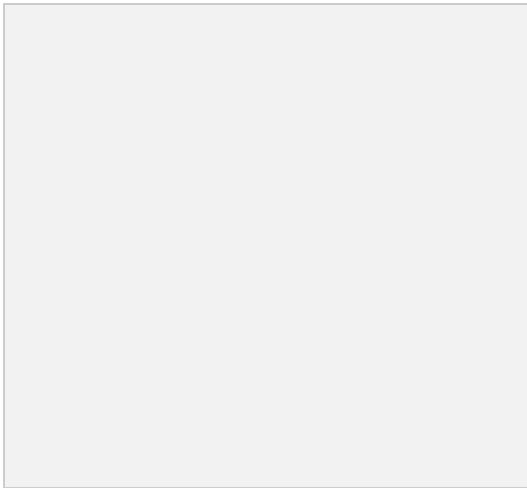


Provincetown Schools

An International Baccalaureate World School



**Primary Years Programme: PYP K- 4
Middle Years Programme: MYP1-3**

FAMILY HANDBOOK 2020-2021

Please review the Provincetown Schools Family Handbook. It contains practices, procedures, policies, information, and expectations that will help build a positive and successful school experience for your child. The handbook is reviewed yearly with adjustments or changes as needed.

Provincetown Schools
An International Baccalaureate World School

Primary Years Program: PYP K-4
Middle Years Program: MYP Bridge-3

12 Winslow Street
Provincetown, MA 02657
Phone: 508-487-5020
FAX: 508-487-5089

Superintendent: Dr. Suzanne Scallion
Principal: ???
SPED Director / Assistant Principal: Mr. Jeff Slater
a

School Committee

Mrs. Eva Enos - Chairperson
Dr. Ngina Lythcott- Vice Chairperson
Ms. Elizabeth Lovati
Ms. Adrianna Stefani
Ms. Penelope Sutter

Provincetown Schools Site Council

Ms. Tracey Anderson - Staff
Mrs. Lisa Colley - Faculty
Mr. David McGlothlin - Faculty
??? - Parent
??? - Chairperson
Ms. Lynn Stanley - Community Member
Ms. Elisabeth Verde - Parent

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Provincetown Schools

Preface

The Family Handbook provides general information about Provincetown Schools. At the end of the handbook you will find a set of appendices that contain additional information; such as the current academic calendar, School Committee goals, school floor plan, and our strategic plan. If you do not find answers to your questions, please do not hesitate to contact the school for additional information.

At Provincetown Schools, we are a learning community committed to IB values, including international mindedness and life-long learning. We aim to provide a strong and authentic academic and socially balanced education of high standard. By valuing and teaching the IB Learner Profile, we aim to develop a caring school community fostering respect for individual and cultural diversity. Our website, www.provincetownschools.com, details the curriculum for our Primary (PYP) and Middle (MYP) Years Programs.

Children thrive and learn when parents are actively engaged in school and children's education. PYP and MYP parents are expected to be active community members by attending school events, volunteering for extracurricular activities, and participating in parent education sessions and student conferences. Such commitment builds parents understanding of the curriculum and their child's personal, social, and academic needs.

Please share this handbook with your child, as it contains important information. It is the responsibility of parents/guardians and students to know the content of the handbook.

Provincetown Schools is required to file a copy of the handbook with the Massachusetts Department of Elementary and Secondary Education. Much of the information in the handbook (e.g. medical policies and student code of conduct) is written to comply with Massachusetts laws pertaining to schools.

SCHOOL PROGRAMS

Wee Care in Provincetown

For Town residents and Town employees, Provincetown Schools offers a tuition-free infant and toddler program for children from two months to three years old. Children turning three after September 1st will be assessed on a case by case basis to determine when they may be developmentally ready to be moved into the preschool program for three and four year olds.

Preschool

For Town residents and Town employees, Provincetown Schools offers preschool program for children from three to five years old. Children should be three by September 1st of the year they are entering.

Primary Years Program

Taught in over 109 countries around the world, the Primary Years Program (PYP) is an International Baccalaureate Program for children aged three to twelve. Its curriculum nurtures and develops young students as caring, active participants in a lifelong journey of learning. Through its inquiry-led, transdisciplinary framework, the PYP challenges students to think for themselves and take responsibility for their learning as they explore local and global issues and opportunities in real-life contexts. Uniquely adaptable to state and national standards, the curriculum is guided by six transdisciplinary themes of global significance. Students deepen their learning by developing conceptual understandings, strengthening their knowledge and skills across and beyond subject areas.

Middle Years Program

Implemented in over 1,000 schools worldwide, the Middle Years Program (MYP) is an International Baccalaureate Program providing a broad and balanced education for early adolescents. The MYP is inclusive by design; students of all interests and academic readiness can benefit from participation. In each year of the program, students study eight subject groups; language acquisition, language and literature, individuals and societies, science, mathematics, arts, physical and health education, and design. Each year, students also engage in at least one collaboratively planned interdisciplinary unit that involves at least two subject groups. In their last year, students complete a community service project.

ADMINISTRATION, FACULTY, AND STAFF

Administration

Superintendent - Dr. Suzanne Scallion

Administrative Assistant for Personnel
Superintendent - Darlene Van Alstyne

Principal -

Administrative Assistant, Principal - Judy Ward

Assistant Principal/Special Education Director - Jeff Slater

Administrative Assistant, SPED Director - Richard Avery

Administrative Assistant for Business Superintendent - Ben Hernandez

Faculty

Preschool Teacher – Rebecca Yeaw

MYP Individuals and Society - David McGlothlin

Pre Kindergarten - Bonnie Scumacher

MYP Language and Literacy - Amelia Rokicki

Kindergarten Teacher – Lisa Daunais

MYP Mathematics - ???

PYP 1 Teacher – Shelly LaSelva

MYP Coordinator, Design and STEAM - Rick Gifford

PYP 2 Teacher – Stephanie Thyer

Media Specialist - Susan Heinz

PYP 3 Teacher – Eric Shannon

Performing Arts - Megan Amorese, Michael Flanagan, & Abby Pollock

PYP 4 Teacher – Marianne Lynch

Personal, Social, and Physical Education - Lisa Colley

PYP5 Teacher - Nancy Flasher

Spanish - Tomas Ayala

PYP Coordinator and Interventionist - Beth Francis

Visual Arts - Michael Gillane

Specialized Instructional Support

Behavior Specialist - Kelly Lindsay	Occupational Therapist - Bonnie Romano
English Language - Jean Pierre Chretien and Helena Ferreira	School Adjustment Counselor and Social Worker - John Morgan
IT Specialist - Tracey Anderson	School Psychologist - ???
Math Coach - Brett Costello	Speech Pathologist - ???
Nurse - Mary Beth Malony	Therapist - Elizabeth Kelly
Resource Teacher, MYP - Dianna Morton	Title I Interventionists - Beth Francis and Jeff Kelly
Resource Teacher, PYP - Marcia Rose-Packett	MYP Guidance - Christa Chiarello

Paraprofessionals

Lea Colley	Katie Pentedemos
Val Golden	Chelsea Roderick
Jill Lambrou	Sheree Silva
Veronica Londergan	Kathy Smola

Support Staff

Cafeteria - Margarita Millan	Custodians - Steve Cove, Jill Sawyer, Vanecia Williams
Chef - Andrew Bernard	Technology Support - Tyler Keyes

All staff email includes the first letter of the first name of the staff member, followed by their last name and then: @provincetownschools.com. Please let us know if you have any problems contacting a staff member.

LEARNING STATEMENTS

Mission Statement

Provincetown International Baccalaureate Schools educates lifelong learners who are committed to growing a peaceful world through social justice and international mindedness. Students' intercultural understanding is built through academic study, acts of integrity, and learning how people are locally, nationally, and internationally interdependent. Our collaborative community fosters the social, emotional, physical, and creative development of all students, inspiring them to be caring, thoughtful, and reflective communicators, who are motivated to learn in and beyond the classroom.

Philosophy Statement

Provincetown International Baccalaureate Schools embraces the philosophy and ideals of the International Baccalaureate teaching philosophy, believing that learning occurs best in an authentic, child-centered environment where students, families, and teachers work collaboratively. We recognize that learning is an ongoing process, occurring in phases that vary among individuals. For learning to be measured accurately, the assessment must be authentic and meaningful.

Vision Statement

The Provincetown International Baccalaureate Schools community inspires and educates students to be principled and caring young people and responsible leaders, skilled as open-minded inquirers who have the courage and will to co-create a peaceful and just world, through advocacy of social justice for all.

The IB learner profile



The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

IB learners strive to be:

Inquirers	They develop their natural curiosity. They acquire the skills necessary to conduct Inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.
Knowledgeable	They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.
Thinkers	They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.
Communicators	They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.
Principled	They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.
Open-minded	They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.
Caring	They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.
Risk-takers	They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.
Balanced	They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.
Reflective	They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

ACADEMICS

Academic Policies and Practices

Academic Honesty Policy:

Being principled is a trait of the International Baccalaureate Learner Profile, a set of values Provincetown Schools is committed to cultivating in its learning community. As such, all community members are expected to “act with integrity and honesty, with a strong sense of fairness, justice, and ... take responsibility for their own actions and the consequences that accompany them.” Embedded in the ideal of being principled is the understanding that students will hold themselves to the highest standards in the presentation of their work. This requires that no student will attempt to gain an academic advantage by inappropriate sharing of information (cheating) or by taking credit for work that is not their own (plagiarism). For Provincetown Schools’ Academic Honesty Policy see appendix B

Assessment Policy: See appendix C (be sure the revised copy is in place - see Beth Francis if there is a question)

Homework:

Homework is a carefully planned and well-coordinated extension of school learning experiences and assigned on a regular basis. Students can expect assignments such as 1) reviewing knowledge and practicing skills, 2) organizing materials, 3) completing projects, and 4) preparing for assessments. Teachers are expected to communicate homework guidelines and procedures to families at the beginning of the school year. Parents/guardians should support and encourage their child to complete homework. In that process, it is important to provide a regularly scheduled time and space for completing work. If a student is struggling in a subject area, he or she is encouraged to participate in the homework club, which is held Monday, Wednesday, and Thursdays from 3:15-3:55.

Honor Roll (MYP):

Students meeting the following requirements on their report cards will be listed on the Honor Roll.

- High Honors: 6 and above in all subject areas.
- Honors: 5 and above in all subject areas.
- Honorable Mention: No more than one "4"; 5 and above in all subject areas.

Language Policy: See appendix E

Academic Programs

Primary Years Programme (PYP):

The curriculum for Preschool through PYP5 (grade 4) nurtures and develops young students as caring, active participants in a lifelong journey of learning. Through its inquiry-led, transdisciplinary framework, the PYP challenges students to think for themselves and take responsibility for their learning as they explore local and global issues and opportunities in real-life contexts. The program is grounded in the Massachusetts Curriculum Framework situated in stand alone units and in six transdisciplinary themes of global significance. These are:

- Who we are.
- Where we are in place and time.
- How we express ourselves.
- How the world works.
- How we organize ourselves.
- Sharing the planet.

Spanish is the second language all students learn. The development of students' mother-tongue languages are considered crucial for both cognitive development and maintaining cultural identity.

Middle Years Programme (MYP):

The curriculum for MYP1-MYP3 (grades 6-8) comprises eight subject groups, providing a broad and balanced education for early adolescents. These subject groups reflect the Massachusetts Curriculum Framework and require at least 50 hours of teaching time for each subject group, in each year of the program. The eight subject groups are:

- Language acquisition.
- Language and literature.
- Individuals and societies.
- Science.
- Mathematics.
- Arts.
- Physical and health education.
- Design.

Spanish is the second language all students learn. The development of students' mother-tongue languages are considered crucial for both cognitive development and maintaining cultural identity.

A unifying thread throughout all MYP subject groups, approaches to learning (ATL) provide the foundation for independent learning and encourage the application of their knowledge and skills in unfamiliar contexts. Developing and applying these social, thinking, research, communication and self management skills helps students learn how to learn.

All MYP 3 students complete the IB Community Service Project whereby they identify a need within the community; match a personal passion to a community need; investigate and research their topic; develop a proposal for action; execute their action and serve a community; reflect in a process journal; and make an oral presentation of the results and process of their service.

Learner Support

English Language Learners (ELL):

When a student enrolls in school, parents or guardians complete a language survey. If the survey indicates the student's mother tongue is a language other than English, the student is assessed by the ELL teacher using WIDA-approved tests. If the assessment indicates need, Sheltered English Instruction is offered that provides the student language support services.

Response to Intervention (RTI) :

RTI is a multi-tier approach to the early identification and support of students with learning and behavior needs. The RTI process begins with high-quality instruction and universal screening of

all children in the general education classroom. Struggling learners are provided with interventions at increasing levels of intensity to accelerate their rate of learning. These services may be provided by a variety of personnel, including general education teachers, special educators, and specialists. Progress is closely monitored to assess both the learning rate and level of performance of individual students. Educational decisions about the intensity and duration of interventions are based on individual student response to instruction. RTI is designed for use when making decisions in both general education and special education, creating a well-integrated system of instruction and intervention guided by child outcome data.

Special Education (SPED):

Provincetown Schools offers a comprehensive range of services for students who have a documented learning disability requiring special education services. To fulfill our commitment to these children, the school fully implements each students' Individual Education Program (IEP). State and federal law requires that efforts be made to assist students prior to referral. In Provincetown Schools this might include teacher interventions, Title I services, tutoring, after school or early morning extra help, consultation from specialists, or a program change.

Title I:

Through funding of the Elementary and Secondary Education Act, Provincetown schools provides additional academic support and learning opportunities to help children master challenging curricula and meet state standards in core academic subjects; such as reading and mathematics. Students identified as needing extra support receive services from Title I specialists.

MYP3 Commencement Ceremony

In order to participate in the promotion ceremony, MYP3 students must have completed all requirements including classroom work and attendance of practices, prior to the ceremony.

Options After Provincetown Schools

To plan for high school, MYP3 students visit Cape Cod Technical High School and Nauset Regional High School. Visits to Monomoy Regional High School and Sturgis Charter Public School can be arranged. Students who complete the IB program at Provincetown Schools and attend and graduate from a Cape Cod public high school are eligible for scholarships available through the town. Students will receive a letter at commencement detailing how to apply.

Study Trips and Off Campus Activities

Study trips can bring the school and the community closer together, which can result in real life experiences that enrich the curriculum for students and also bring about better public relations. Study trips extend, enrich, and broaden classroom instruction. They are often used as unit activators, research opportunities, or culminating events. Students are expected to attend all study trips planned by his/her teachers. If a student's parent/guardian feels justified that the student should not attend a planned study trip, the parent should inform the principal of this decision in writing.

Students not participating in a scheduled study trip are required to attend school on the day of the study trip. He or she will be given related assignments and/or projects in all subjects in lieu

THIS IS A DRAFT, PENDING REVIEW AND APPROVAL BY THE SCHOOL COMMITTEE.
of the organized study trip activity.

For each school year, parents/guardians are asked to sign a blanket permission for local walking study trips and study trips requiring the use of the school bus on Cape trips. Children will bring home permission slips, which require parent/guardian signature when a study trip utilizes transportation off of the Cape. All chaperones must complete the CORI process a minimum of two weeks in advance of the trip.

Students are expected to be respectful to each other, teachers, and adults while in public, on or off school grounds, including while riding on buses or other vehicles. Study trips are to be positive growth experiences for all students, but it does sometimes happen that students need to be excluded from a class trip. These exclusions are rare, and are based on the student's behavioral and academic performance at school, as well as attendance at school. If a student is to be removed from a trip, the principal will make the decision prior to travel.

Technology

Provincetown's curriculum is infused with technology and programming designed to prepare students to study, learn, and communicate in a technologically-driven world. Components of the curriculum include 1) creativity and innovation, 2) communication and collaboration, 3) research and information, 4) critical thinking, problem solving and decision making, 5) digital citizenship and 6) technology operations and concepts.

The purpose of the school's technology system and network is to assist in preparing students for success in life and work by providing access to a wide range of information and the ability to communicate with others. The system network is used to increase communication (staff, parent, and student), enhance productivity, and assist staff in upgrading existing skills and acquiring new skills through a broader exchange of information. The system network is also utilized to provide information to the community, including parents, governmental agencies, and businesses. The superintendent or designee shall implement, monitor, and evaluate the district's system/network for instructional and administrative purposes. Network use is monitored by the school. For the school's Use of Technology Permission Form, see appendix L.

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

ATHLETICS and EXTRACURRICULAR ACTIVITIES

After School Recreation

The Town of Provincetown Recreation Department offers an afterschool program for students in Preschool through MYP3. More information is available at the school office or at the Recreation Center at Veterans' Memorial Community Center.

After School Clubs

For students in PYP1-MYP3, Provincetown Schools offer after school clubs in areas such as; music, art, drama, science, technology, homework club. An after school bus is available for transportation.

Athletics

Provincetown Schools offer co-ed soccer in the fall and co-ed or boys and girls basketball during the winter. MYP students are eligible to participate in team sports. Students participating in interscholastic athletics must have a qualifying physical examination each year prior to participation (See appendix K for Sports Candidate Medical Questionnaire). PYP students are encouraged to participate in Recreational Department sports.

Dance Rules

The following rules apply to all sponsored dances regardless of the location:

- All dances must have sufficient chaperones (MYP dances must have at least one staff member as a chaperone). Students may not arrive before the stated start time.
- Students in PYP must be accompanied by their parent or other chaperone (NO drop offs allowed).
- Students who do not attend school on the day of the dance, may not attend.
- No person is allowed to attend a school dance under the influence or in possession of any controlled substance. Individuals suspected of being under the influence or in possession of such a substance will be refused admittance or if already admitted to the dance will be placed in the custody of the police. Parents/guardians will be immediately notified. Discipline referrals will apply.
- No violence or threats of any kind will be tolerated.
- Once a student enters the dance, he or she will be required to remain at the dance. Students who leave the dance will not be readmitted.
- School dances are not open to students who do not attend Provincetown Schools.

Eligibility

Students must meet various requirements to be eligible for extracurricular activities.

- Students may not be failing classes for the term in question.
- Maintain good citizenship - Unsuitable behavior, during school or in the activity, will result in suspension from the activity.
- Return all school equipment or pay the cost of replacement equipment.
- To participate, you must also be registered as a student and be present in school on the day of an event, performance, game, meet, practice, etc.
- If a student is not in school, they must receive permission from the principal to attend activities.
- Maintain safe and appropriate behavior on the after school bus route.

ATTENDANCE

The school committee, administration, and faculty of Provincetown Schools recognize that school attendance impacts student achievement and is a reflection of how a family perceives the importance of school. It is for this reason we strongly urge every family to make school attendance a top priority.

Absences

If your child will not be in school or will be arriving late, the school must be notified no later than 8:45 a.m. Please call 508-487-5020 and leave a message with your child's name, the date, and the reason for the child's absence or tardiness. If a parent/guardian has not called in an absence, a note is required. Please note: a student must be present in school in order to participate in extracurricular activities after school, including sports and clubs.

If it is imperative for a student to miss school for any length of time, individual teachers may provide work for up to five days. If a student is going to be out of school for an extended period of time because of travel or any other reason, it is the responsibility of the parent/guardian to notify the school at least one week in advance and complete the extended absence request form. When a student will be absent 10 days or more, the parent/guardian may request, or the school may withdraw the student from school, to avoid accumulating unexcused absences. Parents/guardians may contact the office to arrange a return date at least one day prior to the student's return. (School Attendance Policy, JH, is available in the School Committee Policy Handbook.)

Early Dismissals

Students who need to be excused early from school must bring a note from home stating the reason for the early dismissal. Notes should be brought to the office before the start of the school day. Parents/guardians are urged to request early dismissal only in cases of emergency. The request for early dismissal must be signed by the parent/guardian. Any student dismissed before 2:55 p.m. must be signed out at the office.

Monitoring Absences

Though students and their families face many challenges throughout the school year, one of the most important concerns we share is the need for consistent and timely school attendance for all students. Parents and guardians, as well as students themselves, have the statutory responsibility to ensure that attendance at school is regular and timely. If we identify a student who is exhibiting an attendance problem, which includes tardiness, the school is required by law to address that problem. This could be as simple as notifying the parent or guardian and working together to improve that student's attendance. However, in extreme instances, it may require the school to solicit assistance from the Court or The Department of Children and Families. Following are steps the school takes to monitor student attendance

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- No Risk (0-2 total absences) - For an unexcused absence, parent contact is made by the nurse or school social worker on the morning of the absence . Contact is noted in the attendance monitoring log. After two contact attempts with no response, the teacher emails the parent of his or her attempt to contact the family and notes the email in the attendance monitoring log.
- Low Risk (3-5 total absences) - For an unexcused absence, parent contact is made by the nurse or social worker on the morning of the absence and by the homeroom teacher within 24 hours. Contact is noted in the attendance monitoring log. After two contact attempts with no response, the teacher emails the parent of his or her attempt to contact the family and notes the email in the attendance monitoring log.
- Moderate Risk (6-9 total absences) - For students with 6-9 absences, parent contact is made by the attendance officer within 24 hours..In addition to this contact, for an unexcused absence, parent contact is made by the nurse in the morning of the absence. Contact is noted in the attendance monitoring log. After three contact attempts with no response, the attendance officer emails the parent of his or her attempt to contact the family and notes the email in the attendance monitoring log. The family will receive a certified letter from the principal's office noting the child's absences and requesting a meeting with the attendance officer and school psychologist..
- High Risk (10-14 total absences) - For students with 10-14 absences parent contact is made by the assistant principal to set up a meeting between assistant principal and the attendance officer. If parents refuse a meeting, a student may be referred to the district attorney. In addition to this contact, for an unexcused absence, parent contact is made by the nurse in the morning of the absence.
- Chronic (15+ total absences) - For students with 15 or more absences, parent contact is made through the principal's office to arrange a parent/guardian meeting with the school principal, attendance officer, and other support personnel as needed. If deemed appropriate a chronically absent student may be referred to the district attorney. In addition to this contact, for an unexcused absence, parent contact is made by the nurse in the morning of the absence.

CELL PHONES and ELECTRONIC COMMUNICATION

Students may utilize electronic devices before and after school, but not during the school day, including texting. Families are not to telephone or text students during the school day. If a child needs to be contacted, the parent/guardian is to call the office.

It is advised to leave all electronic devices at home, but If they are brought to school, all electronics are to be stored in a backpack, locker, or given to the homeroom teacher. Students bringing such devices to school, do so at their own risk, and the school is not responsible for attempting to retrieve lost or stolen property.

The unauthorized taking and /or using of visual images or audio recordings in the school or on the school grounds is prohibited. This violation of the personal rights of staff and students will result in consequences, including the possibility of suspension.

Failure to follow this protocol will result in confiscation of any electronic devices to be returned at the end of the school day. Continued violations may result in loss of electronic device privileges and disciplinary action.

HEALTH SERVICES

Allergies

When threatening airborne allergies affect any student, we provide each and every student with a safe environment. Generally, the cafeteria and classroom is a nut free environment only when one of our students has a life-threatening nut allergy. Please let us know if your child has an allergy to nuts or has any other special dietary needs or allergies

Counseling Services

Provincetown Schools provide individual counseling for growth and development and for social or emotional difficulties. Students can be referred to school support services, such as the special education staff, school adjustment counselor, school guidance counselor, school psychologist, school nurse, speech/hearing specialist, ELL specialists, interventionists, and/or reading specialists.

Elevator

The school nurse will identify students who need the use of the elevator.

Fever, Influenza, and Vomiting

Vomiting can have many causes. Vomiting can be a sign of an infection and infections are contagious. A child vomiting should be kept home until they are symptom free for 24 hours and are hydrated. Flu involves a stuffy, runny nose, sneezing, watery eyes, sore throat, muscle aches, fever, chills, and lack of appetite. If a child has a fever, he or she should remain home and not return to school until fever-free for 24 hours.

Immunizations

Children cannot be enrolled without a complete immunization record as mandated by the Massachusetts Department of Health.

Medications

If possible, parents/guardians are advised to give medication at home and on a schedule other than during school hours. Parents/guardians should inform the nurse of any and all medications that your child requires, either at school or at home. If it is necessary that a medication be given during school hours, the following regulations must be followed.

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- If prescription medication must be given at school, the doctor must complete the permission form granting the school nurse permission to administer medication.
- For over-the-counter medication to be administered, a consent form must be on file. Please see appendix D for the necessary form.
- Medication must be delivered to school by a parent/guardian. Per MA Gen'l Law, Chapter 71, Section 54 B: Students are allowed to carry epi-pens, asthma inhalers, and enzymes for cystic fibrosis.
- On request, medications must be in the original container with appropriate label intact and given to the nurse. If medication is not properly labeled, it may not be given.(Pharmacists will provide an extra bottle to the parent for the purpose of single doses at school.)
- All medication taken by PYP students must occur with nurse supervision.
- NO medication will be given by telephone request.
- Permission for continuing medication must be renewed at the beginning of each school year.
- Health concerns that require monitoring or medication must have a health plan on file.

Mental Health

Provincetown Schools provide the following:

- Wellness classes
- Positive Behavior Intervention System with minor/major infractions
- Student Support Team
- A referral process to mental health services/agencies
- Behavior Plans for students
- IEP – Individual Education Plan
- 504 Accommodation Plan
- Counseling Services On-Site

Nurse

A school nurse is available to implement the health program, give individual advice on health problems, and provide emergency first aid. The school nurse manages regular health maintenance programs such as fluoride administration, and routine vision, hearing, and scoliosis screenings. The school nurse is available to parents/guardians seeking advice on health related issues or to discuss their children's specific healthcare needs. Parents/guardians can call the school nurse to set up an appointment.

Teachers of students who become sick or require first aid will call the nurse to ensure that the nurse is present in his/her office. At the teacher's discretion, PYP students will be escorted to the nurses office by a friend or staff member, and MYP students will be escorted by a friend or by themselves.

If the nurse is unavailable, the teacher will call the front office, who will call the nurse via radio. If there is an emergency, the teacher will contact the office and call 911 as appropriate. Principal and assistant principal will be notified immediately.

The nurse/designee will assess the student's complaints and will notify parents/guardians when warranted or when the student needs to be dismissed due to an illness. Records are open for parent/guardian inspection upon request. All students' medical records are kept confidential.

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The nurse will share information with appropriate staff as necessary to maintain the safety and health of students.

Injuries during school or at any school event must be reported at once to a teacher or coach and an accident report must be filed with the principal's office within 24 hours.

Pediculosis

Pediculosis are parasites, such as lice, that live on the surface of the body. They can affect skin, hair, and scalp and cause severe itching. They can spread easily by direct contact with the infected person or personal items such as hats and clothes. A person with pediculosis can spread them until he/she is successfully treated. When a person has head lice, the lice lay their eggs on the hair strand: they are called nits. A person is still contagious until all of the nits are dead and removed. Students with pediculosis must be kept home until he/she has been treated and is free of the infection.

Physical Exams

The nurse maintains a medical history of all students. Required health exams and immunizations must be up-to-date in order to begin school. The following examinations are required.

- Physical examinations are required in grade seven.
- Students in grades seven and eight are tested for scoliosis.
- Parents/Guardians are requested to inform the nurse of any pertinent information and to return the health history form as needed.

SAFETY and SECURITY

Crisis Protocol

The purpose of the Provincetown School System's crisis protocol is to assist trained school personnel in responding quickly and appropriately when a crisis occurs. Crisis is defined as a tragedy, disaster, or dangerous situation occurring during or after school hours which could profoundly impact students, staff, and/or parents/guardians. Additionally, these guidelines serve to help members of the school community to respond to the needs of students and faculty at times of grief, loss, and crisis in order to help them remain psychologically healthy. Members of the crisis team include the following: superintendent, principal, nurse, school social worker, school psychologist, and SPED director. Other faculty or staff will be invited as appropriate to the crisis team. The Police Department, Fire Department, and human services providers will be contacted as needed.

Criminal Offender Record Information (CORI)

Provincetown Schools encourages family involvement in the schools. All individuals wishing to work with students in classrooms or go on study trips with students must submit to a CORI check. CORI forms are available in the office and online.

Emergency Response Plan

The purpose of Provincetown Schools Emergency Response Plan is to provide a framework for responding to the various types of emergencies that may occur within the Provincetown Schools. All staff members are provided with a copy of the plan and associated training. The plan includes: Chain of Command, Staff Roles, Lockdown Procedure, Evacuation Routes, A.L.I.C.E., 911 Medical Response, Bomb Threat Procedure, Bus Accidents Procedure, Fire/Hurricane/Lightening Procedure, Hazardous Materials Procedure, Major Disruption Procedure, and Natural Disaster Procedure.

Evacuation Drills

By law, evacuation drills are held four times each year. At the beginning of each school year, students learn safe and quick evacuation procedures and exit routes from each classroom. In the event that an alarm sounds when a student is in the hallway or lavatory, the student will join the closest class of students with an adult and proceed to the outside of the building. The teacher receiving the student will notify evacuation leaders of the student's presence/location.

A.L.I.C.E: In the event of a perceived emergency disruption, staff will:

- **ALERT:** Use plain and specific language. Avoid code words.
- **LOCKDOWN:** Barricade the room. Silence mobile devices. Prepare to evacuate or counter if needed.
- **INFORM:** Communicate regarding the threat. Use clear and direct language.
- **COUNTER:** Counter is an absolute last resort. Move, make noise, or throw objects to distract the threat.
- **EVACUATE:** Break windows from the top corner. Move to rally point (Town Hall). Keep hands visible and follow adult supervisors' commands.

Student Support Team

A team of specialists providing support and resources for our students, their families, and the school community. Support can be social, behavioral, or a concern of a general nature. Membership includes the school nurse, social worker/adjustment officer, psychologist, behavior management specialist, assistant principal, and others appointed by the principal as needed.

Visitors

All visitors must check in at the superintendent's office, the principal's office, or the Early Learning Center office. Visitors, including parents/guardians, friends, community members, volunteers, and/or substitutes must pick up a badge upon entering the building, and for safety and security reasons, wear it at all times when in the building. At the end of the visit, a guest must return his or her badge and sign out of the building. Students will not have personal guests visit or attend classes except with special permission from the principal. Request for a personal guest must be presented at least one week in advance.

STRUCTURES and PRACTICES

Fees, Fines, and Charges

The school may charge students enrolled in certain afterschool enrichment workshops, such as study trips and curricular programming. MYP students will be charged a technology use fee each year. Students are responsible for the condition of books, materials, supplies, and equipment loaned to them and may be charged for lost or damaged material. Any fee or charge due and not paid at the end of the school year will be carried forward to the next succeeding school year, as such debts are considered to be debts of the student to the district. No student will be denied access to any program because of inability to pay supplementary charges.

Homeroom

Every student is assigned to a homeroom. During this time housekeeping details are attended. The time is also a space where students may seek advice on issues relating either to themselves, their peers, or the school.

Lockers, Desks, Cubbies, and Backpacks

Lockers are school property and are loaned to students. MYP students are assigned combination lockers. They are expected to keep lockers in a clean and sanitary condition. Problems with lockers and locks should be reported immediately to the office. The school and the School Committee do NOT assume responsibility for any items left in student lockers.

The principal or principal's designee has the right to inspect a locker, desk, cubby, or backpack of an individual student if there is reason to believe that a condition is present which places others in jeopardy, that a criminal act has taken place, or that a school rule has been broken. All searches will be conducted by the principal or principal's designee in the presence of another staff member.

Media Center

The media center includes print and non- print resources, library services, and a computer lab.. Students are encouraged to use it frequently. Hours are Monday-Friday, 8:30-3:00. Books may be borrowed for two weeks, with renewal possible. Other resources may be borrowed overnight or with special arrangement.

- Before using computers, students must have a computer acceptable use policy form signed and on file with the IT specialist.
- Students are expected to respect the rights of others to have a quiet place to work. No cell phones or other devices that might disturb others are allowed.

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- Students are expected to leave their work area clean and return resources to the designated area.
- Respect for staff, other students, and all media center resources are required.

Nondiscrimination

According to MGL Chapter 76, Section 5: it is unlawful in Massachusetts to discriminate. Provincetown Schools ensures that all students, regardless of race, color, gender, religion, national origin, limited English proficiency, ethnicity, sexual orientation, disability, or housing status have equal access to all programs.

Outdoor Spaces

Provincetown Schools has several outdoor learning and playing spaces including two playgrounds and Motta Field. Behavior in the spaces should be safe and respectful, including not playing in the parking lot or climbing trees.

Publication of Names and Photo Opt-Out

At the beginning of each academic year, the school will request parents/guardians who do not want their child to be photographed or have their child's name released, to complete the appropriate opt-out form by September 15th. If the opt-out form is not returned by the September 15th deadline, a student will/may be photographed and the image used in publications of the school, our website, and the news media. On occasion, student artwork will be displayed in the school, at various locations in town, and on the school website. In addition, the school will release names and addresses of students and parents to school-based groups such as the Parents Teachers Association and a classroom directory. If a student or parent/guardian does not wish to have such information released, the school must be informed in writing at the beginning of the year through the opt-out form.

Schedules

Arrival and Dismissal

The school day begins at 8:30 a.m. and ends at 2:55 p.m. Doors open to the school at 8:15 a.m. Students enter through the school's front door.

Drop off: Because there is no staff supervision, students may not be on school grounds before 8:15 a.m. Please do not drop off your child before that time. All students are to enter through the front door. To encourage a sense of independence and responsibility, we urge parents to allow students to enter school without a parent's escort. If there is a need to escort your child into the building, please do not leave your car idling in the parking lots.

Pick Up: Bus riders are dismissed through the front doors. Walkers and car riders will be dismissed from the cafeteria. Students in PYP4 and MYP Bridge will be allowed to walk home by themselves, if a permission note has been submitted in advance by the parent/guardian. Students in MYP1-3 are deemed responsible to walk home, unless the parent notifies the

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school a child cannot walk home without an adult. If a child has an early dismissal, a parent or guardian must sign the child out in the principal's office.

Any students going to the Recreation Center will be met by recreation staff in the hallway of the nurse's office.

Students will be released only to:

- Custodial parent or guardian
- Contact person listed on the pick-up release form
- Person authorized in writing by the custodial parent/guardian

If your child's end of the day routine will be different than what is "normal," please plan ahead and send a note to your child's teacher. If a note is not sent, you may call the school before 1:00 PM with the information. PYP parents may call 508-487-5205. MYP parents may call 508-487-5250. The school day is very busy with students, and supervisors are not always available at the last minute to learn of changes. Therefore, if the office is not notified before 1:00 PM, the parent/guardian or designee must be physically present at 2:55 to make any needed adjustments to a child's dismissal schedule.

Breakfast, Lunch, and Snack

Each day, breakfast and lunch services are provided by School Food Services, at no cost for all students. Menus, in English and Spanish, are posted monthly on our website and are available in the cafeteria and classroom.

Breakfast is served at 8:15 each morning and is available throughout the morning for any student arriving late. PYP1-4 eat in the cafeteria with their teachers. MYP Bridge-MYP3 pick up breakfast bags on the 2nd floor and report to homeroom. PreK and kindergarten are served breakfast at 9:00. In addition to the hot lunch choices; soup, sandwiches, or salad choice is available. Lunch orders are taken daily.

Snack: Students are to bring water and a nutritious snack from home for a morning break in PYP. In MYP, snacks occur during natural transition times. Snacks must be wholesome and not disrupt the learning environment. Soft drinks, candy, and items containing substantial amounts of artificial ingredients and sugar are not allowed at school. Fruit, vegetables, and low-fat/low-sodium/low artificial ingredient snacks are encouraged. Water is the beverage of choice and is encouraged throughout the day.

Cancellations

School cancellations are posted on the school website, local media sites, and parents are notified through the school notify system, via telephone text and email. To ensure notification, please notify the school of new phone numbers and email addresses.

Celebration of Religious Holidays

In accordance with G. L. Ch. 151C, sec. 2B, Provincetown Schools recognizes and supports a staff person's or student's right to observe religious holidays. Any staff person wishing to

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observe a religious holiday that does not fall within regular school vacations, may take a personal day. A student, for whom a religious holiday falls outside the regular school vacations, will be accommodated in the following manner: the student will be excused from attending classes on the religious holiday, and will be provided an opportunity to make up work or tests missed due to the absence. No adverse or prejudicial effects shall result to any student because of absence due to observance of religious holidays.

In accordance with G.L. Ch. 71, sec. 31A, Provincetown Schools has set the following guidelines around the celebration of religious holidays:

- Musical selections for the annual Winter Concert, artistic displays, and other projects relating to holidays reflect the school's desire to provide students with a heightened awareness of the diversity of religions and cultures around the world.
- Seeking to build international mindedness through educational and cultural experiences, religious holidays may be studied and presented.

Early Release Days

Early release days provide time for parent/guardian-teacher conferences and professional development for staff. Notification of early release days are posted on the district calendar. With the exception of the last day of school, lunch is provided. Dismissal is 12:00.

Site Council

The School Site Council is a representative, school-based committee composed of the principal and representatives of parents, teachers, students, and community members. The Site Council assists the principal by reviewing the school budget, participating in the development and implementation of the school improvement plan, and helping build a positive learning environment.

School Phones

The office telephones are for school business only and may be used by students with permission. Families are not to telephone or text students during the school day. If an emergency arises, please inform the office and the message will be delivered to your child. The main school number is 508-487-5020

School Pictures

School pictures are taken at the beginning of each school year by a professional vendor as a service to families. Families are under no obligation to purchase pictures or have their children's picture taken. The school will take pictures for purposes of identification.

Student Records Regulations and Release

Student Record Information includes, but is not limited to: report cards, progress reports, intelligence and achievement tests, special education notifications, 504, IEP's, notifications of absences, illnesses, detentions, suspensions, expulsions, or permanent withdrawals. This information is confidential and cannot be shared with anyone outside of the school without

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written permission. A "Permanent Record" consists of name, address, phone number, birth date, parents/guardians, courses and grades. A "Temporary Record" consists of test scores, and teacher comments. You may have them interpreted for you.

Students and parents have the right to examine a student's transcript and/or temporary records upon request and have the right to make additions and to request deletions. Requests for inspection of records should be made in writing to the school principal at least two days prior to the date the records are to be viewed. Copies of student record rights are available upon request. Parents/guardians of students under the age of fourteen and not yet in MYP3 may exercise these rights. Students age fourteen or older and in MYP3 and student's parents/guardians may exercise these rights. Except for authorized school personnel and certain other exceptions named in the State Regulations, no individual or agency may have the right of access to the Student Transcript or the Temporary Record without the student's or parent's permission.

In the case of custody issues and student records, the school refers to M.G. L. 603 CMR 23.07(5). Parents/ guardians are expected to provide the school with complete and current court orders where applicable. As a result of changes in Massachusetts law as of August 2006, non-custodial parents have record access unless the school 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.

Pursuant to 603 CMR 23.07 (g), notice is hereby given to parent/guardian and eligible student that Provincetown Schools will forward complete student records of a transferring student to schools in which the student seeks to attend or enroll. A complete school record includes, but is not limited to, "any incidents involving suspension or violation of criminal acts or any incident reports in which such student was charged with a suspended act." Such transfer of records takes place without consent of the parent or eligible student.

Working Papers for Minors

Students ages 14+ may contact the Superintendent's Office to secure working papers. Evidence of age and promise of employment must be provided according to state law. This service is available throughout the summer. Please call the Superintendent's Office for an appointment at (508) 487-5000.

Student Behavior and Support

Complaint Procedures for Students

Students are free to report grievances to their teachers, school adjustment counselor, school psychologist, and/or the assistant principal. The appropriate personnel will investigate the specifics of the students' grievance and attempt to resolve the issue. If the student feels that the resolution is not adequate, decisions can be appealed to the principal. A final appeal may be made to the superintendent.

Conduct and Management

Students are expected to exhibit their best behavior. Respect for others and for public property is an important part of student responsibility. The teacher involved will handle disruptive behavior, which involves a particular class. Failure to bring class materials, to make up assigned work missed during absences, to follow classroom rules are examples of violations which may be treated through parental notification or other means. If the student does not satisfy his/her obligation, he/she will be referred to the assistant principal.

Provincetown Schools practices proactive measures to insure positive school culture and respectful behavior for all students. When students do not meet school expectations, teachers have developed a practice of teaching and re-teaching to ensure that students understand. Occasionally, students do not comply and a consequence is determined to ensure student understanding and help students develop strategies that help to improve behaviors.

The goal of all student discipline is not about punishment, it is about learning to meet expectations. In order to ensure that goal, a teacher or administrator has the discretion to determine the appropriate response to student misconduct taking into account such factors as the nature and severity of the offense, whether the offense was intentional or malicious, any past misconduct on the part of the student, a student's academic standing and/or participation in school and community activities, family, social and economic circumstances, and any other factors that would bear upon selecting an appropriate response. All disciplinary measures reflected in appendix F and G are subject to that discretion. In addition, the principal or designee shall have the discretion to substitute measures such as community and/or school service for any disciplinary measure, when in the judgment of the principal or designee the goal of correcting student behavior is better served.

De-escalation and Physical Restraint

In accordance with Provincetown School Committee policy, maintaining an orderly, safe environment conducive to learning is an expectation of all staff members of the Provincetown Schools. Further, students in the district are protected by law from the unreasonable use of physical restraint. The school will follow the physical restraint policy of the district (Policy Section JKAA.) All incidents that include restraint of students will be documented and copies given to the Principal. Parent/guardian will be notified.

Dress Code

Students have the right to determine how they shall dress providing that such attire is not destructive to school property, complies with the requirements for health and safety, and does not interfere with the educational process. Bathing suits, short shorts, tops with less than one half inch straps, clothing exposing undergarments, midriffs, and chests are not suited for a school learning environment. Clothing and accessories expressing profanities, weapons, or discriminatory sentiments are not to be worn to school. The school is a drug-free zone and clothing advertising or promoting drugs, alcohol, and smoking are prohibited. Hats and hoods in school are prohibited, except on specific days when it is part of an education plan. Students are discouraged from wearing open toed shoes including "flip-flops" to school. On days that students have PE, they are required to wear appropriate footwear to participate. The administration is authorized to take action in instances where individual dress does not meet the stated requirements or for safety reasons

Suspensions

A suspension shall mean the temporary removal from school of a student whose conduct endangers persons or property or is seriously disruptive of the educational process, or whose conduct is in violation of publicized policy of the Provincetown School Committee. Suspensions can be imposed only by the principal or his/her designee. Prior to, or as soon after the imposition of a suspension, as is reasonably possible, the student will be informed of the accusations and will be given an opportunity to respond. The principal's decision will be final, except for suspensions under MGL Chapter 71, section 37H ½ which allows for appeals to the superintendent of schools.

Toys from Home

Children are not to bring toys, cards, and other play things from home. They represent a distraction and make it difficult for children to focus during lessons. If such items are required for a learning activity, the teacher will notify parents of the exception. Any item brought to school without permission, may be confiscated until a parent picks it up.

Policies and Practices

The Provincetown Schools School Committee is the legal body responsible for making school policies. Policies include, but are not limited to, topics such as educational opportunities for military children, educational opportunities for children in foster care, and sexual harassment. A complete register of policies is available in the School Committee Policy Handbook posted on the school webpage.

Security Cameras

Security cameras are installed on school buses and inside and outside of school buildings. They may be used at any time. Students or staff identified on security cameras in violation of

Provincetown Schools School Committee policies will be subject to disciplinary action.

Bullying and Cyberbullying:

In Provincetown Schools, bullying and cyber-bullying is prohibited and may result in disciplinary action by the school administration. This handbook policy is published in conjunction with the Provincetown School Committee Policy prohibiting bullying.

Bullying: Bullying is the repeated use by one or more students of a written, verbal, or electronic expression or a physical act or gesture or any combination thereof, directed at a victim that: (i) causes physical or emotional harm to the victim or damage to the victim's property; (ii) places the victim in reasonable fear of harm to himself or of damage to his property; (iii) creates a hostile environment at school for the victim; (iv) infringes on the rights of the victim at school; or (v) materially and substantially disrupts the education process or the orderly operation of a school. Bullying may include conduct such as physical intimidation or assault, including intimidating an individual into taking an action against his/her will; oral or written threats; teasing; putdowns; name-calling; stalking; threatening looks, gestures, or actions; cruel rumors; false accusations; and social isolation.

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

Cyber-bullying: Cyber-bullying is bullying through the use of technology or any electronic communication, which shall include, but not be limited to, any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photo electronic or photo optical system, including, but not limited to, electronic mail, internet communications, instant messages or facsimile communications. Cyber-bullying shall also include (i) the creation of a web page or blog in which the creator assumes the identity of another person or (ii) the knowing impersonation of another person as the author of posted content or messages, if the creation or impersonation creates any of the conditions enumerated above in clauses (i) to (v), inclusive, of the definition of bullying. Cyber-bullying shall also include the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons, if the distribution or posting creates any of the conditions enumerated above in clauses (i) to (v), inclusive, of the definition of bullying. Cyber-bullying may include conduct such as sending derogatory, harassing or threatening email messages, instant messages, or text message; creating websites that ridicule, humiliate, or intimidate others; and posting on websites or disseminating embarrassing or inappropriate pictures or images of others.

Authority of the School Administration: Bullying can occur in many places among and between students. Bullying which occurs away from school can nevertheless have a serious impact on a student's ability to engage in the educational process. Therefore, students are prohibited from engaging in any bullying conduct:

- on school grounds or any space adjacent to school grounds;
- at the bus stop or on school buses or any other school vehicle;
- at any school-sponsored, or school-related activities, functions or programs;
- through use of any school-based technology including but not limited to school

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computers or the school's internet connection;

- at a location, activity, function or program that is not school related, or through student owned technology, including home computers and cell phones, if the bullying creates a hostile environment at school for the victim, infringes on the rights of the victim at school or materially and substantially disrupts the education process or the orderly operation of a school.

Reporting Bullying: A protocol has been established in the school district to deal with harassment/discrimination/ bullying. Students who are victims of bullying, who witness bullying activity, or who are retaliated against for reporting bullying, have been physically attacked, threatened with physical harm or verbally assaulted should report the incident to the principal immediately. A bullying/harassment incident form (Report a Bully) is available on the school website. Students may also report to a teacher, school social worker, or other trusted adult in the building, who will in turn report the incident to the principal. When a complaint has been filed, the principal will notify the parent(s) and arrange a meeting with the School Resource Officer, the Human Rights Officer, the parent and the student as appropriate. If the harassment/bullying continues, the school will notify the parent(s) of the consequences (see below) up to and including expulsion. A student who knowingly makes a false accusation of bullying or retaliation shall be subject to disciplinary action.

Retaliation: Retaliation is any form of intimidation, reprisal, or harassment, discrimination, and bullying against a person who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying. Students may not retaliate against any person who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying.

Drugs and Alcohol:

Adhering to School Committee policy, Provincetown Schools prohibits any unauthorized use, possession, sale or distribution of tobacco, other products that may contain nicotine, alcohol, controlled substances, imitation controlled substances, and/or similarly harmful substances, or drug paraphernalia. These rules apply during all school sponsored activities, regardless of location and time.

Harassment and Discrimination:

The Provincetown School District has an established policy that supports and protects students from harassment, discrimination, and bullying, crimes and/or hate language. Harassment, discrimination, and bullying on the basis of race, color, religion, national origin, ethnic background, gender, sexual orientation or disability in any form will not be tolerated. All members of the school community; staff, student, volunteer, parent or committee member, are expected to act in a manner that conveys respect for every person.

Invitations to Personal Social Events: (Birthday parties, sleepovers, etc.)

When EVERY child in the classroom is invited, students may distribute invitations at school with the supervision of the classroom teacher. If a social event does not include every child in the class, invitations CANNOT be distributed at school. Our intent is to prevent hurt feelings. To further extend respect and caring for others, we also ask that students avoid conversations about private/exclusive social events that can be overheard by uninvited students.

Search and Seizure:

All students attending Provincetown Schools and their parents/guardians must understand that the principal or his/her designee may conduct a search of a student on school premises if he/she has reason or cause to believe that the student has in his/her possession any item, which constitutes the breaking of a school rule or a criminal offense under the Laws of the Commonwealth of Massachusetts. The search will be made in the presence of a third party; the school employee and the third party need to be the same sex as the alleged suspect. The principal and his/her designee may conduct a search of the physical plant of the school including lockers, bookbags, and desks. Since lockers and desks are school property, the administration reserves the right to inspect them and their contents at any time. If a student's locker is searched, the principal or his/her designee will inform the student.

Provincetown Schools may employ trained drug sniffing dogs to conduct random unannounced searches of student's cars, lockers and backpacks brought to school or school related activities. Such searches will be conducted in a manner consistent with the recognized rights of students and for the purpose of promoting a safer school environment. Provincetown Schools reserve the right to conduct an individual search of a student or his/her property whenever school officials have reasonable suspicion that the search will turn up evidence that a student has violated or is violating a law or a rule of the school. This statement is intended to serve as notice of the school district's right and intent to conduct individual searches based upon the established reasonable cause standard.

Students with a Disability or 504

All students are expected to meet the requirement for behavior as set forth in this handbook. IDEA 2004 – 20 U.S.C. 1415 (K), 34 CFR 300.530-300.536 requires that students who have IEP's and/or 504's have additional provisions/procedures related to discipline. The IEP for every special needs student will indicate whether the student can be expected to meet the discipline code or if the student's handicapping condition requires a modification. Any modification will be described in the IEP. The following requirements apply to the discipline of special needs students.

- The IEP for every special needs student will indicate whether the student can be expected to meet the discipline code or if the student's IEP needs modification. Any modification or behavior plan will be described in the IEP.
- The principal or his/her designee will notify the Special Education Office of the suspension of a special needs student and a record will be kept of such notices.
- When it is known that the suspension(s) of a special needs student is approaching ten (10) days in a school year, a manifestation determination hearing will be held to determine if the student's behavior is related to his/her special needs and to make appropriate IEP adjustments. A review of the IEP will be held to determine the appropriateness of the student's misconduct.

STUDENT ORGANIZATIONS and PUBLICATION

Fishtales

Examples of student work and classroom learning are submitted to the paper's editor. Four editions are published annually.

National Junior Honor Society

MYP1-3 students are eligible to apply for membership in the Provincetown Schools' Chapter of the National Junior Honor Society with a cumulative Final Term Grade Average of 6.0 or above after the second trimester of school enrollment. Applicants must document evidence of significant commitment in the areas of service, leadership, character, and citizenship. Final selection is determined by majority vote of the NJHS Faculty Council of five members. All NJHS members commit to a minimum of 20 service hours each year.

Student Council

Members of the Student Council are government representatives of the student body who address the interests and concerns of student climate and work to elicit changes when needed. They also assist the PTA and other community members in hosting student events. A teacher is appointed as an advisor to the Council. Meetings are held on a regular basis after school or during lunch. Student Council members are from MYP 1-3 Years and shall be elected by their peers. They shall be held to the same eligibility standards required for participation in other school's extracurricular activities.

TRANSPORTATION

Bikes and Personal Transportation

All riders of bicycles, scooters, skateboards and rollerblades are required to comply with town and state regulations for safe and legal operation. Helmets are required by law. Regulations will be enforced by the Provincetown Police Department. Provincetown Schools will not assume responsibility for the safekeeping of any transportation equipment. Bikes must be walked on and off school grounds and parked during the school day in the bike rack. Students who do not follow these guidelines will lose the privilege of bringing their bike to school for a period of time as determined by the principal. Roller blades, skateboards, scooters, and roller shoes cannot be used on school grounds.

Busing

Bus service is provided to students who live beyond a two-mile radius of the schools. Individual bus routes for A.M. pickup are communicated to students and their families at the beginning of the school year.

Late bus for students in enrichment programs, tutoring programs, or afterschool activities

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departs at 4:00 on Mondays, Wednesdays and Thursdays. Students are not allowed to ride the bus if they are not participating in a school sponsored after school program.

Bus Behavior

Students are extended the privilege of riding on the bus to and from school and to certain school activities. To ensure the safety of all students who ride in buses, video surveillance is used. It may occasionally be necessary to revoke the privilege of transportation from a student whose behavior and misconduct on school buses endangers the health, safety and welfare of other riders. If bus privileges are revoked, parents/guardians will be notified that their child has lost transportation privileges in accordance with regulations approved by the School Committee. If a student's privilege to ride the bus is suspended, he/she is responsible for his/her own transportation to and from school. Absences for lack of transportation will be considered unexcused.

The following expectations will be adhered to by all who ride on a school bus:

- The bus driver and monitor are in charge of the bus and its occupants from the time students get on the bus until all have been safely discharged.
- Students are required to sit in their seats at all times.
- Bus drivers cannot discharge students from the bus at any place other than the school and designated pick-up/drop off points.
- All students between the grades of PreK-PYP4 must have a parent/guardian present in order to be picked up and dropped off.
- Drivers and monitors are instructed to report any student who misbehaves or violates any bus regulation to the principal. Students will lose the privilege of riding the school bus for a period of time to be determined by the principal. The following (although not exhaustive) are disturbances prohibited.
 - Pushing or wrestling
 - Annoying other passengers or disturbing their possessions
 - Throwing objects within the bus or out of windows
 - Climbing over seats
 - Leaning out of windows
 - Smoking
 - Profanity and obscene language

The right of students to ride a school bus is contingent upon their good behavior and their observance of the above regulations. The school bus driver and monitor are responsible for the safety of the students on a bus, both during the ride and while students are entering or leaving the vehicle it is the bus driver and monitor's duty to notify the principal if any student continues to violate the established rules of conduct. The principal may withhold from the student the privilege of riding the school bus for a violation of established regulations. Students/Parents will be held responsible for any defacing or damaging of the bus

Loading and Unloading the Bus:

- Riders must be on time. Bus drivers will not wait.
- Riders will enter or leave the bus at regular stops only.
- Instructions and directions of the driver must be followed by the riders at all times.

Student Transportation in Private Vehicles

School buses will be used for the transportation of students participating in curricular or extracurricular activities. However, when buses are not available, private vehicles may be permitted to transport students to or from school activities that fall within the academic day or extend the school day provided the activity has been approved by the superintendent and the driver has submitted evidence of insurance and license check.

APPENDICES

- A. Academic Calendar
- B. Academic Honesty Policy
- C. Assessment Policy
- D. Consent to Treat with Over-the-Counter Medication
- E. Language Policy
- F. Behavior Matrix
- G. Behavior Rubric
- H. School Committee Goals
- I. School Floor Plan
- J. Strategic Plan
- K. Sports Candidate Medical Questionnaire
- L. Use of Technology Permission Form

Provincetown Public School District is an Affirmative Action Employer.
We do not discriminate on the basis of age, color, disability, national origin, race, religion, gender or sexual orientation.

Depues de leer este libro, si usted necesita más información en Español,
por favor llame al numero siguiente (508) 487-502 Gracias.

Appendix A Calendar

2019-2020 Provincetown Schools Calendar

July 2019						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Key						
Half Days						
RED No School						
GREEN School Event						
BLUE Academic Milestones						

August 2019						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

August						
26-27 Professional Development						
28 First day of school 1-8						
29 Early childhood screening/registration						

September 2019						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

September-20 days						
2 Labor Day						
3 First day of school PK-K						
17 Open house						

October 2019						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

October-21 days						
1 1/2 day for students						
11 Professional Development - NO SCHOOL						
14 Columbus Day-NO SCHOOL						
16 Conferences PM						
17 Conferences AM						
22 Picture day						
24 United Nations Day Assembly						

November 2019						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

November-17 days						
5 1/2 day for students						
11 Veterans Day-NO SCHOOL						
19 Harvest Feast						

December 2019						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

December-15 days						
5 Term 1 ends						
10 1/2 day for students						
19 Caroling						
20 Holiday pot luck-1/2 day						
23-31 Winter break - NO SCHOOL						

January 2020						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

January-21 days						
1-3 Winter Break-NO SCHOOL						
6 Return to school						
7 1/2 day for students						
20 Martin Luther King Jr. Day-NO SCHOOL						
21 MLK day of service						

February 2020						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

February-15 days						
4 1/2 day for students						
17-21 Vacation - NO SCHOOL						
24 Return to school						

March 2020						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

March-22 days						
3 1/2 day for students						
19 Term 2 ends						

April 2020						
Su	M	Tu	W	Th	F	Sa

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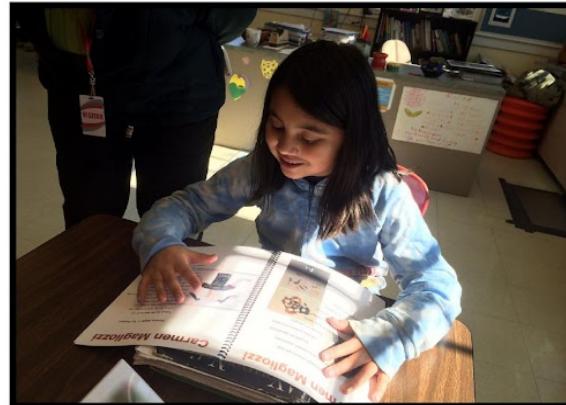
Appendix B-Academic Honesty Policy



PROVINCETOWN SCHOOLS IB WORLD SCHOOL

PRIMARY YEARS PROGRAMME - IB WORLD SCHOOL SINCE 2013
MIDDLE YEARS PROGRAMME - IB WORLD SCHOOL SINCE 2014

ACADEMIC HONESTY POLICY



INTERNATIONAL BACCALAUREATE PROGRAMME STANDARDS AND PRACTICES

Standard B1: Leadership and structure

The school's leadership and administrative structures ensure the implementation of the IB programme(s).

- B1.5d The school develops and implements policies and procedures that support the programme.

The academic honesty policy is consistent with IB expectations.

Standard C3: Teaching and learning

- Teaching and learning reflects IB philosophy.
- C3.4 Teaching and learning promotes the understanding and practice of academic honesty.

STATEMENT OF PURPOSE

This document is designed as a statement of philosophy and beliefs, and as a source of information for our community on Academic Honesty throughout the International Baccalaureate Primary Years and Middle Years Programmes. All members of the Provincetown Schools learning community are expected to respect themselves and others and to adhere to a code of moral, ethical, and artistic values. Embedded in these values is the understanding that all students will hold themselves to the highest standards in the presentation of their work. We believe that academic honesty is fundamental to accurately communicating and facilitating a student's acquisition of knowledge, understanding of concepts, and mastery of skills to the students themselves, parents, and teachers of our school community.

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Supporting malpractice by another student, including allowing one's work to be accessed or copied or submitted for assessment by another student.

Examples:

- Helping someone else cheat both deliberately and through support.
- Allowing your work to be copied and/or submitted by another student.
- Divide and conquer approach where you are not the author of the entire assignment given by the instructor (if not part of assignment).
- Representing significantly unequal work as an equal collaboration.
- Writing a paper or doing homework for another student, both at the time as well as sharing completed work with students who take a course in the future.
- Sharing information about assessment content and questions with other students.

Collusion is to be contrasted with collaboration, which we define as multiple students actively engaged during the course as well as in the creation of a product as per the assignment guidelines. Regarding assignment guidelines, it is important to note that teachers must be clear to specify what is collaboration versus collusion on any given task.

Duplication of Work

Submission of the same work, for different assessment components or curriculum components. All assignments should be created newly for the course or assessment unless discussed with the instructor in advance.

Unfair Practice

This is defined as any action that gains a student an unfair academic advantage.

CONSEQUENCES OF MISCONDUCT

First and foremost we are concerned with the development of the whole child. Each child is unique, and disciplinary infractions are handled with the whole child in mind, inclusive of the individual circumstances. Ultimately our responsibility in handling infractions involving Academic Honesty is to support a child in making better decisions in the future, and helping the child understand and internalize the importance of Academic Honesty, so that good choices become intrinsically driven. A child who demonstrates a pattern of difficulty in respecting Academic Honesty will be supported through a tiered response of proactive and reactive measures and interventions as part of our Positive Behavior Interventions and Support (PBIS) program aligned with our student handbook - Code of Conduct. Academic Dishonesty incidents will be discussed with the student and then reported to parents, counselors, and administration. Age appropriate consequences will be administered within school's discipline protocol, based on frequency and recurrence of the violation.

PREVENTION OF ACADEMIC DISHONESTY

Students should be able to submit electronic copies of any work to websites such as turnitin.com for such verification at any time. It is recommended that students keep all rough notes and drafts that they produce in preparing work for submission to teachers in order to be able to defend themselves against charges of malpractice.

PROCEDURE FOR INVESTIGATING SUSPECTED CASES OF ACADEMIC DISHONESTY

If a teacher, or another member of staff, suspects that a student may have breached the school's standards of academic honesty, he or she will inform the relevant teacher. The latter will investigate the matter, and will inform the student of the concerns of the teacher, giving the student the chance to reply to the accusations. If it

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Appendix C-Assessment Policy

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described in these pages. The teachers develop Individual Education Plans (IEPs) that outline the individualized programs, strategies implemented as well as resource support measures.

CONCLUSION

We believe that it is necessary to successfully convey student growth and achievement through multiple measures.

REVIEW OF THE ASSESSMENT POLICY

The Assessment Policy will be reviewed and updated biennially by the Provincetown Schools community. The policy will be reviewed by stakeholders including: students, teachers, parents/guardians, administration and the community.

- Written, October 2012
- Reflected upon and updated January 2017

SOURCES

- Houston ISD
- Bloomfield PYP and MYP
- The Codrington School
- Carrollwood Day School
- Josiah Quincy Middle School
- IBO.org, Principles to Practice

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Appendix D-Consent to Treat with Over-The Counter Medication

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Appendix E-Language Policy

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- In Visual Arts, students are required to analyze art works from past and present cultures and times while simultaneously developing their own ability to create visual art. In order to do so, they need to learn vocabulary and terminology specific to visual art.
- In Performing Arts, students learn the language of music, dance, drama, and public speaking.
- In Wellness, students learn vocabulary specific to wellness that will assist them in developing communication skills. These are essential skills as students navigate through the growth and development of their physical, social, and emotional health.

STRATEGIES TO SUPPORT TEACHERS AND STUDENTS

All educators in Provincetown Schools are responsible for the development of student language. Therefore, teachers, administrators, specialists, and support staff will engage in ongoing professional development to continue to improve literacy instruction. General education students are supported in language development by holistic instruction. Differentiated practices are noted in instructional units to meet diverse learning preferences. Our inclusion policy describes the tiers of potential support for students to allow participation to the fullest extent in all courses.

CURRENT LANGUAGE SITUATIONS AND PRACTICES

Currently, 83% of students attending Provincetown Schools (PK-8) have English as a mother tongue. All students are enrolled in Language and Literature classes. Provincetown Schools offers Spanish classes to all students from Preschool through Grade 8. 7th and 8th graders have the opportunity to go on a field study to Costa Rica to experience the Spanish language in an authentic immersive environment.

MOTHER TONGUE DEVELOPMENT AND MAINTENANCE

The majority of our students have English as a mother tongue. Over the course of their PYP and MYP years, students read a variety of fiction and nonfiction works, write on a regular basis, engage in public speaking, and study vocabulary. All of these tasks (reading, writing, speaking, and listening) reinforce the skills necessary to develop a broader knowledge of the English language.

Provincetown Schools places importance on language learning, including mother tongue and host country language. We offer Spanish classes in which students who have Spanish as a first language continue to develop their Spanish language skills.

Furthermore, we aim to support students and families in the maintenance and development of both mother tongue language and literacy skills. This includes the active support and development of the mother tongue through recognizing and celebrating various mother tongue languages throughout the schools, assisting parents in accessing materials in the mother tongue, providing extended mother tongue resources in district Media Centers and through vetted online language programs like Duolingo.

ENGLISH LANGUAGE LEARNERS (ELL)

Provincetown Schools Selected Populations (2015-16)

Title	% of School	% of District	% of State
First Language not English	12.7	12.7	19.0
English Language Learner	7.6	7.6	9.0
Students With Disabilities	19.5	19.5	17.2
High Needs	56.8	56.8	43.5
Economically Disadvantaged	36.4	36.4	27.4

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REVIEW OF THE LANGUAGE POLICY

The Language Policy will be reviewed and updated biennially by the Provincetown Schools community. This document will be reviewed based on changing student populations, IB requirements, and school policies. The policy will be reviewed by stakeholders including: students, teachers, parents/guardians, administration and the community.

- Written, September 2012
- Reflected upon and updated June 2016

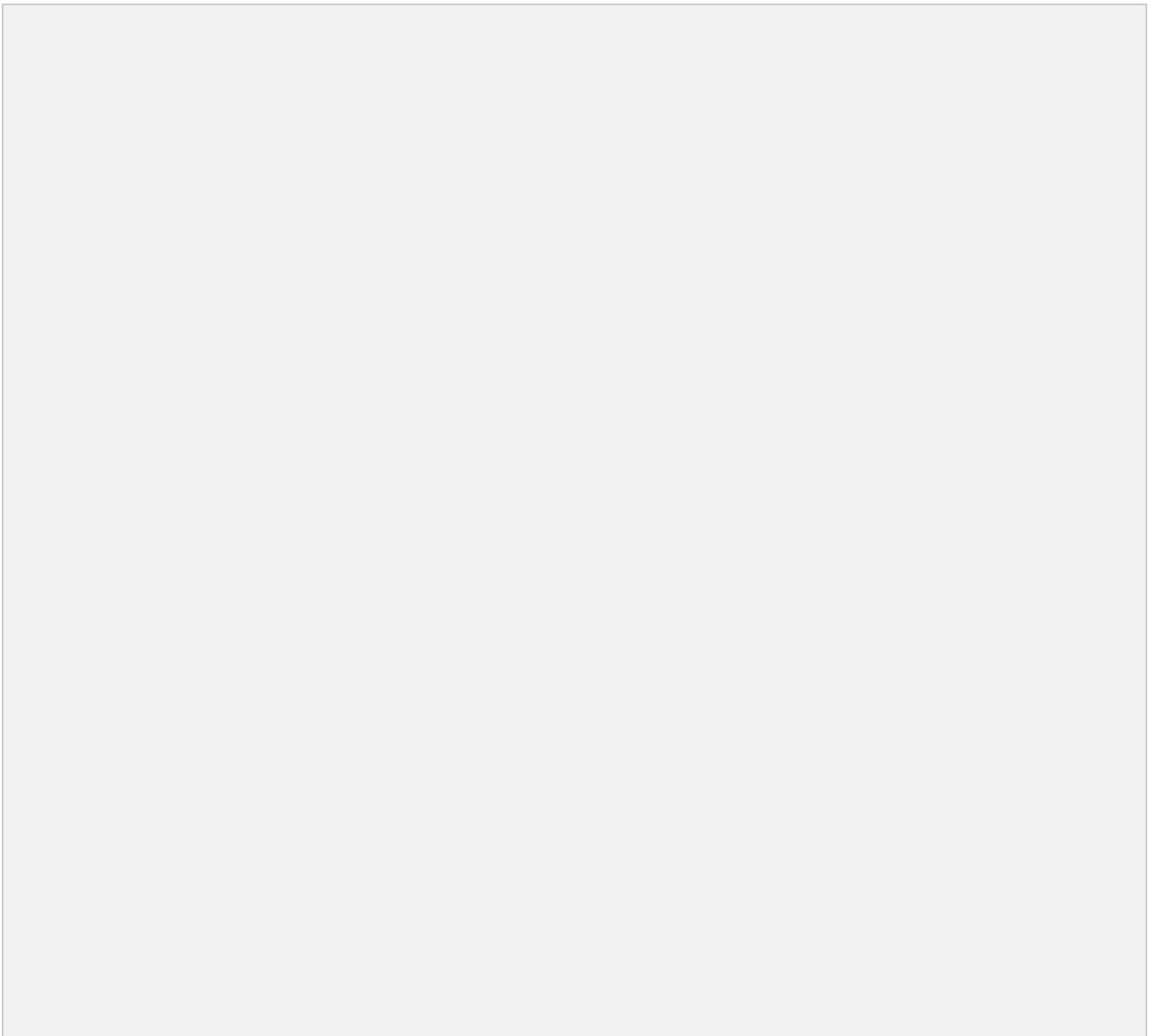
SOURCES

- Bloomfield PYP and MYP
- International Magnet School - Hartford, CT
- Josiah Quincy Middle School
- IBO - Developing and reviewing academic honesty - Academic Honesty in the IB educational context

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Appendix F-Behavior Matrix

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Appendix G-Behavior Rubric

Provincetown Schools Behavior Rubric 2018-2019



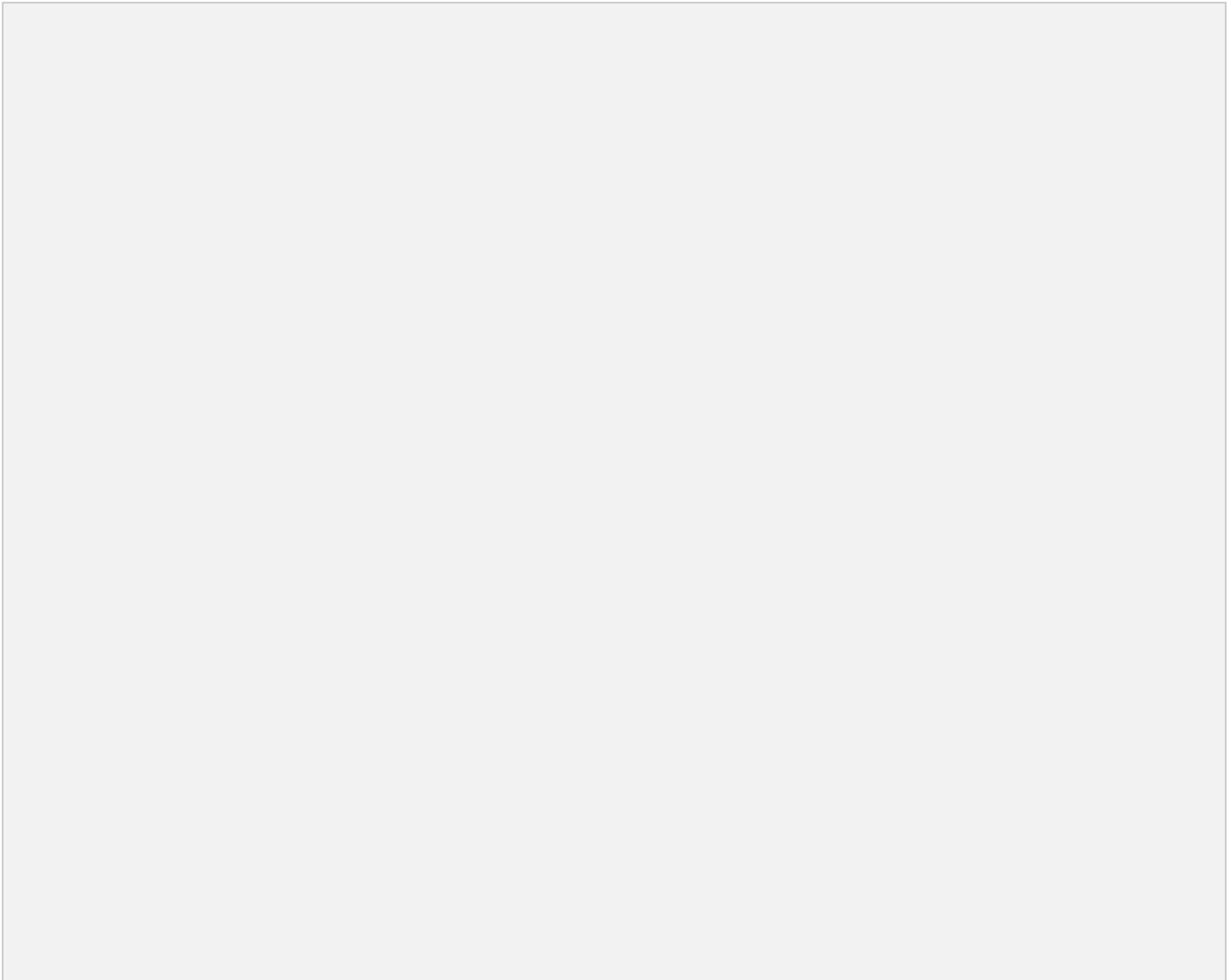
We strive to make discipline a private learning experience and opportunity for growth. All students are asked in conversation with adults (teachers, administrators, or guidance staff) to reflect - in writing and in conversation- on behaviors that result in consequences. If you have a concern that you have been given a slip in error, please complete the slip anyway and explain your thoughts respectfully. Make arrangements to discuss this with the teacher privately at an appropriate time and place. The final decision is made by the teacher.

Loss of privilege = special events during and after school. Teacher consequence choice = written letter or assignment, lunch detention, before/after-school detention, or community service. Lunch detention removes students from social lunches; students eat with teachers or administrators supervising. After-school detentions are 60 minutes in length during which time students are expected to complete work and speak/reflect with supervising adults relative to behavior.

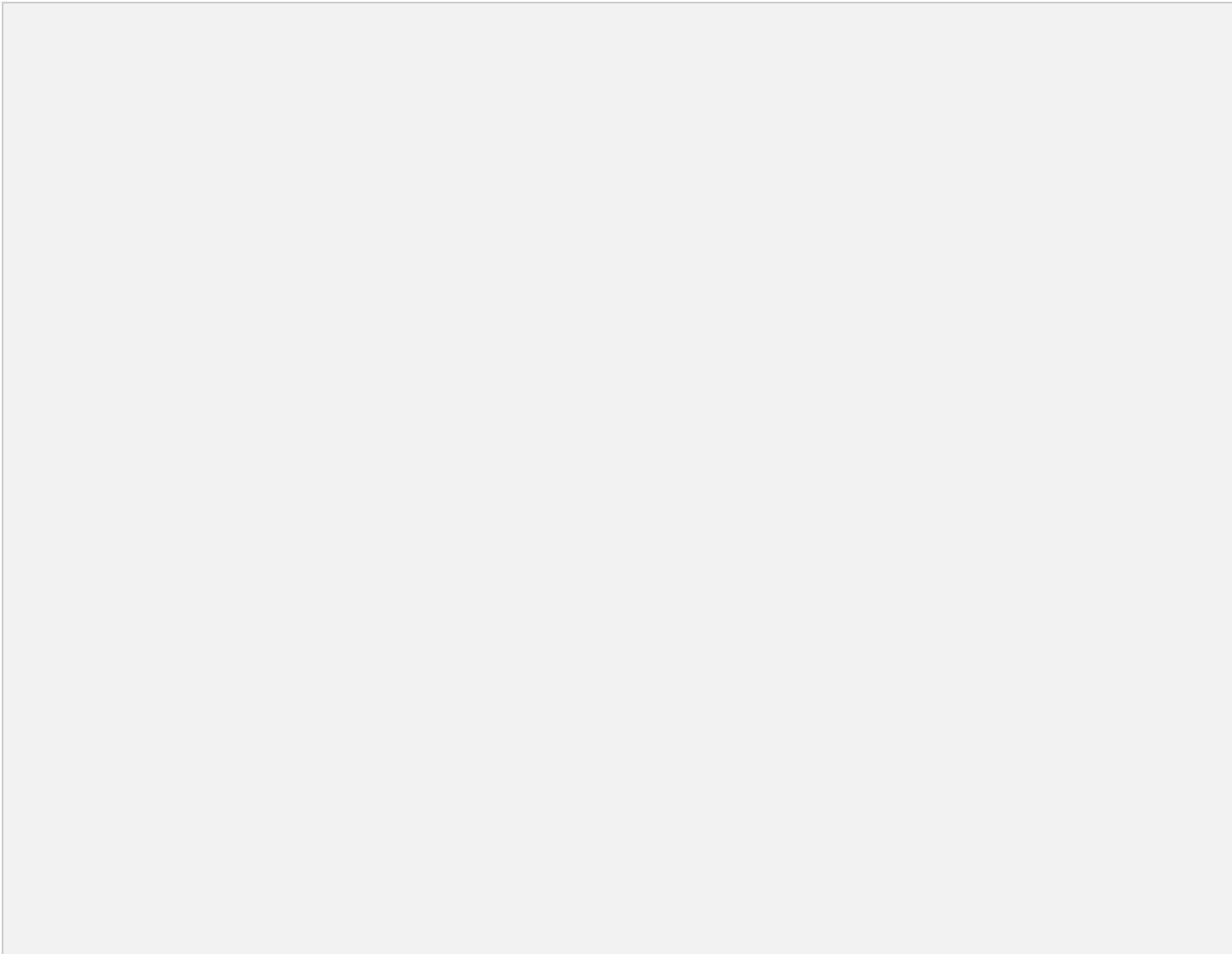
Please note: All rules apply on buses, at bus stops, field trips, field experiences and on school grounds.

**Note: Any behavior that is outrageous, overly disrespectful, or dangerous, or not specifically stated in the rubric, is subject to administrator review, immediate office referral, and assignment of consequences.

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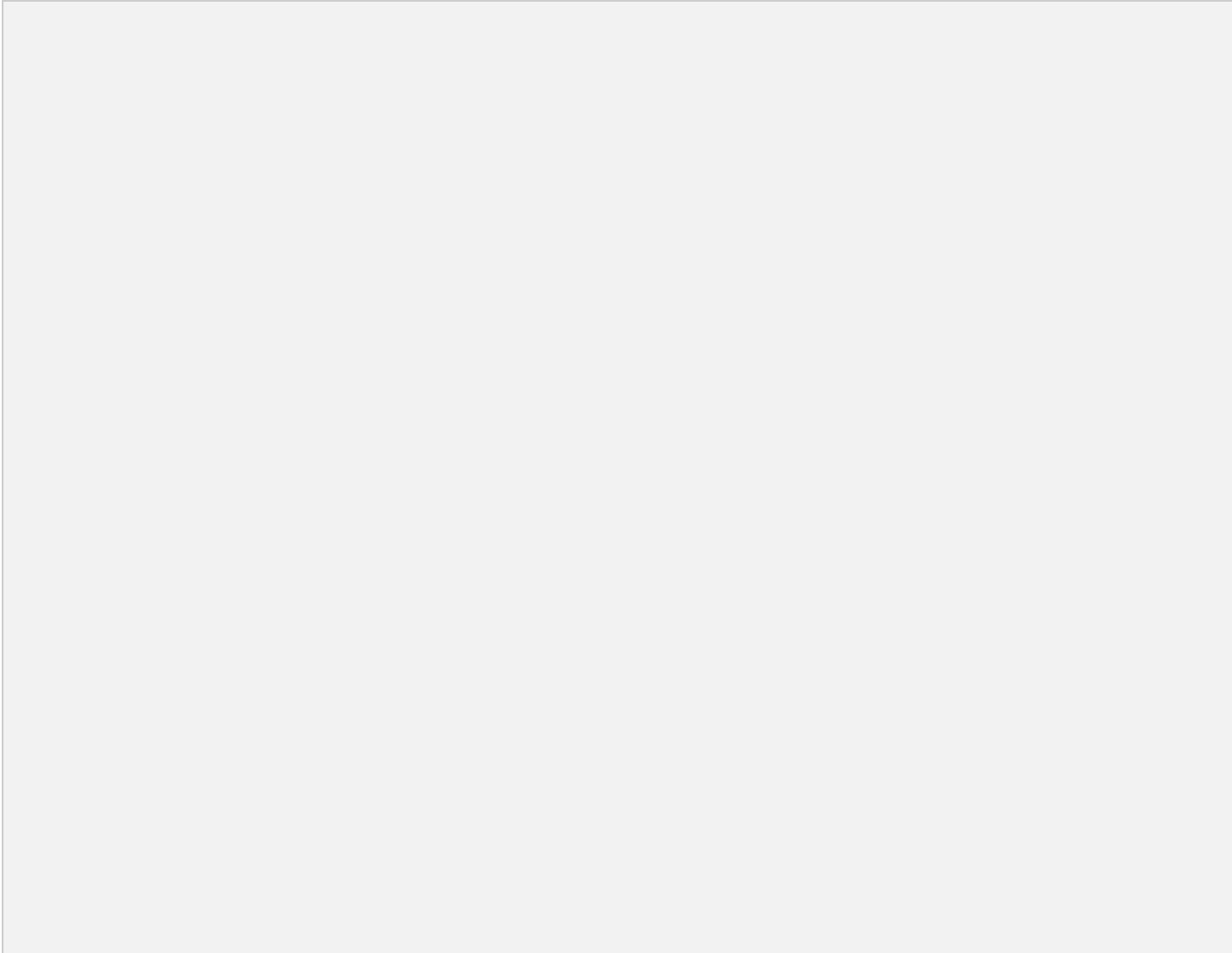


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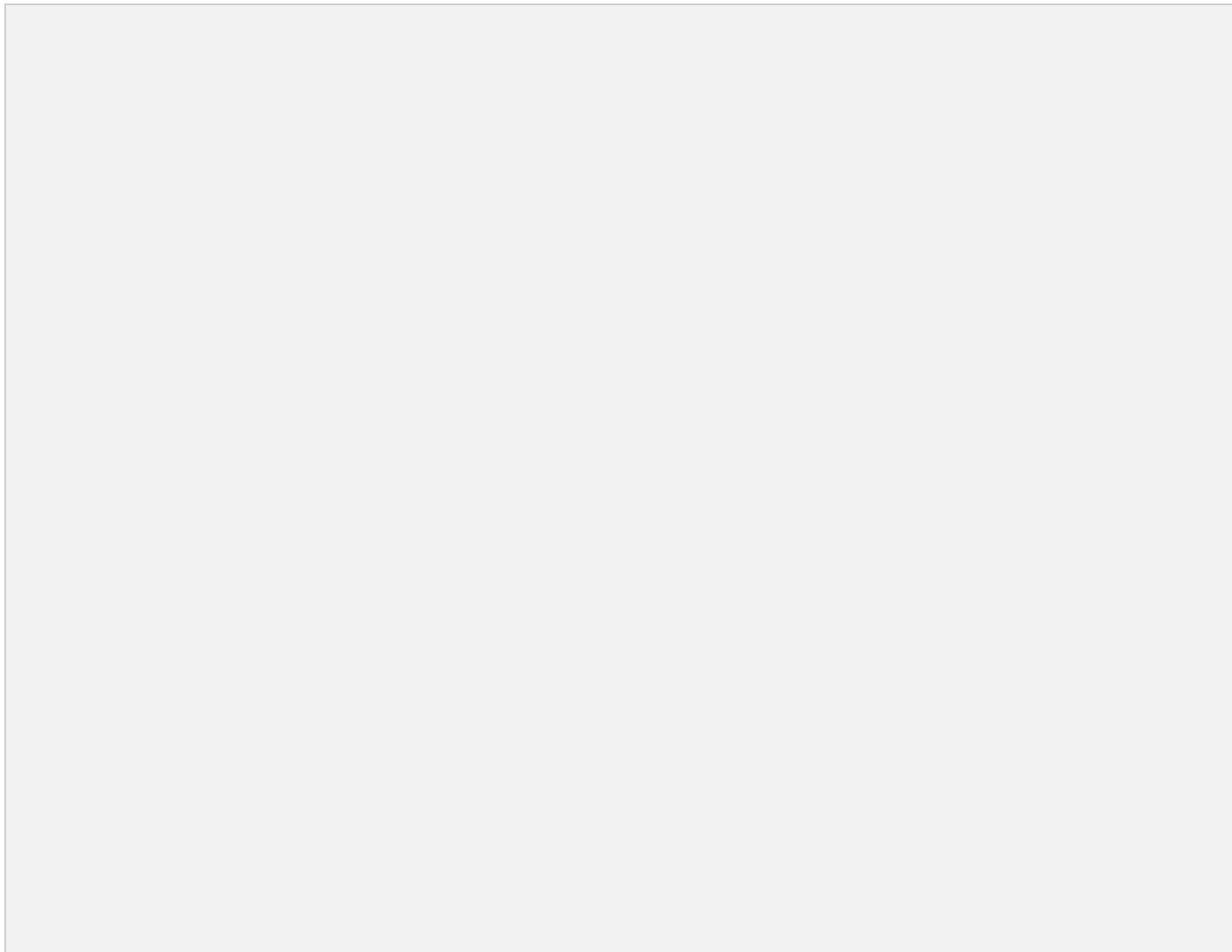


Provincetown Schools Behavior Rubric 2018-2019

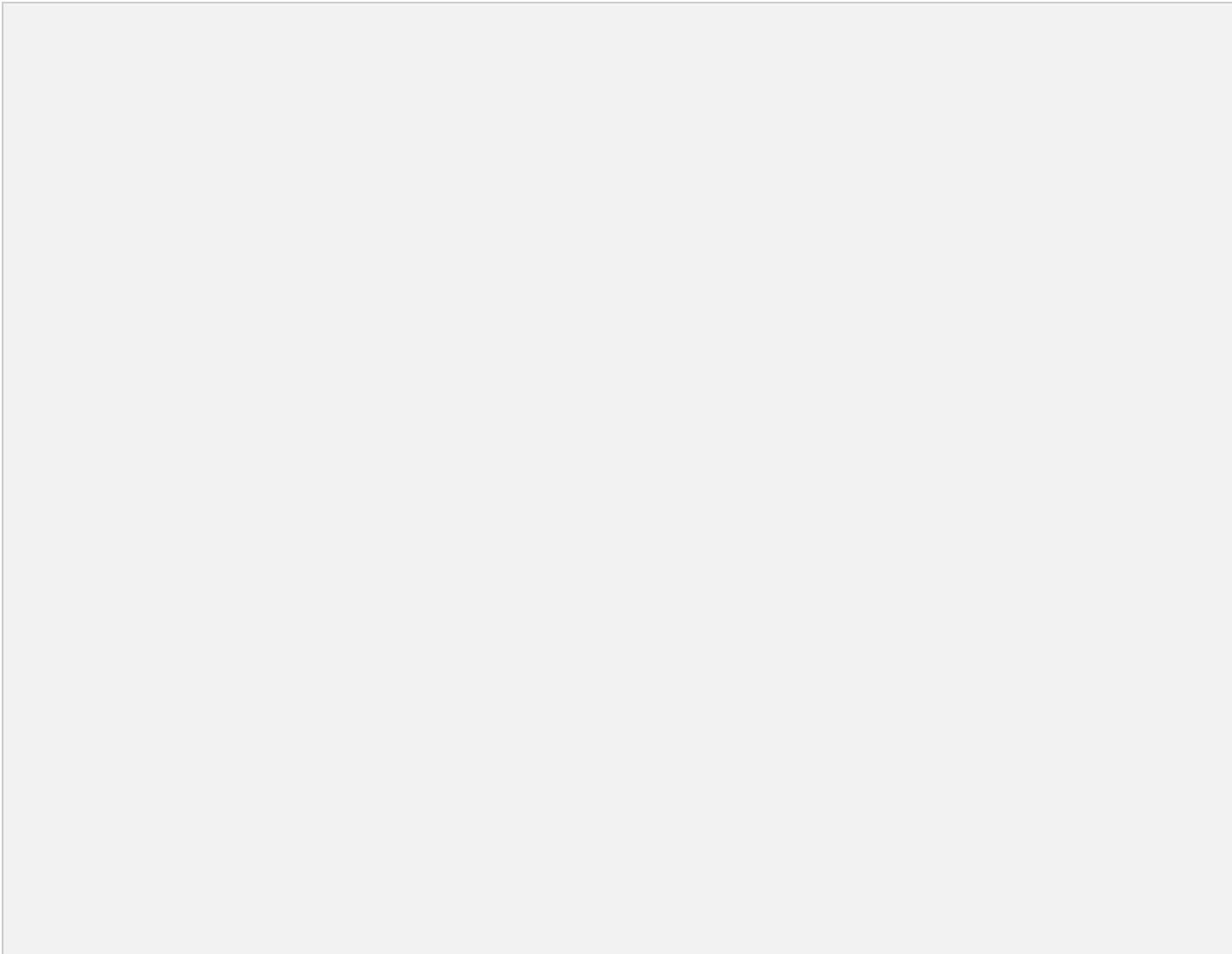
Behavior	1st consequence	2nd consequence	3rd consequence	4th consequence
Stealing/ Vandalism/Graffiti	<ul style="list-style-type: none"> • item replaced or damage restituted made • office call/notify home • office consequence • possible police notification 	Either/and/or: <ul style="list-style-type: none"> • suspension • parent conference • loss of school privilege • police notification 	<ul style="list-style-type: none"> • out-of-school suspension(s) • police notification 	
Threat of violence; Extortion	<ul style="list-style-type: none"> • suspension • office call/notify home 	<ul style="list-style-type: none"> • suspensions • parent conference • loss of school privilege 	<ul style="list-style-type: none"> • out-of-school suspension(s) • parent conference 	
Fighting or Instigating a Fight	Either/and/or: <ul style="list-style-type: none"> • suspension(s) • parent conference • call/notify home • loss of school privileges 	<ul style="list-style-type: none"> • multiple suspensions out-of-school • parent conference • police notification 		
Causing false alarms or emergencies	<ul style="list-style-type: none"> • suspension • loss of school privilege • exclusion hearing • police notified 			
Violence or threat of violence towards a staff member	<ul style="list-style-type: none"> • suspension • loss of school privilege • exclusion hearing • police notified 			
Statements, gestures, actions of disrespect (includes: swearing, rumor spreading, some name-calling) *If confirmed as bullying see below.		<ul style="list-style-type: none"> • office detention(s) • office call/notify home 	Either/and/or: <ul style="list-style-type: none"> • multiple lunch detentions • multiple before/after school detentions • suspension • loss of school privileges • parent conference 	<ul style="list-style-type: none"> • suspension(s) • loss of school privileges • parent conference

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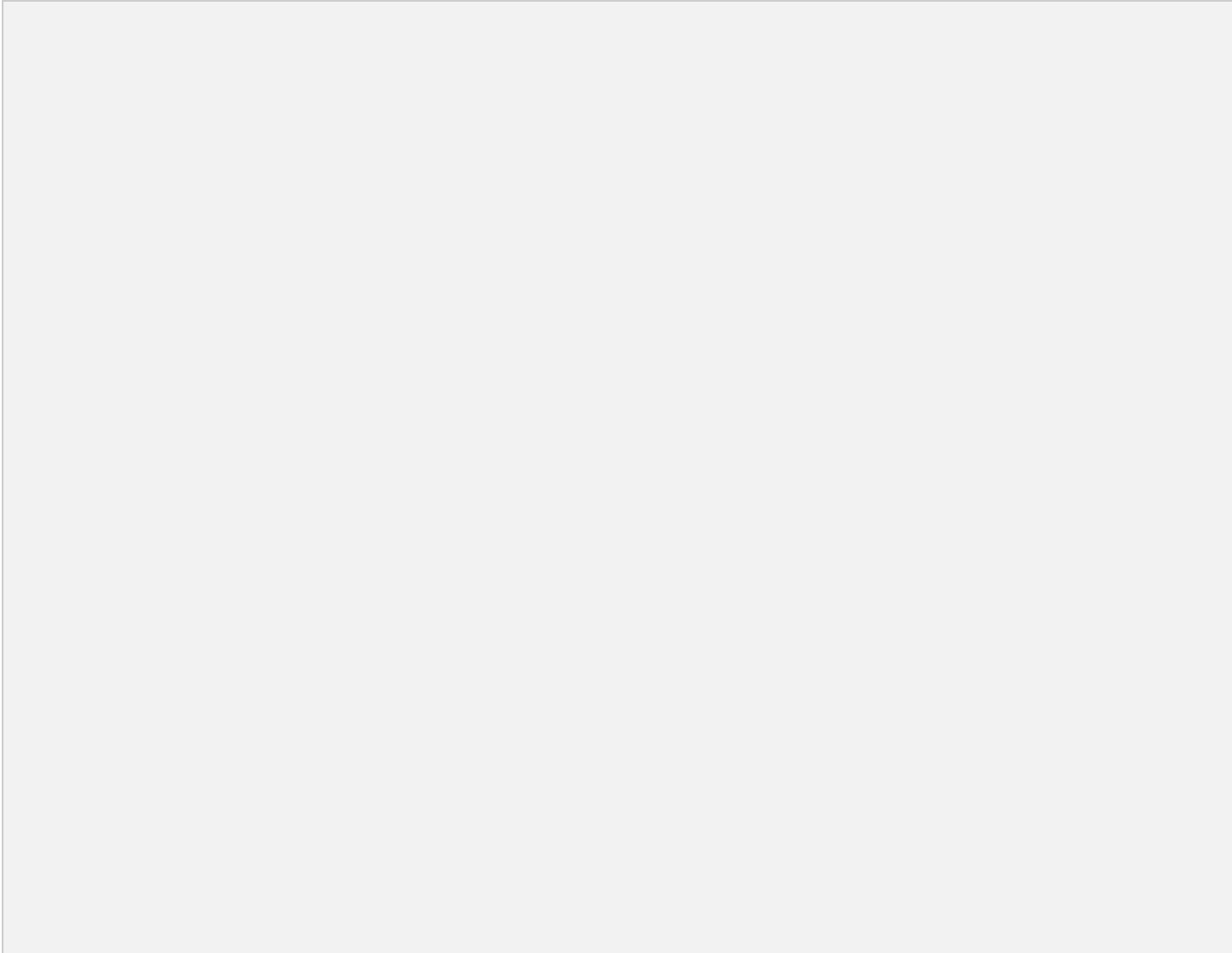


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Appendix H-School Committee Goals

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Criterion referenced target percentage will improve from 52% to 75% in 3 years

Provincetown Schools seeks to position its soccer program as one of the premiere athletic programs on Cape Cod to help increase enrollment and retention and drive overall community awareness of the accomplishments of students and staff. While all sports and extracurricular activities are valued and encouraged at Provincetown Schools, our soccer program is selected to become a three seasons per year activity giving students Accountability classification will improve from “partially meeting targets” to “meeting targets” or “exceeding targets” in 3 years

3.) To Achieve NAEYC Accreditation

Research shows a direct correlation between high quality early learning and children’s positive long term outcomes, including increased educational attainment, healthier lifestyles, and more successful careers. NAEYC accreditation offers continuous access to quality improvement resources, the latest research on best practices, training, technical assistance, and visibility on a family focused search engine. NAEYC Accreditation ensures continuous quality improvement that works for children, families, and staff. NAEYC standards work well within the International Baccalaureate model.

By September 2021, Provincetown Schools’ Early Learning Center including Wee Care, Preschool, and Kindergarten will meet the 10 standards and NAEYC Accredited.

- 2019
 - Fund, develop, and create indoor and outdoor learning environments appropriate for children 0-5 years old
 - Enroll in NAEYC
- 2020
 - Implement a continuous curriculum consistent with its goals for children that promotes learning and development in the social, emotional, physical, and cognitive domains
 - Make Application in NAEYC
- 2021
 - Complete self assessment for Candidacy/Prepare for NAEYC visitation

4.) To Build a Premier Soccer Program

Provincetown Schools seeks to position its soccer program as one of the premier athletic programs on Cape Cod to help increase enrollment and retention and drive overall community awareness of the accomplishments of students and staff. While all sports and extracurricular activities are valued and encouraged at Provincetown Schools, our soccer program is selected to become a three season per year activity, giving students more opportunities to learn the values of teamwork, communication and good sportsmanship. As the world’s most popular sport, soccer is a natural fit with our designation as an International Baccalaureate school and our ongoing mission to ensure that our students become compassionate, responsible and reflective members of a global society.

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Appendix I-Floor Plans

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Provincetown Schools

12 Winslow Street
Provincetown, MA

2019-2020 School Year



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Appendix J-Strategic Plan

Under Development

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Appendix K-Sports Candidate Medical Questionnaire

MIAA RECOMMENDED SPORTS CANDIDATE MEDICAL QUESTIONNAIRE



(Reference MIAA Rule 56)

PART A ~ HISTORY

DATE of EXAM _____

Student's Name _____ Sex _____ Age _____ Date of Birth _____

Grade _____ School _____ Sport(s) _____

Address _____ Tel _____

Physician _____ Tel _____

IN CASE OF AN EMERGENCY, CONTACT:

Name _____	Relationship _____	Tel (H) _____	(W) _____
------------	--------------------	---------------	-----------

EXPLAIN "YES" ANSWERS BELOW. CIRCLE QUESTIONS YOU DON'T KNOW THE ANSWERS TO.

	YES	NO	YES	NO	
1. Have you had a medical illness or injury since your last check up or sports physical?	<input type="radio"/>	<input type="radio"/>	30. Do you use any special protective or corrective equipment or devices that aren't usually used for your sport or position (for example, knee brace, special neck roll, foot orthotics, retainer or your teeth, hearing aid)?	<input type="radio"/>	<input type="radio"/>
2. Have you ever been hospitalized overnight?	<input type="radio"/>	<input type="radio"/>	31. Have you had any problems with your eyes or vision?	<input type="radio"/>	<input type="radio"/>
3. Have you ever had surgery?	<input type="radio"/>	<input type="radio"/>	32. Do you wear glasses, contacts, or protective eyewear?	<input type="radio"/>	<input type="radio"/>
4. Do you have a missing or diseased paired organ?	<input type="radio"/>	<input type="radio"/>	33. Have you ever had a sprain, strain, or swelling after injury?	<input type="radio"/>	<input type="radio"/>
5. Are you currently taking any prescription or nonprescription (over-the-counter) medications or pills or using an inhaler?	<input type="radio"/>	<input type="radio"/>	34. Have you broken or fractured any bones or dislocated any joints?	<input type="radio"/>	<input type="radio"/>
6. Have you ever taken any supplements or vitamins to help you gain or lose weight or improve your performance?	<input type="radio"/>	<input type="radio"/>	35. Have you had any other problems with pain or swelling in muscles, tendons, bones, or joints?	<input type="radio"/>	<input type="radio"/>
7. Do you have any allergies (for example, to pollen, medicine, food, or stinging insects)?	<input type="radio"/>	<input type="radio"/>	If yes, check appropriate box and explain below:		
8. Have you ever had a rash or hives develop during or after exercise?	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/> Head <input type="checkbox"/> Elbow <input type="checkbox"/> Hip		
9. Have you ever passed out during or after exercise?	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/> Neck <input type="checkbox"/> Forearm <input type="checkbox"/> Thigh		
10. Have you ever been dizzy during or after exercise?	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/> Back <input type="checkbox"/> Wrist <input type="checkbox"/> Knee		
11. Have you ever had chest pain during or after exercise?	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/> Chest <input type="checkbox"/> Hand <input type="checkbox"/> Shin/Calf		
12. Do you get tired more quickly than your friends do during exercise?	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/> Shoulder <input type="checkbox"/> Finger <input type="checkbox"/> Ankle		
13. Have you ever had racing of your heart or skipped heartbeat?	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/> Upper Arm <input type="checkbox"/> Foot		
14. Have you had high blood pressure or high cholesterol?	<input type="radio"/>	<input type="radio"/>	36. Do you want to weigh more or less than you do now?	<input type="radio"/>	<input type="radio"/>
15. Have you ever been told you have a heart murmur?	<input type="radio"/>	<input type="radio"/>	37. Do you lose weight regularly to meet weight requirements for your sport?	<input type="radio"/>	<input type="radio"/>
16. Has any family member or relative died of heart problems or of sudden death before age 50?	<input type="radio"/>	<input type="radio"/>	38. Do you feel stressed out?	<input type="radio"/>	<input type="radio"/>
17. Have you had a severe viral infection (for example, myocarditis or mononucleosis) within the last month?	<input type="radio"/>	<input type="radio"/>	39. Record the dates of your most recent immunizations (shots) for:		
18. Has a physician ever denied or restricted your participation in sports for any heart problems?	<input type="radio"/>	<input type="radio"/>	Tetanus _____ Measles _____		
19. Do you have any current skin problems (for example, itching, rashes, acne, warts, fungus, or blisters)?	<input type="radio"/>	<input type="radio"/>	Hepatitis B _____ Chickenpox _____		
20. Have you ever had a head injury or concussion?	<input type="radio"/>	<input type="radio"/>	FEMALES ONLY:		
21. Have you ever been knocked out, become unconscious, or lost your memory?	<input type="radio"/>	<input type="radio"/>	40. When was your first menstrual period? _____		
22. Have you ever had a seizure?	<input type="radio"/>	<input type="radio"/>	41. When was your most recent menstrual period? _____		
23. Do you have frequent or severe headaches?	<input type="radio"/>	<input type="radio"/>	42. How much time do you usually have from the start of one period to the start of another? _____		
24. Have you ever had numbness or tingling in your arms, hands, legs, or feet?	<input type="radio"/>	<input type="radio"/>	43. How many periods have you had in the last year? _____		
25. Have you ever had a stinger, burner, or pinched nerve?	<input type="radio"/>	<input type="radio"/>	44. What was the longest time between periods in the last year? _____		
26. Have you ever become ill from exercising in the heat?	<input type="radio"/>	<input type="radio"/>	Explain "Yes" answers here:		
27. Do you cough, wheeze, or have trouble breathing during or after activity?	<input type="radio"/>	<input type="radio"/>	_____		
28. Do you have asthma?	<input type="radio"/>	<input type="radio"/>	_____		
29. Do you have seasonal allergies that require medical treatment?	<input type="radio"/>	<input type="radio"/>	_____		

I HEREBY STATE THAT TO THE BEST OF MY KNOWLEDGE, MY ANSWERS TO THE ABOVE QUESTIONS ARE COMPLETE AND CORRECT.

Signature of Athlete/Date _____	Signature of Parent-Guardian/Date _____
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(continued)

Revised 6/17/13

THIS IS A DRAFT, PENDING REVIEW AND APPROVAL BY THE SCHOOL COMMITTEE.

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Appendix L-Use of Technology Permission Form

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PERMISSION FORM

Please review the attached Provincetown Schools' Acceptable Use Policy.

Sign and return this permission form to your homeroom teacher on the first day of school.

Name of Student: _____
Grade: _____

Student

I agree to follow the Provincetown Schools' Acceptable Use Policy on the use of District technology resources. I will use these tools in a responsible way and will obey all the rules contained within this document.

Signature: _____ Date: _____

Parent/Guardian

As the parent or legal guardian of the above student, I have read the Provincetown Schools' Acceptable Use Policy and grant permission for my son or daughter, or the child in my care, to access and use District technology resources. I understand that reasonable precautions have been taken by the District to provide for online safety, but that the District cannot be held responsible if students access unsuitable online content.

Signature: _____ Date: _____

THIS IS A DRAFT, PENDING REVIEW AND APPROVAL BY THE SCHOOL COMMITTEE.