measure student progress at regular intervals. Parents have a formal opportunity to meet with teachers during December and March. Written report cards are issued in January and June for Kindergarten; and in November, March, and June for grades 1-2. Parents and teachers may find it desirable to conference more frequently.

Grades 3 and 5

Third, fourth and fifth-grade teachers are responsible for strengthening and extending students' abilities in the areas of reading, language arts, and mathematics. Students and teachers at these grade levels spend more time on lessons in the areas of science, health education, and social studies. Students participate in weekly art, music, library information technology, and physical education classes. Teachers use a variety of assessment tools to measure student progress at regular intervals. Parents have a formal opportunity to meet with teachers during December and March. Written report cards are issued in November, March, and June for grades 3-5. Parents and teachers may find it desirable to conference more frequently. Students in Grades 3-5 are required to participate in state assessments. -

Recess

Recess provides students in grades K–5 with opportunities for cooperative play, development of social skills, and physical movement. Recess is generally part of a 45-minute period that includes both lunch and recess. Appropriate seasonal attire must be worn each day to participate in outdoor recess

activities. Closed-toed shoes are recommended. Wearing open-toed shoes may limit access to recess activities.

Assessment and Report Cards

Report Cards are designed as a tool to provide parents with clear communication about a student's progress and performance. At the end of each marking period, students will be graded on curriculum expectations for that particular time period. The standards-based report card reports the students' academic performance, effort, work habits, and social-emotional development based on Plymouth grade-level standards and expectations. Academic standards are derived from the Massachusetts Curriculum Frameworks for each subject area. Report cards are just one of the many ways in which teachers communicate with parents; ongoing communication and sharing of concerns or positive news are encouraged.

<i>Performance Levels (PL)</i>	
E	E = Meeting Grade Level Expectation/Standard at Exceptional Level The student demonstrates an in-depth understanding of essential and extended skills and concepts. Performance is characterized by the ability to consistently apply this knowledge to complex problem-solving situations with accuracy, independence, and a high level of quality.
M	M = Meeting the Expectation/Standard The student demonstrates proficiency in essential skills and concepts. Performance is characterized by the ability to apply this knowledge with accuracy, independence, and quality.
P	P = Progressing Toward the Expectation/Standard The student is developing some understanding of essential skills and concepts but has not yet met the standard. Performance is characterized by varied consistency, independence, and quality.
N	N = Not Yet Progressing Toward the Expectation/Standard The student has not yet begun to demonstrate an understanding of essential skills and concepts. The student is making minimal progress toward meeting the standard at this time. Considerable teacher support and guidance are needed.

Social & Emotional Development, Study Responsibility, and Work Habits are also assessed. 'Key' is as follows:

O	Outstanding
S	Satisfactory
I	Improvement Needed

Our Standards-Based Report Cards also provide ample opportunity for teachers' comments.

Homework

The purpose of homework is to review, practice, or extend concepts taught in school. Students may be given long-term assignments and should manage their time accordingly. Homework is not assigned on Fridays. However, long-term projects may extend over weekends and holidays. Formal homework is not generally assigned in kindergarten. Parents and guardians may be asked to reinforce at-home concepts that are taught in class. Students may be asked to bring in items from homes, such as books, pictures, or toys for use in class. **Students are also encouraged to read every night, either independently or with an adult.**

Homework Tips

The following are suggestions that parents and guardians may find helpful.

- Set a regularly scheduled time for homework each evening.
- Provide a quiet place free from distractions, such as television, phone, and other family activities.
- Check each assignment to see that your child has completed the assignment and that it is done to the best of the child's ability.
- Encourage your child to fulfill his/her homework obligation. Offer positive encouragement and then contact your child's teacher if you perceive that your child is experiencing stress when completing homework assignments.
- Recognize that each child is an individual and may develop his or her effective approach to completing homework.
- Encourage and support your child in self-study activities. These may include reading, journal writing, logic games, and research of a hobby or special interest.
- Parents may extend learning opportunities by taking children to museums, libraries, plays, programs, and cultural opportunities that are available in Plymouth and beyond.

Responsibilities of Students

The primary responsibility of all students is to assume active participation in their classes and school activities. To that end, students are expected to:

- Put forth their best effort.
- Treat all individuals in the school environment, including teachers, aides, service providers, cafeteria staff, bus drivers, guest visitors, and other students with respect.
- Act in a manner that ensures their safety and the safety of others.
- Use appropriate language at all times.
- Show good manners in all relationships at all times.
- Behave in a manner that is consistent with the rules and regulations that are drawn from federal, state, and local laws.
- Show respect for school property by using wastebaskets and trash containers to keep the school neat and clean.
- Use restrooms quickly and properly and return directly to class.
- Be silent and orderly during the fire and all emergency drills. Follow the directions of the adult(s) in charge.

Responsibilities of Parents and Guardians

Parents and guardians are the primary educators of their children. They do not relinquish the right and duty to educate but delegate a part of their responsibilities to the school. We ask that parents and guardians:

- Become familiar with the Student Handbook and its policies and procedures.
- Discuss the contents of the Handbook with their children.
- Sign and return Handbook Signature Pages
- Work with school personnel to provide the best possible education for their children.
- Communicate with their children's teachers.
- Contact their children's teachers, counselors, or building principals about concerns.
- Provide the school with emergency phone numbers and contacts.
- Avoid excessive absenteeism or tardiness.

Student Behavior Guidelines

The following rules are designed to provide a safe, respectful, and orderly environment for students and staff.

Classroom Rules

- Students are expected to show respect for teachers and students in their classrooms and throughout the school.
- Students are expected to cooperate with and follow the directives of teachers.
- Students are expected to be attentive, well-behaved, and put forth their best effort in class.
- Students are expected to behave in a way that reflects an understanding of and an appreciation for the safety of one's self and others.

Cafeteria Rules

- Students are expected to show respect for students and school staff in the cafeteria.
- Students are expected to cooperate with and follow the directives of school staff who provide supervision in the cafeteria.
- Students are expected to be polite, to use table manners, and to use a conversational tone of voice.
- Students are expected to remain seated until permitted to move about the cafeteria.
- Students may lose privileges to eat with other students if they do not observe the rules.
- Students are expected to eat the lunch provided by the cafeteria, or sent in from home; the sharing of food or beverages is prohibited.

Playground Rules

- Students are expected to cooperate with and follow the directives of those who provide supervision on the playground.
- Students should know and observe the boundaries of the play area.
- Students must share the playground facilities and equipment.
- Students must report all injuries, at the time they occur, to the staff members on duty.
- Students must be aware that inappropriate physical behavior will not be tolerated.
- Students may lose recess privileges if they do not observe playground rules.
- Students should wear clothing and footwear that allows for safe navigation of the playground and outdoor spaces. The administration reserves the right to determine the appropriateness of the clothing and footwear.

Rules and Consequences

While teachers and administrators expect that students will follow school rules, they also acknowledge that students sometimes fail to observe school rules. Consequences may include a loss of privileges, a loss of recess, detention either before or after school, in-school suspension, and out-of-school suspension. Consequences may also provide students with opportunities to reflect and write about their behavior and its impact on others. This time could include teaching the student ways to approach the situation positively in the future. The following chart serves as a guide for school administrators when students fail to observe rules. Principals will take into consideration the age and maturity of students when they fail to observe a rule. Principals have the right to customize the consequences, as circumstances require.

Type of Problem	Common Examples	Common Consequences
Type 1: Actions that create disturbances in and around the school. Actions that show disrespect for the health, welfare, and property of others.	<ul style="list-style-type: none"> ▪ Class disruptions ▪ Showing disrespect to others ▪ Throwing objects ▪ Roughhousing ▪ Inappropriate gestures/language 	<p>Progression of Consequences May Include:</p> <ul style="list-style-type: none"> ▪ Student conference ▪ Parent/ guardian contact ▪ Loss of recess
Type 2: More serious actions that show insolence or refusal to follow directions.	<ul style="list-style-type: none"> ▪ Possession of tobacco products/smoking ▪ Refusal to report to an assigned area ▪ Excessive, unexcused tardiness ▪ Intentionally disturbing a school function 	<p>Progression of Consequences May Include:</p> <ul style="list-style-type: none"> ▪ Loss of recess ▪ In-school suspension ▪ Parent/guardian contact ▪ Out of school suspension ▪ parent/guardian conference
Type 3: Defiant behavior	<ul style="list-style-type: none"> ▪ Fist fighting ▪ Displaying verbal abuse toward others ▪ Threatening or displaying physical abuse toward people or property ▪ Sexual language ▪ Stealing ▪ Defacing school property ▪ Leaving school grounds ▪ Truancy from school/class 	<p>Possible Consequences May Include</p> <ul style="list-style-type: none"> ▪ The in-school suspension may be followed by detention(s) assigned at the discretion of the principal ▪ Parent/guardian conference ▪ Out of school suspension <p>Restitution (first, second, third offense, where appropriate)</p>
Type 4: Gross Misconduct	<ul style="list-style-type: none"> ▪ Stealing by threat or use of force ▪ Premeditated physical assault ▪ Possession/use of fireworks, matches, lighters, incendiary devices ▪ Sexual harassment ▪ Threatening or displaying physical abuse toward others ▪ Tampering with fire equipment; false fire alarm ▪ Discrimination, Hazing, or Vandalism 	<p>Consequences May Include:</p> <ul style="list-style-type: none"> ▪ Suspension, with mandatory parent/guardian conference with building administrator (which may result in further disciplinary action up to and including possible expulsion from school) ▪ Chapter 766 referral, if not previously reported ▪ Notification of police (where appropriate) ▪ Restitution (where appropriate)
Type 5: Possession of alcohol, drugs, dangerous objects, and/or weapons	<ul style="list-style-type: none"> ▪ Objects or substances, which, by their nature or misuse, constitute a threat to the safety of students. ▪ These objects include, but are not limited to, toy weapons or other facsimiles. 	<p>Consequences May Include:</p> <ul style="list-style-type: none"> ▪ Suspension, with mandatory parent/guardian conference with building administrator (which may result in further disciplinary action up to and including possible expulsion from school) ▪ Chapter 766 referral, if not previously reported ▪ Notification of police (where appropriate) ▪ Expulsion



Appendix B

Middle Level Information and Rules

**Plymouth Community Intermediate School
Plymouth South Middle School**

Middle School Philosophy

Plymouth Community Intermediate School and Plymouth South Middle School are committed to fostering an educational and social environment that addresses the unique needs of emerging adolescents. Further, the schools serve as bridges between the structured framework in elementary school and the self-direction in high school. A diverse set of learning experiences is provided, exposing the students to a wide range of academic, aesthetic, cultural, and occupational opportunities. In each curriculum area, basic skills are stressed to provide students with the basis for further learning. It is our professional responsibility to demand high standards of performance from our students so that they will be successful in tomorrow's world.

Goals for all Students

Success is built from a variety of different directions. Middle school students are expected to:

- Attend school every day on time
- Have all assigned work completed
- Have all appropriate materials
- Make the school community a positive learning environment through their behavior
- Be accountable for their actions and be fully cognizant of the guidelines contained in the handbook
- Respect all individuals in the school environment - teachers, aides, service workers, bus drivers, and other students

Grade 6

Students in grade 6 are assigned to a team of two or three teachers. Each team of teachers works together to teach Math, Science, Social Studies, and English Language Arts. In addition to this, students will have teachers in other off-team courses. Grade six students are ready to assume more responsibility for behavior, classwork, and homework. Teachers, guidance counselors, and house administrators are here to provide support and guidance throughout the school year. Students are encouraged to ask questions and seek advice at any time. Many opportunities for involvement in school and community service will exist. We encourage participation. Participation will help a student grow as an individual and make school a more enjoyable and successful place for everyone.

Academic	Enrichment	Music Program
<ul style="list-style-type: none">• English Language Arts• Mathematics• Ancient Civilizations• Science	<ul style="list-style-type: none">• Visual Art• Technology Engineering• Health• Exploratory Music• Physical Education	<ul style="list-style-type: none">• Band• Orchestra• Chorus

Grade 7

Students and teachers will be part of a "team" and will function almost like a "school within a school". The focus will be on cooperative learning experiences and increasing confidence to meet any goal set by the student or for the student by the teachers. By the end of seventh grade, students should have the tools to make better-informed and more independent decisions and be adequately prepared for the expectations of an eighth-grader.

Academic	Enrichment	Music Program	World Language
<ul style="list-style-type: none"> English Language Arts Pre-Algebra World History & Geography Science Literacy & Learning 	<ul style="list-style-type: none"> Visual Art Health Technology Engineering Physical Education 	<ul style="list-style-type: none"> Band Orchestra Chorus 	<ul style="list-style-type: none"> Introduction to French Introduction to Spanish

Grade 8

Grade 8 is a very important year in, itself, and for high school preparation. Teachers will still keep a watchful eye, but, during this year, the students are expected to become increasingly more independent in their studies. The students are expected to grow and mature both academically and personally. School responsibilities have not changed. It is still required to complete assignments and homework regularly, and respect for teachers, school staff, and peers is still required. Failure to follow basic guidelines will affect grades as well as relationships with others. Performance this year has a tremendous impact on a high school student's future.

Academic	Enrichment	Music Program	World Language
<ul style="list-style-type: none"> English Language Arts Algebra Civics Science 	<ul style="list-style-type: none"> Visual Art Health Research Physical Education Make It Your Business Technology Engineering 	<ul style="list-style-type: none"> Band Orchestra Chorus 	<ul style="list-style-type: none"> French I Spanish I

Academic Expectations

Grade Explanation for Grades 6, 7 and 8

Excellent Quality		Good Quality		Acceptable Quality		Poor Quality		Failing	
A+	97-100	B+	87-89	C+	77-79	D+	67-69		
A	93-96	B	83-86	C	73-76	D	63-66	F	0-59
A-	90-92	B-	80-82	C-	70-72	D-	60-62		

WP	<i>Withdrawn Passing</i>	WDN	<i>Withdrawn from School</i>
WF	<i>Withdrawn Failing</i>	I	<i>Incomplete</i>
P/F	<i>Pass/Fail</i>	M	<i>Medical</i>
AUD	<i>Audit</i>	GNA	<i>Goals Not Attained (for Special Education Students)</i>

**A grade of incomplete (I) is assigned to signify temporary deferment of a regular final letter grade. It is used sparingly in compelling situations when a student is not able to complete work in the course by the end of the semester due to extenuating circumstances beyond the ability of the student to predict and control. Incompletes must be completed within two weeks of the close of the marking period, or earlier. If exceptions are required, they must be approved by the building administration.*

Honor Roll for Grades 6, 7 and 8

An honor roll based on scholastic achievement is published at the end of each marking period. The levels of honor roll achievement and scholastic requirements for each level are as follows:

High Honors (Grades 7 & 8 only)	<i>No letter grade below A- in every subject.</i>
Honors (Grades 6, 7 & 8 only)	<i>No letter grade below B- in every subject.</i>
Honorable Mention (Grades 6, 7 & 8 only)	<i>No letter grade below B- in every subject except one, which may carry a C or C+.</i>

Ways to Get Academic Help

Academic expectations and responsibilities increase for students at the middle school level. Academic work and grades can create rewards but often creates frustration and fear of non-promotion. Summer school may be required for those students having excessive absences, incomplete work, or failing grades. Students and families are encouraged to take advantage of the available help. Please call your child's counselor for more information about the following opportunities.

- **Communication** of current and upcoming projects, tests, and quizzes.
- **Stay for extra help after school with subject teachers.** This is the simplest – but often least used – tool for success. Teachers list days they stay for help. Late buses may be available.
- **Tutoring** – may be available before school
- Use of the “**agenda book**” for a list of daily assignments as well as parent, teacher, student communication.
- **Guidance counselors** are available for help or advice with school or family issues. Each counselor aims to help students make the best decisions about their present and future. Guidance counselors are trained to provide students with ways to cope with anything in their lives that may affect how and what they do in school. Students are encouraged to get to know their counselors.
- Come to our **Parent Night Programs** and our monthly **Parent-Teacher Association (PTA)** meetings or **School Council** meetings where academic issues and school questions are often discussed.

Homework Policy

The Plymouth School Department considers homework an integral part of the academic curriculum. Homework provides an opportunity for reinforcement and expansion of classroom learning and is essential in teaching students accountability and responsibility. Homework typically consists of but is not limited to, reading, skill development activities, writing assignments, and other appropriate learning tasks. Homework is monitored by teachers and is factored into student evaluation. Students should expect homework almost every night. Families should establish a routine that sets aside home study time every day. Assignments should be written down. Agenda books are helpful for this purpose and are provided to each student. Extras are available for purchase at each school.

Cheating/Plagiarism

Any student who has cheated on any academic exercise will receive no credit for that exercise. Plagiarism is a form of cheating. A parent/guardian will be notified by the involved teacher in all instances of cheating. The investigation of the claim of cheating and plagiarism will involve the student, teacher, and administration.

Makeup Work

Completing classwork and homework is crucial for academic progress. Students will be allowed to make up the work they missed during all absences. Students will be allowed two days for every day absent to make up work through the end of the term. In the event of an emergency or other extenuating circumstance, teachers may grant students additional time to do their make-up work. Students who are unable to complete all the work missed by the established deadline may receive partial credit for the work completed and turned in. Students who fail to make up any of their work will receive no credit. In instances when a student is absent for an extended period of time (i.e., 4 days or more), parents may make arrangements to obtain the missed work and should expect that staff will require a minimum of 24 hours to gather the missed assignments. A student should not be required to make up a test the day s/he returns from an absence. This does not apply to in-school suspensions.

Class/Course Changes

- May be initiated by the student's parent/guardian submitting a written request to the principal.
- The counselor will make a recommendation to the principal regarding the change.
- Level changes in courses may be made during the year with the approval of the guidance counselor and the principal.
- Changes to elective classes must be requested within ten (10) days of the first class meeting.

Promotion Policy

Each student's report card indicates four-term grades and one final grade for the year in each major subject. This final grade is what is used to determine promotion. Sixth, seventh and eighth-grade students who pass their major academic subjects will be eligible for the promotion. Students failing two or more of their academic subjects may want to attend summer tutoring. Promotion or retention of any student failing two or more subjects is at the principal's discretion. We are a community dedicated to individual growth for our students. Family members or staff may request a review of a decision of non-promotion with the principal.

Attendance/Absence

Students are expected to attend every day that school is in session. School attendance is governed by state law (Massachusetts General Laws, Chapter 76, Sections 1 & 2, which state that no child may exceed seven (7) days absence from school in any six months except for medical reasons). All students are required to be in attendance for 90% of the school year. Students failing to attend 90% of the school year may be referred to the supervisor of attendance and will be reviewed for non-

promotion to the next grade level. Parents or guardians are required to contact the school on the morning of the day the student is absent (P.C.I.S.: 508-830-4450 or P.S.M.S.: 508-224-2725). If students are unaccounted for, the school will make every attempt to contact the parents or guardians. Students arriving at school after the first bell will be considered tardy. If at all possible, the parent/guardian should accompany the student into the school's office. If the parent/guardian cannot accompany the student into school, a note should be sent in with him/her. When returning to school from an absence, the student is expected to bring a note from home, signed by a parent/guardian, to clearly explain the date(s) and reason(s) of the absence. This note, including full name, must be given to a homeroom teacher on the day of return. Notes must be provided even if a phone call has been made to notify the school of the absence. Students who do not bring absent notes will be considered truant. Truant students are subject to disciplinary action. Only the school administration has the authority to approve absences.

Excused Absences

Excused absences may include:

- an illness or injury that prevents the student from attending school. The illness or injury must be verified by a physician (parents/guardians have up to 5 days to send in a physician's note)
- a death in the immediate family (parent, sibling, grandparent, aunt, uncle, cousin) or other significant personal or family crisis
- suspension from school
- court appearances
- school-sponsored field trips
- medical or psychological tests during the school day. The parent must show evidence (such as a note from the health center) that the tests could not be scheduled after school
- religious holidays
- juniors and seniors will be allowed three (3) documented college visits each year

Tardiness

Tardiness to school or class can have negative effects on success in school; therefore, it should be kept to a minimum. Tardiness to school after 11:30 A.M. will count as an absence from school. Tardiness of more than 10 minutes to a class (15 minutes to the first period) without a valid pass will count as an absence from that class. If tardiness to school results in missing or being more than 10 minutes to a class (es) (15 minutes to the first period), absence(s) will be recorded for the affected class (es).-

What Is an Unexcused Absence?

Some parents think that any absence will be excused as long as the parent sends a note. *This is not true.* Here are a few examples of unexcused absences—even if the parent sends a note:

- repetitive and chronic absence due to illness or injury. In these cases, for the absence to be excused, the parent must submit a letter from a physician – within five (5) school days of the absence – verifying that the student was too sick or injured to go to school.
- the student needed to babysit
- cutting class
- family vacation
- extension of a religious or cultural holiday beyond the designated day or days on the school calendar
- attending driver's education classes for road practice during the school day

Coming Late and Leaving Early

If a student, misses more than twenty minutes of a class it will count as an absence from that class. Students having nineteen absences from a class may be denied credit.

Early Dismissal Procedure

A student is asked to:

- Bring his/her dismissal note to the house secretary in the morning. The note should give the student's full name, the time to be dismissed, and the name of the person who will be picking up the student. The secretary will issue the student a dismissal pass.
- Show the dismissal pass to the teacher at the beginning of the class.
- Report to the main office at the designated time to await dismissal.

A photo ID will be required of the person signing a student out of the building. If there is any court decision documentation, which would restrict dismissal to only certain identified adults, we need to know this and receive a copy of this information. If another adult is likely to pick a student up in an emergency, parents/guardians must add his/her name to the registration cards. Dental and medical appointments should not be scheduled during any part of the school day. Telephone requests for dismissal will not be honored. School dismissals will occur only in the event of illness. Students must first see the school nurse, who is authorized to dismiss any student. No student should leave the school directly from the Nurse's Office. The student must first report to and check out from the Main Office.

Attendance at Extra-Curricular Activities

Students who intend on participating in extra-curricular activities must attend school on the day of the activity. Emergency and unusual circumstances will be considered through administrative review. For evening activities such as performances, concerts, cultural events in which the student is not performing, we ask that students be in the presence of an adult. We expect that our audiences will be able to view school performances without interruption or distraction. Students found disturbing the event or wandering the building may be removed or may be subject to disciplinary action.

Dances/School Functions

Throughout the school year, dances and various school functions are held and are chaperoned by school personnel. Permission slips are sent home one week before the dance and ticket sales are conducted in the cafeteria during lunches. The cost of the dance, as well as the date and times, are noted on the slip. Students must have a valid ticket to enter. No dance tickets will be sold at the door. Students are not allowed to leave the dance until its conclusion. Parents and guardians must arrange the pickup of their child promptly after the dance. For safety reasons, pickup must be on school property.

Corridor Passing

When walking in the corridors, students are to keep to the right. They are not to run or yell in the corridors. Following these rules will help to prevent confusion and keep everyone safe. A pass is always needed when traveling alone.

Late Bus

The late bus may be provided only for those students involved in school-sponsored activities. The late bus will transport students to the vicinity of their homes using the main roads in town. The late bus is essentially an extension of the school itself. Improper conduct aboard the bus is to be treated as a school offense, subject to punishment at the discretion of the school administration. This may well mean denial of the privilege of transportation. Please see pages 20-21 for more information regarding "School Bus Procedures & Regulations." Please contact your child's school for information regarding late bus routes and stops.

Lockers

Having a locker is a privilege and a serious responsibility. A few important points:

- Visits to lockers should be kept to a minimum and are up to the teacher's discretion.
- Students must not give a locker combination to anyone.
- Students must not use a locker assigned to any other student.
- A locker will be assigned on an individual or shared basis (as space permits) for as long as a student is a member of the school. The school will not be responsible for missing articles taken from any locker. Anything of importance or value should not be stored in a locker.
- Students should check with the administrator responsible for the locker assignment whenever there is a problem.

Lockers are the property of the school department and are therefore subject to inspection by the administration at any time. It is the responsibility of the student to keep the locker neat and clean at all times.

PTA

The Parent/Teacher Association (PTA) provides many services to students and teachers. Among its activities, the association raises money for field trips special events, and after-school activities. We ask all parents/guardians to consider membership in their PTA and attend the monthly meetings. Our school is a better place when parents/guardians and teachers work together.

Telephone Use

During the school day, the use of cell phones is prohibited. However, in the event of an emergency, a student may use a school telephone. To use a school phone, the student should request a pass from his/her teacher to go to the house office. From there, the call can be made. Students, if at all possible, should avoid leaving class to make a call. Parents wanting to contact their child at school should call the office, not their child's cell phone, even if to just leave a message.

Behavior/Consequences

The following chart has been developed to demonstrate the possible consequences, which will follow misbehaviors such as those listed in the examples. This chart is not intended to be an exhaustive list of all problems or examples, but it is hoped that it gives the student and parent/guardian an idea of the specific areas of concern and the types of consequences, which will typically follow. The goal is to apply this concept of differing levels of inappropriate behavior to all disciplinary problems in a fair, consistent manner. It is also recognized that there are extenuating circumstances, which relate to a particular problem behavior. Such circumstances may indicate that a specific incident should be dealt with more severely or less severely than the typical situation. Thus, this policy statement includes a degree of administrative discretion as is in the best interest of an individual student. The commission of, or participation in, any of the following types of activities, within the school buildings, on the school grounds, or at school-sponsored events is prohibited.

Explanation of Consequences

Warning:

If an administrative warning is given, it is an indication that the behavior is inappropriate and that continuation of this behavior may result in serious consequences.

Conference:

Talking often prevents further problems. Conferences may take place with teachers, administrators, counselors, fellow students, and/or parents/guardians.

Essays:

An essay may be assigned as part of any disciplinary action, with the intent that the student will use the essay to reflect on his/her more positive actions in the future.

Detentions:

Detentions are assigned for not following school rules. Detentions take priority over all other activities, including after-school jobs. However, religious activities, medical appointments or counseling appointments verified by a parental note will result in a postponement of the detention. Students will be given at least twenty-four hours' notice before detention is to be served. Failure to stay for detention could result in additional disciplinary action.

In-School Suspension (ISS):

In-School Suspension occurs when a student is expected to attend school but is suspended from classes. The student will be supervised in an area outside of his/her regular classrooms and will be provided with classwork. An in-school suspension may be for all or part of a school day.

Out-of-School Suspension (OSS):

Out-of-School Suspension occurs when a student is suspended from school and required to remain at home. The student is restricted from the school building and grounds and may not participate in any school activity or sport while on out-of-school suspension.

Exclusion from School:

Exclusion is a long-term suspension from school for a duration of up to 90 school days, depending upon the judgment of the Principal. The student will receive an alternate educational service, which will be coordinated between the administration, guidance counselor, and student.

Expulsion from School:

Expulsion means the removal of a student from the school premises, regular classroom activities, and school activities for more than ninety (90) school days, indefinitely, or permanently, as permitted under G.L. c. 71, 37H, 37H ½ or 37H3/4.

Behavior/Consequences Chart

Type of Problem	Common Examples	Common Consequences
TYPE 1: Actions that create disturbances in and around the school, or that show disrespect for the health, welfare, and/or property of others.	<ul style="list-style-type: none">▪ Chewing gum▪ Distribution/selling of gum/candy▪ Tardiness to Class▪ Class disruptions▪ Spitting▪ Pass Violations▪ Failure to stay for detention▪ Showing disrespect to adults and students▪ Throwing objects▪ Roughhousing▪ Use of rude, obscene, or improper language/gestures	<ul style="list-style-type: none">▪ Detention, parent/guardian contact▪ ISS▪ OSS one day - parent/guardian conference

	<ul style="list-style-type: none"> ▪ Excessive, unexcused tardiness 	
TYPE 2: More serious actions that show insolence or refusal to follow directions	<ul style="list-style-type: none"> ▪ Refusal to report to assigned areas ▪ Cafeteria Disturbance ▪ Intentionally disturbing a school function ▪ Inappropriate behavior at school events ▪ Misrepresentation of parent/guardian/school communication ▪ Repeated Type 1 behavior(s) 	<ul style="list-style-type: none"> ▪ Detention, parent/guardian contact ▪ ISS ▪ OSS one day, parent/guardian contact ▪ OSS 1 - 3 days, parent/guardian conference ▪ Removal from school events
TYPE 3: Openly defiant behavior and actions that show insolence or refusal to follow directions.	<ul style="list-style-type: none"> ▪ Verbal abuse/profanity ▪ Possession/Use of tobacco products ▪ Sexual language ▪ Profanity/Civil Rights Violation ▪ Stealing or taking what is not yours ▪ Defacing school or anyone's property ▪ Truancy from school or class ▪ Leaving school grounds ▪ Willful, repeated misbehavior ▪ Repeated Type 1 & 2 behaviors ▪ Smoking/Vaping 	<ul style="list-style-type: none"> ▪ ISS ▪ OSS one day, parent/guardian contact ▪ OSS 1 - 3 days, parent/guardian conference ▪ Restitution when appropriate
TYPE 4: Dangerous and seriously disruptive behavior	<ul style="list-style-type: none"> ▪ Actions that may cause injury to others ▪ Fighting ▪ Abuse of others/discrimination/sexual harassment ▪ Swearing at an adult ▪ Dangerous behavior such as throwing hard objects, tripping, pulling chairs from beneath other people, etc. ▪ Possession of and/or igniting matches or lighters ▪ Possession/use of stink bombs ▪ "Pantsing" ▪ Discrimination ▪ Repeated Type 1, 2, 3 behaviors 	<ul style="list-style-type: none"> ▪ OSS 1 - 3 Days, parent/guardian contact ▪ OSS 1-3 days, parent/guardian conference ▪ OSS 1-5 days with a review for further action

TYPE 5: Gross misconduct	<ul style="list-style-type: none"> ▪ Stealing by threat or use of force ▪ Sexual harassment ▪ Serious physical assault ▪ Threatening/displaying physical abuse ▪ Vandalism ▪ Hazing ▪ Destruction, damage, theft of school property ▪ Discrimination ▪ Repeated Type 1, 2, 3, 4 behaviors 	<ul style="list-style-type: none"> ▪ OSS 3-10 days with a review for longer suspensions in the most serious instances. ▪ Possible recommendation for Central Office Hearing for exclusion. ▪ Referral to police will be made for violations of state law.
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Please note:

- Restitution is required in addition to discipline for destruction, damage, and/or theft of property.
- Out-of-school suspensions may be used for multiple offenses of any type.
- Referral for a Level II or Level III hearing may be made at any time in the discipline process.
- This is a list of common offenses. In no way is this list all-inclusive. The administration reserves the right to discipline for behaviors/circumstances not listed above. Any school incident may be given more severe punishment at the discretion of the building principal or designee.



Appendix C

High School Level Information and Rules

Plymouth South High School

Plymouth North High School

Plymouth South High School Core Beliefs and Expectations

Core Beliefs Statement

The mission of Plymouth South High School is to deliver a rigorous, comprehensive education and expose students to authentic experiences in a caring, safe, and respectful environment. Plymouth South High School welcomes a diverse student body and prepares them to become critical thinkers, productive citizens, and independent in a changing society. The Plymouth South High School student will maintain a culture of respect and lead by example.

The Plymouth South High School student is expected to:

Academic Expectations

- Successful PSHS students will...
- write effectively for a variety of purposes and audiences.
- read actively and critically for a variety of purposes.
- speak articulately and listen actively for a variety of purposes and audiences.
- use technology to acquire, create, and share information ethically and effectively.
- solve problems using critical thinking skills and creativity.
- set challenging educational and personal goals, and reflect upon their progress towards meeting these goals.
- demonstrate academic integrity and accountability.

Social Expectations

Successful PSHS students will...

- exhibit responsibility for their actions through tolerance and respect for others in the classroom and beyond.
- demonstrate success in collaborative and independent work.
- engage in healthy lifestyle decisions.

Civic Expectations

Successful PSHS students will...

- act as informed citizens with an understanding of democratic ideals and their responsibilities therein.
- participate in the community through volunteer opportunities, social action, and civic/school initiatives.

Plymouth North High School Mission Statement and Student Expectations

Mission Statement for Plymouth North High School

The mission of Plymouth North High School is to challenge all students and staff to reach their full academic and personal potential.

The Plymouth North High School student is expected to:

Academic Expectations

- Read for understanding
- Write effectively for a variety of purposes
- Listen and speak effectively
- Employ critical thinking and problem-solving skills effectively
- Utilize appropriate technology effectively in communication, research, and problem-solving

Social and Civic Expectations

- Participate in activities and programs that heighten civic awareness and contribute positively to the school and community
- Demonstrate respect for the rights and property of others
- Demonstrate self-respect, self-discipline, and personal responsibility

Why Visit The Guidance Office?

The Guidance Department is committed to helping students by assisting and encouraging them to develop realistic concepts of themselves, as well as an awareness of the educational and career opportunities available to them, without regard to race, color, religious creed, national origin, sex, gender identity, sexual orientation, homelessness, genetic information, ancestry, or disability. Through the involvement of parents, teachers, administrators, and community resources, the members of the Guidance Department continually seek to improve the environment in which our students live and learn. Our guidance website also contains a wealth of support information, including an ongoing calendar of events, counselor contacts, and links to essential resources.

College and Career Technical Education (CCTE)

A College and Career Technical Education Program is offered to all students who wish to obtain a College and Career Technical Education certificate in addition to being able to meet their high school diploma requirements. Students enrolled in College and Career Technical Education will have the opportunity to participate at any academic level within the high school's program including Honors and Advanced Placement courses. Students will attend either Plymouth North or Plymouth South High School depending on where the CCTE program is housed. The College and Career Technical Education Program are designed to provide students with the highest quality of instruction available. Students will gain knowledge in a wide variety of career and educational opportunities.

Options will include, but not be limited to the following:

- Apprenticeship, Internship, and Cooperative Education Programs
- Licensing where required
- Employment at entry-level and above
- Admission to post-secondary technical institutes

- Admission to both two and four-year colleges and universities

Students enrolled in the College and Career Technical Education Program completing the high school academic requirements, including MCAS and the CCTE program requirements will receive both a High School Diploma and a CCTE Certificate from Plymouth Public Schools.

Requirements to obtain a CCTE Certificate:

- Achieve a passing grade in the related theory component of the program.
- Achieve a passing grade in the specialized shop component of the program.
- Enrolled in a minimum of two years in one specific program.
- Demonstrate a level of proficiency in specific standards as determined by the CCTE Frameworks.
- Obtain the OSHA 10 Hour Health and Safety Certification.
- Certification/Serve Safe/CPR First Aid.
- Must complete their CCTE Program

Requirements to remain in the CCTE Program:

- Earn the required credits each year to be promoted to the next grade level, which includes passing all core subject area courses for the year.
- Exhibit appropriate behaviors within both the academic and college and career technical education settings within the guidelines of the school's discipline policy. Excessive discipline referrals are grounds for removal from the program.
- Maintain acceptable attendance status within the guidelines of the school's attendance policy. Violation of the school's attendance policy may result in loss of class credit and removal from the program.

Students who do not remain academically eligible for College and Career Technical Education will be enrolled in a full academic program at their home district high school. Students may not drop a period of CCTE studies to replace it with an academic course needed for credit recovery. In order to ensure equal access to the College and Career Technical Education program, a Massachusetts Department of Elementary and Secondary Education approved College and Career Technical Education Admissions Policy has been adopted for all students. A copy of the Admissions Policy is available online at www.plymouth.k12.ma.us.

Early Graduation

Most students find that the time required to complete their high school program is four years. Under extenuating circumstances, provisions can be made for students to be eligible to receive a diploma after three years. All course and credit requirements must be met including passing scores on all required MCAS tests. Parents must request in writing that the student be considered for early graduation. The Principal and Guidance Department will consider each case individually.

Course Changes

- May be initiated by the student's parent/guardian submitting a written request to the principal.
- The counselor will make a recommendation to the principal regarding the change.
- Level changes in courses may be made during the year with the approval of the guidance counselor and the principal.
- Course change requests must be made within the first ten (10) school days of the semester.
- Any exception to the above can be appealed in a meeting with the building principal.

Course Withdrawal

If a course is dropped during the:

- 1st quarter – no grade is given
- 2nd quarter – WP (Withdrawn Passing) or WF (Withdrawn Failing) is submitted based on
- the course grade on the date of the drop (this applies to semester and yearlong courses).
- 3rd quarter – WP/WF is recorded as a final grade
- 4th quarter – WP or F is recorded as a final grade

Summer School

The Summer School program allows a student to enroll in a course(s) failed during the regular academic year. The criteria for admission to such a course(s) is as follows:

- A minimum grade of 50 in the course(s) failed
- Recommendation of the teacher(s) in the course(s) failed
- Approval of the high school principal
- A maximum of two (2) courses may be taken during a summer program session
- A maximum of 20 credits earned in the summer program over a 4-year period may be applied toward the total credits needed for graduation

Summer school grades do not replace those earned during the school year. However, an earned summer school grade of not less than a “C” entitles a student to continue in courses of a sequential nature.

Plymouth Credit Recovery Program

A credit recovery pathway designed specifically for the overage and under-credited students. This program runs on a semester system, which allows students to catch up on credits in 18-week classes. The classes meet at a variety of times ranging from 2:45 pm – 7:15 pm Monday through Thursday. Students have a college-like schedule meeting 2 days a week for an hour and a half. All classes are standards-based and the curriculum is modified and condensed to ensure that students are exposed to the required content. Students interested in the Plymouth Credit Recovery Program should speak with their Guidance Counselor or Assistant Principal.

Graduation and Promotion Requirements

Promotion Requirements

GRADE LEVEL	CREDITS REQUIRED FOR PROMOTION
Grade 10	32.5
Grade 11	65
Grade 12	100
Graduation	135

**In addition, grade 12 students must earn 32.5 credits of course work during their senior year and appropriately meet attendance requirements as outlined in our school attendance policy to graduate and participate in the graduation ceremony.*

*****Due to COVID-19 Remote Learners during the 2020-2021 year will have reduced graduation and promotion requirements by 15 credits. PE may be waived; all other subject areas remain in effect.***

Graduation

To be eligible for a high school diploma, students must earn the above credits, as well as these minimum numbers of credits in the following areas:

ACADEMIC STUDENTS	CCTE STUDENTS
English 20 credits	English..... 20 credits
Social Studies 15 credits	Social Studies..... 15 credits
(including US History 1 & 2)	(including US History 1 & 2)
Mathematics..... 20 credits (including Algebra 1, Geometry, and Algebra 2)	Mathematics.....20 credits (including Algebra 1, Geometry, and Algebra 2)
Science 15 credits (Medical Interventions is the only Biomedical course that may count towards graduation)	Science..... 10-15 credits (Medical Interventions is the only Biomedical course that may count towards graduation)
Physical Education..... 10 credits	Physical Education 10 credits

Students are required to take Physical Education each year. Students are required to take Health Education in their freshman or sophomore year. Students are required to take English and Mathematics each year.

Specific course requirements may be waived as a component of a student's Individualized Education Program, or by a high school principal, based on individual programs/circumstances. Subject area requirements may not be waived.

In addition to the above, all Non-CCTE students must take at least one additional course from each column below:

Column A	Column B
<i>English</i>	<i>Art</i>
<i>Mathematics</i>	<i>Foreign Language</i>
<i>Social Studies</i>	<i>Music</i>
	<i>Technology Education: Business Electives</i>

Unless otherwise indicated, credit for a particular course may be earned only once. Students repeating a course, or part of a course for which they have already received credit, will not be awarded duplicate credit. Students enrolled in the CCTE Program must complete three years in their technical fields and meet their academic graduation requirements to be eligible for a CCTE Certificate. Tech seniors must also be enrolled in at least 10 credits of coursework in addition to their Tech, 5 in English, and five in Math, Science, or Social Studies.

Plymouth HARBOR Academy

(Hope, Accountability, Resilience, Balance, Opportunity, Respect)

Mission Statement:

The mission of Plymouth Harbor Academy (PHA) is to provide alternative options for students who have difficulty in traditional school settings. PHA hopes to bridge the gap between student potential and performance through an expansion of flexible academic and emotional support. PHA hopes to meet the needs of our non-traditional students through increased rigor, relevance, and relationship building, to develop lasting impacts on student's ability to define their success.

Student Profile:

PHA services students in grades 9-12 who have experienced difficulty in a traditional high school setting. The student profile of a typical PHA student is designed to be fluid and flexible. The majority of our students are marked with a history of academic, social, and/or behavioral difficulty but despite these issues still, want to graduate from Plymouth Public Schools. We understand the "large" day school environment may not be conducive to each student's success and therefore PHA offers them a smaller, more flexible setting where they can build relationships with each of our staff members. Students are recommended for placement through a child-study team process and/or through their Guidance Counselors recommendation. Students may be recommended for any or all of the following reasons: mental and behavioral health-related concerns, discipline, poor attendance, credit deficiency. Because PHA is an alternative school experience students are expected to set personal goals in the areas of academics, social-emotional learning, and civic/community. PHA provides a small supportive environment for students in order to achieve these goals.

Student Learning:

Structured learning time does not mean "seat time". Learning can happen in a variety of settings and formats. The following are examples of what makes Plymouth Harbor Academy different.

- Flexible Scheduling
- The smaller class/school environment
- A variety of pathways to meet with success
- Non-Traditional assessments and curriculum
- Increased individualized emotional and behavioral supports
- Counseling
- Multiple/unique learning opportunities
- Accessible Curriculum
- A caring environment that builds resilience and focuses on relationships
- Restorative Discipline

Graduation and Promotion Requirements:

Each student who attends PHA has a unique set of circumstances and needs. Therefore, upon acceptance students meet with PHA staff to create their own pathway based on their vision for the future, current credit status, and state/local requirements. The following are guidelines for graduation and promotion.

Promotion Requirements

Cumulative Credits for Promotion	Credits required
Grade 10	25
Grade 11	50
Grade 12	75
Graduation	100

To be eligible for a high school diploma students must earn the above credits

Graduation

For students to be eligible for a high school diploma students must earn the above number credits, in addition to appropriate distribution in the following content areas. These core academic credits are in alignment with the credit structure of Plymouth North and South High School.

<i>Academic Requirements</i>
English 20 credits
Social Studies... 15 credits
(including US 1 & US 2)
Mathematics... 20 credits (including Algebra 1, Algebra 2, and Geometry)
Science..... 15 credits
Physical Education / Wellness..... 10 credits
Total Credits... 100 credits

Specific course requirements may be waived as a component of a student's Individualized Education Program, or by a high school principal, based on individual programs/circumstances. Subject area requirements may not be waived. Plymouth Harbor Academy students will only be able to transfer 5 elective credits per academic year. At the intake meeting, the team will determine which elective credits will be accepted.

MCAS

Students must pass the MCAS English language arts, mathematics, and science to receive a diploma. Choices of electives may be limited because of this requirement.

Educational Proficiency Plan

The state also requires an Educational Proficiency Plan for students who have not met a certain

minimum score threshold on the grade 10 MCAS English Language Arts test and/or on the grade 10 MCAS Mathematics test (Science and Technology/Engineering is not part of the EPP requirement). The EPP includes:

- a review of your child's strengths and area to improve, based on MCAS results, coursework, grades, and teacher input
- the courses your child will take and complete in grades 11 and 12
- a description of the assessments that the school will administer regularly to determine and document progress toward proficiency

Graduation Dress

All students shall dress appropriately to participate in graduation exercises. Jeans, flip-flops, sneakers, shorts, and informal/casual attire are considered unacceptable for the special event of graduation exercises. A student wearing attire, which violates the dress code, may be removed from graduation exercises.

Special Regulations for Seniors

Seniors are reminded that all school rules stated in this handbook apply to all seniors the entire school year, up to and including graduation day. The violation of any school rules will result in consequences as defined in the handbook, as well as the possibility of being barred from graduation exercises. Any senior found to be using, in the possession of, or under the influence of a controlled substance and/or (including) alcoholic beverages, at academic convocation, the prom, or any other school-related senior event at the end of the year will be barred from attending graduation. There will be no exception to this rule. Possession includes group possession in an automobile, limousine, etc.

Grading Procedures/Reporting Pupil Progress

Report Cards

Report cards are issued during November, February, April, and June. Students are evaluated on their academic progress in each subject in accordance with the following rating scale:

A+ [97–100]	A [93–96]	A- [90–92]	Excellent Quality
B+ [87–89]	B [83–86]	B- [80–82]	Good Quality
C+ [77–79]	C [73–76]	C- [70–72]	Acceptable Quality
D+ [67–69]	D [63–66]	D- [60–62]	Poor Quality
		F [00–59]	Failing

*I	Incomplete	AUD	Audit	M	Medical	WP	Withdrawn Passing
WDN	Withdrawn from School	P/F	Pass/Fail	WF	Withdrawn Failing	GNA	Goals Not Attained

** A grade of incomplete (I) is assigned to signify temporary deferment of a regular final letter grade. It is used sparingly in compelling situations when a student is not able to complete work in the course by the end of the semester due to extenuating circumstances beyond the ability of the student to predict and control. Incompletes must be completed within two weeks of the close of the marking period, or earlier. If exceptions are required, they must be approved by the building administration.*

Student Failures

It is the practice at Plymouth North and Plymouth South High Schools to employ a minimum grade policy for all high school students. Accordingly, students will receive a minimum grade of 45% during the 1st and 3rd term of a full-year course, and the first term of a semesterised course (exceptions to terms not referenced above may be made at the principal's discretion). While anything below a 60% ("F") is considered a failing grade, we strive to allow students to work toward a passing grade for the year. Students who receive a minimum grade for the term will have this noted in the comment section of their report card.

Minimum Grade Scale

(Student earned versus documented)The following grade will be recorded on the report card and factored into the student's cumulative numerical average for the semester and/or year according to the policy noted above:

0 - 45 = 45%

45 or above = actual grade earned by the student

Academic Progress Updates

Teachers are required to update "ASPEN" regularly. Posted grades reflect your child's current academic standing within the class. The district calendar will identify quarterly dates indicating term grades. If you do not have access to a computer, please contact the school for a paper update.

Honor Roll for Grades 9-12

An honor roll based on scholastic achievement is published at the end of each marking period. The levels of honor roll achievement and scholastic requirements for each level are as follows:

High Honors	<i>No letter grade below A- in every subject</i>
Honors	<i>No letter grade below B- in every subject</i>
Honorable Mention	<i>No letter grade below B- in every subject except one, which may carry a C or C+</i>

Final Examinations

Final exams will be administered to all students in all subjects. Final exams will only be administered during the scheduled exam period. Make-up examinations are only afforded to students with excused absences and must be arranged with the subject teacher. The principal must excuse all absences during exams. Final exams are worth 10% of the overall grade. If students in grade 12 have a 90% average or above for each quarter of the course, they may be exempted from the exam by their teacher. Students in AP courses are exempt from the final exams in that course upon completion of the AP exam.

Advanced Placement (AP) Exams

The Advanced Placement (AP) program of the College Board offers college-level courses and exams. It offers students the opportunity to earn advanced standing in college by earning college credit while still in high school. The Plymouth Public Schools offers AP courses in many different subject areas. Please refer to the high school Program of Studies for specific course offerings. AP courses are rigorous in nature and culminate in a mandatory examination in May. It is required that students take the AP Exam after each course. If a student does not take the AP Exam, Honors credit will be issued in lieu of AP credit for the course(s).

Attendance Policy

Students are expected to attend every day that school is in session. School attendance is governed by state law (Massachusetts General Laws, Chapter 76, and Sections 1 & 2, which state that no child may exceed seven (7) days absence from school in any six months except for medical reasons). Course credit and promotion are governed by the School Committee policy, which states that to receive credit for a course or promotion, a student, must be in attendance for 90% of class sessions for that course. Success in school correlates very strongly with good attendance; therefore, every effort should be made to be present every day for every class. All absences from school or class (except for excused absences, school-sanctioned activities such as field trips, guidance/administrative meetings, school nurse visits, etc. or for documented long-term temporary disabilities (see Long-term Temporary Disabilities below) will be counted toward a student's total absence.

Long-Term Temporary Disabilities

A student may be eligible for "temporary disability" if he/she will be absent not less than fourteen or more school days because of a serious physical or mental illness or injury from an accident. Documentation of a student's long-term temporary disability should be forwarded to the principal so that arrangements can be made regarding his/her educational program and to exclude days under the "temporary disability" designation from the student's total absence. Upon the student's return from "temporary disability," an absence note should be presented.

Tardiness

Tardiness to school or class can have negative effects on success in school; therefore, it should be kept to a minimum. Tardiness to school after 10:30 A.M. will count as an absence from school. Tardiness of more than 10 minutes to a class (15 minutes to the first period) without a valid pass will count as an absence from that class. If tardiness to school results in missing or being more than 10 minutes to a class (es) (15 minutes to the first period), absence(s) will be recorded for the affected class (es).

Dismissals

Dismissal from school or class can have negative effects on success in school; therefore, it should be kept to a minimum. Dismissal from school before 10:30 A.M. will count as an absence from school. Dismissal more than five (5) minutes before the end of a class will count as an absence from that class. Telephone requests for dismissal will be honored only on an emergency basis and must be followed up with a note upon the student's return to school.

Absence/Tardiness/Dismissal Notes

Each absence, tardiness to school, or dismissal from school requires a note of explanation to be submitted on the day of the student's return to school or the day of tardiness (for dismissal, no later

than the morning of dismissal). A NOTE IS A REQUIREMENT FOR ALL STUDENTS, REGARDLESS OF AGE. The school should be notified prior to a planned absence and during a prolonged illness. Each note will be validated by a date stamp upon its presentation to a tardy desk or main office personnel, and then filed in the student's record folder. Absence/tardiness/dismissal notes are explanations for the absence/tardiness/dismissal; they DO NOT excuse the absence/tardiness/dismissal.

Make-Up Work

Completing classwork and homework is crucial for academic progress. Students will be allowed to make up the work they missed during all absences. Students will be allowed two days for every day absent to make up work through the end of the term. In the event of an emergency or other extenuating circumstance, teachers may grant students additional time to do their make-up work. Students who are unable to complete all the work missed by the established deadline may receive partial credit for the work completed and turned in. Students who fail to make up any of their work will receive no credit. In instances when a student is absent for an extended period of time (i.e., 4 days or more), parents may arrange to obtain the missed work and should expect that staff will require a minimum of 24 hours to gather the missed assignments. A student should not be required to make up a test the day s/he returns from an absence. This does not apply to in-school suspensions.

Denial of Credit

When a student's absences (*as reported to the main office by individual teachers and excluding the exceptions noted in the next sentence*) exceed 10% of the class sessions for a course (*nine days for a full year course and five days for a semester course*), a credit will be denied. Absences verified by appropriate documentation or designated "temporary disability" will be excluded from this total.

Denial of Credit Appeal

A student denied credit for excessive absences may appeal such denial by arranging an appeal meeting with the principal. At the hearing, the student and his/her parent/guardian may present such evidence or testimony as they may believe should be considered to reinstate credit. However, the principal will NOT take into consideration any absence for which a properly validated note has not been filed in the student's folder. The decision of the principal will be final.

Class Rank

Rank in class will be based on a weighted, four-level **grade point average** scale. Upon the completion of semester 1 of the junior year, student class standing will be reported as percentage bands (top 2%, top 5%, top 10%, etc.). At the beginning of the senior year, students will receive their actual numerical class rank. Please note: Early graduates are not factored into class rank; however, they will be given a weighted GPA at the beginning of the senior year. Students' rank in class will be based on a weighted, four-level grade point average scale. Courses are weighted according to the level of difficulty, based on the system currently employed by the Massachusetts Board of Higher Education for admission to state colleges and the University of Massachusetts (see chart on next page). Only high school grades earned in English, Math, Science, Social Studies, Foreign Language, CCTE Studies (fully enrolled in a college and career technical education studies program), and certain approved elective courses are taken either within the Plymouth Public School District or in a regionally accredited secondary school are included in these calculations, with the exclusion of Advanced Placement (AP) Science Labs (pass/fail). For inclusion in class rank, a student must have spent a minimum of four high school semesters in the Plymouth Public School System. In addition, only courses taken within the parameters of the regular school day (Periods A1-B4) are included in class rank calculations. Courses taken during the summer and in the evening, including college courses, are not included in class rank calculations. Because of the wide variety of courses available, the

inclusion of online and virtual high school coursework will be decided on a case-by-case basis. Please note that GPA is accessible through the student information system (Aspen).

To determine Valedictorian and Salutatorian, all grades for computing grade point averages will be based upon a weighted G.P.A. (cumulative, four-year) scale upon completion of the final marking period of the senior year.

Grade Point Conversions

GRADE	AP	HONORS	CP1	OTHER
A+	5.3	4.8	4.3	3.8
A	5.0	4.5	4.0	3.5
A-	4.7	4.2	3.7	3.2
B+	4.3	3.8	3.3	2.8
B	4.0	3.5	3.0	2.5
B-	3.7	3.2	2.7	2.2
C+	3.3	2.8	2.3	1.8
C	3.0	2.5	2.0	1.5
C-	2.7	2.2	1.7	1.2
D+	2.3	1.8	1.3	0.8
D	2.0	1.5	1.0	0.5
D-	1.7	1.2	0.7	0.2
F	0.0	0.0	0.0	0.0

National Honor Society

The National Honor Society is an active society of students supporting our high schools and other community programs throughout the year. **Students nominated for the National Honor Society because of academic performance must also qualify on the basis of character, service, and leadership.** Membership in the National Honor Society is a privilege, not a right. Nomination to the National Honor Society is based on rank in class. To be eligible for nomination, a candidate must be a member of the junior or senior class. Students must earn a 3.80-weighted GPA after the term preceding the application deadline to be eligible for membership. Candidates must have been in attendance at the school the equivalent of two full terms. Students who are nominated for membership are expected to demonstrate the required high standard of academic achievement and behavior as a scholar, good character and citizenship, leadership, and service in the community. Suspension from school or punishment at any grade level for any reason, (for example plagiarism, cheating, or other inappropriate behavior) may be sufficient reason to exclude or remove a student from the National Honor Society. Students who transfer will be treated according to National Honor Society Rules.

Selection Process:

The process of nomination begins with the determination of academic eligibility according to the above standards. The names of eligible juniors and seniors are distributed to the faculty. Members of the faculty can express their opinion about the student's fitness on the other qualifications (leadership, character, and service). If a student's fitness is in doubt, the Faculty Selection Committee's ruling is final. No student is denied eligibility on the basis of a negative statement by a single member of the faculty. Once the faculty screening has taken place, the students are informed of their nomination, and they are asked to provide evidence, within a prescribed time, of their service and leadership in the form of written documentation from adults (club, church, synagogue, and other organizations) who can verify their service and leadership. Service should be ongoing in nature. The Faculty Selection Committee then reviews each nomination with the supporting documentation and makes the final assessment. Induction to the National Honor Society is held at a special ceremony scheduled in the spring.

Appeals can only be made to the Faculty Selection Committee. Under the rules of the National Honor Society, the Headmaster/Principal cannot be involved in the selection process.

The Faculty Selection Committee performs the following functions:

- Determines the selection procedure for chapter membership.
- Selects students for NHS membership (although other faculty members may be consulted). The student's discipline record is also made available to the Selection Committee.
- Hears the dismissal cases – no member may be dismissed from NHS without having an opportunity to appear before the Faculty Committee, within the timeline of due process.

Removal Process:

The process of removal from NHS is as follows:

- The student and parent/guardian(s) will be notified by the administration of the infraction that is grounds for removal.
- The faculty committee will schedule a hearing with the student and/or parent/guardian(s) providing all materials and documents to be discussed in advance.
- Upon a decision that is rendered by the faculty committee, the NHS advisors will mail a certified letter with the committee's decision.
- Upon the receipt of the final decision letter, the student and/or parent/guardian(s) may request an appeal hearing with the building principal.
- The principal's decision may overrule the committee; however, there is no further appeal beyond the building principal.

Cheating/Plagiarism

Any student who has cheated on any academic exercise will receive no credit for that exercise. Plagiarism is a form of cheating. A parent/guardian will be notified by the involved teacher in all instances of cheating. The investigation of the claim of cheating and plagiarism will involve the student, teacher, and administration. Please note that if the student in fact is in violation of cheating/plagiarism and is a member of the National Honor Society, he/she will be reported to the NHS faculty council.

Use or Possession of Tobacco or Electronic Cigarettes & Vape Pipes

Tobacco products, electronic cigarettes & vape pipes will be confiscated and not returned. The penalties are listed below:

First Offense	Second Offense	Third Offense & Subsequent Offenses
<ul style="list-style-type: none"> • Notification of Sports/Activities Directors pursuant to the MIAA policy • Parent Notification • In-School Suspension • Extended Detention • Parent/Guardian Conference 	<ul style="list-style-type: none"> • One (1) Day Out of School Suspension • Parent Notification • Notification of Sports/Activities Directors pursuant to the MIAA policy • Parent/Guardian Conference 	<ul style="list-style-type: none"> • Two (2) Days Out of School Suspension • Loss of Parking Privileges for one semester • Notification of Sports/Activities Directors pursuant to the MIAA policy • Parent/Guardian Conference

Auto and Parking Regulations

Students who are permitted to park their cars on school property are being granted a privilege. The cost of a parking sticker is \$100.00 (subject to change). To obtain and keep a parking sticker, a student must maintain a cumulative average of 70% in all subjects and not exceed ten (10) tardies during the year. Furthermore, parking stickers are contingent upon a student maintaining a safe driving record on campus and parking in authorized student parking areas only. Parking privileges may be withdrawn as an administrative action at any time. There are a limited amount of spots that will be given on a first-come, first-serve basis beginning with seniors. Parking stickers must be visible. Parking fees are non-refundable. Unauthorized cars found on campus without a permit will be towed at the expense of their owners. The school assumes no responsibility and/or liability for cars parked on school grounds.

The following offenses will lead to loss of parking privileges:

- Possession of drugs, alcohol, or weapons on school property or at school-sponsored activities
- Reckless driving
- Assault of a staff member or student
- Transference of a parking sticker to another student
- Leaving school without authorization
- Any other violation deemed appropriate by an administrator
- Parking in a non-designated spot

Students must observe all posted traffic regulations. School rules apply to all approved off-site parking lots.

Before School Procedures

Students who enter the building early must stay in the cafeteria until the 7:15 a.m. bell rings. All students arriving at school in the morning will proceed directly into the building. Once on school grounds, students are not allowed to leave school property without appropriate authorization.

Dance/Activity Guidelines

Guests will not be admitted without prior administrative approval. Tickets to high school dances will not be sold at the door or after the pre-established ticket sale deadline. Students are not allowed to leave the dance/activity once they have entered, as they will not be admitted a second time. Doors will close one-half hour after the start, and no student will be admitted without prior administrative approval. All school rules apply to all school activities. Violations of school rules may result in exclusion from that activity for the remainder of the school year.

Extra Help Sessions

Extra help is provided for students. Individual arrangements should be made between student and teacher. Students should consider extra help a priority and act accordingly.

Lockers

A locker will be assigned on an individual or shared basis (as space permits). The school shall not be responsible for missing articles taken from any locker. Students should check with the administrator in charge of lockers whenever there is a problem. Only administrative approval can affect a change in a locker assignment. Lockers are the property of the school department and are therefore subject to inspection by the administration at any time. Student-provided locks do not alter the school department's ownership of the lockers; the school can remove the lock during any search of lockers and the school is not required to refund or replace the student's lock if it is removed during a search.

Passes for Leaving Class

All students must have a written pass from a teacher or other school official to leave a class. Students should make prior arrangements before or after school for an appointment with a teacher.

Physical Education

If a student does not participate in a scheduled physical education class for medical reasons, that student will be ineligible to participate in after-school athletic events as an athlete that day. Physical Education is required for all students each year. Ten credits must be earned to satisfy graduation requirements (with the exception of enrollment in a specific CTE program).

Student Financial Obligations

Any student who has outstanding financial obligations to the school cannot participate in any co-curricular and/or extracurricular activity until all financial obligations have been paid. This includes, for example, extra-curricular field trips, athletics, banquets, dances, proms, senior class functions, and graduation exercises.

Student Transcripts

The student's transcripts shall be maintained by the school department and may only be destroyed sixty years after his/her graduation, transfer, or withdrawal from the school system, and then only at the discretion of the school committee.

Student Behavior

The ultimate goal of school discipline is to instill self-discipline in each student. All students have the

right to expect our school to maintain a safe environment in which excellence of instruction may flourish. It is our philosophy that student discipline, in most cases, should be progressive. Repeat offenses of a similar kind will result in progressively more serious consequences.

Student Leadership

Student leaders are recognized as an important part of the school community and culture. Students who are elected to positions such as captain, class officer, student council member, etc. must remember that this role is a privilege and as a result, appropriate behavior both inside and outside of school is expected. Student leaders must uphold all school rules and high standards and expectations. Violation of standards/expectations will be reviewed by the building administration and may result in removal from their leadership position.

Behavior/Consequences

The following chart has been developed to demonstrate the possible consequences that will follow misbehaviors such as those listed in the examples. This chart is not intended to be an exhaustive list of all problems or examples, but hopefully, it gives the student and parent/guardian an idea of the specific areas of concern and the types of consequences, which will typically follow. The goal is to apply this concept of differing levels of inappropriate behavior to all disciplinary problems in a fair, consistent manner. It is also recognized that there are many extenuating circumstances, which relate to a particular problem behavior. Such circumstances may indicate that a specific incident should be dealt with more severely or less severely than the typical situation. Thus, this policy statement includes a degree of administrative discretion as is in the best interest of the individual student.

CONSEQUENCE NAME	DESCRIPTION OF CONSEQUENCE
Detentions	Detention is assigned for not following school rules. Detention will take priority over all other activities. Students will be given at least 24-hour notice before they are expected to serve the detention. Detention takes place after school and failure to stay for detention results in more serious disciplinary action.
Extended Detention	Extended detention occurs when a student is assigned to stay until 4:15 p.m. Students are responsible for their transportation. The parent/guardian will be notified when extended detention is assigned. Failure to stay for extended detention or misbehavior during detention will result in more serious disciplinary action.
In-School Suspension (ISS)	In-School Suspension occurs when a student is expected to attend school but is suspended from classes. The student will be supervised in an area outside of his/her regular classrooms and will be provided with classwork. An in-school suspension may be for all or part of a school day.

Out-of-School Suspension (OSS)	Out-of-School Suspension occurs when a student is suspended from school and is required to remain at home. The student is restricted from the school building and grounds and may not participate in any school activity or sport while on out-of-school suspension.
Exclusion from School	Exclusion is a long-term suspension from school for a duration of up to 90 school days, depending upon the judgment of the Principal. The student will receive an alternate educational service, which will be coordinated between the administration, guidance counselor, and student.
Expulsion from School	Expulsion means the removal of a student from the school premises, regular classroom activities, and school activities for more than ninety (90) school days, indefinitely, or permanently, as permitted under G.L. c. 71, 37H, 37H ½ or 37H3/4.

Behavior/Consequences Chart

TYPE OF PROBLEM	COMMON EXAMPLES	COMMON CONSEQUENCES
TYPE 1: Actions that interfere in the learning process in and around the school, or that show disrespect for the health, welfare, and/or property of others	<ul style="list-style-type: none"> • Class Cuts – Truancy • Class disruptions • Hallway violations • Failure to stay for detention • Showing disrespect to adults and to students • Throwing objects • Roughhousing • Use of rude, obscene, or improper language/gestures • Excessive, unexcused tardiness • Proven dishonesty 	<ul style="list-style-type: none"> • Detention • Extended Detention • ISS • Out of School Suspension (1-3 days) • Parent/Guardian Conference/Call • Saturday School
TYPE 2: More serious actions that show insolence or refusal to follow directions	<ul style="list-style-type: none"> • Repeated Type 1 Behaviors • Possession/use of tobacco products • Leaving the building • Public Display of Affection • Verbal Abuse of Staff Members • Cafeteria Disturbance • Fighting (minimum 3-day suspension) • Assault (minimum 5-day suspension) • Inappropriate behavior at a school event • Proven dishonesty • Parking Violations 	<ul style="list-style-type: none"> • Extended Detention • ISS • Out-of-School Suspension (1-5 days) • Parent/Guardian Conference/Call • Removal from School Events

TYPE 3: Openly defiant behavior and actions that show insolence or refusal to follow directions.	<ul style="list-style-type: none"> • Repeated Type 1 & 2 Behaviors • Verbal abuse/profanity • Sexual language • Smoking/Vaping • Harassment/Discrimination • Defacing/destroying school property • Truancy • Leaving school grounds • Willful, repeated misbehavior • Proven dishonesty 	<ul style="list-style-type: none"> • Extended Detention • In-school Suspension • Out of School Suspension (1-10 days) • Restitution when appropriate • Parent/Guardian Conference/Call • Removal from School Events
TYPE 4: Gross misconduct	<ul style="list-style-type: none"> • Stealing by threat or use of force • Sexual harassment • Profanity/Civil Rights Violation • Serious physical assault • Threatening/displaying physical abuse • Vandalism • Hazing • Destruction, damage, theft of school property • False Fire Alarm/Bomb Threat • Discrimination • Possession/Distribution of drugs and/or weapons • Assault on staff • Proven Dishonesty • Pegging doors open - opening doors for people to gain access to the building 	All Offenses: <ul style="list-style-type: none"> • OSS 3-10 days with a review for longer suspensions in the most serious instances. • Possible recommendations for school-based or central office hearing for exclusion. • Referral to police will be made for violations of state law.

Please note:

- Restitution is required in addition to discipline for destruction, damage, and/or theft of property.
- Out-of-school suspensions may be used for multiple offenses of any type.
- This is a list of common offenses. In no way is this list all-inclusive. Administration reserves the right to discipline for behaviors/circumstances not listed above. Any school incident may be given more severe punishment at the discretion of the building principal.



Athletic Teams

FALL SPORTS	WINTER SPORTS	SPRING SPORTS
Cheerleading	Basketball	Baseball
Cross Country	Cheerleading	Softball
Dance Team	Dance Team	

Field Hockey	Gymnastics	Tennis
Football	Indoor Track	Track & Field
Golf	Ice Hockey	Lacrosse
Soccer	Swimming	
	Wrestling	

Student Activities

The activities listed below may be available to students at both high schools except where designated. Students must be present in school for a minimum of one-half day to participate unless previously approved by the principal/advisor.

Amnesty International Anime Club Band Best Buddies (PN) CARE (Cultural Awareness & Racial Equality) (PN) Chess Club Chorus Class Officers Color Guard Debating Team DECA (An Association of Marketing Students) Drama Club Foreign Exchange Programs Foreign Language Club Interact Club Intramural Programs Literary Magazine Math Club	Medical Career Club Model Congress Model United Nations National Honor Society Panther Pals Paranormal Club Peer Leadership Peer Mediation P.R.I.D.E.(Pride, Respect, Integrity, Diversity, Equality) Renaissance Program Robotics SADD (Students Against Destructive Decisions) School Newspaper Science Club Skills USA (Tech Program) Student Council Students Fostering Hope (PN) Technology Education Yearbook
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To participate in any extra-curricular activity, a student must not receive more than one “F” on their report card. Students with incomplete grades are not eligible until the grade is resolved. To be eligible for the fall season, students must be enrolled in at least 20 credits and not receive more than one “F” on their report card (*final grades not fourth quarter*). Academic eligibility of all students shall be considered as official and determined only on the date when the report card has been issued to the parents of all students. A student who repeats work upon which he/she has once received credit cannot count that subject a second time for eligibility. A student cannot count for eligibility for any subject taken during the summer vacation unless that subject has previously been pursued and failed.

Interscholastic Athletics: Information & Regulations

Welcome to Plymouth Public Schools Athletics

This Athletic Handbook has been developed to inform athletes and parents of policies, practices, and regulations that govern the athletic program in the Plymouth Public School system. We believe the information will help answer many of your questions regarding interscholastic athletics. Please keep this manual and refer to it whenever you have a question regarding your athletic experience. If you feel that your questions or concerns are not answered in this manual, contact the **Athletic Department Director at 508-830-4429 (PNHS), and 224-1723 (PSHS)**. Please do not let your questions go unanswered.

The purposes of our handbook are:

- To make athletes and parents aware of the philosophy and objectives of the athletic program.
- To inform athletes and parents of guidelines and procedures governing the athlete's behavior.
- To create uniformity and equity of behavioral standards for all athletes in all sports.

Philosophy

The purpose of athletics is to provide learning experiences, which contribute to physical, mental, social, and emotional growth. Athletics should foster the development of positive self-esteem and a climate among coaches and team members where mutual respect, honor, and integrity are valued. The basic educational principle of a "sound mind in a healthy body" can best be fulfilled in a well-organized, competently directed program of athletics. The interscholastic athletic program is a voluntary program designed to meet the needs and interests of the student/athlete who has sufficient ability. The student/athlete must be prepared to make a major commitment to the maximum development of knowledge, skills, and attitudes under the supervision of a thoroughly trained and effective coaching staff committed to the educational goals of the school district. Interscholastic athletics has served as an effective complement to the entire educational program. The young man or woman who learns to cope with victory and defeat, to accept frustrations and disappointments, as well as success; to spend long hours in practice with no guarantee that they will participate in a game, to accept strict discipline, to work with fellow athletes for the achievement of a common goal has learned something that cannot be taught in the classroom.

Objectives

Due to an infinite number of individual differences in abilities and interests, the athletic program is comprehensive. All students who show interest in the program will be encouraged to participate. The emphasis at each level is:

- Varsity- Very Competitive/Instructional
- Junior Varsity- Competitive/Instructional
- Freshmen-Instructional

Participation

Subject to restrictions on team size, the athletic program will be open to all students who are physically able to participate and who are eligible under local and state regulations. An unlimited participation policy will be used whenever possible. There are factors, however, which necessitate the size of the team to be limited to maintain a high level of safety, coaching, playing time, and practice time. Judgments with respect to the abilities of athletes are based on the performance of the participants. Coach's judgments with respect to the selection of participants are made after observing prospective

players in practice and/or game-type situations. The playing time for an athlete, once a team size is determined, will be based upon decisions made by a coach or coaching staff. A student may not try out for a team after final cuts have been made unless prior approval for extenuating circumstances has been received. In such cases, no displacement of team members may occur. Participation in athletics should contribute to the development of the following qualities:

1. Health and happiness
2. Development of physical skills
3. Emotional maturity
4. Social competence
5. Moral values
6. A sense of cooperation
7. A spirit of competition
8. Self-discipline
9. An understanding of the democratic process
10. A realization of the value of group goals

Athletic Programs

Student participation in the athletic program is a privilege, which can be a valuable and rewarding experience. Students have the opportunity to participate during three seasons. Many sports are conducted at three levels of competition: Varsity, Junior Varsity, and freshman. There is a possibility that athletes may be moved from one level to another for the benefit of the athlete and the program.

Duration of Season

FALL	Practice may begin for all teams as early as the second Thursday preceding Labor Day No team may have more than ten single practice sessions (i.e. "double sessions" count as two single practice sessions) through and including the Friday prior to Labor Day. Football teams must precede their initial contact practice with an additional three days of single non-contact sessions and fifteen days of practice.
WINTER	Monday following Thanksgiving to completion of the schedule and any tournament play
SPRING	Third Monday in March to completion of the schedule and any tournament play

Schedules

Schedules can be found on the MIAA website (www.miaa.net) as well as their cell phone application. Schedules are subject to change. For additional information visit the district's website www.plymouth.k12.ma.us (athletics tab). The booster clubs maintain athletic websites.

Physical Examination/Parental Permission Form

Every athlete must pass a physical exam within 13 months before trying out and participating in any sport. Each athlete prior to trying out and practicing with the team shall submit a medical clearance form signed by a physician, with the exact date and year of the physical exam.

Insurance

Parents are urged to check insurance coverage for students playing sports. All athletes should be fully covered by family insurance or purchase a school plan to cover expenses from injury. The School Department does carry insurance for athletes, but it is secondary to your family insurance.

It is highly suggested you purchase the twenty-four-hour coverage that is available through the school at a minimal cost. The pamphlet regarding this insurance is distributed at the beginning of the school year to all students.

Athletic Fee

All participants are required to pay a seasonal fee of \$135 to assist in the funding of the athletic

programs. The payment of the athletic fee **does not** ensure playing time. Make checks payable to "Town of Plymouth". Checks are to be submitted along with all paperwork during clearance night. This fee is non-refundable after the first scheduled game. All refunds will be in the form of a credit for use during the next season in which a student participates. All refunds will be reimbursed to the parent/guardian. The Plymouth Public Schools have instituted a \$675 maximum per family per academic year for athletic fees. Please contact the Athletic Director's office at your student's school if you have reached the family cap. If a family is experiencing financial difficulty, they must write a note to the attention of the athletic director. The situation will then be reviewed and a free/reduced fee will be put into place for the student-athlete.

Rules of Eligibility

School rules, which apply to the student body, apply to all athletes. The student handbook and any other school rules supersede the athletic code.

Academics

All students are encouraged to participate in the athletic program. To participate in any extracurricular activity, a student must not receive more than one "F" on their report card. All student-athletes are governed by the Massachusetts Interscholastic Athletic Association (MIAA) and the Patriot League By-Laws, which publishes annual rules and regulations governing interscholastic athletics in the Commonwealth. To be eligible for the fall season, athletes must be enrolled in at least 20 credits and not receive more than one "F" on their report card. (*final grades not fourth quarter*) Academic eligibility of all students shall be considered as official and determined only on the date when the report card has been issued to the parents of all students. A student who repeats work upon which he/she has once received credit cannot count that subject a second time for eligibility. , A student cannot count for eligibility for any subject taken during the summer vacation unless that subject has previously been pursued and failed.

Age

A student shall be under the age of nineteen (19) years on September 1st of the current school year. A student shall be eligible for interscholastic competition for no more than twelve consecutive athletic seasons beyond the 8th grade.

Transfer Students

An athlete who transfers from any school to PN or PS is ineligible to participate in any interscholastic athletic contest at any level for a period of one year in all sports in which he/she participated at the varsity level during the one year immediately preceding the transfer. **Exception;** the transfer is necessitated by a change of residence of his/her parents to Plymouth. A student who transfers from a foreign country without parental change of residence accompanying the transfer will be ineligible for a period of 365 days from the date of entrance unless such transfer is sponsored by a CSIET approved foreign exchange program.

High School Athletic Rules

- Athletes must maintain themselves in good standing or face suspension from participation. Good standing is defined by the record of attendance, grades, and good citizenship throughout the school and community. As an athlete, you are very visible not only in your school and community but in surrounding communities as well. A student must be recorded as present before 10:30 a.m. and may not be dismissed before 10:30 a.m. or they cannot participate in any practice or game that day without the consent of the Athletic Director or Principal.

- Any athlete who is dismissed during the day and cannot return before the close of school must receive approval from the Athletic Director or Principal to participate that day.
- An athlete who is absent without prior approval of the Athletic Director or Principal may not participate in a game or practice that day.
- Athletes assigned disciplinary after-school detention by either the administration or a teacher must attend as directed.
- An athlete who does not participate in their scheduled physical education class may not participate in their practice or game that day.
- An athlete excused from physical education class for medical reasons may not participate in athletics until physical education classes are resumed and the Athletic Director receives a written note from the school nurse.
- An athlete will be held accountable for all equipment issued and must return the equipment promptly at the request of the coach and athletic director. An athlete may only participate in one sport per season.

Practice and Game Attendance

Prompt attendance is mandatory for all practices and meetings scheduled by the coach. It is the responsibility of the athlete to gain permission from the coach to miss a practice **prior to and not after** the practice if there is a need to be excused. Acceptable reasons for missing a practice include, but are not limited to an extra help session with a teacher, tutorial assistance, school, and district-sanctioned trips and academic competitions, medical and dental appointments that cannot be rescheduled, or any family emergency. As a district, we always encourage communication in advance as much as possible regarding student attendance. These policies will be enforced except as may be required under Section 504, Title II, or otherwise under federal law. An athlete must be present at the practice preceding a game to participate in the game unless excused by the athletic director or principal.

School/Family Vacations. Extended Absences

Students who plan to be absent for an extended period of time due to vacation or a planned extended absence are expected to discuss this situation with the coach prior to trying out for the team. The coach's discretion will be used in determining the consequences for such extended absences.

MIAA Bona Fide Team Member Rule: Loyalty to the High School Team

A bona fide member of the school team is a student who is consistently present for, and actively participates in, all high school team sessions (e.g. practices, tryouts, competitions). Bonafide members of a school team are precluded from missing a high school practice or competition in order to participate in a non-school athletic activity/event in any sport recognized by the MIAA. A coach does not have the right to excuse a team member from a practice or a game so he/she may play or practice for another team. The principal of the school may request a waiver of this rule in special circumstances. **First offense: student-athlete is suspended for 25% of the season. Second offense; student-athlete is suspended for an additional 25% of the season and is ineligible for tournament play immediately upon confirmation of the violation.**

Transportation

All athletes must ride the bus provided for transportation to and from the athletic contests unless excused by the athletic director or principal.

Injuries

It is the responsibility of the athlete to promptly report all injuries to the coach, athletic trainer, and school nurse to ensure that an accident report is submitted in a timely fashion to cover school and insurance company requirements. If you had an injury that required outside medical attention (emergency room, physician) you must submit a doctor's note to the nurse or athletic director in order to be reinstated with your team.

Return to Participation

Athletes that have been out of action for a time because of illness or injury, and were under the treatment of the trainer or family physician, must have a written statement allowing them to return to competition.

Concussion Policy (PPS Policy 6.20)

The purpose of this policy is to assure that any student who sustains a concussion or head injury is managed properly. Plymouth Public Schools recognizes the importance of educating students, parents/guardians, athletic staff, teachers, guidance counselors, school nurse educators, and designated others to recognize signs and symptoms of a concussion or head injury; and to respond appropriately to facilitate prevention, management, and safe return to academic and athletic activities in students with a concussion or head injury.

- 1.0 In accordance with Massachusetts state law and MA Department of Public Health (DPH) regulations related to Head Injuries and Concussions In Extracurricular Athletic Activities, the Plymouth Public Schools shall provide standardized procedures in regards to the prevention, management, and return to academic and athletic activities in middle and high school students who incur a head injury while involved in extracurricular athletic activities. This law also applies to students in the High School Marching Band. This policy and all related procedures comply with Massachusetts General Law and MA DPH regulations. Out of concern for any student suffering from a concussion/head injury, this policy will apply to all middle and high school students who sustain a concussion/head injury, regardless of whether the injury occurred related to extracurricular athletic or marching band activities.
 - 1.1 The Athletic Director or designated individual in each school will be responsible for the implementation of this policy and related procedures.
 - 1.2 At the high school level, a Concussion Team consisting of the Athletic Director, Certified Athletic Trainer, Guidance Counselor, and School Nurse Educator will assume responsibility for the implementation of procedures associated with this policy.
 - 1.3 At the middle school level, a Concussion Team consisting of the designated Athletic Director, Guidance Counselor, and School Nurse Educator will assume responsibility for the implementation of procedures associated with this policy.
 - 1.4 Communication with all involved individuals is paramount to the successful management of students with head injuries. Plymouth Public Schools will maintain open communications between staff, students, parents, healthcare providers, and others involved in order to optimize recovery for students with head injuries to return to health and succeed in their education.
 - 1.5 Review and revision of this policy shall occur as needed, and at least every two years.

References: MA General Law (M.G.L.) Chapter 111, Section 222

MA Department of Public Health 105 CMR 201:000: Head Injuries and Concussions in Extracurricular Athletic Activities.

CODE OF CONDUCT

SCHOOL RULES AND SUSPENSIONS

Student-athletes are subject to the school rules and regulations governing student behavior as cited in the Student Handbook for Plymouth North and South High Schools. Violation of school rules resulting in a suspension from school will automatically preclude student involvement in athletics for the length of the suspension.

CHEMICAL HEALTH/ALCOHOL/DRUGS/TOBACCO POLICY

The Rule: (MIAA Blue Book, Revised 2/13/08, page 54, Rule 62.1):

From the earliest fall practice date to the conclusion of the academic year or final athletic event (whichever is latest), a student shall not, regardless of the quantity, use, consume, possess, buy/sell, or give away any beverage containing alcohol; any tobacco product; marijuana; steroids; or any controlled substance. This policy includes products such as "NA or near beer". It is not a violation for a student to be in possession of a legally defined drug specifically prescribed for the student's own use by his/her doctor. The MIAA statewide minimum standard is not intended to render "guilt by association", e.g. many student-athletes might be present at a party where only a few violate this standard. This rule represents only a minimum standard upon which schools may develop more stringent requirements. If a student violates this rule is unable to participate in interscholastic sports due to injury or academics, the penalty will not take effect until that student can participate again.

A. Minimum Penalties:

1. First Violation:

When the Principal confirms, following an opportunity for the student to be heard, that a violation occurred, the student shall lose eligibility for the next consecutive interscholastic contests totaling 25% of all interscholastic contests in that sport. No exception is permitted for a student who becomes a participant in a treatment program. It is recommended that the student be allowed to remain at practice for the purpose of rehabilitation. All decimal parts of an event will be truncated i.e. All fractional parts of an event will be dropped when calculating the 25% of the season.

2. Second and Subsequent Violations:

When the Principal confirms, following an opportunity for the student to be heard, that a violation occurred, the student shall lose eligibility for the next consecutive interscholastic contests totaling 60% of all interscholastic contests in that sport. All decimal parts of an event will be truncated i.e. All fractional parts of an event will be dropped when calculating the 60% of the season.

If after the second or subsequent violations the student of his/her own volition becomes a participant in an approved chemical dependency program or treatment program, the student may be certified for reinstatement in MIAA activities after a minimum of 40% of events provided the student was fully engaged in the program throughout that penalty period. The High School Treatment Program must certify that the student is attending or issue a certificate of completion. If a student does not complete the program, the penalty reverts back to 60% of the season. All decimal parts of an event will be truncated i.e. All fractional parts of an event will be dropped when calculating the 40% of the season. Penalties shall be cumulative each academic year, but serving the penalty could carry over for one year. Or, if the penalty period is not completed during the season of the violation, the penalty shall carry over to the student's next season of actual participation, which may affect the eligibility status of the student during the next academic year. (e.g., a student plays only football; he violates the rule in winter and/or the spring of the same academic year; he/she would serve the penalty (ies) during the fall season of the next academic year). The MIAA has informed member schools

that this rule is in effect 24 hours per day, 7 days per week. Any student who is alleged to have violated this rule will be accorded the right to due process.

PROCEDURE FOR REPORTING VIOLATIONS

The coach of each sport shall determine if a violation of the athletic code of conduct has taken place. In all cases, infractions of the athletic code must be reported to the Athletic Director whether an action is taken or not. If disciplinary action is taken, an athlete may have his/her case reviewed.

REVIEW PROCEDURE

- The athlete and/or parents may ask to meet with the coach and athletic director.
- This request must occur within two school days of the disciplinary decision by the coach.
- If not satisfied, the student and/or parent may ask to meet with the principal, athletic director, and coach.

HAZING

Massachusetts General Laws - Chapter 269 (*refer to the main handbook for full law and policy*)

C.269.S.17. Crime of Hazing: Definition: Penalty

C. 269, S.18. Duty to Report Hazing

C. 269, S.19 Hazing Statutes to Be Provided: Statement of Compliance and Discipline Policy Required

Each institution of secondary education and each public or private institution of post-secondary education shall file, at least annually, a report with the regents of higher education and in the case of secondary institutions, the board of education, certifying that such institution has complied with its responsibility to inform student groups, teams, or organizations and to notify each full-time student enrolled by it of the provisions of this section and sections seventeen and eighteen and also certifying that said institution has adopted a disciplinary policy with regard to the organizers and participants of hazing, and that such policy has been set forth with an appropriate emphasis in the student handbook or similar means of communicating the institution's policies to its students. The board of regents and, in the case of a secondary institution, 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 report. Added by St. 1985, c.536; amended by St. 1987, c.665.

TAUNTING – The Board of Directors of the MIAA adopted the following policy 11/94

- Taunting includes any actions or comments by coaches, players, or spectators, which are intended to bait, anger, embarrass, ridicule, or demean others, whether or not the deeds or words are vulgar or racist. Included is conduct that berates, needles intimidate or threatens based on race, gender, ethnic origin, or background, and conduct that attacks religious beliefs, size, economic status, speech, family, special needs, or personal matters.
- **Examples of taunting:** including but not limited to: “trash talk”, defined as a verbal communication of a personal nature directed by a competitor to an opponent by ridiculing his/her skills, efforts, sexual orientation, or lack of success, which is likely to provoke an altercation or physical response; and physical intimidation outside the spirit of the game, including “in the face” confrontation by one player to another and standing over/straddling a tackled or fallen player.
- In all sports, officials are to consider taunting a flagrant unsportsmanlike foul that disqualifies the offending bench personnel or contestant from the contest/day of competition. In addition, the offender shall be subject to existing MIAA Expulsion rules. Game officials prior to the contest shall give a warning to both teams.

- At all MIAA contest sites and tournament venues, appropriate management may give spectators one warning for taunting. Thereafter, spectators who taunt players, coaches, game officials, or other spectators are subject to ejection.

Captain's Practice

The idea of so-called "captains practice" serves no real athletic or conditioning purpose and is discouraged for the following reasons: Lack of qualified adult supervision per MIAA regulations; liability concerns due to the increasingly litigious nature of American society; and it will not take place on any school-owned, leased or rented property.

Varsity Letter Awards

All athletes participating on a varsity team are eligible for a varsity letter. Coaches will determine who on their team will be awarded a letter and certificate of award. A participant who has not qualified for a varsity letter will be awarded a certificate of recognition. All junior varsity and freshman team members shall receive a certificate of recognition. Each subsequently earned letter award will be in the form of a certificate of award.

Message to Parents/Guardians

Parent/Guardians/Coach Communication

Both parenting and coaching are extremely difficult vocations. By establishing an understanding of each position, we are better able to accept the actions of the other and provide greater benefit to all children. As parents, when your child becomes involved in our program, you have a right to understand what expectations are placed on your child. This begins with clear communication from the coach of your child's program.

Communication You Should Expect From the Coach

- Philosophy of the coach
- Expectations the coach has for your child as well as all the players on the squad.
- Location and times, of all practices and contests
- Team requirements, i.e. practices, special equipment, out of season conditioning
- The procedure followed should your child be injured during participation
- The discipline that may result in the denial of your child's participation

Communication Coaches Expect From Parents/Guardians

- Concerns expressed directly to the coach
- Notification of any scheduling conflicts well in advance
- Specific concerns with regards to a coach's philosophy and or expectations
- Communication regarding your child, not other members of the team

Appropriate Concerns to Discuss With Coaches

- The treatment of your child, mentally and physically
- Ways to help your child improve
- Concerns about your child's behavior

It is very difficult to accept your child is not playing as much as you may hope. Coaches take their profession seriously. They make judgment decisions on what they believe to be the best for all students involved. As you have seen from the list above, certain things can be and should be discussed with your child's coach. Other things, such as those that follow, must be left to the discretion of the coach.

Issues Not Appropriate to Discuss With Coach

- Playing time
- Team strategy
- Playcalling
- Other student-athletes

These situations may require a conference between the coach and the parent. These meetings are encouraged. Both parties involved must have a clear understanding of the other's position. When these conferences are necessary, the following procedure should be followed to help promote a resolution to the issue of concern.

- Contact the Coach and set up a meeting to discuss your concerns.
- **DO NOT CALL A COACH AT HOME!** (unless the coach has made his/her home, phone available to parents and athletes). A coach's time with family is severely limited during the season. The family's privacy should be respected.
- **DO NOT ATTEMPT TO CONFRONT A COACH BEFORE OR AFTER A CONTEST OR PRACTICE.** These can be emotional times for both the parent and the coach. Meetings under these circumstances do not promote resolution
- If the coach cannot be reached, speak to the athletic director PNHS 508-830-4428, or PSHS 508-224-1723. A return call from the coach will be arranged.

If The Meeting Did Not Provide A Satisfactory Resolution

- Call and set up an appointment with the athletic director PNHS 830-4428 or PSHS 224- 1723.
- The Athletic Director will listen carefully to your concerns and mediate a resolution between you and the coach.

Remember: Your concerns are important to us. Never hesitate to follow the above procedures to make those concerns known. Together we can work to improve our athletic programs.



Appendix D

Preschool Level Information and Rules

Plymouth Early Childhood Center: “an inclusive preschool”

We would like to welcome you and your child to the inclusive developmental preschool program. In order to assist in your preparation for the school experience, we have included some information to help familiarize you with our program and its components. The Plymouth Early Childhood Center offers two sessions, a 2.5 hour morning session and a 2.5-hour afternoon session for 2, 3, or 4 days per week; serving children with individual educational plans and children from the community. Some students, due to the nature of their disability, attend school for a full-day program from 9:15-3:15, four days per week. The Plymouth Early Childhood Center supports the philosophy of inclusive education to which the Plymouth Public Schools are committed. Our inclusive education seeks to provide meaningful education to the range of students in our communities by drawing strength from their diversity”. Following are some shared common beliefs:

- all children have a right to be educated within their home community with their peers.
- children should participate at the same time in shared educational experiences

Multidisciplinary Model

The program also incorporates the Multidisciplinary approach to teaching. The teachers and therapists work cooperatively, sharing individual expertise and responsibility in providing developmental activities within the classroom. The specialist's service each child according to his/her individual needs. Our approach is based on an educational rather than a clinical model of early childhood development. In an *educational model*, children learn in a more natural and meaningful environment. The Program provides training for parents by participating in school-based therapies and parent workshops. Parent Training is provided as required by the needs of the individual student.

Classroom Model

The developmental approach to early learning encourages children to be active learners by exploring both people and materials in their environment. The daily schedule is a predictable routine that allows children to feel secure and comfortable and helps them to follow directions and participate independently, functionally, and effectively in activities.

Circle Time

Children and staff anticipate the daily routine and review past activities. The children share “news”, sing, and engage in finger plays and movement exercises, and share a story.

Experiential Play

Child-directed play is an important learning tool for all young children. At various times in the day, the children may choose from any of the learning centers and the activities. Depending on the day and theme, these centers include arts and crafts, painting, sand and water table, dress-up, housekeeping, blocks, puzzles, writing, listening, books, games and science centers, creative arts, sensory experiences.

Social/Emotional

The program supports and encourages positive self-esteem and social behaviors. Modeling appropriate behaviors and role-playing social situations encourages children to be sensitive to a diverse population.

Language Group

Activities are taught cooperatively with the Speech and Language Pathologist to develop your child's listening skills and ability to understand and use language effectively.

Music and Movement

Involves movement and rhythm activities, listening, and memory skills in addition to using both large and small muscle coordination.

Sensory Integration

Sensory integration is provided in the context of play in order to motivate the child to work on skills that build muscle tone, perception, attention, and coordination. Suspended equipment, seating cushions, weighted blankets, and a variety of textures are provided on a daily basis.

Motor Activities

Large muscle equipment (hippity hops, scooter board, and platform swing) facilitated to development of balance, strength, and coordination.

Snacks

The children should bring a healthy snack to school each day. Snack is a valuable learning part of our day. The children engage in conversation with their peers during this experience and develop independent skills in opening their containers and cleaning up when the snack is over. Children are encouraged to use appropriate table manners.

Nutrition and Health Guidelines for Snacks

We encourage parents to send children with healthy and nutritious snack foods. Some suggestions include:

- Cheese
- low sugar cereal
- pretzels
- fruits
- saltines
- granola
- breadsticks
- peanut butter
- fruit juice
- carrot sticks.

Outdoor Play

Each day, weather permitting, the children are taken outside. It is during this time that the children have the greatest opportunity for gross motor development.


Clothing Considerations

Early learning is active and often very messy. Preschool is fun and often unpredictable and children should wear casual and comfortable clothes. Loose clothing that allows children to dress themselves is a good choice (sweat suits, elastic waist pants, etc.). Layering clothes in winter (a tee shirt under a sweatshirt) allows us to adjust a child's clothing as classroom conditions warrant. During the winter months, hats, mittens, and a warm jacket are essential. Throughout the school year, we will have opportunities for events both indoors and outdoors that may require specific clothing considerations. This may include snow pants and boots. The classroom teacher will inform you prior to these events. If your child wears boots, please send sneakers or indoor shoes for the child to wear while in class.

- For safety purposes, we encourage students to wear appropriate footwear (closed-toe, with a back) in order to engage in all play activities.
- Please label all items your child brings to school.
- Please send a **complete change of clothing**, including underwear, socks, pants, and a shirt.

Diapers or Pull-ups for Children Not Yet Toilet Trained

For children in diapers or pull-ups, please provide the diapers and wipes. For hygiene reasons, we ask you to use disposables. Please send a full box for use only on your child. When your child moves into training pants, we need several pairs on hand.

 Please keep the staff informed when you begin or change any toilet-training routine so we can be consistent at school.

Home-School Newsletters and Notebooks

Our teachers send weekly classroom newsletters to tell you about our “theme” and related activities, songs, recipes. Teachers also send occasional notes, and emails. We like parents to send notes too, to tell us about things that happen to their child outside of school. It helps us to have special things to talk with your child about, particularly if your child has delayed language or speech. If you would like to speak to a staff member, please call and leave a message in the office and we will return your call as soon as possible.

Inclusionary Model of Therapies

The Plymouth Early Childhood Center uses classroom-based therapies. These practices include documented research to support the use of specialized equipment and modifications within the classroom environment. These practices are supported by the Motor and Speech Therapists and carried over within the classroom by both therapists and classroom staff.

The following is a list of some of the equipment that is used in the classroom:

- | | |
|------------------|-------------------------------|
| ▶ Move n’ Sit | ▶ Trampoline |
| ▶ Wedges | ▶ Weighted Vest |
| ▶ Cube Chairs | ▶ Weighted Blankets |
| ▶ Massager | ▶ Platform Swings |
| ▶ Therapy balls | ▶ Net Swings |
| ▶ Body Socks | ▶ Leg/Ankle/Wrist/Waist Belts |
| ▶ Scooter boards | |

Inclusive Preschool Tuition

Our tuition covers supplies, materials, professional development, parent training, and special events. Children with special needs are services by state and federal law at no cost to parents

Inclusive Preschool Tuition Rate

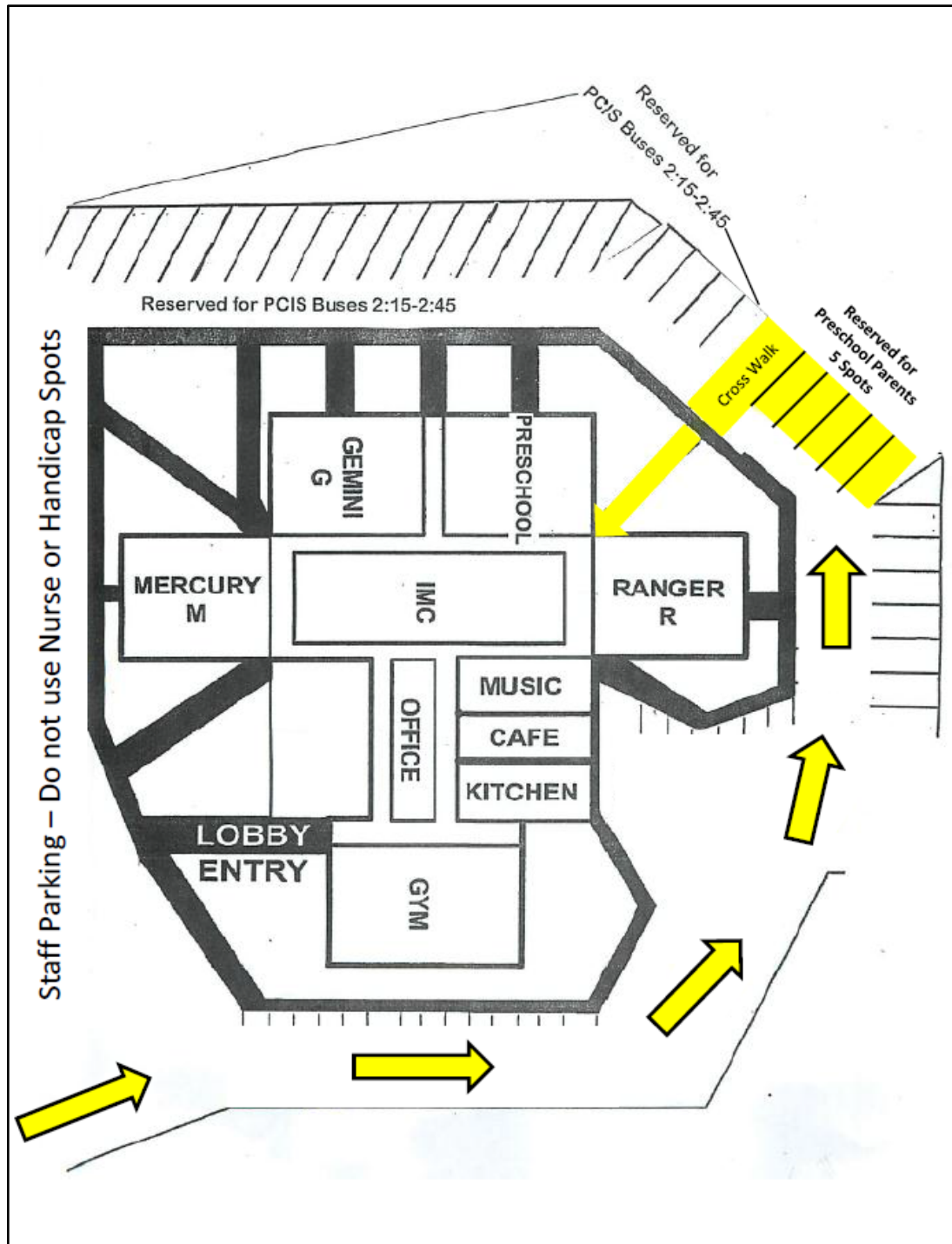
One Child	\$12.50/session
Second Child	\$6.25/session

- Tuition is payable monthly.
- NO DEDUCTIONS FOR CHILD ABSENCES.

- Our tuition is not based on individual daily attendance. For example, if your child is absent due to illness or family vacation, tuition is still charged on those days. Tuition is determined by adding the number of days a program is in session for the year then dividing the total into 8 on equal monthly payments. You do NOT PAY for school vacation (Thanksgiving, December-February-April) or legal holidays when school is not in session.
- Please make checks payable to: ***“Town of Plymouth”***
- Tuition Assistance: Available on a confidential basis from the Preschool Director if your family meets the qualifications.

Parent Drop-off and Parking

The Plymouth Early Childhood Center has its own parent drop-off in the rear of Plymouth Intermediate on School. As you arrive on campus to drop off your child, we ask that you drive to the back of the school in a counterclockwise manner. Please be mindful of those spots that are reserved for preschool parents and those that are reserved for buses.





Signature Page & Summaries

The Plymouth Public Schools is required to collect signatures to ascertain that parents, guardians, and students have read and understood the following:

1. *Content of the Student Handbook (including Media Release, Directory Information, and Transfer of Records)*
2. *Information concerning an Act Relative to Sex Education (M.G.L. Ch. 71 §32A)*
3. ***The Liability Release Form 2021-2022 (requires signature)***

The Plymouth Public Schools is required to obtain parent/guardian permission pursuant to the following:

1. *Student Internet Safety & Technology Acceptable Use Policy (AUP)*

To assist you, please refer to the following summaries.



Please, be sure to complete and return the signature page to your child's school no later than one week after the receipt of the Student Handbook

Pictures, Names, Student Work, or Quotes in the Media

Sometimes media (such as newspaper, television, radio, or cable) reporters or photographers would like to be involved in activities in the schools. Having a picture or student work in the paper for participating in a program is usually acceptable to parents, but occasionally, for legal reasons, it is not prudent. **If you do not wish your child's name or schoolwork to be used or pictures to be taken for the media, you must notify the school in writing on the back of the Signature Page.**

Directory Information Notice

The Plymouth Public Schools has designated certain information contained in the education records of its students as directory information for purposes of the Family Educational Rights and Privacy Act (FERPA) and the Student Record Regulations, 603 CMR 23.00 et seq.

The following information regarding students is considered directory information: name; address; telephone number; date and place of birth; major field of study; participation in officially recognized activities and sports; weight and height of members of athletic teams; dates of attendance; degrees, **honors, and awards received**; and post-high school plans of the student.

Directory information may be disclosed for any purpose at the School System's discretion, without the consent of a parent/guardian of a student or an eligible student. Parents/guardians and eligible students have the right, however, to refuse to permit the designation of any or all of the above information as directory information. In that case, this information will not be disclosed except with the consent of a parent/guardian or eligible student, or otherwise allowed by FERPA and 603 CMR 23.00 et seq.

Any parent/guardian or student refusing to have any or all of the designated directory information disclosed must file written notification to this effect with the school's principal no later than one week following the receipt of this handbook. This notification is part of the signature page.

In the event a refusal is not filed, it is assumed that neither parent/guardian nor eligible student objects to the release of directory information.

Notice on Transfer of Records to another School

Pursuant to 603 CMR 23.07 (g), notice is hereby given that the Plymouth Public Schools forwards the complete school record of a transferring student to schools in which the student seeks or intends to enroll. Such transfer of records takes place without the consent of the parent/guardian or eligible student.

An Act Relative to Sex Education (M.G.L. Ch. 71 §32A)

Parent Notification

The Health Education and Science programs of Plymouth Public Schools contain comprehensive PreK-12 curricula. The goal of the program is to help students acquire appropriate content background to develop life skills or problem solving, communication, and decision-making abilities to prepare for a healthy and productive future.

The Health Education and Science programs have been designed by our professional staff, using their research-based programs as well as programs developed by the Massachusetts Department of Education, the American Heart Association, the American Cancer Society, the American Red Cross, Operation Lifesaver, and other health and science education resources.

Sexuality education is part of the comprehensive Health Education program. In grades PreK/Kindergarten to grade 5, the following units contain sexuality topics: personal safety/safety, growth and development, and disease.

Within the Science program, learning standards for K-4 are lessons, which include topics dealing with characteristics of all organisms. These topics include growth, development, reproduction, and death. The students will also observe that plants and animals have different structures, which serve different functions in growth, survival, and reproduction.

During health and science classes, student questions will be answered factually and in an age-appropriate manner. Each student's privacy will be respected, and no one will be required to answer questions or reveal personal information. Material is presented factually.

Under Massachusetts law and the Plymouth School Committee policy, you may exempt your child from any portion of a curriculum that primarily involves human sexual education or human sexuality issues. If you would like to exempt your child from a particular class, please send the request in writing.

The Director of Health Education and the Coordinator of Science are available to meet with you to review the curriculum and materials. To review these materials, please call to make an appointment.

We look forward to working with you to ensure that your child has a positive and educationally enriching experience this school year. If you have any questions regarding the exemption process for the Health and Science Programs, please call your school's principal.

To exempt your child from any portion of the health and/or science curriculum that primarily involves sexual education or human sexuality issues, you must notify the school in writing on the back of the Signature Page.

Student Internet Safety and Technology Acceptable Use (AUP)

A signature releases the Plymouth Public Schools, its personnel, and any institutions with which it is affiliated, from any and all claims and damages of any nature arising from a student's use of, or inability to use, the Plymouth Public Schools Data Network, including, but not limited to claims that may arise from the unauthorized use of the system to purchase products or services.

The parent/guardian agrees to instruct his/her child regarding any restrictions against accessing material that is in addition to the restrictions set forth in the AUP. Please complete the **ACKNOWLEDGEMENT OF RECEIPT OF THE TECHNOLOGY ACCEPTABLE USE POLICY AND ACCEPTABLE USE AGREEMENT**. This form once completed will need to be returned to your building principal.

Military Recruitment/Institutes of Higher Education

According to the provisions of the Elementary and Secondary Education Act (ESEA), schools are now required to provide student directory information (**secondary school student name**, address, and telephone number) upon request to military recruiters and/or institutions of higher education.

Any parent/guardian who does not want this information released to these third parties must file written notification to this effect with the school's principal no later than one week following the receipt of this handbook. This notification should be written on the back of the Signature Page.



SIGNATURE PAGES

FOR STUDENTS AND PARENT(S) / GUARDIAN(S)

Student Information

First Name: _____ **Middle Initial:** _____ **Last Name:** _____

Date of Birth: _____ **Grade:** _____

Parent/Guardian Name: _____

Below, please check the boxes that apply, sign all pages, as well as the **2021-2022 Liability Release Form, and the Student Technology Acceptable Use Form**, and then return all pages to the school.

An Act Relative to Sex Education

A. I acknowledge that I have read the information concerning Parent Notification of An Act Relative to Sex Education M.G.L. Ch. 71 §32A.

☐ YES

☐ NO

B. My child may participate in any portion of the health and/or science curriculum that primarily involves sexual education or human sexuality issues.

☐ YES (Unrestricted)

☐ NO (Restricted)

Information Released to a Third-Party Mailing Service

My child's name and address may be released to receive Charter Public School recruitment information.

- ☐ YES (Unrestricted)
- ☐ NO (Restricted)

Pictures/Student Work in the Media

My child's picture or schoolwork may be taken for the media or used in school district publications including yearbook pictures submitted to the newspaper.

- ☐ YES (Unrestricted)
- ☐ NO (Restricted)

Directory Information Notice

The school district may release my child's directory information to publish items such as yearbooks, graduation announcements, newsletters, and honor roll announcements without having to get written consent for each use of student information.

- ☐ YES (Unrestricted)
- ☐ NO (Restricted)

Pictures, Names, Student Work, or Quotes in the Media

Sometimes media (such as newspaper, television, radio, or cable) reporters or photographers would like to be involved in activities in the schools. Having a picture or student work in the paper for participating in a program is usually acceptable to parents, but occasionally, for legal reasons, it is not prudent. **If you do not wish your child's name or schoolwork to be used or pictures to be taken for the media, you must notify the school in writing on the back of the Signature Page.**

Student Technology AUP Access Agreement (Revised Due To Policy 9.25 Revision)

ACKNOWLEDGMENT OF RECEIPT OF THE TECHNOLOGY ACCEPTABLE USE POLICY AND ACCEPTABLE USE AGREEMENT

STUDENT SECTION (Must be signed by students in grades six and above.)

Student Name (print): _____ Grade _____

School: _____

I have read, understand, and agree to follow the Plymouth Public Schools Technology AUP. I understand that if I violate this policy or school rules my access can be terminated and I may face other disciplinary measures. I understand this policy applies to all technology being operated on Plymouth Public Schools property or connected to the Plymouth Public Schools network. I understand and agree there is no expectation of privacy related to information stored and transmitted over the Plymouth Public Schools network.

Student Signature (print): _____ Date: _____

PARENT/ GUARDIAN SECTION (The following section must be signed by a parent or guardian unless the student is over 18 years of age.)

As the parent/guardian of this student, I have read the Technology AUP and this Agreement. I hereby release the Plymouth Public Schools, its personnel, and any institutions with which it is affiliated, from any and all claims and damages of any nature arising from my child's use of, or inability to use, the Plymouth Public Schools network, including, but not limited to, claims that may arise from the unauthorized use of the system to purchase products or services. I understand that violation of this AUP or any other technology policies, agreements, or rules may result in disciplinary action.

I understand and agree that there is no expectation of privacy related to information stored and transmitted over the Plymouth Public Schools Network. I understand and agree that my child will abide by the terms of any device loan agreement if he/she receives a 1:1 device through the Plymouth Public Schools and that the AUP and this Agreement apply to any devices used by my child on Plymouth Public Schools property or connected to the Plymouth Public Schools network. I will instruct my child regarding any restrictions against accessing materials that are in addition to the restrictions set forth in the Technology AUP. I will emphasize to my child the importance of following the rules for personal safety. I understand that by signing this Agreement, I am acknowledging the acceptance of all Plymouth Public Schools network and device policy requirements and responsibilities.

☐ I give permission for my child to access the Internet and certify that the information contained in this form is correct.

☐ I **DO NOT** WISH FOR MY CHILD TO HAVE ACCESS TO THE INTERNET.

Parent/Guardian Name (print): _____

Parent/Guardian Signature: _____ Date: _____

Home Address: _____

Telephone: _____



Plymouth Public Schools

Administration Building
11 Lincoln Street
Plymouth, MA 02360

Telephone: 508-830-4300

Fax: 508-746-1873

Web: www.plymouth.k12.ma.us

CHRISTOPHER S. CAMPBELL, Ed.D.

Superintendent of Schools

STACEY ROGERS, Ed.D.

Assistant Superintendent
Administration and Instruction

ERIK CIOFFI

Assistant Superintendent
Human Resources

BRAD BROTHERS

School Business Administrator

Liability Release Form ~ School Year 2021-2022

As a result of a recent school district insurance review, our insurance carrier has recommended that all participants in school sponsored activities that occur outside of the regular classroom have a signed waiver on file. Students will be unable to participate in such activities if a signed Liability Release Form is not on file.

I, the undersigned _____ of _____, my child or ward,
Parent, guardian, etc. Student's name (first and last)
a minor, do hereby consent to my child's participation in voluntary athletic or recreation programs, field trips, or school sponsored activities of the Town or Public School of Plymouth.

I also agree to forever release the Town or Public School of Plymouth, the School Committee, and all their employees, agents, board members, volunteers, and any and all individuals and organizations assisting or participating in voluntary athletic or recreation programs, field trips, or school-sponsored activities of the Town or Public Schools ("the Releasees") from any and all claims, rights of action and causes of action that may have arisen in the past, or may arise in the future, directly or indirectly, from personal injuries including, but not limited to, death, illness, injury and/or disease, and including any death, illness, injury and/or disease in any way related to or arising out of the novel coronavirus (COVID-19), to my child or property damage resulting from my child's participation in the Town or Public School of Plymouth voluntary athletic or recreation programs, field trips, or school-sponsored activities.

I also promise, to indemnify, defend, and hold harmless the Releasees against any and all legal claims and proceedings of any description that may have been asserted in the past, or may be asserted in the future, directly or indirectly, arising from personal injuries to my child or property damage resulting from my child's participation in the Town or Public School of Plymouth voluntary athletic or recreation programs, field trips, or school-sponsored activities.

I further affirm that I have read this Consent and Release Form and that I understand the contents of this Form. I understand that my child's participation in these programs is voluntary and that my child and I are free to choose not to participate in said programs. By signing this Form, I affirm that I have decided to allow my child to participate in the Town or Public School's athletic or recreation programs, field trips, or school-sponsored activities with full knowledge that the Releasees will not be liable to anyone for personal injuries and property damage my child or I may suffer in voluntary Town or Public School athletic or recreation programs, field trips, or school-sponsored activities.

Parent Signature: _____

Parent Printed Name: _____
(Please print)

Parent or Guardian of: _____
(Please print)

Grade: _____ School: _____

Date: _____

The Plymouth Public Schools does not discriminate on the basis of race, color, religious creed, national origin, sex, gender identity, sexual orientation, homelessness, genetic information, ancestry, status as a veteran or U.S. uniformed military service member, disability, or age in admission to, treatment in, or employment in its services, programs, and activities.

Student Handbook

I acknowledge that I have read and have discussed the preceding rules and regulations of this STUDENT HANDBOOK with my child.

☐ YES

☐ NO

Student Signature: _____

Date: _____

Parent/Guardian Signature: _____

Date: _____

2021–2022 Statewide Testing Schedule MCAS AND ACCESS

November 2021 MCAS ELA and Mathematics Retests	
ELA Composition Sessions A and B	TBD
ELA Reading Comprehension Sessions 1 & 2	TBD
ELA Reading Comprehension Session 3	TBD
Mathematics Session 1	TBD
Mathematics Session 2	TBD
February 2022 MCAS Biology Test	
MCAS Biology Sessions 1 & 2	TBD
March 2022 MCAS ELA and Mathematics Retests	
ELA Composition Sessions A & B	TBD
ELA Reading Comprehension Sessions 1 & 2	TBD
ELA Reading Comprehension Session 3	TBD
Mathematics Session 1	TBD
Mathematics Session 2	TBD
2022 Grade 10 MCAS ELA Test	
ELA Session 1 & 2	TBD
2022 Grade 10 MCAS Mathematics Test	
Mathematics Session 1 & 2	TBD
2022 MCAS STE TESTS	
STE Session 1 & 2	TBD
2022 MCAS Biology & Introductory Physics Field Tests	
STE Session 1	TBD
ACCESS	
Access for ELLS Test Sessions K-12	TBD
2022 MCAS Tests for Elementary & Middle Schools	
ELA Test Sessions	TBD
Mathematics Test Sessions	TBD

***Please note: In addition to meeting their coursework and attendance requirements, students must pass the high school MCAS in ELA (English Language Arts), Mathematics, and Science in order to graduate.**

PSAT/SAT/ACT Information

The Plymouth Public Schools is committed to helping all students prepare for post-secondary education and ensuring that they have access to these opportunities. The district offers college readiness assessments to grade 11 students including the PSAT (fall) and SAT (spring) during the school day. Students are also encouraged to take the SAT Reasoning Test in the spring of their junior year and the fall of their senior year. Generally, the SAT Subject Tests are taken upon completion of specific courses, but Guidance should be consulted. Please contact the Guidance Office or www.collegeboard.org for registration information.

ACT registration information can be found at www.act.org.