



Pembroke Public Schools

Student and Family Handbook

2021-2022

**Bryantville Elementary School
Hobomock Elementary School
North Pembroke Elementary School**

No person shall be excluded from or discriminated against in admission to Pembroke Public Schools, or obtaining the advantages, privileges and courses of study of such public school on account of race, color, sex, gender identity, religion, national origin or sexual orientation.

The Pembroke Public Schools strives to provide a safe, respectful and supportive learning environment in which all students can thrive and succeed in its schools. The Pembroke Public Schools prohibits discrimination the basis of race, color, sex, gender, gender identity, religion, national origin or sexual orientation and ensures that all students have equal rights of access and equal enjoyment of the opportunities, advantages, privileges and course of study.

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SCHOOL COMMITTEE

Michael Tropeano, Chairperson
David Boyle, Vice Chairperson
Susan Bollinger, Secretary
Susie Scholl, Member
Lance Kennedy, Member

School Committee meetings are held on the first and third Tuesday of each month at the North Pembroke Elementary School library at 7:30 pm, unless otherwise posted. The Pembroke School Committee invites the public to these meetings.

PARENT/TEACHER ORGANIZATIONS

Conduct monthly meetings held at each elementary school. All parents are welcome to attend.

Bryantville—Tanya Sorrentino, President; Emmie Flaherty, Vice President

Hobomock—Vacant- (Fall 2021 election), President; Vacant- (Fall 2021 election), Vice President

North Pembroke—Vacant (Fall 2021 election), President; Vacant (Fall 2021 election), Vice President

The Pembroke Public Schools strives to provide a safe, respectful, and supportive learning environment in which all students can thrive and succeed in its schools. The Pembroke

Public Schools prohibits discrimination the basis of race, color, sex, gender, gender identity, religion, national origin or sexual orientation and ensures that all students have equal rights of access and equal enjoyment of the opportunities, advantages, privileges and course of study.

Our efforts include the following:

- Promotion of good citizenship and character;
- Discussion of safety issues openly;
- Meaningful family involvement;
- Promotion of academic success for all children;
- Development of links to the community;
- Emphasis on positive relationships between students and staff;
- Identification and referral of problems for solutions;
- Helping children to identify and express feelings safely;
- Treating students with respect.

OUR CORE BELIEFS

We believe:

- In creating and maintaining safe and inviting schools.
- All children can learn and may demonstrate learning in different ways.
- Every student should contribute to our democratic society and the global community.
- In making decisions and acting in the best interest of students.
- Every member of the school community should be valued and respected.
- In a school community that is ethical, civil, and respectful of individual differences.
- In strong civic, business, and community partnerships that support student achievement.

Our Goals for All Children

To the best of their abilities, all students will:

- read for understanding and enjoyment;
- communicate effectively through speaking, writing and listening;
- use mathematics as a practical as well as theoretical tool;
- make decisions based on a sound rationale;
- develop skills, attitudes and knowledge that foster physical health;
- respect integrity, hard work and the rights and values of others;
- develop their skills, sensitivity and imagination through the arts;
- acquire a basic knowledge of scientific concepts and apply them to the environment;

- respect and appreciate other people and their ways of living;
- develop a respect for and a pride in the school and community;
- know and appreciate their own worth, ability and potential and accept their limitations and develop pride in their personal achievements;
- develop a capacity for self-discipline in work, study and play.

The schools will:

- recognize the emotional, social, intellectual, and physical needs of each child;
- provide enrichment or remediation;
- provide opportunities which promote positive self-image;
- maintain and encourage meaningful communication and participation among parents, school, and community;
- provide opportunities for the staff to remain knowledgeable of educational research and learning;
- provide an environment which supports the objectives of the school;
- foster knowledge, habits and attitudes that promote good health and safety.

Reporting of Abuse or Neglect

As required by law, any and all suspected incidents of child abuse must be reported to a school employee.

Contact & Resource People

Principal or Assistant Principal
School Psychologist
Social Worker
Nurse
Classroom Teachers

School Visits

Ensuring the safety of students and school employees takes the cooperation of the entire community. We require that all parents, volunteers, and non-school personnel sign-in at the main office immediately upon arrival, present photo identification, and wear an office issued badge while visiting or volunteering in our buildings. Teachers and students are asked to report any visitor to the school who is without proper identification.

ACADEMIC INTEGRITY

Academic honesty is essential for the well-being of a school community. The Pembroke Schools expect every student to be honest in the preparation of homework, class work, projects, take home tests, essays, assessments, and other academic activities. Students are expected to seek help from a teacher if they are uncertain about requirements for any particular academic assignment. Students should constantly monitor their work to assess its originality and seek assistance when they are uncertain. When a violation of academic honesty occurs or is suspected, the teacher will discuss the matter with the student as soon as possible. Incidents of cheating will be brought to the attention of the Principal or Assistant Principal.

All members of our school community must address definitions of academic dishonesty. Students, teachers, and families should all be concerned with the following:

Cheating: to take an examination or test, or complete homework or other assignments in a dishonest way, as by copying or other improper access to answers; this is an act of deception by which a student misrepresents that he or she has mastered information on an academic exercise that he or she has not mastered.

Plagiarism: to take, use and pass off the thoughts, writings, inventions (etc.) of another person as one's own. A student's work that is not primarily his or her own creation that uses copied, paraphrased, or summarized material without citation of sources is considered plagiarism. Unintentional plagiarism is still plagiarism.

ADMISSION POLICY

No person shall be excluded from or discriminated against in admission to Pembroke Public Schools, or obtaining the advantages, privileges and courses of study of such public school on account of race, color, sex, gender identity, religion, national origin or sexual orientation.

Kindergarten – Children who become five years of age on or before September 1 may enroll in the kindergarten program. A child is not required to attend kindergarten.

First Grade – Any child who attains the age of six years on or before November 1 or who has successfully completed one year of kindergarten, shall be admitted to Grade 1. Transfer into grade 1 from another district or private program without meeting these criteria, may, at the principal's discretion, be granted a 20-day provisional placement.

IMMUNIZATIONS

Public school students attending the Pembroke Schools will be required to present a physician's certificate attesting to successful immunization against all diseases as stipulated in M.G.L. Ch. 76, Sect. 15 and as may be specified from time to time by the Department of Public Health. These diseases include: diphtheria, tetanus, measles, pertussis, and poliomyelitis, and such other communicable disease which may be specified by the Department of Public Health.

An exception to these requirements will be made on receipt of written statement from a doctor that he has personally examined the child and that immunization would not be in the best interest of the child; or from the student's parent or guardian stating that vaccination or immunization is contrary to the religious beliefs of the student or parent. A doctor's statement must be resubmitted at the beginning of each school year. Students who are not vaccinated or under vaccinated (including those with medical and/or religious exemptions) may be subject to exclusion from school if there is exposure to certain communicable childhood diseases. Additionally, in accordance with Federal law, a homeless student shall not be required to present proof of immunization as a prerequisite for attending school.

AFTER SCHOOL HELP AND ACTIVITIES

Teachers are available to provide extra help either before or after school. Students are also offered opportunities to participate in after school activities such as Art, Chorus, Drama, etc. No late bus service is available to elementary grade students. Parents and teachers must make prior arrangements for students to be picked up on time.

ATTENDANCE AND TARDINESS

Attendance at school is mandated by state law and is recognized as beneficial for all students beyond the mandated age of attendance desirous of attending. The School Committee, therefore, exercises its responsibility in enforcing and encouraging timely attendance at school. Absence from school is strongly discouraged as it negatively impacts student learning and disrupts the educational process.

The principal, or designee, monitors attendance through the use of letters and/or meetings to remind the parents about the importance of attendance; to remind parents of attendance policy; to identify an effective solution to the problem that improves attendance and addresses instructional issues raised by the student's absence.

Any child who arrives to school late must check-in at the main office to ensure they are not marked absent. Students will receive a tardy pass and will then proceed to their classrooms. Excessive days of late arrival will be brought to the attention of the principal, or designee. The principal, or designee, will meet with the students and parent/guardian.

Personal illness is the usual reason for absence from school; however, student absence for other reasons may occasionally be permitted upon the request of parents or legal guardians, subject to the following regulations:

- When absence from school becomes necessary, parents should notify the school as soon as possible.
- No student who has been absent or suspended (in or out of school) from school is to participate or attend any school activity or function during the day or evening of the absence or suspension unless the school is provided with a doctor's note excusing the absence (i.e. medical appointment). This approval will be at the principal's discretion.
- If parents/legal guardians fail to contact school regarding a student's extended absence, the school will contact the parents/guardians within 3 days of the absence.
- The Principal, or designee, will notify parents in writing if a student has 5 or more unexcused absences within the school year. An excused absence is defined as a personal illness accompanied by a physician's note excusing the absence; an absence attributable to a death in the family; an observance or practice of a religious holiday; a legal matter requiring a personal appearance; or a college visit. The Principal, or designee, will make reasonable efforts to meet with the parents/guardians of a student who has 5 or more unexcused absences to develop an action plan for the student's attendance at school.

In accordance with provisions of the mandated attendance law, continued absence from

school for any reason, or especially absence from school due to truancy, shall be referred to the supervisor of attendance for attention.

Educational Service at Home or in a Hospital

Upon receipt of a physician's written order verifying that students enrolled in a public school or placed by the public school in a private setting must remain at home or in a hospital for medical reasons on a day or overnight basis, or any combination of both, and for a period of not less than fourteen school days in any school year, the administration (in coordination with the Director of Student Services) shall provide educational services in the home or hospital. Such services shall be provided with sufficient frequency to allow students to continue their educational program, as long as such services do not interfere with the medical needs of the students. Such educational services shall not be considered special education unless the students have been determined eligible for such services, and the services include services on the students' IEP. Students in non-public schools shall be entitled to home and hospital services when deemed eligible through the special education process.

- A student is eligible for tutoring after 14 days of consecutive absence.
- The student's physician must complete a Department of Education form 28R/3, *Physician's Statement for Temporary Home or Hospital Education* 603 CMR 28.03(3)(c) and submit it to the student's *building administrator or guidance counselor*. Forms are available from the Principal's Office.
- At a minimum, the physician's signed notice must include information regarding:
 - the date the student was admitted to a hospital or was confined to home;
 - the medical reason(s) for the confinement;
 - the expected duration of the confinement; and
 - the medical needs of the student should be considered in planning the home or hospital education services.
- The form must be completed by a physician, including pediatricians, or any other M.D., but it will not be accepted from a Ph.D. or Ed.D.
- Students whose medical condition permits them to complete their course work with the assistance of the tutor will receive credit for the course.

The district will assign a tutor selected from district staff, privately contracted tutors, or an agency. Every attempt will be made to provide tutoring in each subject area. The school district determines the number of instructional hours per day or per week based on the educational and medical needs of the individual student.

BICYCLE USAGE

Students in grades 4-6 may ride their bicycles to school provided their parents sign a "save harmless" statement relieving the Pembroke School Department and its employees of all liability. All students who wish to take part in this privilege must wear helmets.

PROCEDURE:

- Permission forms for bicycle riding to and from school may be obtained at the school office.

- Before a child is permitted to ride a bicycle to school the signed form must be on file in the school office.
- Helmet straps must be attached when riding to and from school.
- The School Department assumes no responsibility for damaged or lost bicycles while parked on school property.

BULLYING, HARASSMENT & DISCRIMINATION

The Pembroke Public Schools do not tolerate harassment based on gender identity, sexual orientation, disability, homelessness, race, sex, color, religion and national origin nor on those same bases under M.G.L c. 76, s. 5. All complaints of harassment or bullying are fully investigated and appropriate steps are taken to remedy the situation. All students are expected to cooperate fully in any investigation of harassment or bullying. **If a student feels he/she is a victim of harassment or bullying, they should contact a building administrator immediately.** All complaints of harassment or bullying will need to be reported by staff or students to the assistant principal, principal, or the school psychologist.

Information provided during an investigation of harassment or bullying will be treated as confidential. An investigation of a complaint of harassment or bullying will be conducted by the building administration. The investigation may include:

- Separate private interviews with the complainant and each person accused of harassment or bullying
- Interviews of witnesses
- Written statements by complainant, accused and witnesses
- At the conclusion of the investigation, the assistant principal, principal, or the principal's designee will recommend an appropriate action
- Parents or guardians will be notified and additional actions may include:
 - Mediation by a counselor or social worker
 - School disciplinary action
 - Police notification

Any student found engaging in harassment or bullying, condoning harassment or bullying, or retaliating in cases of harassment or bullying is subject to disciplinary sanctions from warning up to and including suspension. The assistant principal, principal, or principal's designee will monitor the situation as needed.

The Bullying Prevention and Intervention Plan can be found on the Pembroke Public School website in *Parent Resources* under the *Parent & Community Menu*.

TRANSPORTATION

Bus transportation is provided in accordance with Massachusetts General Laws.

A. The General Laws of the Commonwealth provide that:

- The School Committee shall provide transportation for all children who live more than two (2) miles from the school.

- A child may be required to walk to a bus stop if the distance is not more than one (1) mile from his residence.
- No School Committee shall be compelled to furnish transportation on a private way.
- Every bus driver shall have a Mantoux test before entering employment.
(Chapter 71, Section 55b)

B. Bus Passes:

- Students must have a bus pass to board the bus.
- Are required of anyone taking a bus.
- A pass must be visible to the driver of the bus.
- Elementary bus passes are at no cost, but still must be applied for using the bus pass form.

C. Student Discipline

- Students are not to interfere with the safe operation of the bus. They are expected to follow the rules as announced in each school. Drivers will permit only those assigned to their bus to ride that bus. The driver will not pick up or discharge pupils except at their designated stops.
- School administration may deny bus privileges to any student who interferes with the proper operation of the bus, or for behavioral violations.

D. Bus Stops and Safety:

- The administration will establish reasonable stops each year in the best interests of the safety of the pupils and consistent with the time requirements for the schedule, as well as those changes caused by fiscal constraints.
- Students who must cross to the opposite side of the street will cross in front of the bus.
- Pembroke school buses are equipped with video cameras to promote safety.

TECHNOLOGY

Students and parents/guardians participating in Bring Your Own Device must adhere to the Student Code of Conduct, as well as the Acceptable Use Agreement as stated in the Student Handbook. Furthermore, the student must agree to the following conditions:

- The student takes full responsibility for his or her technology device. The school is not responsible for the security of student-owned technology.
- The student will refrain from using social network tools for personal use.
- The student complies with each teacher's request to shut down the device during class time.
- The student realizes that printing from personal technology devices will not be possible at school.
- The student will only access files on the device or Internet sites which are relevant to the classroom curriculum.

- The student will only access the Internet using our wireless connection.
- The student acknowledges that our network filters will be applied to one's connection to the Internet and will not attempt to bypass them.
- The student realizes that processing or accessing information on school property related to “hacking”, altering, or bypassing network security policies is in violation of the Acceptable Use Agreement policy and will result in disciplinary actions.
- The use of cell phones, other than for educational purposes as outlined by the policy, is not permitted during school hours and they should be kept in a secure location (book bag, pocketbook, etc.).

Inappropriate or unauthorized use of cell phones will result in the confiscation of the device by school personnel and disciplinary action.

COMMUNICATION

Parents/caregivers are encouraged to contact the classroom teacher so that concerns may be addressed in a timely manner. Classroom teachers will inform parents/caregivers as to what is happening in the classroom. Teachers will always try to return phone calls as soon as their schedule permits. Classes will only be interrupted during the school day in the event of an emergency.

School news and information can be found on the district website www.pembrokek12.org and in school newsletters. Parents/caregivers may sign up through the district website to receive broadcast emails on school related events as well as community activities.

DISCIPLINE CODE

Students in the elementary schools are expected to conduct themselves in a courteous and cooperative manner.

Pembroke School Committee Policy JK: STUDENT DISCIPLINE ¹

The Pembroke School Committee (PSC) recognizes the importance of good discipline and self-management in the schools so as to maintain a constructive and safe learning environment for all students and faculty. The goal of student discipline and the code of conduct is to ensure mutual respect and responsible behavior. When the conduct of a child interferes with his/her own progress, the education of other students, or the orderly operation of the school, corrective procedures shall be utilized.

All members of the school community have the responsibility to conduct themselves in a way that demonstrates respect for all individuals, their rights and their property. All members of the school community must also understand and support the standards of conduct of the school and assist in the enforcement of rules and regulations. This behavior is expected during all curricular, co-curricular, and special events of the school, both on and off campus, including school sponsored trips and those times when school buses or

¹ Please click for the complete PSC discipline policy: [PSC Policy JK: Student Discipline](#)

other school provided transportation is used. The administration shall reserve the right to restrict a student's participation in co-curricular activities as participation is a privilege not a right based on the safety and well-being of other students or the student in question.

School administrators have the discretion to increase consequences in cases where children have reached more than one offense. In determining the severity of the penalty or suspension, the administrators may consider all relevant factors including, but not limited to, the following:

- The student's previous disciplinary record;
- The severity of the disruption of the educational process;
- The degree of danger to self, others, and the school in general;
- The degree to which students are willing change their inappropriate behavior.

Rules & Regulations

General Expectations for Student Conduct

1. All pupils will respect and adhere to the standards established by each classroom and to the standards established for the total school setting.
2. Pupils are not permitted to bring to school any items which constitute a safety hazard for themselves or other children (example: knives, fireworks, matches).
3. Students are expected to adhere to the Code of Conduct. (See previous section)

General Procedures

1. Infrequent or minor infractions of the rules and regulations will be handled by the classroom teacher.
2. Continuous minor infractions may result in an office referral.
3. Serious infractions of school rules and regulations may result in more significant behavioral consequences and parent notification.

Definitions

Minor infractions constitute initial violations of the rules and regulations cited in this code. Major infractions may include, but are not limited to:

1. Willful injury of another child
2. Assault or battery on any school personnel
3. Continuous disregard for the school rules and regulations
4. Continuous disruptive behavior in the classroom, cafeteria, on the bus or on the playground
5. Vandalism

Discipline Procedures

The public schools in Pembroke follow a progressive discipline philosophy and adhere to the provisions of Massachusetts General Laws Chapter 71, sections 37H, 37H ½ and 37H ¾ as well as 603 CMR 53.00 et seq. The types of behavior that will not be allowed in school, on school grounds or at school-sponsored events and trips are identified in this

student handbook and through PSC policy.

School rules and regulations may be supplemented by teachers' rules for individual classes, which will be explained to students and posted. Teachers' rules must be in concert with the Student Handbook and approved by the Principal.

Suspensions

The suspension of any student shall be used as a disciplinary measure only in the case of a serious offense upon the part of the student or when, in the opinion of the Principal or Assistant Principal, a continuum of offenses makes it necessary to use this kind of action.

Penalties or suspensions will be served on those dates specified by the Principal or Assistant Principals. Suspensions will be served on consecutive days. If a suspension ends on the day prior to a weekend or vacation, then students are ineligible to participate or attend any activities on the following day. When the period of suspension begins before the weekend or vacation but continues after the weekend or vacation period, students are ineligible to participate in activities throughout the entire period.

Students who are suspended from school are not allowed to be in school or on school property at any time during the period of suspension and are not allowed to attend any school-sponsored activities.

Students who do not fulfill outstanding disciplinary obligations by the last day of school must make arrangements with the Principal or Assistant Principal to serve detentions and suspensions during the summer. Any outstanding detentions and/or suspensions will be served at the start of the following school year.

Definitions

In School Suspension:

The removal of a student from regular classroom activities, but not from the school premises, for up to ten (10) consecutive school days, or up to ten (10) school days cumulatively for multiple infractions over the course of the school year. Students will have the opportunity to earn credits, make up assignments, tests, papers, and other school work as needed to make academic progress during the suspension. Removal from participation in extracurricular activities does not count as a removal from school in calculating the duration of a suspension.

Out-of-School Suspensions:

1. *Short Term:* The removal of a student from the school premises and regular classroom activities for ten (10) consecutive school days or less. Students will have the opportunity to earn credits, make up assignments, tests, papers, and other school work as needed to make academic progress during the suspension.

2. *Long Term:* The removal of a student from the school premises and regular classroom activities for more than ten (10) consecutive school days in one school year, or for more than ten (10) school days cumulatively for multiple disciplinary offenses in any school year. A long term suspension can occur after ten (10) or more cumulative or consecutive school days of short term suspension, in or out of school. Except for students who are charged with a disciplinary offense set forth in Massachusetts General Laws Chapter 71, §37 H, or in Chapter 71 § 37H ½, no student may be placed on long-term suspension for one or more disciplinary offenses for more than ninety (90) school days in a school year beginning with the first day that the student is removed from school. No long term suspension shall extend beyond the end of the school year in which such suspension was imposed. Any student facing a potential long-term suspension is entitled to a hearing with the Principal or his/her designee as described below.

In School Suspension Procedure

If, after the Principal or his/her designee has informed the student of the disciplinary charge(s), basis for the charge(s) and has provided the student with the opportunity to respond, he/she decides that the student has committed the offense in question, an in school suspension may be issued, not to exceed 10 consecutive or cumulative days.

On the same day as the suspension decision, the Principal or his/her designee shall make every reasonable effort (at least two documented phone calls) to notify the parent(s) of the offense, the reason for the decision and the length of the in school suspension. On the day of the suspension, the Principal or his/her designee will also provide written notice in English and in the primary language of the home if a language other than English is identified in the home language survey, or by other means of communication where appropriate, with the same information and inform the parent of the student's right to make continued academic progress. The Principal or his/her designee shall invite the parent(s) to meet in order to discuss the student's performance and behavior as soon as possible.

Out of School Suspension under 37 H 3/4

Notice

Prior to suspending a student, the Principal or his/her designee will provide the student and the parent oral and written notice of the possible suspension, an opportunity for the student to have a hearing and the opportunity of the Parent(s) to participate in the hearing. If the parent(s) cannot be reached after documented reasonable effort, the hearing may be conducted without the parent present. Reasonable efforts are defined as

the principal or his/her designee documenting written notice and at least two (2) attempts to contact the parent in the manner specified by the parent for emergency notification that the school has on file.

The written notice will be in English and in the primary language of the home if a language other than English is identified in the home language survey, or by other means of communication where appropriate. The notice will set forth in plain language:

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

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

Principal Hearing

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

Short Term Suspensions (10 days or less)

If the principal or his/her designee determines after conducting the hearing described above that the student committed the disciplinary offense, the principal or his/her designee shall inform the student of the length of the student's short-term suspension, which shall not exceed ten (10) days, cumulatively or consecutively, in a school year.

The decision of the Principal or his/her designee to issue a short term suspension is final and not subject to appeal.

Long Term Suspensions

If the principal or his/her designee determine after conducting the hearing described above that the consequence for the infraction(s) in question is to be a long-term suspension from school, the principal or his/her designee shall afford the student the following additional rights:

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

The principal shall provide the parent, if present, an opportunity to discuss the student's conduct and offer information, including mitigating circumstances, that the principal should consider in determining consequences for the student.

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

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

Students in Grades PK-3

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

Superintendent's Appeal Hearing

A student who is placed on long-term suspension following a hearing with the principal shall have the right to appeal the principal's decision to the superintendent. The student shall have all the rights afforded at the principal's hearing for long-term suspension.

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

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

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

The superintendent shall conduct a hearing to determine whether the student committed the disciplinary offense of which the student is accused, and if so, what the consequence shall be. The superintendent shall arrange for an audio recording of the hearing, a copy of which shall be provided to the student or parent upon request. The superintendent shall inform all participants before the hearing that an audio record will be made of the hearing and a copy will be provided to the student and parent upon request. The superintendent shall issue a written decision within five (5) calendar days of the hearing which meets the requirements of 603 CMR 53.08(3)(c)1 through 5. If the superintendent determines that the student committed the disciplinary offense, the superintendent may impose the same or a lesser consequence than the principal, but shall not impose a suspension greater than that imposed by the principal.

The decision of the superintendent shall be the final decision of the school district.

School-Wide Education Services Plan

A document created by the principal that includes a list of educational services available for students who are expelled or suspended from school for more than ten (10) consecutive days. This list includes events and activities which represent the student's opportunity to continue to receive educational services and make progress while suspended or expelled. Plans are available in each school office.

EXCLUSION/EXPULSION under 37H:

The exclusion or expulsion of a student from school will be in accordance with Massachusetts General Laws, Chapter 71, Section, 37H. The grounds for exclusion or expulsion include, but are not limited to, the following:

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

- c. Any student who is charged with a violation of either paragraph (a) or (b) shall be notified in writing of an opportunity for a hearing; provided, however, that the student may have representation, along with the opportunity to present evidence and witnesses at a hearing before the principal. After said hearing, a principal may, in his/her discretion, decide to suspend rather than expel a student who has been determined by the principal to have violated either paragraph (a) or (b).
- d. Any student who has been expelled from a school district pursuant to these provisions shall have the right to appeal to the superintendent. The expelled student shall have ten days from the date of the expulsion in which to notify the superintendent of his/her appeal. The student has the right to counsel at a hearing before the superintendent. The subject matter of the appeal shall not be limited solely to a factual determination of whether the student has violated any provisions of this section.
- e. If the student moves to another district during the period of suspension or expulsion, the new district of residence shall either admit the student to its schools or provide educational services to the student in an education service plan.
- f. Any student who is suspended or expelled pursuant to this section shall have the opportunity to earn credits, as applicable, make up assignments, tests, papers, and other school work as needed to make academic progress during the period of his or her removal.
- g. Any student who is suspended or expelled pursuant to this statute for more than ten (10) consecutive days shall have the opportunity to receive education services and made academic progress toward meeting state and local requirements, through the school-wide education service plan.

FELONY COMPLAINT OR CONVICTION under 37 H 1/2:

Pursuant to Massachusetts General Laws Chapter 37 H ½, the following procedures shall be implemented for students charged with or convicted of a felony:

- a. Upon the issuance of a criminal complaint charging a student with a felony or upon the issuance of a felony delinquency complaint against a student, the principal of a school in which the student is enrolled may suspend such student for a period of time determined appropriate by the principal if he/she determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school. The student shall receive written notification of this right to appeal and the reasons for such suspension taking effect
- b. The student shall have the right to appeal the suspension to the superintendent. The student shall notify the superintendent in writing of his/her request for an appeal no later than five (5) calendar days following the effective date of the suspension. The superintendent shall hold a hearing with the student and the student's parent or guardian within three (3) calendar days of the student's request

for an appeal. At the hearing, the student shall have the right to counsel. The superintendent shall have the authority to overturn or alter the decision of the principal or headmaster, including recommending an alternate educational program for the student. The superintendent shall render a decision on the appeal within five (5) calendar days of the hearing. Such decision shall be the final decision of the school district with regard to the suspension.

- c. Upon a student being convicted of a felony or upon an adjudication or admission in court of guilt with respect to such felony or felony delinquency, the principal may expel said student if he/she determines that the student's continued presence in school would have a detrimental effect of the general welfare of the school. The student shall receive written notification of the charges and reasons for such expulsion prior to such expulsion taking effect. The student shall also receive written notification of his/her right to appeal and the process for appealing such expulsion provided, however, that the expulsion shall remain in effect prior to any appeal hearing conducted by the superintendent.
- d. The student shall have the right to appeal the expulsion to the superintendent. The student shall notify the superintendent, in writing, of his/her request for an appeal no later than five (5) calendar days following the effective date of the expulsion. The superintendent shall hold a hearing with the student and the student's parent or guardian within three (3) calendar days of the expulsion. At the hearing, the student shall have the right to present oral and written testimony on his/her behalf, and shall have the right to counsel. The superintendent shall have the authority to overturn or alter the decision of the principal, including recommending an alternate educational program for the student. The superintendent shall render a decision on the appeal within five (5) calendar days of the hearing. Such decision shall be the final decision of the school district with regard to the expulsion.
- e. Any student who is suspended or expelled pursuant to this section shall have the opportunity to earn credits, as applicable, make up assignments, tests, papers, and other school work as needed to make academic progress during the period of his or her removal.
- f. Any student who is suspended or expelled pursuant to this statute for more than ten (10) consecutive days shall have the opportunity to receive education services and make academic progress toward meeting state and local requirements, through the school-wide education service plan.

Emergency Removal

Under certain emergency circumstances, it may not be practical for the principal or his/her designee to provide prior oral and written notice before removing a student from school. The principal or his/her designee may remove a student from school temporarily when a student is charged with a disciplinary offense and the continued presence of the student poses a danger to persons or property, or materially and substantially disrupts the

order of the school, and, in the principal's (or his/her designee's) judgment, there is no alternative available to alleviate the danger or disruption. The principal or his/her designee will immediately notify the superintendent in writing of the removal and the reason for it, and describe the danger presented by the student. The temporary removal shall not exceed two (2) school days following the day of the emergency removal, during which time the principal shall:

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

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

Student Risk Assessment

The following administrative procedure is utilized when a student is considered to be a potential risk to self or others in the school.

- Referral to Administration for full investigation;
- Parent contact, removal of student from school and referral of student for parent obtained risk assessment by a licensed mental health professional. Parents will be provided with a list of required elements to be included in the risk assessment;
- Notification of matter to school superintendent and, when appropriate, the police;
- Contact by administration to any parents of other students directly involved or implicated;
- Risk assessment concluded with appropriate follow up. Student returns to school as per principal's decision contingent on outcome of risk assessment by a licensed mental health professional and conference with the student's parent. Further disciplinary action or intervention possible based on individual circumstances and formulation of a student re-entry plan;
- Convening of Child Study Team, if necessary, to review risk assessment and determine a course of action;

- Monitoring of student and/or situation for an ensuing period as deemed appropriate by school administration.

Procedural Requirements for Discipline of Students Not Yet Determined Eligible

If, prior to the disciplinary action, a district had knowledge that the student may be a student with a disability, then the district makes all protections available to the student until and unless the student is subsequently determined not to be eligible. The district may be considered to have prior knowledge if:

- The parent had expressed concern in writing; or The parent had requested an evaluation; or
- District staff had expressed directly to the Director of Pupil Personnel or other supervisory personnel specific concerns about a pattern of behavior demonstrated by the student.

The district may not be considered to have had prior knowledge if the parent has not consented to evaluation of the student or has refused special education services, or if an evaluation of the student has resulted in a determination of ineligibility.

If the district had no reason to consider the student disabled, and the parent requests an evaluation subsequent to the disciplinary action, the district must have procedures consistent with federal requirements to conduct an expedited evaluation to determine eligibility.

If the student is found eligible, then that student receives all procedural protections subsequent to the finding of eligibility.

Discipline Students with Disabilities

All students are expected to meet the requirements for behavior as set forth in this handbook. The Department of Education Policy on Disciplining Students with Special Needs requires that the team evaluation determine the student's disability that requires modification of the rules and regulations as outlined in the student handbook. The following additional requirements apply to the discipline of students with special needs:

1. The I.E.P. or 504 Plan for all students with disabilities will indicate whether the students can be expected to meet the school's *Discipline Code* or if the students' handicapping condition requires a modification;
2. Suspension is defined as a day in which special needs/504 students are denied the opportunity to participate in the general education curriculum and special needs services as a result of not complying with the rules and regulations outlined in the student handbook;
3. When it is known that the suspension(s) of students with disabilities will accumulate to ten days in a school year, a review of the I.E.P. or 504 Plan will be held to determine the appropriateness of the students' placement or program. The team will make a finding as to the relationship between the

- students' misconduct and their handicapping condition and either: a) design a modified program for the students or b) write an amendment to provide for the delivery of special education services during the suspension and any modification of the I.E.P. or 504 Plan relative to the school's *Discipline Code*;
4. A suspension of longer than 10 consecutive days or a series of suspensions that are shorter than 10 consecutive days but constitute a pattern are considered to represent a change in placement. When a suspension that constitutes a change in placement of a student with disabilities, district personnel, the parent, and other relevant members of the Team, as determined by the parent and the district, convene within 10 days of the decision to suspend to review all relevant information in the student's file, including the IEP, any teacher observations, and any relevant information from the parents, to determine whether the behavior was caused by or had a direct and substantial relationship to the disability or was the direct result of the district's failure to implement the IEP "a manifestation determination;"
 5. If district personnel, the parent, and other relevant members of the Team determine that the behavior is NOT a manifestation of the disability, then the suspension or expulsion may go forward consistent with policies applied to any student without disabilities, except that the district must still offer:
 - a. Services to enable the student, although in another setting, to continue to participate in the general education curriculum and to progress toward IEP goals; and
 - b. As appropriate, a functional behavioral assessment and behavioral intervention services and modifications, to address the behavior so that it does not recur.
 6. Interim alternative educational setting. Regardless of the manifestation determination, the district may place the student in an interim alternative educational setting (as determined by the Team) for up to 45 school days.
 - a. On its own authority if the behavior involves weapons or illegal drugs or another controlled substance or the infliction of serious bodily injury on another person while at school or a school function or, considered case by case, unique circumstances; or
 - b. On the authority of a hearing officer if the officer orders the alternative placement after the district provides evidence that the student is "substantially likely" to injure him/herself or others.

In either case, the interim alternative education setting enables the student to continue in the general curriculum and to continue receiving services identified on the IEP, and provides services to address the problem behavior.
 7. If district personnel, the parent, and other relevant members of the Team determine that the behavior IS a manifestation of the disability, then the Team completes a functional behavioral assessment and behavioral intervention plan if it has not already done so. If a behavioral intervention plan is already in place, the Team reviews it and modifies it, as necessary, to address the behavior. Except when he or she has been placed in an interim alternative educational setting in accordance with part 5, the student returns to the original placement unless the parents and district agree otherwise or the hearing officer orders a new placement;

8. Not later than the date of the decision to take disciplinary action, the school district notifies the parents of that decision and provides them with the written notice of procedural safeguards. If the parent chooses to appeal or the school district requests a hearing because it believes that maintaining the student's current placement is substantially likely to result in injury to the student or others, the student remains in the disciplinary placement, if any, until the decision of the hearing officer or the end of the time period for the disciplinary action, whichever comes first, unless the parent and the school district agree otherwise.

DISCRIMINATION, TITLE IX & CIVIL RIGHTS

Federal Law prohibits discrimination on the basis of gender or disability in educational programs or activities receiving Federal financial assistance. In accordance with the requirements of Title IX of the Educational Amendments of 1972, the Pembroke Public Schools hereby make notice that it does not discriminate in any educational programs or activities or in employment therein. Jessica Duncanson of the Pembroke Public School District (781-829-0832) has been designated as the employee responsible for coordinating the Pembroke Public Schools' efforts to implement this nondiscriminatory policy.

DISMISSAL

If your child is assigned to a bus, that is the preferred means of dismissal because of the paperwork and supervision required. Parents should limit requests for special dismissal to urgent or pressing circumstances. If you must pick up your child at the close of the school day, **please send a note** with your child on that day. **Parents are encouraged to avoid taking a child from class prior to this time.**

STANDARDS OF DRESS

We encourage students to dress in a neat and attractive manner that reflects pride in themselves and their school. Students will be prohibited from wearing any clothing that detracts from the learning process or otherwise compromises health, safety, or cleanliness.

DRUG POLICY

Use of Alcohol

The use, service, possession, or consumption of any alcoholic beverage by students, parents, guests, or faculty at any school function is prohibited, whether the function takes place on or away from school property. Students, faculty, parents, and/or their guests who violate this policy shall be subject to a disciplinary action and/or may be barred from any future school sponsored activities or the activity in progress.

Use of Drugs

The Pembroke School Committee does not condone nor permit the use, service, possession, consumption of any drugs at any school or any school sponsored function regardless of whether the event takes place on or away from school property. Any individual who violates this policy shall be subject to the penalties described in the

Student Handbook and by State or Federal Law.

(See pertinent sections of the student handbook and M.G.L. Ch. 71, Sec.37H)

FIELD TRIPS

The Pembroke School Committee recognizes the value and importance of field trips and student travel as an extension of the classroom learning environment. Such experiences enrich student learning and provide opportunities for active engagement and broaden the perspectives of those who participate.

In order to ensure the safety of students involved in field trips, all chaperones are required to have had a current CORI check.

GUIDELINES FOR PROMOTION AND RETENTION

The decision to promote or retain a student at the elementary level is determined individually based on the student's performance and attendance and the weighing of the benefits and potential problems resulting from such a decision. In such cases where retention is being considered, input will be sought from school personnel and the student's family. The final decision will be made by the building principal based on this information, and by Pembroke School Committee policy is not subject to appeal. Parents shall be informed in advance of grade placement decisions through reports, report cards, and conferences with teachers, counselors, and/or administrators.

HEALTH SERVICES

Dr. Gina Boutwell is the school physician. Registered nurses are available in the schools during regular school hours for health counseling, emergency care and to assist with health education.

- HEARING AND VISION screening tests are done on every pupil annually, with failure referral follow up as necessary.
- POSTURAL SCREENING is required annually in grade 5 and beyond. It is conducted here in grades 5 and 6.

School's Responsibility in the Administration of Medication

All medication must be delivered to school by an adult, including over-the-counter medications.

Long term prescription drugs must have:

- A. Pharmacy bottle
- B. Parental permission slip
- C. M.D. order

Unless otherwise approved, the school nurse shall be responsible for the management and distribution of all medications to students in the Pembroke Schools in accordance with the regulations of 105 CMR 210.000 and MGL Chapter 94. Exceptions would include the possession and self-administration of any prescribed medications for asthma, related respiratory diseases, cystic fibrosis and diabetes as specified in MGL Chapter 71. Section 54B.

Certificates are needed to return to school after a communicable disease or 6 days of consecutive absence and may be obtained from the school M.D. However, if your child has Chicken Pox, report it to the school nurse and your family doctor. Your child must remain out of school for 5 to 7 days, then be seen by the school nurse in her office before returning to the classroom.

HEALTH & SEX EDUCATION

Massachusetts General Laws chapter 71, Section 32A, known as the Parental Notification Law, requires that parents/caregivers be notified about any curriculum that primarily involves health and sexual education. The goal of the comprehensive Health Education curriculum, which incorporates the State's Health Frameworks, is to promote the health and well-being of our students. The instructional materials utilized may include class texts, various handouts and video presentations. If you would like to review these materials at school, please call your school office to arrange a convenient time to do so.

Each student's privacy will be respected throughout the instruction of the curriculum. Materials will be presented in a balanced and age-appropriate way that makes clear that people may have strong religious and moral beliefs about health-related issues and that these beliefs must be respected. Under Massachusetts Law and Pembroke School Committee Policy, you may exempt your child from any portion of the curriculum that primarily involves human sexual education or issues pertaining to human sexuality. No student who is exempted from this portion of the curriculum will be penalized. An alternative assignment may be provided to students who are exempted.

HOMELESS STUDENTS

To the extent practical and as required by law, the district will work with homeless students and their families to provide stability in school attendance and other services. Special attention will be given to ensuring the enrollment and attendance of homeless students not currently attending school. Homeless students will be provided district services for which they are eligible, including Head Start and comparable pre-school programs, Title I, similar state programs, special education, bilingual education, vocational and technical programs, gifted and talented programs and school nutrition programs.

HOMEWORK POLICY

The Pembroke School Committee endorses the assignment of meaningful homework to

students so as to reinforce skills, content or concepts taught in the classroom, or to expand knowledge, or preview new concepts.

Assignments are expected to be of reasonable length and appropriate to the age level of the student and the content being studied. Teachers are expected to review homework assignments and provide feedback to students in a timely manner. If a student misses school due to a planned family absence, work will not be assigned prior to the absence. Work will be assigned and expected to be completed upon return. Completion dates of work missed due to illness or family emergencies will be determined on an individual basis.

HOT LUNCH AND BREAKFAST PROGRAM

Hot lunches are available daily in all schools. These are "Type A" meals certified by the state to be nutritious. Student's lunches or salad bar are \$2.75*. **Students who forget or lose money may charge a lunch for the day, provided the privilege is not abused.** Families can set up an account and prepay through www.myschoolbucks.com. (Please note that for the 2021-2022 school year, all lunches are being subsidized by the Commonwealth of Massachusetts and will be free of charge due to the Pandemic (Snacks and other purchases remain the responsibility of the student's family).

Breakfast is also available daily in all schools beginning fifteen (15) minutes before the start of the instructional school day. Student breakfasts are \$1.50*. (Please note that for the 2021-2022 school year, all breakfasts are being subsidized by the Commonwealth of Massachusetts and will be free of charge due to the Pandemic).

**Prices are subject to change by the Pembroke School Committee.*

A free/reduced lunch program is available to families whose income falls within federal guidelines. Free and reduced lunch program applies to breakfast and lunch but does not include snacks. Parents complete applications for free/reduced lunches on School Office Pro. Contact the school office if assistance is needed to complete or edit this form on School Office Pro.

INTERNET SAFETY & ACCEPTABLE USE POLICY

The Pembroke Public Schools shall provide access for employees and students to the system/network, including access to external networks (Internet and web sites) for limited educational purposes. Educational purposes shall be defined as classroom activities, career and professional development and appropriate independent activities of an education nature. The system/network will be used to increase communication (staff, parent and student), enhance productivity, and assist staff to improve existing skills and acquire new skills through a broader exchange of information. The system/network will also be utilized to provide information to the community, including parents, government agencies and businesses.

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 Pembroke Public Schools. Violations of law may result in criminal prosecution as well as disciplinary action by the Pembroke Public Schools.

Monitored Use

Electronic mail transmissions and other use of electronic resources by students and employees shall not be considered confidential and may be monitored at any time by designated staff to ensure appropriate use for instructional and administrative purposes.

Filtered Access

The Pembroke Public Schools will use available technology to protect students and staff from inappropriate materials. Although this filtering technology is useful and, in most cases effective, staff will need to provide on-site supervision of students using the Internet. The technology is not a substitute for on-site supervision.

Liability

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

LIBRARY

Each school has its own library with a library aide whose main responsibility is to assist students in the development of skills necessary to utilize the resources within the library.

Materials Selection Policy

The suitability of particular books or materials may be questioned. The principles of freedom to read and of the professional responsibility of the staff must be defended rather than the specific materials. The school shall have no obligation to remove material from use during the review process.

If a complaint is made, the following procedure will be followed:

1. Complainant will confer with the principal.
2. If complainants are not satisfied, they will fill out a "Request for Reconsideration of Library/Media Materials" form and forward it to the superintendent's office for review.

OUTDOOR RECESS

Students will have recess outdoors at all times when weather permits. It is generally felt that if a child is healthy enough to be in school, the child is healthy enough to enjoy

outdoor recess. Please dress your child appropriately for the season (e.g., hats, mittens, etc.). Exceptions to this policy are made upon receipt of a note from a physician or from a parent for medical reasons.

PARENT / TEACHER CONFERENCES

The Pembroke School Committee endorses the importance of good communications between the school and the home and believes that parent - teacher conferences are an important connection between the school and a student's parents.

Parent teacher conference dates are listed on the school calendar.

- Parents are notified of the conference dates and asked to select the most appropriate time for them. These requests are honored whenever possible.
- Conferences offer the opportunity to discuss your child's progress and areas of concern.

PLEDGE OF ALLEGIANCE

An American flag shall be displayed in each assembly hall or other room in each such schoolhouse where the opening exercises on each school day are held. Students are to be provided with the opportunity to join in the recitation of the Pledge of Allegiance if they so choose.

SCHOOL CLOSING AND EMERGENCY ANNOUNCEMENTS

School closings, dismissals and emergency announcements are broadcasted on local and Boston area TV and radio stations and posted to our website. You may also sign up for our broadcast email system and our automated telephone messaging system. This system uses the telephone numbers you provide to the school, so please make sure that the school always has your most up-to-date contact information.

SECTION 504 SCHOOL ACCOMMODATION PLAN

All programs, activities, and services are open to all students, including those with disabilities. When a student requires specific accommodations unique to a disability that substantially impairs a major life function, the principal convenes a team to determine eligibility for a Section 504 Accommodation Plan. Procedures, in accordance with Section 504 of the Rehabilitation Act, are followed in these circumstances. The District 504 Coordinator is Jessica DeLorenzo. She can be reached at 781-826-8740.

SEXUAL HARASSMENT

Our school goal is to create a positive learning environment for every student and faculty member. For this reason, sexual harassment will not be condoned or permitted under any circumstances. Sexual harassment is defined as unwelcome sexual behavior, which creates a hostile or offensive environment. It may include name calling, verbal or written comments of a sexual nature, unwanted physical contact of a sexual nature, or other unwelcome behavior which is sexual in nature. Anyone who feels that he/she has been the

victim of sexual harassment should report this immediately to the principal, school psychologist, social worker, adjustment counselor, nurse, or classroom teacher for investigation. Corrective action will be promptly taken where it is necessary.

For further information, see School Committee Policy 3.12

SPECIALISTS

Art, music, and physical education instruction are offered to all students in grades K-6. In addition, chorus and instrumental music lessons are available for those who wish to participate in grades five and six. Families who wish to participate must rent musical instruments.

SUPPORT SERVICES

Each elementary school offers support services to those children who need them. Students unable to progress effectively in regular education are referred to the school's Instructional Support Team. The team works with teachers, parents, and students in identifying strategies and services that will enhance a student's educational advancement. When regular education accommodations do not address the student's needs and there is a suspected disability, the student will be referred for a special education evaluation. A parent may refer a student age 3 through 21 for an evaluation at any time.

Each school offers specialized instruction by a certified special education teacher through the Learning Center. In addition, support staff such as paraprofessionals work under the direct supervision of the special education teacher providing services. The speech and language therapist evaluates and identifies disabilities in communication including articulation, language, pragmatics, voice, or fluency, which would prevent academic progress in the general education curriculum. Students are provided services within the classroom, in small groups or individually depending on the severity of the disability. Occupational and physical therapies are available if a need is determined by evaluation. School psychologists/social workers serve students with identified emotional, behavior and social issues in classroom, small group, and individual settings. In addition, the psychologists provide short term support to students in crisis, and counsel families seeking services outside the school.

TESTING & ASSESSMENT

A schedule of testing has been established for all pupils in the Pembroke schools. Reading levels are formally assessed several times a year using the DRA (Developmental Reading Assessment). State assessments (MCAS) are administered in the spring in grades 3-6. Parents will be notified in advance of testing dates and schedules. It is imperative that students attend school during state testing.

TITLE ONE SERVICES (Bryantville)

Title One is a federally funded program at the Bryantville Elementary School, which is designed to provide assistance in reading to students in Grades 1-6 who have been identified as needing support beyond the classroom. Students are selected for Title One service based on their assessment results, teacher recommendation and parental input. Special assistance in reading is provided to students by Title One staff who work directly with each student individually or in small groups. Classroom teachers and the Reading Specialist direct the areas of support that Title One staff gives children.

TRANSLATION OF DOCUMENTS

Parents/guardians whose primary language is not English may request to have all notices and documents provided in their native language. Translator services may be requested for conferences and meetings and provided with advance notice.

VISITORS

Visitors to each school are required to check in at the main office and wear a visitors' badge at all times while in the building for the purposes of safety for all students and staff.

At no time may a parent or guardian enter the building during the school hours to see a staff member without a scheduled appointment.

VOLUNTEER PROGRAM

Parent volunteer participation is encouraged. It is an essential element in our school program. It provides enrichment and increases the amount of time that teachers can spend teaching. Evaluation and testing of children will be reserved for the teacher. All volunteers in our school buildings are required by state law to be CORI checked and are expected to follow the guidelines for parent volunteers which are spelled out in each school.

WELLNESS

Food Allergies:

Food allergies and anaphylaxis are potentially life-threatening conditions. All Pembroke schools are responsible for developing an individualized health care plan (IHP) for the identified students as well as a medication administration plan. Staff will work in conjunction with the school nurse and parents to understand the typical symptoms, manage avoidance of the allergen and educate peers. A notice will be sent home the

beginning of the school year if your child is in a room that is a “food allergy classroom”. This note will explain how the classroom can be “allergy aware” and any other precautions that need to be taken.

Food allergy tables are designated in the cafeteria as needed. Snacks will be checked in the classrooms as needed. Parents/Guardians of classmates are asked to be sensitive to those with food allergies and take into consideration the types of food sent to school from home.

Birthdays & Holiday Celebrations:

No food will be permitted into classrooms for celebrations at any time of the year. Classrooms may opt to celebrate student birthdays at the teacher’s discretion; however, no food may be brought or delivered to the classrooms for birthday parties. Suggestions for alternate “goodies” are stickers, pencils, erasers, etc. If food is sent into school unknowingly, it will be held in the main office for pick-up by an adult, and discarded at the end of the day if no arrangements have been made for pick-up. No food may be distributed on school buses.

A limited number of lessons taught will include food as manipulatives or demonstration tools. Teachers must seek approval for lessons/activities involving food, and approval will be limited. Teachers must be mindful of the severity of food-related medical issues, and even if no students in their class are known to have such issues, they must obtain approval for any food-related activities from the administration and ensure advance consultation with the school nurse. If approved, teachers must inform all parents of the activity.

No food will be provided for students as rewards or incentives. As per PSC policy ADF: Health and Wellness, school employees are encouraged to use physical activities (e.g., extra recess, physical education time, etc.) as direct rewards for academic performance and/or good behavior.

PEMBROKE PUBLIC SCHOOLS
Civil Rights Laws/District Coordinator Information

All programs, activities and employment opportunities provided by the Pembroke Public Schools are offered without regard to race, color, gender, gender identity, religion, national origin, sexual orientation or disability.

Questions regarding implementation of these practices should be addressed to the appropriate coordinator listed below:

<p>Title VI: <i>Title VI of the Civil Rights Act of 1964</i> Prohibits discrimination, exclusion from participation, and denial of benefits based on race, color or national origin in programs or activities receiving federal financial assistance. Title VI is codified at 42 U.S.C. 2000d <i>et seq.</i>; regulations have been promulgated under it in the Code of Federal Regulations at 34 CFR Part 100.</p> <p>Coordinators</p> <table> <tr> <td>Jessica DeLorenzo Director of Student Services 72 Pilgrim Road Pembroke, MA 02359 781-829-0832</td> <td>Michael Murphy Principal Hobomock Elementary 81 Learning Lane Pembroke, MA 02359 781-294-0911</td> </tr> </table>	Jessica DeLorenzo Director of Student Services 72 Pilgrim Road Pembroke, MA 02359 781-829-0832	Michael Murphy Principal Hobomock Elementary 81 Learning Lane Pembroke, MA 02359 781-294-0911	<p>Section 504: <i>Section 504 of the Rehabilitation Act of 1973</i> Prohibits discrimination, exclusion from participation, and denial of benefits based on disability in programs or activities receiving federal financial assistance. Section 504 is codified at 29 U.S.C. 794; regulations have been promulgated under it at 34 CFR Part 104.</p> <p>Coordinator</p> <p>Jessica DeLorenzo Director of Student Services 72 Pilgrim Road Pembroke, MA 02359 781-829-0832</p>
Jessica DeLorenzo Director of Student Services 72 Pilgrim Road Pembroke, MA 02359 781-829-0832	Michael Murphy Principal Hobomock Elementary 81 Learning Lane Pembroke, MA 02359 781-294-0911		
<p>Title IX: <i>Title IX of the Education Amendments of 1972</i> Prohibits discrimination, exclusion from participation, and denial of benefits based on sex in educational programs and activities receiving federal financial assistance. Title IX is codified at 20 U.S.C. 1681 <i>et seq.</i>; regulations have been promulgated under it at 34 CFR Part 106.</p> <p>Coordinators</p> <table> <tr> <td>Jessica DeLorenzo Director of Student Services 72 Pilgrim Road Pembroke, MA 02359 781-829-0832</td> <td>Michael Murphy Principal Hobomock Elementary 81 Learning Lane Pembroke, MA 02359 781-294-0911</td> </tr> </table>	Jessica DeLorenzo Director of Student Services 72 Pilgrim Road Pembroke, MA 02359 781-829-0832	Michael Murphy Principal Hobomock Elementary 81 Learning Lane Pembroke, MA 02359 781-294-0911	<p>IDEA 2004: <i>The Individuals with Disabilities Education Act of 2004</i> Governs special education. Most of IDEA 2004 is codified at 20 U.S.C. 1400 <i>et seq.</i>; regulations have been promulgated under it at 34 CFR 300.</p> <p>Coordinator</p> <p>Jessica DeLorenzo Director of Student Services 72 Pilgrim Road Pembroke, MA 02359 781-829-0832</p>
Jessica DeLorenzo Director of Student Services 72 Pilgrim Road Pembroke, MA 02359 781-829-0832	Michael Murphy Principal Hobomock Elementary 81 Learning Lane Pembroke, MA 02359 781-294-0911		
<p>Title II: <i>Title II of the Americans with Disabilities Act of 1990</i> Prohibits discrimination, exclusion from participation, and denial of benefits on the basis of disability in public entities. Title II is codified at 42 U.S.C. 12131 <i>et seq.</i>; regulations have been promulgated under it at 28 CFR Part 35.</p> <p>Coordinators</p> <table> <tr> <td>Jessica DeLorenzo Director of Student Services 72 Pilgrim Road Pembroke, MA 02359 781-829-0832</td> <td>Michael Murphy Principal Hobomock Elementary 81 Learning Lane Pembroke, MA 02359 781-294-0911</td> </tr> </table>	Jessica DeLorenzo Director of Student Services 72 Pilgrim Road Pembroke, MA 02359 781-829-0832	Michael Murphy Principal Hobomock Elementary 81 Learning Lane Pembroke, MA 02359 781-294-0911	<p><i>The McKinney-Vento Homeless Assistance Act, reauthorized in December 2001</i> Part of the federal No Child Left Behind Act, ensures educational rights and protections for children and youth experiencing homelessness and requires school districts to adapt to a new set of requirements regarding the education of this needy at-risk population. Information on this act is available in the Massachusetts Department of Education's Homeless Education Advisories.</p> <p>Coordinator</p> <p>Jessica DeLorenzo Director of Student Services 72 Pilgrim Road Pembroke, MA 02359 781-829-0832</p>
Jessica DeLorenzo Director of Student Services 72 Pilgrim Road Pembroke, MA 02359 781-829-0832	Michael Murphy Principal Hobomock Elementary 81 Learning Lane Pembroke, MA 02359 781-294-0911		

DRAFT ONLY Addendums for Hybrid and Remote Learning
Pembroke Public Schools (if needed during the school year as determined by the Pembroke Public School Committee).
2021-2022 Elementary Schools Handbook

Technology Use

(may be covered by user agreement as well and on page 11-of 2021-2022 elementary handbook)

- a. *Equipment Rules and Guidelines*-the rules and regulations are provided here so that students and parents/guardians are aware of the responsibilities that students accept when they use district-owned technology equipment. The guidelines and rules below apply to technology use when a child is physically present in school and during remote learning days. In general, use of Pembroke Public Schools technology requires efficient, ethical and legal utilization of all technology resources. Violations of these rules and guidelines will result in disciplinary action as applicable under Massachusetts General Laws Chapter 71, sections 37H, 37H 1/2 and 37H 3/4 as well as 603 CMR 53.00 et seq.
 - i. General Guidelines All use of technology must:
 1. Support learning
 2. Follow local, state, and federal laws
 3. Be school appropriate
 - ii. Security Reminders:
 1. Do not share logins or passwords
 2. Exception: students may share passwords with parents or guardians
 3. Do not develop programs to harass others, hack, bring in viruses, or change others' files
 4. Follow Internet safety guidelines as outlined in the PPS Technology User Agreement-Policy IJNDB
 - iii. Activities Requiring Teacher Permission:
 1. Using equipment during class
 2. Using headphones in class
 - iv. Inappropriate Content: All accessed content (files, internet sites, applications) must be school appropriate. Inappropriate materials include explicit or implicit references to:
 1. Alcohol, tobacco or drugs
 2. Gangs
 3. Obscene language or nudity
 4. Bullying or harassment
 5. Discriminatory or prejudicial behavior
 - v. Thumb Drives: All district rules and guidelines apply to any thumb drive plugged in to district equipment

Behavioral Expectations for Remote Learning (if needed as approved by the Pembroke Public School Committee).

- b. Disclaimer: *the guidelines below are meant as an addendum to the discipline and general behavior guidelines explained on pages 11-12 of the PPS elementary handbook and do not supersede and/or replace those guidelines. Violations of these rules and guidelines will result in disciplinary action as applicable under Massachusetts General Laws Chapter 71, sections 37H, 37H 1/2 and 37H 3/4 as well as 603 CMR 53.00 et seq*

- c. Live Conferencing Sessions: Video conferencing and live group chat sessions are essential components of the learning process and help improve the connectedness between teachers and students. As with the use of social media, students are required to adhere to school policies pertaining to these areas in our student handbook and technology user-agreement, and to observe the following regarding the Remote Learning environment:
- i. Good online manners are vital to a productive and supportive online learning environment. Students are to behave in the live online session as expected in the regular in-person class, especially because the SESSION MAY BE RECORDED.
 - ii. Students must be punctual to the live conferencing sessions scheduled by the teacher. Teachers will be monitoring and recording attendance and students may be receiving class participation grades.
 - iii. Ensure your technology works properly and frame the camera correctly. This requires at least five minutes of preparation time before a lesson begins so proper time management and planning is vital for success.
- d. The following “Netiquette guidelines” apply to all online communications:
- i. The school dress code applies to online learning days as well. Dress appropriately with properly branded attire. As stated in the handbook: “Students will be prohibited from wearing any clothing that detracts from the learning process or otherwise compromises health, safety, or cleanliness” (pg. 24).
 - ii. Be mindful of inappropriate surroundings or potential interruptions of the session. Work only in quiet areas that are free from distractions or inappropriate backgrounds.
 - iii. Sessions are intended for the learners in the particular class and should not include individuals who are not part of the regular group.
 - iv. Be polite, respectful and tolerant of views expressed by others.
 - v. It can be tempting to let yourself go in an environment that feels anonymous, but remember that there are real people reading your messages and watching your image on the screen.
 - vi. When reacting to someone else’s message, address the ideas, not the person. Again, remember that there are real people on the other end of the screen.
 - vii. Avoid using sarcasm and humor, and don’t include any obscenities in your messages. Without face-to-face communications, people may take your humor personally, and you never know who may be offended by expressions that are commonplace to you.
 - viii. Be sure to word your communications carefully. Keep in mind that online forms of communication are absent of any emotion. Many times, the instructor cannot determine how a particular comment should be taken.
 - ix. Think carefully about what you write about others. Always assume that your electronic messages will be forwarded. Do not write anything that you do not want broadcast to the entire class.
 - x. Do not spam your classmates. Spamming occurs when you or your instructor or classmates receive numerous unwanted messages. To avoid spamming your class members, do not send email to the entire class when it is unnecessary and do not send commercial advertisements or electronically forward “chain mail” to your classmates.

- xi. A shared recorded session or series of text-based communications within the domain of the school's Learning Management System is considered school property and should be treated accordingly.

Behavioral Expectations for In-Person Learning in the Hybrid Model (if needed as approved by the Pembroke Public School Committee).

- e. Disclaimer: *the guidelines below are meant as an addendum to the discipline and general behavior guidelines explained on pages 11-12 of the PPS elementary handbook and do not supersede and/or replace those guidelines. Violations of these rules and guidelines will result in disciplinary action as applicable under Massachusetts General Laws Chapter 71, sections 37H, 37H 1/2 and 37H 3/4 as well as 603 CMR 53.00 et seq.*
- f. Attendance if ill: Only come to school if you are healthy, symptom free, and have not been in close contact with sick family or friends. Self-certification is a key to creating a healthy and safe learning environment. Remember that students who display COVID symptoms at school will not be able to return to school for up to 10 school days.

There are other times when a student should remain at home for his/her own welfare and for the protection of other students and staff. The following criteria may be used to determine when a child should remain at home:

1. Sore throat and swollen neck glands accompanied by a fever
2. Undiagnosed rash or skin eruptions
3. Earache, red eyes or drainage from the eyes
4. Any communicable disease
5. Fever over 100.4 during the past 24 hours
6. Vomiting or diarrhea within the past 24 hours

If your son/daughter develops a communicable disease or condition, (e.g. chicken pox, strep throat, scarlet fever, fifth's disease or head lice) please notify your child's school nurse. This will enable us to monitor your child's progress and other students/ staff exposure. Students should remain at home a minimum of one day following the resolution of an acute illness. Please check the student's temperature before returning to school. A student should be "fever free" for 24 hours before returning to school (without taking fever-reducing medication, such as Tylenol or Motrin). Remember, the essentials of good health are good nutrition, plentiful fluids, regular exercise and plenty of rest.

- g. Mask-Wearing: Wear a mask at all times. Failure to do so puts your health and the health of the school community in danger. Remember that masks are mandatory inside our schools and on buses. Masks may only be removed when eating lunch or during a designated mask-break where you must remain six or more feet away from another individual. Progressive disciplinary policies as outlined on page 12 of the handbook will be enforced for students who violate the state guidelines regarding mask wearing in public facilities.
- h. Handwashing: As outlined in DESE's guidelines, students should wash their hands after every experience (i.e. after lunch, after recess). Progressive disciplinary policies as outlined on page 12 of the handbook will be enforced for students who violate the DESE guidelines regarding frequent hand washing in schools.
- i. Social-Distancing: Whenever possible, you must maintain six feet or more of space between you and another individual. Since this is not always possible (i.e. when queueing for the restroom or refilling a water bottle), it is important to wear your mask to maintain a safe and hygienic environment.

- j. Use and storage of technology: In addition to the guidelines in Addendum I, students should follow teachers' directions closely regarding the use of technology and only use technology as directed by the teacher. While not in use, technology should be stored away in a safe location (i.e. Laptop or IPAD sleeve, backpack sleeve, etc).
- k. Bottled Water and Water Fountain Use-students should bring a bottle of water with them to school daily. Bottles of water may be filled from the water fountain, but students may not drink directly from the water fountain.
- l. Cleaning-students (especially in upper elementary grade levels) will be asked to help clean frequently-touched classroom surfaces such as: student desks, door handles, faucet handles, as well as sink areas. Students should follow the teacher's directions closely in order to maintain a safe and hygienic learning environment.
- m. Recess/Playground Activities: whenever possible, outdoor areas will be utilized for mask breaks, recess, and other forms of recreation. Students should maintain six or more feet between themselves and other individuals when possible and/or wear a mask maintaining proper social distance is not possible. Progressive disciplinary policies as outlined on page 12 of the handbook will be enforced for students who violate the mask wearing and social distancing policies while engaged in any form of outside recreation.