

Carver Elementary School Handbook

2019-2020



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HANDBOOK TRANSLATION

If you need this, or any other document translated into a different language, please notify the building Principal.

Si vous avez besoin d'une traduction de ce document ou d'un autre document, veuillez le signaler au directeur du lycée. (French)

Si necesita una traducción de este documento u otros documentos, por favor notifique Ud. A la directora de la escuela. (Spanish)

Se necessita isto, ou qualquer outro documento traduziu numa linguagem diferente, por favor notifica o director de escola. (Portuguese)

CARVER PUBLIC SCHOOLS

VISION STATEMENT

The mission of the Carver Public Schools is to provide a challenging, comprehensive education in a safe environment where all students are respected as individuals.

Core Values

All students can be successful
Learning is ongoing and lifelong
Decisions should be made in the best interest of the students
Everyone should be treated with dignity and respect
School, home, and community partnerships are vital for continuous learning and growth.

(Please refer to the Educational Blueprint, August, 2017)

PBIS

Be Respectful,

Be Responsible,

Be Ready To Learn!

A Coyote C.A.R.E.S: Caring, Achieving, Respectful, Empathetic, and Shows Self Control!

August 2019

Dear Parents and Guardians,

I am filled with excitement and happiness to welcome you and your children to the 2019-2020 school year. We are now heading into our 2nd year in the new school and we plan to make this school year an extremely successful one for your child(ren).

For those of you who are new to the school, I want you to know that Carver Elementary School teachers and staff are a caring group of educators who are innovative, creative, dedicated and committed to the learning and growth of every student in our school. Each day, our staff is learning something new all for the benefit of the students.

As the leader of the school, I am committed to education and I firmly believe that all children can learn and achieve. Together we form a collaborative and driven group of educators who strive to have every student reach their highest potential. One of our goals is to continue our professional learning which in turn will provide your child with the necessary supports in an effort to ensure success for all children.

In the past few years, during our faculty meetings and through other professional learning opportunities, our teachers have received additional training on Social Emotional Learning, Executive Functioning, Science/Technology/Engineering/Art/Math (STEAM) and Universal Design for Learning (UDL) just to name a few. This next year, our K-2 teachers will be implementing a new math curriculum called Bridges. Next year, our grades 3-5 teachers will begin the roll out process for their students. They will be spending extensive time learning more about Bridges. You will learn more about this in the coming weeks and months. Our Safe and Supportive Schools team of teachers, paraprofessionals, parents and community members developed a mission statement last year, that we want to share with you:

Carver Elementary School strives to ensure a safe and supportive school for all by taking meaningful steps to foster a nurturing environment.

To align with our SSS mission, our team will continue the important work of rolling out action steps this school year with a focus on the following priority areas:

- Professional Development for all staff in both Academic and Non-Academic settings
- Policies, Procedures and Protocols
- Collaboration with Families

I also want you to know that each year, we open the school year with a theme, and this year's is Innovate and Create. We aim to partner with you as we focus on inspiring the whole child, building on a strong academic and social-emotional foundation and all the while, instructing and guiding them as we encourage and foster independence that is developmentally appropriate for each child.

The staff and I are honored to be a part of this community and we are filled with inspiration as we embark on this next school year. Thank you for all your support and we look forward to working with you to ensure that our students have an Innovative and Creative school year!

Sincerely,

Ruby Maestas

CARVER PUBLIC SCHOOLS
District Information
School Committee Preschool-12

Mr. James O'Brien
4 Great Meadow Drive
Carver, MA 02330
(508) 866-2076
obrienj@carver.org

Mr. Andrew Soliwoda, Vice Chair
14 Gate Street
Carver, MA 02330
(508) 866-2477
soliwodaa@carver.org

Mrs. Stephanie Clougherty
26 Russell Trufant Road
Carver, MA 02330
(978) 973-3101
cloughertys@carver.org

Mr. Andrew Cardarelli, Chair
19 Popes Point Road
Carver, MA 02330
(508)-866-6793
cardarellia@carver.org

Mr. Jason Greenwood
11 Main Street
Carver, MA 02330
greenwoodj@carver.org

Central Administration, Preschool-12

Mr. Scott Knief, Superintendent
Mr. Brad Brothers, COFO, Business and Finance
Mrs. Karen Teichert, Director of Special Education
Ms. Meredith Cargill, Director of Curriculum, Instruction, and Technology

School Administration

Mrs. Ruby Maestas, Principal
Mrs. Paula Foley, Associate Principal
Miss Tanya Dawson, Associate Principal

Director of Transportation, Preschool-12

Mrs. Maureen Siedentopf, Director

Food Services, Preschool-12

Mrs. Kathleen Farrar, Director of Food Services
Mrs. Doreen Costa, Cafeteria Manager, Preschool-5

Health Services

Mrs. Vira Berkobein, School Nurse
Mrs. Nancy Connolly, School Nurse

Building and Grounds, Preschool-12

Mr. Dave Siedentopf, Director of Operations and Management

Carver Elementary School
Staff Voicemail
2019-2020 School Year

Ruby Maestas	Principal	866-6210
Paula Foley	Associate Principal	866-6221
Tanya Dawson	Associate Principal	866-6212
Jennifer Kelley	Math Coach	866-8287
Kate Moore	Reading Teacher/Coach	866-6222
Pauline Lopez	Administrative Secretary	866-6224
Kelly Yenulevich	Administrative Secretary	866-6213
Kerri Virden	School Secretary	866-6204
Jenn Toomey	Clerk	866-6214
Annemarie Blackden	Preschool	866-6307
Lindsay Swanton	Preschool	866-6373
Lisa Wethington	Preschool	866-6403
Crump, Sarah	Kindergarten	866-6349
Annmarie Kalianiotis	Kindergarten	866-6374
Teri Sexton	Kindergarten	866-6308
Naomi Stahl	Kindergarten	866-6387
Kylie Thompson	Kindergarten	866-6315
Brie Wall	Kindergarten	866-6338
Lindsey Joerres	Grade 1	866-6362
Janis Bennett	Grade 1	866-6263
Kim Doherty	Grade 1	866-6322
Tish Leatherbee	Grade 1	866-6413
Erin Shanahan	Grade 1	866-6384
Caren Sowa	Grade 1	866-6410
Nancy Barker	Grade 2	866-6219
Ann Campopiano	Grade 2	866-6385
Kelli Dolan	Grade 2	866-6331
Karen Geraghty	Grade 2	866-6324
Michelle Lombardi	Grade 2	866-6316
Kaitlin Spina	Grade 2	866-6376
Cheryl Burr	Grade 3	866-6272
Suzannah Doyle	Grade 3	866-6399
Darby Lewis	Grade 3	866-6267
Katie Lynam	Grade 3	866-6356
Joyce Macrina	Grade 3	866-6295

Barbara Swanton	Grade 3	866-6347
Kerry Champignie	Grade 4	866-6334
Kimberly Harkins	Grade 4	866-6314
David MacEachen	Grade 4	866-6341
Deborah Smith	Grade 4	866-6367
Kathy Steed	Grade 4	866-6326
Christine Thomas	Grade 4	866-6417
Robert Baldo	Grade 5	866-6256
Sarah Burnie	Grade 5	866-6299
Katherine Chernicki	Grade 5	866-6327
Kaitlyn Cronin	Grade 5	866-6
Megan Curley	Grade 5	866-6257
Jocelyn Kelly	Grade 5	866-6358
Auna Calef	Interventionist	866-6289
Julie Porter	Interventionist	866-6277
Patricia Tobin	Interventionist	866-6396
Anne Williams	Interventionist	866-6404
Lisa Cassani	Special Education	866-6395
Stephanie King	Special Education	866-6275
Zachary LeBlanc	Special Education	866-6292
Nicole McNeil	Special Education	866-6313
Leslie O'Reilly	Special Education	866-6227
Deborah Pomella	Special Education	866-6283
Heather Stagnitta	Special Education	866-6382
Suzanne Wronski	Special Education	866-6255
Candace Stansfield	Art	866-6388
Benjamin Tan	Music	866-6311
Renee DeMarsh	Physical Education	866-6361
Sean Allaire	Physical Education	866-6282
Jane Kent	Technology	866-6219
Abby Albin	Speech	866-6217
John Phipps	Speech	866-6236
Nicole Bartlett	Adjustment Counselor	866-6203
Jordyn Hardiman	Adjustment Counselor	866-6235
Lisa Hines	School Psychologist	866-6216
Vira Berkobein	Nurse	866-6215
Nancy Connolly	Nurse	866-6225
Jill Liddy	Behavioral Specialist	866-6386
Danielle Mallory	Physical Therapy	866-6343
Jen Thayer	Occupational Therapy	866-6389
Doreen Costa	Cafeteria Manager	866-6230
Candy Barrie	Technology	866-6242

SYNOPSIS OF FEDERAL CIVIL RIGHTS LAWS AND DISTRICT COORDINATOR INFORMATION - CARVER PUBLIC SCHOOLS

Title VI of the Civil Rights Act of 1964

Coordinator: Scott E. Knief, Superintendent, 508-866-6160

Statute prohibits discrimination on the grounds of race, color or national origin by recipients of federal financial assistance. This statute ensures that individuals are not excluded from participation in programs or activities receiving federal funds (or the benefits of) on account of their membership in one of these protected categories (42 USC S2000d). This statute has been interpreted to prohibit the denial of equal access to education because of a language minority student's limited proficiency in English.

Title IX of the Education Amendments of 1972

Coordinator: Karen Teichert, 508-866-6103

Title IX of the Education Amendments of 1972 provides that no individual may be discriminated against on the basis of sex in any education program or activity receiving federal financial assistance. Title IX requires that schools adopt and publish a policy against sex discrimination and have grievance procedures through which students can complain of alleged sex discrimination, including sexual harassment. State law requires Massachusetts employers to have a policy against sexual harassment (MGL Ch.151B, S3A)

Section 504 of the Rehabilitation Act of 1973

Coordinator: Scott E. Knief, Superintendent, 508-866-6160

Section 504 provides that no otherwise qualified individual with a disability shall solely by reason of his/her disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance. The regulations implementing Section 504 require that the public schools provide a free appropriate public education to each qualified handicapped person who is in the recipient's jurisdiction, regardless of the nature or severity of the person's handicap. (34 CFR 104.33)

American with Disabilities Act of 1990

Coordinator: Karen Teichert, 508-866-6190

The regulations implementing the ADA provide that: "A public entity that employs 50 or more persons shall designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under this part, including any investigation of any complaint communicated to it alleging its noncompliance with this part or alleging any actions that would be prohibited by this part. The public entity must make available to all interested individuals the name, office address, and telephone number of the employee or employees designated pursuant to this paragraph" (34 CFR 35.107(a).

Equal Educational Opportunities Act of 1974

Coordinator: Karen Teichert, 508-866-6190

This federal statute prohibits states from denying equal educational opportunities to an individual based on certain protected classifications including national origin. It specifically prohibits denying equal educational opportunities by failing to take appropriate action to overcome language barriers that impede equal participation by its students in its instructional programs (20 USC S1203(f))

Mass. General Laws CH.76, S5 (also known as Chapter 622)

Coordinator: Scott E. Knief, Superintendent, 508-866-6160

This state law provided that “no person shall be excluded from or discriminated against in admission to a public school of any town, or in obtaining the advantages, privileges and courses of study of such public school on account of race, color, sex, religion, national origin, or sexual orientation.”

Title I of the Elementary and Secondary Education Act of 1965 - Coordinator:

Meredith Cargill, 508-866-6172

Title I is designed to help disadvantaged children meet challenging content and student performance standards. Staff should know that special education students are not deemed ineligible for Title I services simply because they receive special education services. Also school districts must ensure that Title I funds are not being misused (e.g. referring a limited English proficient student to a Title I program in order to meet the student’s language needs rather than providing an ESL program/class).

Chapter 688 (Transition Planning)

Coordinator: Karen Teichert, 508-866-6190

School Districts file a Chapter 688 referral for students with severe disabilities who will need continued services and supports after their eligibility for special education ceases. School districts must make Chapter 688 referrals at least 2 years before the student is expected to graduate from school or turn 22 years of age. This allows time to determine the student’s eligibility for adult services and for agencies to include the anticipated cost of services for the student in its budget requests that it submits to the state legislature every year.

McKinney-Vento Homeless Education Assistance Act

Coordinator: Karen Teichert, 508-866-6190

The goal of the McKinney-Vento Homeless Education Assistance Act is to ensure that each homeless child or youth has equal access to the same free, appropriate public education, including a public preschool education, as provided to other children and youths.

Bullying/Harassment Coordinator

Coordinator: Christine Cabral, 508-866-6132

Carver Public Schools is committed to maintaining a school environment where students are free from bullying, including cyber-bullying, and the effects of such conduct.

Public Schools' Grievance Procedure as Pertains to Civil Rights Law

This grievance procedure is established to meet the requirements of the *Americans with Disabilities Act*. It may be used by anyone who wishes to file a complaint alleging discrimination on the basis of disability in employment practices and policies or the provision of services, activities, programs, or benefits by Carver Public Schools.

The complaint should be in writing and contain information about the alleged discrimination such as name, address, phone number of complainant and location, date, and description of the problem. Alternative means of filing complaints, such as personal interviews or a tape recording of the complaint will be made available for persons with disabilities upon request. The complaint should be submitted by the grievant and/or his/her designee as soon as possible but not later than 60 days after the alleged violation (see page 34.)

Within 15 calendar days after receipt of the complaint, the ADA Coordinator will meet with the complainant to discuss the complaint and possible resolutions. Within 15 calendar days after the meeting, the Coordinator will respond in writing, and, where appropriate, in a format accessible to the complainant, such as large print, Braille, or audio tape. The response will explain the position of Carver Public Schools and offer options for substantive resolution of the complaint.

If the response does not satisfactorily resolve the issue, the complainant and/or his/her designee may appeal the decision of the ADA coordinator within 15 calendar days after the receipt of the response to the School Committee or their designee. Within 15 calendar days after receipt of the appeal, the School Committee or their designee will meet with the complainant to discuss the complaint and possible resolutions. Within 15 calendar days after the meeting the School Committee or their designee, they will respond in writing, and, where appropriate, in a format accessible to the complainant, with a final resolution of the complaint.

All written complaints received by Carver Public Schools, appeals to the School Committee or their designee, and responses from the ADA Coordinator and/or her designee will be kept by Carver Public Schools for at least three years.

SCHOOL CALENDAR (2019-2020)

Tuesday, September 3, 2019	School Begins (Grades 1-12)
Monday, September 9, 2019	Kindergarten Begins, Preschool Begins
Monday, October 14, 2019	No School - Columbus Day
Tuesday, November 8, 2019	No School – Teacher Professional Day
Monday, November 11, 2019	No School – Veterans’ Day
Thursday and Friday, November 28 & 29, 2019	No School - Thanksgiving Recess
December 23, 2019 through January 1, 2020	December Recess
Monday, January 20, 2020	No School - Martin Luther King Day
February 18 through February 22, 2020	Winter Recess
April 10 through April 17, 2020	Spring Recess
Monday, May 25, 2020	No School – Memorial Day
Friday, June 16, 2020	Last Day of School (tentative)

EARLY RELEASE DAYS

Early Release Days are used for parent-teacher conferences, curriculum development and coordination, grade-level meetings, etc. Student dismissal for grades Kindergarten-5 will be at 11:45 AM. There are no lunches served on these days.

**Wednesday, September 18, 2019
Thursday, October 24, 2019
Wednesday, November 27, 2019
Wednesday, December 4, 2019
Tuesday, February 4, 2020
Thursday, March 26, 2020
Friday, April 1, 2020
Friday, June 5, 2020**

MASSACHUSETTS COMPREHENSIVE ASSESSMENT SYSTEMS (MCAS)

Carver Elementary will participate fully using the computer based assessment in grades 3 through 5 during the Spring of 2020.

The Department of Elementary and Secondary Education requires all public school students in Massachusetts to take the statewide assessment. This includes students with disabilities and English Language Learners. For planning purposes, the Massachusetts Department of Elementary and Secondary Education provides districts with testing windows for each test session. All test sessions, including test make-ups, must be completed during these testing windows. Carver Elementary School will determine the specific date of each testing session. Please be advised that all students in testing grades are expected to be in school during the testing window unless they are ill. Family vacations should not be planned during the testing periods below.

The testing windows for the 2019-2020 MCAS are listed below:

Grades 3 - 5

March 30, 2020 - May 22, 2020

SCHOOL INFORMATION

HOURS:

Kindergarten through Grades 5

8:15 AM – 2:45 PM

Preschool

Monday - Friday

AM Session

8:15 AM – 10:45 AM

PM Session

12:15 AM – 2:45 PM

Please refer to the Preschool Handbook for more detailed information on the Preschool Program.

ARRIVAL/ END OF DAY DISMISSAL

Parents will be notified in advance when these changes are taking place and what the most up to date traffic procedures will need to be. Please note that when designing these changes, the efficiency and safety of our staff, families and students is our priority. If at all possible, we recommend that students take the bus. This will cut down on resources and time needed to start and end our school day.

PICKUP PATROL

PickUp Patrol is a cloud-based application that eliminates the need for notes and phone calls, and streamlines the entire after-school dismissal process.

How it Works

Parents use PickUp Patrol from their smartphone or computer. To make a dismissal change, you simply login, select a date, and choose your child and dismissal option. Then hit submit and that's it!

You can make plan changes at your convenience, and submit them days, weeks, or even months in advance. For added security, you'll receive a confirmation email each time a change is made.

For information on how PickUp Patrol works, please go to the PickUp Patrol website which can be found at <http://www.pickuppatrol.net/WatchADemo#vid1>

The two most informative videos are titled, [How PickUp Patrol Works](#) & [PickUp Patrol Saves the Day](#).

SCHOOL BUILDING OFFICE HOURS

8:00 AM – 3:30 PM

REPORT CARDS/CONFERENCES/OPEN HOUSE

Kindergarten – Grade 5

Marks Close:

Term 1 – Wednesday, November 27, 2019
Term 2 – Wednesday, March 18, 2020
Term 3 – Last Day of School

Report Cards Issued:

Term 1 – Wednesday, December 11, 2019
Term 2 – Wednesday, March 25, 2020
Term 3 – Last Day of School

Parent/Teacher Conferences:

Thursday, October 24, 2019
Thursday, March 26, 2020

For all grade levels, the school will schedule and publish dates for afternoon and evening conferences: however, parent conferences are encouraged throughout the year. All conferences must be scheduled with teachers in advance. If parents are separated or divorced, both parents are welcome to attend the same conference so that all parties hear the same message.

Open House will be held on Wednesday, September 11 from 6-7:30 p.m. for grades K-2
Thursday, September 12 from 6-7:30 p.m. for grades 3-5

WEBSITE/SMART PHONE APP

The Carver Public Schools has established a website on the Internet. The web address is www.carver.org.

Carver Elementary School also has a Smart Phone App. Please see the directions below to subscribe.

Subscribe to the Carver Elementary School Smart Phone App

1. To Download the App.

a. Search ‘Carver Elementary - MA’ in the Apple® App StoreSM or Google Play StoreTM.

2. Download and make sure you select “yes” to receive notifications.

3. You are ready to use our new App!

SCHOOL CANCELLATIONS/DELAYED OPENINGS

In the event of school cancellations for Carver Public Schools, a phone call will be made and the following stations notified: WATD 95.9 FM, WBZ 1030 AM, WRKO 680 AM, WBMX 98.5 FM, and TV Channels 4, 5 and 7. You also may call the district bulletin board number at (508)-866-6200 for cancellations. Please turn to more than one TV station since we cannot always reach each station in a timely manner. DO NOT call the police department; they will simply refer you to the radio or TV. In the event of a loss of power, you may call Carver’s Emergency Management office at (508)-866-5219.

On occasion, it may become necessary to close school early due to an emergency, or delay the opening of school for one to two hours. In such cases, announcements will be made through the same stations listed above. A one or two hour delayed opening would mean that school would start one or two hours later (students should be at their bus stops one or two hours later), and that school would still end at the regular time (the school day would not be extended). In the event of early or emergency dismissal, it is the responsibility of the parent/guardian to have an alternate plan in place for their child.

ASBESTOS HAZARD EMERGENCY RESPONSE ACT (AHERA)

The Asbestos Hazard Emergency Response Act (AHERA) 40 CFR 763 requires all schools from Pre-K to Grade 12 to conduct inspections to determine if they contain asbestos-containing building materials (ACBM). If they do contain these materials, the ACBM must be categorized according to the type of material, its location, current damage, and its potential for future damage. Also, a detailed Asbestos Management Plan must be developed. The Management Plan details the inspection findings and outlines the response actions the School Board intends to implement.

The School District has an AHERA compliance file located in the Carver Elementary office. The provisions of the plan are being implemented in a timely and on-going fashion. It is the District's desire to provide a safe and healthy facility for all students, employees and visitors.

VOLUNTEER PROGRAM

The Carver Public Schools welcomes volunteers in our buildings and/or attending class field trips. Parents or community residents interested in participating in the volunteer program must complete the following steps: complete a volunteer application, a CORI through the Carver Public Schools, attend a mandatory volunteer orientation training that is offered periodically throughout the year and sign a Code of Ethics form. If you plan to chaperone a class field trip, please consider attending the volunteer training early in the fall. Fingerprint-based state and national background checks may also be required in some circumstances. Volunteers are trained to assist teachers in classrooms or with clerical activities and other related activities. Volunteers must check in with the Carver Elementary School security desk when arriving and provide appropriate picture identification. Each volunteer is required to wear a temporary visitor badge obtained from the security desk. For additional information please call (508)-866-6210/866-6220.

PARENT VISITS

Parents are always welcome to visit the school. It is requested that arrangements be made in advance with the teacher to visit the classroom. Parents and visitors must check in with the Carver Elementary School security office when arriving and provide an appropriate picture identification. Under no circumstances may a parent or visitor go directly into a classroom or other area of the school building, without permission from the school office. Each visitor must wear a temporary visitor badge obtained from the office. If a parent chooses to become a volunteer, please refer to the above Volunteer Program policy.

PARENT INFORMATION and PTO

Our schools are pleased to have parent organizations that function not only as support groups, but also in advisory capacities. All parents are encouraged to attend meetings of this organization and become active members. For more information, please call the P.T.O. at (508)-866-6415 or visit the P.T.O. website at www.carverpto.org. Parent groups also exist for Early Childhood Education, Special Education, and Title One Programs.

PARTNERSHIP IN LEARNING INITIATIVE

The Partnership in Learning Initiative is an agreement that makes clear what is expected from parents, students and teachers. The purpose of the Partnership in Learning Initiative is for parents and teachers to work in harmony in supporting the students to increase their academic achievement. It is also known as our Student/Teacher/Family Compact.

BEFORE AND AFTER SCHOOL PROGRAM

The Old Colony YMCA offers childcare for parents before school and after school for students in grades K-5. Parents must enroll their children through the YMCA. They may be contacted at (508)-889-8217 for questions regarding fees, hours of operation and availability.

CONSENT FORMS

The following forms will be sent home at the beginning of each school year. Each form will need to be signed by a parent/guardian and returned to school promptly.

1. User Agreement for Participation in an Electronic Communications System
2. Parental Consent Form for Publication of Pictures
3. Parent Signature for Handbook Review
4. Emergency Cards

CARVER SCHOOL COMMITTEE MEETINGS

The Carver School Committee regularly meets at 7:00 PM on the second Thursday of each month in the Carver Town Hall. Meetings are posted in the Superintendent's Office, Carver Town Hall and all public school buildings. The public is welcome to attend. Agendas may be picked up at the Superintendent's office, are posted in the Carver Elementary School, on the Town of Carver website, and are posted on the Carver Cable Access Television Channel (CCAT).

CARVER ELEMENTARY SCHOOL COUNCIL

The Carver Elementary School Council regularly meets at 3:00 PM on the second Wednesday of each month in the Carver Elementary School conference room. School Councils are comprised of the principal, parents, teachers and community members. School Councils enhance site-based decision-making and increase participation of the community in the school. A parent representative must have a child attending the school and must commit to a one to two year term. The PTO holds elections for School Council in the fall.

HOMEWORK PROCEDURE

The philosophy of the teachers at Carver Elementary School is that homework is an extension of your child's learning process. Homework should be a relevant and authentic learning experience that occurs in the home. The homework process serves to teach self-discipline, time management and responsibility; healthy study habits. Developing good work habits within school and at home is an integral part of a child's educational growth.

The nature of the homework assignments can vary according to the individual teacher and the needs of the students. It is expected that students will complete assignments independently. However, anything that a parent can do to explain, discuss, or avoid confusion is encouraged. For example, it's always acceptable to read directions or check for understanding. In an effort to assist students in developing good work habits in school and at home, an assignment book will be provided to all students in Grades 3-5. Parents are asked to check and sign the assignment book nightly; this is a way to foster home-school communication. More independence is

encouraged as students progress through the grades and in grade five, notebooks will be checked and signed at the discretion of the teacher.

Students are responsible to keep track of all homework assignments. They should plan appropriate time to complete assignments. In addition to regular nightly assignments, students may need to set aside additional time for the completion of long-range assignments such as research papers, book projects and writing assignments.

Individual teachers will develop systems and plans to communicate homework expectations to assist students and parents. In September, teachers make available their individual class homework schedules and other requirements.

It is important for families to maintain a positive environment for homework completion. This includes allocating appropriate time, a work space that works for your child, and materials such as pencils, erasers, rulers, paper, crayons, scissors, glue sticks, etc. It is helpful for our students in Grades 3-5 to have a parent review assignments for completion and to sign the assignment book. Grade 2 will send home a weekly agenda.

Daily reading at home is encouraged at all grade levels. Younger children enjoy being read to by older siblings or parents. Older students should read, or be read to, every night, if possible.

The following is an outline of nightly homework expectations in grades K-5:

K-5

Reading – It is recommended that reading activities should be a minimum of 20 minutes per night.

Children should be engaged in two types of reading activities:

- Read with your child daily and reinforce/practice the learning strategies suggested in school newsletters.
- A read aloud experience, in which an adult shares a children's book(s) with the child, or a chapter from a longer book.
- Independent reading practice, in which the child reads the text by himself/herself.
- In K, 1 & 2 children could also practice recognizing & interacting with environmental print such as "reading" the morning cereal box, store signs or a menu at a restaurant, etc.

Oral Language

- Each night, children should be encouraged to talk about their day, communicating in complete sentences.
- Model higher level vocabulary and ask your children to use "Amazing" words when chatting over dinner or driving in the car!

Math

- Engage in math activities and projects as assigned, including math fact practice nightly.
- Spelling

- Other

If homework is completed inconsistently, the Teacher will make every effort to communicate with parents and partner with building administration to support the student.

Homework reinforces skills learned in various subject matter areas and enriches the school program. Grade levels and classroom teachers will design and implement homework tasks and activities to target objectives and bolster students' understanding of taught concepts. Specific assignments will be designed under the guidance and direction of the elementary curriculum leadership.

Summer reading information is posted on our website at www.carver.org.

Homework Pointers for Parents

1. **Decide with your child what “time” works best.** For example, some students might need some recreation time before completing homework, while others may want to complete homework right away.
2. **Set up a homework-friendly area.** Make sure your child has a well-lit place to complete homework. Keep supplies — paper, pencils, glue, scissors — within reach.
3. **Schedule a regular study time.** Some children work best in the afternoon, following a snack and play period; others may prefer to wait until after dinner. Either way keep it consistent. Some children may be early risers and may benefit from doing homework in the morning.
4. **Help them make a plan.** Create a work schedule or agenda to complete assignments, take time for a 15-minute break every hour, if possible. On heavy homework nights or when there's an especially hefty assignment to tackle, encourage your child to break up the work into manageable chunks.
5. **Make sure your child does their own work.** Children learn when they think for themselves and make their own mistakes. Parents can make suggestions and help with directions. But it's a kid's job to do the learning.
6. **Be a motivator and monitor.** Ask about classwork, learning topics, quizzes, and tests. Give encouragement, check over completed homework together, and make yourself available for questions and concerns. Keep it positive!
7. **Set a good example.** Do your children ever see you diligently balancing your budget or reading a book? Talk through your challenges and how you resolved issues. Children are more likely to follow their parents' examples than their advice.
8. **Praise their effort not just their successes.** Post art projects, writing pieces, math work, etc. on the refrigerator. Let your child over-hear you talk to relatives, friends and neighbors about how hard your child is working to do their best!

Each child is an individual and may proceed with homework in his/her own way. The pointers are only intended to be suggestions. Homework should be a healthy balance for your child and your family. As always, find out why your child may be having problems with homework by keeping in close contact with the child's teachers. It may be necessary to make adjustments to the assignments or deadlines to help your child meet with success.

MASSACHUSETTS CURRICULUM FRAMEWORKS

Curriculum development at Carver Elementary is aligned with best practice and the Massachusetts Curriculum Frameworks. For more information on the Curriculum Frameworks, please visit www.doe.mass.edu/frameworks/

TESTING

From time to time, at various grade levels, students will be tested using national, state or locally developed assessments. Students and parents will be informed when such testing is scheduled.

ATTENDANCE

The education of children is a responsibility shared by the school and parents. Teachers and parents work together to develop characteristics important in the educational growth of children. Regular attendance is essential to the learning process and helps to establish good student work habits. Participation in classroom activities is an important factor in educational success. Student absences, tardiness and early dismissals affect this learning process. Therefore students are expected to be in attendance every day of the school year from 8:15-2:45. Students should be home when they are ill; otherwise, all efforts should be made to have them in school. To the greatest extent possible, all appointments should be made before or after school and recreational trips scheduled during school vacations.

Under Massachusetts General Laws Chapter 76, Section 1 states that all children between the ages of six and sixteen must attend school. A school district may excuse up to seven days or fourteen half-days in any period of six months. In addition to this law, each school may have its own attendance policy with which parents/guardians should be familiar. Parents/guardians are required under the law to ensure regular school attendance of their children and are subject to a fine for failure to comply with the law. If a child is absent for five (5) or more consecutive days, a doctor's note (certificate) is required when the child returns to school. Failure to provide a medical note will result in the absence being considered unexcused.

ABSENCES-REPORTING:

In the event a child will be absent for the day, parents or guardians are expected to call the school office by 9:30 AM. Parents and guardians must furnish the school with a home, work or other emergency telephone number where they can be contacted during the school day. Parents will be contacted the day their student is absent. The school office number is 508-866-6210 or 6220.

ABSENCES-EXCESSIVE:

Parent's) or Guardian's will be notified when a student has 10% or more days in which the student has missed or two or more classes/periods (unexcused). A meeting will be scheduled with the building Principal (or his/her designee), the Parent(s)/Guardian and the student will develop an action plan to improve the student's attendance. In all circumstances Parents/Guardians are encouraged to contact school staff and work collaboratively with them to correct the reasons that the student is missing school. Excessive, unexcused absences may also result in the school taking legal action to remedy this situation.

ABSENCES-PLANNED:

School vacations are planned well in advance, at appropriate intervals during the school year and parents should make family plans accordingly. It should be realized that teachers cannot realistically provide work in advance of planned absences that will adequately make up for missed instruction; therefore, teachers shall not be required to provide work for any student prior to a planned absence. Parents who allow their child to be out of school for vacations are assuming responsibility for their child's educational program. When a student returns to school, he/she shall complete work not available during their absence. The time limit for completion is the length of the absence.

Similar to attendance policies, the fewer times a child is released from school, the better it is for his/her education. A student will be considered absent from school if he/she arrives after or leaves before the midpoint (11:30 AM) of any school day.

Excessive tardiness or early dismissal will be followed up by the school and may be investigated by the attendance officer.

TARDY TO SCHOOL:

Students are expected to be in school on time. A student will be considered tardy to school if he/she arrives in the building after 8:15 A.M. In such cases, the student and parent must report directly to the Carver Elementary Building office and sign in before the student can go to the classroom. Administration will monitor student tardy issues on a regular basis. Excused tardiness is limited to documented medical appointments and family emergencies brought to the attention of the school administration. Parents or guardians will be notified of excessive, unexcused tardiness.

DISMISSALS:

All appointments should be scheduled during non-school time, whenever possible. However, when it is unavoidable that a student be dismissed, he/she is required to bring a parental note to the school by 9:00 AM. Dismissal notes must include the reason for dismissal, the time, and the name of the person who will be dismissing the student if other than a parent/guardian. Only a signed note by a parent or legal guardian is acceptable. A parent or guardian must be present for the school to release a child, unless a signed note from the parent or legal guardian allows the release of the child to another adult. Excused dismissals are limited to documented medical appointments and family emergencies brought to the attention of the school administration. Parents or guardians will be notified of excessive, unexcused dismissals. Keep in mind that any dismissals during the school day are highly disruptive to the educational environment. In addition, dismissals between 1:45 and 2:40 P.M. create additional challenges in safely managing our school and security desk.

Every student must be signed out from the Carver Elementary Building office or either health office. Parents or guardians must report to the security desk and not go directly to the classroom. The child will be called from the classroom for dismissal. Please allow sufficient time for your child to gather his/her belongings from the classroom before they are dismissed. Identification will be required. For student safety, telephone calls to the office to change dismissal procedures will not be permitted except for cases of extreme emergencies.

HEALTH OFFICE INFORMATION

First Aid/Emergencies. If a sudden illness or accident occurs, the school nurse will administer first aid immediately and will notify the parents if necessary. If the illness or injury requires that the child be dismissed from school, parents must assume the responsibility of transporting their children home. If a parent cannot be reached, an approved adult on the child's emergency card will be called. If no approved adult can be reached,

the child will remain in the health office until contact is made. If there is an extreme emergency requiring immediate medical attention, the child will be transported via Carver ambulance to the hospital.

Injuries. Written notification from a parent is required when it is necessary to excuse a child from physical education. If the child is to be excused for more than one PE class, a note from the physician is required. If a child has an injury that requires crutches, a note from the physician must accompany the child when returning to school. Such notifications should clearly detail all restrictions and identify date when participation in the physical education program may resume.

Absences. Any child who has been absent must bring a note when returning to school. The note must be signed by a parent/guardian and should specify why the child was absent, indicating the specific type of illness so outbreaks of common illness can be monitored. Students with a fever should remain home until they are fever free for 24 hours.

Medication Policy. The Carver Elementary School encourages parents, whenever possible, to administer medications before and/or after school.

Medications (prescription and over-the-counter) needed during school hours require a physician's order and written consent from the parent/guardian.

All medications must be in a pharmacy or manufacturer labeled container. The pharmacy will provide an additional bottle for school use.

With the exceptions below, all medications must be delivered to the school by a parent or responsible adult. No child is permitted to bring medication to school. Medications will be stored in the health office.

A child may be allowed to carry his/her own EpiPen or inhaler with parent and school nurse approval.

Please notify the nurse if there are any changes to your child's medication or if your child begins or stops taking any medication.

Medication orders from the physician and parental consent must be renewed each school year.

Head Lice. If a child is found to have head lice, his/her parent or guardian will be notified and it is recommended that the parent or guardian who is responsible for appropriate treatment dismiss their child. Parents are encouraged to ask the school nurse or call their health care provider for treatment information. School or classroom wide checks are not recommended by the Massachusetts Department of Public Health.

Extra Clothes. We recommend keeping a change of clothes in your child's backpack. Bathroom accidents, lunchroom mishaps, puddles on the playground, ripped pants or broken zippers...anything can happen. Our supply of clothing is very limited and we often have to call parents at home or work to bring clothes to school. Having their own clothes allows for a quick change and return to class, while avoiding interruption to your day.

Allergies. Due to the number of students in our school with food allergies sharing snacks and lunch with other students is not allowed. Please speak with your child's teacher before sending in food to be shared with the entire class. You will be notified by your child's teacher and/or the school nurse if it becomes necessary to restrict certain foods from a classroom.

INAPPROPRIATE ARTICLES IN SCHOOL

Articles that present a risk of danger or disruption to an appropriate learning environment are not allowed in school. These may include, but are not limited to toys, hardballs, and trading cards. Weapons of any type are prohibited. Toy weapons such as guns, knives, etc. as well as matches and lighters are not allowed in school at any time. The school will not accept responsibility for lost or damaged toys, etc. Students are prohibited from taking photographs of peers on any device, without permission. Teachers will take inappropriate articles from students and parents will be informed.

In an effort to maintain a latex safe environment in school, latex balloons will not be allowed in school or on school grounds. Mylar or non-latex balloons are acceptable.

Search and Seizure: Students and their personal effects are subject to reasonable search and seizure when school staff has a reasonable, individualized suspicion that the search will produce evidence of a violation of school rules or of the law. In addition, in the event of a health and safety emergency, students and their personal effects are subject to search and seizure on a random and/or systematic basis. Lockers and desks assigned to students remain the property of the school and are therefore subject to inspection by the school administration at any time.

In addition to any applicable discipline, staff will take inappropriate articles from students and parents will be informed.

ELECTRONIC DEVICES

Electronic devices such as, but not limited to, handheld video games, music devices, cameras and cellular phones are not allowed in school. Students are prohibited from taking photographs on any device of peers without permission from school personnel. Students are allowed to use the school telephone and exceptions to bringing in a camera may be made for field trips and other special activities with permission from the classroom teacher. Staff will take inappropriate articles from students and parents will be informed. Exceptions to bringing in phones will be considered, however, parents/guardians must contact the office.

INSTRUCTIONAL SUPPORT TEAM (IST)

The Elementary School has set up a student identification process for students who experience educational difficulties. In compliance with the Department of Elementary and Secondary Education requirements, every effort must be made to meet the child's needs within the regular education program. The Instructional Support Team comprised of regular education and special education teachers, specialists and administrators, works with the classroom teacher to implement strategies and modifications within the regular education program. If these interventions are unsuccessful or deemed inappropriate for a particular student, the IST refers the students for a formal special educational evaluation or to other services if deemed appropriate. Parents will be notified in advance of an IST meeting.

KINDERGARTEN REGISTRATION/SCREENING

Kindergarten registration and initial screening, including vision/hearing screening, will be held in the spring of the current school year. The developmental portion of the screening will be held late August or early September. The purpose of the screening is to identify any special needs a child may have, and to provide the student with special help if needed. Specific information regarding both kindergarten registration and screening will be made available to parents/guardians at the start of either process.

LIVE ANIMALS TO SCHOOL

Children who wish to bring live animals or pets to school must first seek the approval of their teacher. Parents must provide transportation for these animals, as they will not be allowed on school buses. Appropriate cages or boxes are required. No animal that causes harm to others or damage to school property may remain in school.

Pursuant to the Americans with Disabilities Act and federal regulations at 28 CFR Part 35, the Carver Public Schools will generally permit the use of service animals in all facilities and programs except as described herein.

Definitions:

“Service animal” means any dog that is individually trained to work or perform tasks for the benefit of an individual with a disability, including physical, sensory, psychiatric, intellectual or other mental disability. The work that is performed by a service animal must be directly related to the handler’s disability and may include, but is not limited to, assisting an individual with navigation, pulling a wheelchair, assisting an individual during a seizure, alerting individuals with impaired hearing to intruders or sounds, alerting individuals to the presence of allergens, retrieving items, providing physical support and assistance with balance and stability. Provision of emotional support, well-being, comfort or companionship do not constitute work or tasks for the purposes of this policy or the ADA, however, trained miniature horses may be permissible as service animals under certain conditions.

Use of Service Animals by students, staff and visitors:

Student requests for service animal accommodations, including requests to have a service animal accompany a student in classrooms will be assessed through the 504 Team or IEP Team procedures. These Teams will determine whether or not the student requires the accommodation of a service animal in order to receive a free and appropriate public education. Questions about the use of service animals for students can be directed to the Pupil Personnel/ Special Education Office.

Employee requests for disability accommodations, including requests to have a service animal at work, will be handled through the district’s employee accommodation procedures consistent with the Americans with Disabilities Act and school district policy. Employees may contact the Superintendent of Schools with any questions regarding the use of service animals.

Visitors who require the assistance of a service animal are welcome in all areas of Carver Public Schools, subject to the limitations below. Any questions regarding the use of service animals by visitors to the school

may be directed to the Superintendent or the building principal. Carver Public Schools shall not be responsible for the care and/or supervision of a service animal.

LOST AND FOUND

At the end of each month, unclaimed articles are donated to charity. Parents are advised to label all articles of clothing, lunchboxes, etc. The lost and found area for the Carver Elementary School is located outside the entrance of the cafeteria.

PERSONAL DRESS/APPEARANCE

Students are expected to dress appropriately with specific regard to weather, good taste, neatness, safety and modesty at all times. For safety reasons it is recommended that flip flops, crocs, shoes with heels and open toed shoes not be worn. Students wearing clothes with skinny straps, bare midriffs/shoulders, and short shorts will be expected to call home for a change of clothing. In addition, boys or girls within the school building may not wear hats of any kind, including bandanas, kerchiefs or hoods. Chains on clothing are not allowed due to safety concerns. Students are asked not to wear make-up of any kind. Interpretation of these requirements will be left to the discretion of the administration.

PROMOTION AND RETENTION OF STUDENTS

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

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

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

SCHOOL ADJUSTMENT COUNSELORS

Our school adjustment counselors serve as advocates for children and provide direct counseling services to students when necessary. Counselors conduct student groups throughout the year to help address such issues as divorce and social adjustment. Counselors also will work with the students' families. Students and parents are encouraged to contact our school adjustment counselors for assistance.

SAFETY AND EMERGENCIES

BUILDING SECURITY SYSTEM

The Carver Public Schools has implemented security procedures, which, with your cooperation, increase the level of safety and security for all students, staff and community members. All visitors are asked to ring the doorbell at the main entrance of Carver Elementary School. Office personnel will check-in any visitors. Appropriate picture identification is required. Visitors will be issued a temporary identification badge which must be worn at all times.

EMERGENCY PROCEDURES

Safety is of prime concern in the schools. Procedures for emergency evacuation of the buildings are in place and are rehearsed during the school year. Students also practice school bus evacuation. Bus evacuation will take place either at the Carver Elementary campus or at the Pond Street Bus Barn. In the event of a fire drill or other emergency evacuations, all students are expected to follow the directions of the teachers and proceed to the nearest exit. Students are to assemble in designated safety areas to await additional teacher direction. Quiet orderly behavior is expected during any emergency procedures. Carver personnel are trained by the Massachusetts Emergency Management Agency (MEMA) and follow the procedures set forth by the MEMA in the event that an evacuation is necessary.

In the event of an emergency declared by the Massachusetts Emergency Management Agency during the regular school day, Carver Elementary students may be transported to Williams Middle School, 200 South Street, Bridgewater, Massachusetts.

CUSTODY

The role of school officials in providing information about students or dismissing them to parents/guardians who are separated or divorced may be affected by custody agreements or other court documents providing legal or physical custody of their children, as well as any existing restraining orders. Thus it is important that parents/guardians provide copies of such documents to school officials. Absent receipt of court documents to the contrary, the school generally dismisses students only to the parent or guardian with whom the student actually resides or to others that the parent/guardian has designated for dismissal of the student. The release of student records or information about students to parents who do not have physical custody of their children is governed by M.G.L. c. 71 § 34H and the Massachusetts Student Records Regulations.

STUDENT ADDRESSES/TELEPHONE NUMBERS

The school office must be notified whenever a change of address or telephone number occurs, and a new proof of residency will be needed. Alternate telephone numbers (work telephone, neighbor's telephone, emergency telephone) should be provided so the school can contact others in case of an emergency or in the event that a child is brought back to school due to no one being home at bus drop-off time.

STUDENT BREAKFAST AND LUNCH PROGRAM

Breakfast is available to all students in the Carver Elementary School from 8:00 a.m. to 8:20 a.m.

Lunch is available all days except on professional half days in accordance with the school calendar. Fully paid breakfast/lunch prices are determined by the school committee, reduced rates are \$.30 for breakfast and \$.40 for lunch.

Carver Public Schools uses a point of sale system called MySchoolBucks. Students are issued identification cards containing a barcode and their 4-digit school issued student ID number. Picture identification cards will be issued to all students after pictures are taken in the fall. Students will keep their ID card at school, scanning it at lunchtime. Students are also able to enter this number themselves on the keypad. This ID number will remain the same from kindergarten through 12th grade. This is not a “charge card”, but a tool for students to use in the serving line.

Parents are encouraged to utilize the pre-payment system either directly at www.MySchoolBucks.com or pre-paying at school. Details may be found on the Lunch Program web page at www.carver.org. Students will still be able to pay with cash at the serving line.

A free or reduced lunch program is available from the school for qualified families. The Family Applications for free and reduced priced meals are sent home to every family at the beginning of the school year. Complete one application in all areas indicated; be sure to list all household members. Applications must be returned by September 30th of each new school year. Applications are available in several languages, so please ask. To apply at any other time during the school year, late registrants must request, complete, and return the application to school. Within 10 business days of receiving your application a decision will be made and you will be notified by the Determining Official of your eligibility. Children from families whose income is at or below the level shown on the application may be eligible for either free meals, or meals at a reduced price of \$.40 per lunch. New applications must be completed every school year.

PROOF OF FAMILY INCOME: If you are filling out the form please be sure to include every adult and their income. You need only provide the last 4-digits of the head of household’s social security number. Schools may verify the source and amount of income, as well as household compositions.

Federal regulations have been issued to ensure that only eligible children receive free or reduced price benefits. To comply with these regulations, a percentage of applications will be selected at random for verification of income.

FOSTER CHILDREN: Foster children are eligible for free meal benefits. You may include them on your one family application as a household member. Please keep in mind that while the foster child may be free, your children are not automatically free or reduced; that will be determined based on family income and household composition.

NONDISCRIMINATION: All children are treated the same regardless of ability to pay. In the operation of school lunch programs, no child will be discriminated against because of race, religion, disability, gender, gender identity, creed, color or national origin.

FAIR HEARING: If you do not agree with the school’s decision on your application, you may wish to discuss it with the school. If you wish to review the decision further, you have a right to a fair hearing.

This can be done by calling, or writing to:

Brad Brothers, COFO

3 Carver Square Blvd.
Carver, MA 02330-0972
(508)-866-6110

IOU PROCEDURE

Please remind your child of the importance of eating a well-balanced lunch, whether he/she purchases or brings a lunch to school. If a child does not bring in his/her lunch money, an I.O.U. will be issued from the cafeteria. Borrowed money should be repaid within 2 days. Backpack notices and email alerts will be sent to the parent/guardian.

In an effort to reduce IOU requests from students, the following procedure has been developed: Parents should send in a daily snack with their child. This will ensure that students do not eat their lunch at snack time.

If a student forgets or loses their lunch or money, the child can obtain an IOU. The parent will be notified and is responsible to pay off the charge with cash, check, or pre-payment to www.myschoolbucks.com within 2 days. No child will be refused food or milk; however, borrowed money must be repaid within 2 school days.

If there is a zero or negative balance on a student's account; they are not allowed to charge snacks or extra meal components. Students eligible for free or reduced priced meals must pay cash or use the pre-payment system for these items.

No lunches are served on early release days (half-days).

TELEPHONE USE

Staff is advised not to allow students to use the telephone unless there is an emergency. Parents' support for this policy will be appreciated. No student may use a telephone without staff member's permission.

TEXTBOOKS AND SCHOOL SUPPLIES

The school believes that students are responsible for textbooks and school supplies assigned to them. Consequently, lost or destroyed books and supplies must be paid for by the parent/guardian. Replacements will be made available as soon as possible. Hardcover textbooks should be kept covered at all times. The Carver School Committee maintains a current policy, which specifically describes the allocation of school supplies. Teachers may be given additional supplies for their classroom when necessary. However, the responsibility for replacement of these items must be with the students themselves.

COYOTE BOOK COLLECTION BORROWING PROCEDURES

All materials **must be** checked out and students are responsible for any materials checked out to them. Lost or damaged materials must be paid for or replaced with the copy of the same title. Checks may be made out to *Carver Public Schools*.

Students who loan materials (that are checked out to them) to other students are still responsible for their borrowed materials.

All overdue materials, more than two (2) weeks, must be returned before a student may borrow more.

Borrowed materials are due two (2) weeks from the check-out date.

Materials may be renewed once. Students should bring in their book to be rescanned.

Kindergarten students may borrow one book at a time from the book collection, **however**, the book choice will remain in the classroom.

Grade one (1) students may borrow one book at a time from the book collection.

Grade two (2) through Grade five (5) students may borrow up to two (2) books at a time.

Students who are allowed to borrow two (2) books and have only one (1) book currently out, may borrow another book if the first one is **not** overdue

At the discretion of the Coyote Book Collection staff and the classroom teacher:

- Some students may be limited to one book.
- Some students may be allowed to borrow more books in order to complete classroom assignments.
-

One (1) week is considered one (1) rotation in the special's schedule, not a chronological week.

TITLE ONE PROGRAM

(Title I) of the Elementary and Secondary Education Act, as amended (ESEA) provides financial assistance to districts and schools with high numbers or high percentages of children from low-income families to help ensure that all children meet challenging state academic standards. Federal funds are currently allocated through statutory formulas that are based primarily on census poverty estimates and the cost of education in each state. Schools can use Title I through a school-wide program and/or a targeted assistance program.

Questions regarding Title One services should be directed to the Title I Coordinator, Michelle Taylor 85 Main Street, Carver, MA 02330. The telephone number is (508)-866-6100.

TRANSPORTATION

School buses are considered an extension of the school and are governed by the policies and rules of the Carver School Committee. Students are expected to remain at their bus stops in an orderly fashion and to exhibit good behavior while riding the school bus to and from school and while on field trips. Food, drinks, toys, stuffed animals, and electronics are prohibited on the school bus. Riding on the school bus is a privilege, not a right. Abuse of such a privilege may result in the loss of bus riding privileges. Please refer to school bus behavior/discipline rules and procedures.

Any questions or concerns regarding a school bus arriving late to drop off a child at home or regarding a child not getting off a bus at an expected time should be brought to the attention of the Director of Transportation, Maureen Siedentopf, at 508-866-9627. The Director of Transportation or designee will be in the office until all buses have arrived at the town Pond Street Bus Barn.

Bus transfers are not permitted.

Students are expected to follow the same Monday through Friday bus schedule. For students just getting off at a different bus stop (from the same bus), teachers should be notified in writing to avoid confusion and student anxiety. Only in an emergency situation will a telephone call from the parent or guardian be accepted instead of a signed note.

PARKING

Visitor parking will be in the lot in front of Carver Elementary School. The front row is designated visitor parking. There is NO PARKING in the fire lane directly in front of the school. NO Vehicles are permitted to access the road that loops around behind the building, THIS IS FOR BUSES ONLY. Vehicles must park in the designated areas at all times. Cars without handicapped plates or stickers are not allowed to park in the handicapped spaces for any reason. In addition, handicap-parking spaces may only be used when the proper identification is in full view.

USE OF SCHOOL FACILITIES

It is the Carver School Committee's desire that the use of school property be enjoyed by the townspeople. It is the committee's intent that such use will maintain safe conditions and preserve the property for school program use.

Use of school buildings and facilities by organizations/individuals will be permitted only when a worthy educational, civic or charitable purpose will be served; or a substantial group of citizens from the community will be benefited. Building use by the community may be suspended at any time by the School Committee because of budgetary restraints.

School facilities will be used according to the regulations and rental fee schedules recommended by the Superintendent of Schools and approved by the School Committee.

Permission for the use of facilities must be obtained at the school building Principal's office.

Eligibility:

School facilities will be available for the following:

- Public school and school committee activities
- Parent/teacher activities
- Official town public hearings and political activities
- Recreation committee activities
- Local non-profit and non-commercial organization activities

Metropolitan, civic, educational, social, and religious organization activities if a substantial portion of the members are residents of the Town of Carver

The activities of other organizations when approved by the Principal.

Priority use of school facilities will be as follows:

School activities

Town meetings and elections over other community activities

Recreation committee activities

Scouts that have been regularly scheduled for the use of school facilities during one school year may have the use of the same facility during the next school year, subject to review by Principal.

Users of school buildings, grounds, equipment and facilities will conform with the following regulations set forth by the Carver School Committee:

1. Requests for the use of school facilities will be made by logging onto www.carver.org, and clicking on Facilities Use, at least 14 days prior to the date of use. Notice of cancellation must be made immediately to the Director of Facilities at (508)-866-6106. In the event school is closed due to weather conditions, all outside activities are automatically cancelled.
2. School-related groups will be permitted reasonable use of school facilities.
3. All activities must be conducted with competent adult supervision. In addition, an approved security person/school employee will be present at every event as determined by the Principal or the Director of Facilities.
4. A Certificate of Insurance may be required from some groups.
5. Any use of kitchen facilities requires the presence of an appropriate number of food service personnel.
6. All organizations/individuals using the facilities will be responsible for any damage to the building and/or equipment. Facilities must be left in reasonable condition or the group will be financially responsible.
7. All organizations/individuals using the facilities are responsible at all times for the observance of fire and safety requirements that are posted in the building.
8. All organizations/individuals using the school facilities will be subject to MA. General Laws, Chapter 269, as amended, an act prohibiting the practice of hazing.
9. All organizations are restricted to the dates and hours approved, and to the building area/facility specified. Any changes must be pre-approved.

The use of tobacco products within school buildings, school facilities or school grounds is totally prohibited. No alcoholic beverages or illegal substances are permitted in school facilities or grounds.

FIELD TRIPS

Carver Elementary School views field trips as a highly valuable and important educational experience. Both school bus and walking field trips are allowed and parents/guardians must sign a field trip permission slip form prior to any field trip. A child will not be allowed to accompany his/her class on a field trip without written parent consent. Carver Elementary School prides itself in making multiple attempts to contact parents/guardians to obtain written consent. He/she will remain at school with an alternative plan. Field trip participation is based on the individual needs of a student. In the event that a student is unable to participate, parents will be notified in advance of a decision related to their child not attending field trips. All school rules apply during field trips; students must adhere to school staff's directions. In order to chaperone, parents/guardians must attend a volunteer training and a CORI (Criminal Offender Record Information) application must be completed at Central Office. Approved CORI's are valid for three years. Fingerprint- based state and national background checks may also be required in some circumstances.

Children who have approval to self-administer asthma inhalers will be allowed to medicate themselves. Teachers may be asked to carry the child's inhaler.

If there is a child who must have his/her medication administered during a field trip, school staff will work with parents to make plans for such, which may include options for the parent or designated responsible adult, a registered nurse, or other person who has been trained to give the medication to accompany the student on the trip. If a child has an allergic reaction requiring an EpiPen, it will be administered and the child will be sent via ambulance to the nearest hospital. The parents will be responsible for all ambulance and medical costs. A student who cannot participate in a field trip will have alternate plan on the day of the trip.

PHYSICAL EDUCATION CLASS

For student safety, it is recommended that boys and girls wear sneakers on days their class is scheduled for physical education. For the safety of the students, footwear such as boots, sandals, flip-flops, Crocs, high platform sneakers, shoes with high heels, dress shoes, and shoes with wheels are prohibited. Students should be dressed in clothing that allows for full participation in all aspects of physical education class. Students will only be excused from physical education class with a written note from home or a physician.

CODE OF CONDUCT

BEHAVIORAL CODE

Mission Statement:

It is the goal of Carver Elementary School to actively establish and maintain both a respectful and caring learning environment. We believe that the social curriculum is as important as the academic curriculum. The development of positive behavior in the elementary school is a learning process that has a positive effect on the student. Carver Elementary School's core values of Cooperation, Assertiveness, Responsibility, Empathy, and Showing Self-control, are designed to help every student develop self-regulation, positive sense of self, and an appreciation of the rights of others. Carver Elementary School understands that discipline begins in the home

and is the responsibility of the parents to develop these qualities and knows that it is an ongoing partnership between home and school.

All Carver Elementary School Students are expected to:

1. Behave respectfully and cooperatively
2. Treat people and property with kindness
3. Take responsibility for behavior
4. Use appropriate Language with adults and peers
5. Work to the best of their ability
6. Follow established school and classroom rules
7. Accept appropriate consequences for behavior
8. Tell an adult where they are at all times

General Rules

In the Classroom...

Listen Actively

Eyes on the teacher

Always be respectful

Ready to do your best

Now challenge yourself

In the Halls...

Head looking forward

Always keep your hands to your sides

Line is quiet and straight

Lease room in front of yourself

Stay to right

In the Bathroom...

Flush the toilet

Lease the area clean

Use a quiet voice

Scrub with soap and water

Head back to class

In the Cafeteria...

Listen to the Teachers

Use your inside voice

Nice manners

Clean up

Hands and feet to yourself

During Recess....

Play by the rules

Listen to the teachers

Always keep hands and feet to yourself

You show kindness to others

On the Bus...

Be safe

Use a quiet voice

Stay in your seat

At an Assembly...

Make sure to sit quietly

Eyes on the speaker

Ears listening

Take part respectfully

Our Code of Conduct is based on

1. An understanding of the student
2. Fair and appropriate practice
3. A Restorative Approach

DISCIPLINE IS A SHARED RESPONSIBILITY AND BASED ON MUTUAL TRUST. THE INTENT OF ANY CORRECTIVE ACTION SHOULD BE TO ENFORCE THE CODE OF CONDUCT WITH INTEGRITY AND RESPECT.

Administrators, teachers, staff, students and parents shall verbally and physically treat each other with kindness, courtesy, and respect, which will contribute to a positive and safe learning environment. Overall practices regarding student discipline seeks to provide a supportive school environment in which students have opportunities to mature and develop into responsible citizens, while respecting the need to maintain a safe and orderly community.

- All students have the right to be explicitly connected to our school community and be provided multiple opportunities to practice skills.
- Students and staff have the right to kindness, courtesy and respect from all children and adults

- Students and staff have the right to mental and physical safety, protection of property and environment.

Discipline and Procedures

A student has the right to an explanation of any alleged behavior indiscretions and an opportunity to present his/her side of the story before discipline is imposed. In most cases, this process will be an informal meeting with the student or students involved. If a student's behavior is thought to have violated the school's Code of Conduct, the following steps will be taken:

The student will be allowed to explain his/her side of the story and his/her perception of what happened.

If necessary, an appropriate consequence or outcome will be determined.

In most cases, the child's parents will be contacted and informed of their child's behavior. It should be noted that parent contact and involvement may be sought in cases of minor disciplinary infractions.

The goal of this process is for the child to learn from this experience and for the behavior to improve.

CONSEQUENCES MAY INCLUDE:

Processing the issue with a staff member

Verbal warning

Possible loss of privilege

Verbal or written apology

Making amends

Time out with student restatement of broken rule, student makes plan for better choice

Time out with student writing, drawing or restating the problem

Parents/Guardians will be notified of the consequence

A serious offense or cumulative pattern of negative behavior will result in administrative intervention, a phone call home, and appropriate disciplinary action. This action may include temporary removal from the instructional area, loss of a privilege, before-school or after-school detention, suspension, or expulsion.

The Carver Elementary School (CES) adheres to the regulations regarding student discipline and access to education that are embodied in Chapter 222 of the Acts of 2012, and made effective July 1, 2014.

CES policies and procedures regarding student discipline:

Require the use of discretion and professional judgment

Respect the rights of students and families to due process, including the right to notice, opportunity to be heard before consequences are imposed, and fairness, including consideration of the unique circumstances presented

Consider the use of alternatives to suspension

Allow students the opportunity to make academic progress during time of suspension

Overall, Carver Elementary School practices regarding student discipline seeks to provide a supportive school environment in which students have opportunities to mature and develop into responsible citizens, while

respecting the need to maintain a safe and orderly school community. Students are subject to the Code of Conduct in school, on school property, on the way to or from school, on field trips, at athletic contests, at PTO and school-sponsored events, and on school provided transportation.

It is recognized that some of the above consequences may be not always applicable. Consequences, therefore, may be adapted depending upon the severity of the behavior and other relevant factors. If a student's behavior warrants immediate administrative attention and parental contact, and if the parent cannot be contacted, the student may be kept out of classes until contact is made.

Due to the confidentiality factor, administration cannot discuss the actions/consequences given to students with the parents of other students.

Suspension Policy

The school staff uses suspension from school not only as a deterrent to inappropriate behavior, but also to assist the majority of students adversely affected by the inappropriate behavior of others. However, staff seek to use alternatives to suspension whenever effective and appropriate to the circumstances. Except in the case of the "Statutory Offenses" as described in M.G.L. ch. 71, §37H and 37H1/2 and set forth below, students may not be suspended more than 90 days in a school year, and school staff will avoid suspensions of more than 10 days until alternatives such as positive behavioral interventions and supports have been tried as appropriate. Alternatives may include the use of evidence-based strategies and programs such as mediation, conflict resolution, restorative justice, and positive behavioral interventions and supports.

Any student who is suspended from school will be given the opportunity to make up school work as needed to make academic progress. If the student is excluded from school for more than ten (10) consecutive days the student will have an opportunity to receive education services in order to make academic progress through the school-wide education service plan.

If a student in preschool or in grades K through 3 is to be suspended out-of-school, the principal will provide written notice to the superintendent and explain the reasons for imposing an out-of-school suspension before the suspension takes effect.

The following are examples of behaviors that may lead to suspension:

- a. Possession of cigarettes, alcohol, and controlled substances (drugs). In addition to any discipline imposed, this offense requires that the student meet with the principal and school counselor to discuss prevention assistance options.
- b. Physical and/or verbal assault on an adult or student (includes fighting).
- c. Verbal threats (verbal, written, electronic or otherwise) made to any student or staff member.
- d. Malicious destruction of school property, for which the student and parent will be responsible for the costs for repair or replacement.
- e. Continued referral to the office for disruptive behavior.
- f. Remarks, gestures or physical contact, the display or circulation of written materials or pictures derogatory to either gender identity, gender, or to racial, ethnic, religious, age, ancestry or disability groups.
- g. Stealing.
- h. Pulling a false fire alarm, starting a fire, or being directly involved in a bomb threat.

- i. Possessing dangerous items (e.g., knives, guns, look-alike guns, weapons, explosives, matches, harmful chemical substances).
- j. Inappropriate use of electronic devices.
- k. Bullying.

Expulsion Policy

Section 37H of Ch. 71 of the Gen. Laws gives principals authority to expel any student who is found on school premises or at school-sponsored events in possession of a dangerous weapon or a controlled substance, or any student who assaults school personnel on school premises or at school-sponsored events. Expulsion is discretionary within the province of the principal. The principal may use suspension rather than expulsion. Students are also subject to long term suspension/expulsion by the Principal when charged/convicted of a felony based upon the standards and procedures set forth in M.G.L. c.71, §37H1/2. See pages [] for the procedures to be followed in connection with suspension or expulsion for the offenses covered by these statutes (sometimes referred to as “Statutory Offenses.”

DUE PROCESS: PROCEDURES THAT APPLY TO DISCIPLINE FOR CONDUCT OTHER THAN STATUTORY OFFENSES

IN-SCHOOL SUSPENSION FOR LESS THAN 10 CUMULATIVE DAYS DURING A SCHOOL YEAR

An in-school suspension is a removal of a student from regular classroom activities, but not from the school premises. The procedure for an in-school suspension of no more than (10) school days (consecutive or cumulatively for multiple infractions during the school year) will be as follows:

1. The administrator will inform the student of the disciplinary offense charged, the basis for the charge, and provide the student an opportunity to respond. If the administrator determines that the student committed the disciplinary offense, the administrator will inform the student of the length of the student’s in-school suspension, which may not exceed 10 days, cumulatively or consecutively, in a school year.
2. On the same day as the in-school suspension decision, the administrator will make reasonable efforts to notify the parent orally of the disciplinary offense, the reasons for concluding that the student committed the infraction, and the length of the in-school suspension. The administrator will also invite the parents to a meeting to discuss the student’s academic performance and behavior, strategies for student engagement, and possible responses to the behavior. Such meetings will be scheduled on the day of the suspension if possible, and if not, as soon thereafter as possible. If the administrator is unable to reach the parent after making and documenting at least (2) attempts to do so, such attempts will constitute reasonable efforts for purposes of orally informing the parent of the in-school suspension.
3. The administrator will send written notice to the student and parent about the in-school suspension, including the reason and the length of the in-school suspension, and inviting the parents to a meeting with the administrator to discuss the student’s academic performance and behavior, strategies for student engagement and possible response to the behavior. Such meetings will be scheduled on the day of the suspension if possible, and if not, as soon thereafter as possible. If the administrator is unable to reach the parent after making and documenting at least (2) attempts to do so, such attempts shall constitute reasonable efforts for purposes of orally informing the parent of the in-school suspension.

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

An in-school suspension of more than 10 cumulative days in a school year will be subject to the procedures for long-term suspension found at page [].

PROCEDURES FOR SHORT-TERM, OUT-OF-SCHOOL SUSPENSIONS (10 CUMULATIVE DAYS OR LESS IN A SCHOOL YEAR)

Except in the case of an Emergency Removal as provided on page [], prior to imposing a short-term out-of-school suspension (10 days or less in a school year) for conduct not covered by M.G.L. c. 71, §37H AND 37H ½, an administrator will provide the student and his/her parent oral and written notice and an opportunity to participate in an informal hearing.

1. Notice: The written notice to the student and the parent will be in English and in the primary language of the home if other than English, or other means of communication where appropriate and will include the following:
 - a) the disciplinary offense;
 - b) the basis for the charge;
 - c) the potential consequences, including the potential length of the student's suspension;
 - d) the opportunity for the student to have a hearing with the administrator concerning the proposed suspension, including the opportunity to dispute the charges and to present the student's explanation of the alleged incident, and for the parent to attend the hearing;
 - e) the date, time, and location of the hearing;
 - f) the right of the student and the student's parent to interpreter services at the hearing if needed to participate;

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

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

3. Format of Hearing: The administrator will discuss the disciplinary offense, the basis for the charge, and any other pertinent information. The student also will have an opportunity to present information, including mitigating facts, that the administrator should consider in determining whether other remedies and consequences may be appropriate. The administrator will provide the parent, if present, an opportunity to discuss the student's conduct and offer information, including mitigating circumstances, that the administrator should consider in determining consequences for the student.

4. Decision: The administrator will provide written notice to the student and parent of his/her determination and the reasons for it, and, if the student is suspended, the type and duration of suspension and the opportunity to make up assignments and such other school work as needed to make academic progress during the period of removal. The notice of determination may be in the form of an update to the original written notice of hearing.

PROCEDURES FOR LONG -TERM SUSPENSION

Except in the case of an Emergency Removal provided on page [42], prior to imposing a long-term suspension (more than 10 days of suspension, whether in-school or out-of-school, whether consecutive or cumulative for multiple offenses during a school year), an administrator will follow the procedures for short-term suspension plus additional procedures as follows:

1. Notice: The notice will include all of the components for a short-term suspension in Section C above, plus the following:

- a) In advance of the hearing, the opportunity to review the student's record and the documents upon which the administrator may rely in making a determination to suspend the student or not;
- b) the right to be represented by counsel or a lay person of the student's choice, at the student's/parent's expense;
- c) the right to produce witnesses on his or her behalf and to present the student's explanation of the alleged incident, but the student may not be compelled to do so;
- d) the right to cross-examine witnesses presented by the school district;
- e) the right to request that the hearing be recorded by the administrator, and a copy of the audio recording provided to the student or parent upon request; and
- f) the right to appeal administrator's decision to impose long-term suspension to the superintendent.

2. Format of Hearing: The Hearing will afford the rights set forth in the notice above. The administrator will also provide the parent, if present, an opportunity to discuss the student's conduct and offer information, including mitigating circumstances, that the administrator should consider in determining consequences for the student.

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

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;
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 (if more than 10 cumulative days);

5. Inform the student of the right to appeal the administrator's decision to the superintendent or designee. Notice of the right of appeal will be in English and the primary language of the home if other than English, or other means of communication where appropriate, and will include the following information stated in plain language:
 - a) the process for appealing the decision, including that the student or parent must file a written notice of appeal with the superintendent within five (5) calendar days of the effective date of the long-term suspension; provided that within the five (5) calendar days, the student or parent may request and receive from the superintendent an extension of time for filing the written notice for up to seven (7) additional calendar days; and that
 - b) the long-term suspension will remain in effect unless and until the superintendent decides to reverse the administrator's determination on appeal.

No long-term suspension will extend beyond the end of the school year in which such suspension is imposed.

E. EXCEPTION FOR EMERGENCY REMOVAL

Notwithstanding the provisions for short or long-term suspension set forth above, a student who is charged with a disciplinary offense may be removed temporarily from school if 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 administrator's judgment, there is no alternative available to alleviate the danger or disruption.

The administrator will immediately notify the superintendent in writing of the removal and the reason for it, and describe the danger or disruption by the student.

The temporary removal will not exceed two (2) school days following the day of the emergency removal, during which time the administrator will provide the following, as applicable to the length of suspension:

- Make immediate and reasonable efforts to orally notify the student and the student's parent of the emergency removal, the reason for the need for emergency removal, and other applicable matters;
- Provide written notice to the student and parent as provided in Section C or D above, as applicable;
- Provide the student an opportunity for a hearing with the administrator, 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 administrator, student, and parent.
- Render a decision orally on the same day as the hearing, and in writing no later than the following school day.

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

F. APPEAL TO THE SUPERINTENDENT

If a decision by an administrator, following the parent meeting, results in suspension of a student for more than 10 cumulative school days for the school year, the student may appeal the decision to the superintendent. In order to do so the student or parent must file a notice of appeal with the superintendent within five (5) calendar days with a seven (7) day postponement option. The superintendent must 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. If the appeal is not filed within this time frame, the superintendent may deny the appeal, or may allow the appeal in his or her discretion, for good cause.

The following apply:

- The superintendent will make a good faith effort to include the parents in the hearing. The superintendent will 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 will send written notice to the parent of the date, time, and location of the hearing.
- The superintendent will conduct a hearing to determine whether the student committed the disciplinary offense of which the student is accused, and if so, what the consequences will be. The superintendent will arrange for an audio recording of the hearing, a copy of which will be provided to the student or parent upon request. The superintendent will inform all participants before the hearing that an audio record will be made of the hearing and a copy will be provided to the student and parent upon request.
- The student will have all the rights afforded the student at the administrator's hearing for long-term suspension as described in Section D above.
- The superintendent will issue a written decision within five (5) calendar days of the hearing which meets the requirements for a long-term suspension as described in Section D above. If the superintendent determines that the student committed the disciplinary offense, the superintendent may impose the same or a lesser consequence than the administrator, but will not impose a suspension greater than that imposed by the administrator's decision.

The decision of the superintendent constitutes the final decision of the school district.

STATUTORY OFFENSES: DUE PROCESS AND PROVISIONS OF LAW

When considering the exclusion of a student from school for possession of a dangerous weapon, possession of a controlled substance (such as marijuana, cocaine, or prescription drugs not authorized by the school nurse), or assault on teachers, an administrator may place a student on short term suspension (ten days or less) based upon an informal hearing, to be followed by a formal hearing before the Principal within that period of suspension to determine whether to take additional disciplinary action, up to and including expulsion from school.

1. The informal hearing will be in the form of a conference between the student and the principal or designee. At this conference, the student (1) shall be informed of the reason for the conference, (2) shall be given the opportunity to present his or her side of the story, and (3) shall be given a decision on the suspension. If the administrator deems delay of the hearing necessary to avoid danger or substantial disruption, this process may occur immediately after, rather than before, the suspension.

2. Prior to putting a suspension into effect, the principal or designee shall make a reasonable effort to telephone and inform the student's parent or guardian of the impending suspension; this shall include attempts to contact the parents or guardian at home and at work. Parents may contact the school for additional information regarding the suspension.

3. A letter will be mailed to the parent/guardian of the suspended student stating:

- a) The reason for the suspension
- b) A statement of the effective date and duration of the suspension
- c) A statement regarding whether or not the Principal will schedule a formal hearing to consider further discipline, up to and including expulsion from school in accordance with M.G.L. c. 71, §37H

When considering a suspension/expulsion of a student charged with/convicted of felony, the Principal will use the standards and procedures set forth in M.G.L. c.71, §37H1/2. In addition, prior to initiating such procedures, the Principal may meet informally with the student and/or his parents to review the charge and the applicable standards if the Principal deems appropriate.

EXPULSION: Massachusetts General Law, c. 71 §37H

(Drugs, Weapons, Assault of School Personnel)

- A. Any student who is found on school premises or at school-sponsored or school-related events, including athletic games, in possession of a dangerous weapon, including, but not limited to, a gun or knife, or a controlled substance as defined in Chapter 94 C, including, but not limited to, marijuana, cocaine, and/or heroin, may be subject to expulsion from the school or the school district by the principal.
- B. Any student who assaults a principal, assistant principal, teacher, teacher's aide or other educational staff member 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 said 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 the 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. Any school district that suspends or expels a student under this section shall continue to provide educational services to the student during the period of suspension or expulsion under section 21 of chapter 76. 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 the school or provide educational services to the student in an education service plan, under section 21 of chapter 76.

Felony Complaint or Conviction of Student; Suspension; Expulsion, Right to Appeal (Massachusetts General Laws, C.71 and 37H 1/2)

- A. Upon the issuance of a criminal complaint charging a student with a felony or upon the issuance of a felony delinquency complaint against a student, the principal or headmaster of a school in which the student is enrolled may suspend such student for a period of time determined appropriate by said principal or headmaster if said principal or headmaster determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school. The student shall receive written notification of the charges and the reasons for such suspension prior to such suspension taking effect. The students shall also receive written notification of his/her right to appeal and the process for appealing such suspension; provided that such suspension shall remain in effect prior to any appeal hearing conducted by the superintendent.

The student shall have the right to appeal the suspension to the superintendent. The student shall notify the superintendent in writing of his/her request for an appeal no later than five calendar days following the effective date of the suspension. The superintendent shall hold a hearing with the student and the student's parent/ guardian within three calendar days of the student's request for an appeal. At the hearing, the student shall have the right to present oral and written testimony on his/her behalf, and shall have the right to counsel. The superintendent shall have the authority to overturn or alter the decision of the principal or headmaster, including recommending an alternate educational program for the student. The superintendent shall render a decision on the appeal within five calendar days of the hearing. Such a decision shall be the final decision of the regional school district with regard to the suspension.

- B. Upon a student being convicted of a felony or upon an adjudication of admission in court of guilt with respect to such a felony or felony delinquency, the principal or headmaster of a school in which the student is enrolled may expel said student if such principal or headmaster determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school. The student shall receive written notification of the charges and reasons for such expulsion prior to such expulsion taking place. 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 an appeal hearing conducted by the superintendent.

If the student has been expelled by the principal or headmaster, the student has the right to appeal this expulsion. The student shall notify the superintendent, in writing, of his/her request for an appeal no later than five calendar days following the effective date of the expulsion. The superintendent shall hold a hearing with the student and the student's parent/guardian within three calendar days of the expulsion. At the hearing, the student shall have the right to present oral and written testimony on his/her behalf, and shall have the right to counsel. The superintendent shall have the authority to overturn or alter the decision of the principal or headmaster, including recommending an alternate educational program for the student. The

superintendent shall render a decision on the appeal within five calendar days of the year. Such decision shall be the final decision of the regional school district with regard to the expulsion.

Any school district that suspends or expels a student under this section shall continue to provide educational services to the student during the period of suspension or expulsion under section 21 of chapter 76. 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 the school or provide educational services to the student in an education service plan, under section 21 of chapter 76.

DISCIPLINE OF STUDENTS WITH DISABILITIES & DISCIPLINE OF SPECIAL EDUCATION STUDENTS

The Individuals with Disabilities Education Act at 20 U.S.C., §1400, et. seq. and related regulations and 34 C.F.R., §300 et.seq., (“IDEA”) provide eligible students (“students”) with certain procedural rights and protections in the context of student discipline, as set forth below. These rights are in addition to the due process rights applicable to all students as described above.

Short term removals. Students who violate school rules are subject to removal from their current placement for up to ten (10) consecutive school days to the extent that such a removal would be applied to students without disabilities, without a prior determination of whether the conduct is a manifestation of the student’s disability. Students may be removed for additional periods of up to ten (10) consecutive school days in the same school year for separate incidents of misconduct without a manifestation determination, so long as the removal does not constitute a “change of placement” as described below. However, during such additional removals the district must provide the student with services to the extent necessary for progress in the general curriculum and the student’s IEP goals, as determined by the Principal in consultation with at least one teacher. In addition, if appropriate, the district must conduct a functional behavioral assessment and develop or revise an existing behavioral plan for the student.

Change of Placement. A suspension of longer than 10 consecutive days or a series of shorter term suspensions that constitute a pattern are considered to represent a “change in placement.” Prior to a suspension that constitutes a change in placement, the student’s Team, including the student’s parents, must convene to determine whether the behavior is a manifestation of the student’s disability. In making this determination, the Team must review all relevant information in the student’s file, including the IEP, teacher observations, and any relevant information provided by the parents, to determine if the conduct was caused by, or had a direct and substantial relationship to the student’s disability, or was the direct result of any failure by the school to implement the IEP.

Results of the Manifestation Determination. If the Team determines that the behavior is not a manifestation of the disability, then the school may suspend or expel the student consistent with the policies applied to students without disabilities, except that the district must still provide an appropriate educational program to the student, as determined by the Team, which program may be in a different setting. If the Team determines that the behavior is a manifestation of a disability, the Team must conduct a functional behavioral assessment and develop a behavioral intervention plan or where a behavioral intervention plan was previously developed, must review the plan and, if necessary, modify it to address the behavior. Except in circumstances involving drugs, weapons, or serious bodily injury as described below, the student will be returned to the placement from which the student was removed unless the placement is changed by agreement or through the Team process.

Exception for Drugs, Weapons and Serious Injury. Regardless of the Team’s decisions regarding the manifestation determination, school personnel may order a change in the placement of a student to an interim alternative educational setting, such setting to be determined by the Team, for not more than forty-five (45) school days if the student (1) carries a weapon to school or to a school function; (2) knowingly possesses, uses illegal drugs, or sells or solicits the sale of a controlled substance while at school, on school premises, or at a school function; or has inflicted serious bodily injury upon another person at school, on school premises, or at a school function. Additionally, a Massachusetts Department of Education Hearing Officer, under certain circumstances, may order a change in the placement of a student with a disability to an interim alternative education setting for up to forty-five (45) days if the hearing officer determines that maintaining the current placement is substantially likely to result in injury to the child or others.

When a parent(s)/guardian(s) disagrees with the Team’s decision on the “manifestation determination” or with a decision regarding placement, the parent(s)/guardian(s) has a right to request an expedited due process hearing from the Bureau of Special Education Appeals.

Additional information regarding the procedural protections for special education students eligible for services under laws providing for services for students with disabilities can be obtained from Karen Teichert, who can be reached at 508-866-6103.

DISCIPLINE OF STUDENTS WHOSE ELIGIBILITY FOR SPECIAL EDUCATION IS SUSPECTED

The IDEA protections summarized above also apply to a child who has not yet been found eligible for services under the statute if the district is “deemed to have knowledge” that the child was eligible for such services before the conduct that precipitated the disciplinary action occurred. The IDEA provides that a school district is “deemed to have knowledge” if: (1) the child’s parent had expressed concern in writing to district supervisory or administrative personnel or the child’s teacher that the child needs special education and related services; (2) the child’s parent had requested an evaluation of the child to determine eligibility for special education services; or (3) the teacher of the child or other school district personnel had expressed specific concerns about a pattern of behavior by the child directly to the district’s director of special education or to other supervisory personnel. However, a school district is not “deemed to have knowledge” if the district evaluated the student and determined that the child was not eligible for special education services or the child’s parent refused an evaluation of the child or IDEA services.

If the school district has no knowledge that a student is an eligible student under the IDEA before taking disciplinary measures against the student, the student may be disciplined just as any other student may be. If, however, a request is made for an evaluation to determine eligibility while the student is subject to disciplinary measures, the district must conduct the evaluation in an expedited manner. Pending the results of the evaluation, the student must remain in the educational placement determined by school authorities, which may include suspension or expulsion with services provided through the school-wide education service plan as applicable to all students. If the student is determined eligible for an IEP as a result of the evaluation, the school district must provide the student with special education and related services in accordance with the IDEA.

DISCIPLINE OF STUDENTS WITH DISABILITIES UNDER SECTION 504 OF THE REHABILITATION ACT

Section 504 of the Rehabilitation Act of 1973 (“Section 504”) provides students with disabilities certain procedural rights and protections in the context of student discipline. Prior to imposing a “significant change in placement” for disciplinary reasons, the district must determine whether the conduct is a manifestation of the student’s disability. A significant change of placement results not only from an exclusion for more than 10 consecutive school days, but also from a pattern of shorter suspensions accumulating to 10 schools days during a school year. Whether a pattern exists must be decided on a case-by case basis, considering such factors as the length of each suspension, the nature of the alleged conduct, the proximity of the suspensions to one another, and the total amount of time the student is excluded from school.

Prior to any significant change in placement for disciplinary reasons, a group of individuals knowledgeable of the student, the evaluation data, and the school program must determine whether the conduct at issue is related to the student’s disability. If the conduct is directly related to the disability, the district will not impose the discipline and will develop an individual behavior management plan if the behavior significantly interferes with the student’s ability to benefit from his education. If the conduct is not directly related to the student’s disability, the district may discipline the student as it does general education students.

SCHOOL/BUS SUSPENSION PROCEDURES

Philosophy regarding suspension from the school bus: After the student does not obey a written warning, a bus discipline report (request for suspension) will be sent to the administration. A bus discipline report may be written regarding the student and submitted to the administration. A bus discipline report may be written regarding a student, without a previous warning, if in the opinion of the driver and/or administrator, the offense is serious or is a safety concern.

Because school and bus suspensions are serious consequences, due process will be followed.

- First Suspension—the building administrator will review the school or bus referral form, hold a hearing with students, suspend the student from school or bus for school day, call parent, send follow-up letter home and place copy of the discipline documentation in the student’s discipline file. Student may return to school or on the bus without a parent meeting if the administrator deems it appropriate.
- Second Suspension—the building administrator will review the school or bus referral form, hold a hearing with the students, suspend the student from school or from the bus for three consecutive school days, call the parent, send a follow-up letter home and place a copy of the discipline documentation in the student’s discipline file. A parent meeting with the building administrator will be scheduled.
- Third Suspension—the building administrator will review the school or bus referral form, hold a hearing with the student, suspend the student from school or the bus for five school days, call the parent, send a follow-up letter home, place a copy of the discipline documentation in the students discipline file and review the student’s discipline history with the principal. A parent meeting with the school principal will be scheduled.
- Fourth Suspension—the principal will review the school or bus referral form, hold a hearing with the student, suspend the student for seven to ten days, call the parent, send a follow-up letter home, place a copy of the discipline documentation in the student’s discipline file, refer the student to the Superintendent for further review and disciplinary action. The Superintendent may decide that the student should be referred to the School Committee for disciplinary action including long-term suspension or expulsion. Students will not be suspended from school for more than ten days in a school year without the opportunity for a formal hearing.

A very serious incident on the first, second, or third offense could result in a longer suspension period than listed above and a sooner referral to the principal or superintendent. It is understood that if a student is suspended from the bus, this suspension will include field trips or any other use of a school bus during the period of time which a student has lost his/her bus privileges. Conduct on the bus may also lead to suspension from school, subject to procedural requirements provided on page [38].

If students are suspended from the bus, but not from school, students are expected to be in school and transportation will be the responsibility of the parents.

The Director of Transportation is available to answer questions regarding transportation and can be reached at 508-866-9627.

ACCEPTABLE USE POLICY-TECHNOLOGY

Purpose

The Carver Public Schools district provides access to the system/network and the Internet to all employees and students to facilitate communications and access to information in support of educational goals. Educational goals are defined as activities that provide for student education, staff professional development, and research. The system/network will also be used for communication with staff, parents and students.

Use of the Carver Public Schools system/network is a privilege, not a right, and must support the stated mission, goals, and objectives of the Carver Public Schools.

A committee of teachers, principals, parents, and students approved the Acceptable Use Policy (AUP). This agreement outlines responsibilities for using the system/network and consequences of abusing that privilege. Every user is required to read and sign an AUP before using the Carver Public Schools system/network each year. Signing the an AUP becomes a legal agreement between the user and the district.

Terms and Definitions

An AUP: Acceptable Use Policy

Chat: [Real-time communication](#) between two [users](#) via [computer](#). Once a chat has been initiated, either user can enter [text](#) by typing on the [keyboard](#) and the entered text will appear on the other user's [monitor](#).

CPS: Carver Public Schools

District: Carver Public Schools PreK-12

Electronic Messaging: chat, email

Email: Short for electronic mail, the transmission of messages over [communications networks](#).

Internet Filter: Software program or blocker that controls what is shown while a computer user is viewing pages on the World Wide Web.

System/Network: Carver Public Schools Network, including the Internet, voice mail, email, hardware, software, digital equipment, handheld electronic equipment and individual computer workstations.

User: Any student or staff member with an account or anyone else provided access to resources associated with the network.

User Responsibilities

Use of the network requires individual responsibility. A responsible user:

1. Knows he/she is part of a larger, global community and his/her actions reflect upon him/herself and the school.
2. Does not waste paper and ink, storage space, or bandwidth.
3. Uses time on a workstation or with any other equipment appropriately.
4. Does not share his/her own password.
5. Understands prompt reporting of technical or security problems or inappropriate behavior to a staff member helps all users.

Monitored Use

All messages and information created, accessed, sent, saved, or retrieved on the system/network are the property of the Carver Public Schools and should not be considered confidential. The system/network's backup and filtering mechanism automatically stores communications, including those that have been deleted. The school district reserves the right to access and monitor any messages and information on the system as it deems necessary and appropriate in the ordinary course of business to prevent abuse by network users, to ensure the proper use of resources, and to conduct routine maintenance. Where appropriate, communications, including text, images, or video may be disclosed to law enforcement officials in response to proper requests or to other responsible parties during disciplinary investigation or in the course of litigation without the prior consent of the sender or receiver. Those who use the system/network are considered to have consented to such monitoring and disclosure.

Privacy

In order to protect students' schoolwork, user folders carry individualized security that protects the contents from any other student. Teachers, administrators, and technology staff can access student folders at any time.

There is no expressed or implied level of privacy regarding the contents of user folders or any other use of Carver Public Schools Network and associated resources.

Appropriate System/Network Activity

Activities in support of the District Goals and Objectives that do not violate other school or district policies are acceptable and appropriate. All files stored, viewed, or distributed on the network must be related to schoolwork, including, but not limited to, music, videos, images, URLs, and sound files.

Inappropriate System/Network Activity

1. Intentionally copying, reading, modifying or deleting files or data belonging to another user.
2. Using someone else's password.
3. Pretending to be someone else when using the system/network.
4. Deliberate attempts to degrade or disrupt system performance including vandalism or theft of hardware, software applications, files, or system configurations, attempting to introduce viruses, malicious code, or any other violation of district policy, state, or federal law.
5. Intentionally bypassing or attempting to bypass CPS security, including attempts to bypass Internet filtering.
6. Installing software or programs that have not been approved by the technology department.
7. Revealing personal information about others on the Internet.

8. Revealing personal information about yourself on the Internet without the expressed permission of a supervising staff member and parent or guardian.
9. Intentional storage, viewing, or distribution of any text, video, audio, images, or graphics considered inappropriate within a school environment. Inappropriate materials include, but are not limited to, those containing content that is profane or obscene, racial or ethnic slurs, vulgar, sexually explicit, threatening, defamatory, abusive, discriminatory, harassing, criminal or otherwise objectionable or that depicts, suggests or implies illegal activity, drug use or gambling, shows or encourages violence against a living being or physical property, provocative or explicit dress or undress.
10. Violating the legal protection of copyright, including the use of materials or ideas without properly citing their sources. This includes copying or downloading music, software, games, or any proprietary materials covered by copyright law.
11. Activities designed to harass or bully other users.
12. Advertising or advocating for non-school related activities or for-profit organizations, campaigning for political office, or “chain letters.”
13. Use of the system/network for commercial transactions that benefit an individual or group.
14. “Chats” and games unless approved, directed, and supervised by an appropriate member of the school faculty or administration. The Director of Technology must expressly approve the storage, installation, and use of such files or applications.

Consequences

In cases where it has been determined that a user has acted inappropriately, the administrative staff, in consultation with the Director of Technology, may take the following actions against the user:

1. File documentation with an administrator for investigation.
2. Restrict network access pending investigation.
3. Confiscation of personal equipment including laptops, software, cell phones, and other electronic devices.
4. Suspend or deny user account and privileges to CPS System/Network and all associated resources.
5. Implement disciplinary action up to and including suspension or expulsion.
6. Pursue legal action, including criminal prosecution, as appropriate under local, state, and federal law.

Liability

Carver Public Schools is in compliance with the Children’s Online Privacy Protection Act (COPPA) and Children’s Internet Protection Act (CIPA). As required by law, the school district has in place an Internet filtering mechanism that protects minors from unlawful, obscene, or harmful material.

Disclaimer

Access to information all over the world via computer brings with it an availability of material that may not be considered educationally valuable. It is impossible to control access to all materials and a user may unintentionally discover controversial or objectionable information. CPS policy affirms that the educational value of access to information and the potential for interaction on the Internet far outweighs the possibility that users may be exposed to materials not consistent with the educational goals of the district. CPS makes no warranties of any kind for the service it provides. The town of Carver, the School Department, or any municipal employees will not be liable for damages or injuries resulting from violations of the Acceptable Use Policy or any misuse of the Internet.

ACCEPTABLE USE POLICY-TECHNOLOGY

Parents/guardians are requested to discuss issues/problems at the appropriate levels as soon as they become a concern. The procedure is as follows: (1) parents/guardians should first meet with their child's classroom teacher to resolve problems; (2) If issues have not been resolved, then parents/guardians should meet with the Principal; (3) If not satisfied after meeting with the Principal, parents/guardians should meet with the Superintendent of Schools. However, if a special education, guidance or health service issue occurs, parents/guardians should meet with the Director of Special Education before going to the Superintendent; (4) Finally, parents/guardians may go to the School Committee as the final policy/decision making body if not satisfied after meeting with the Superintendent.

BULLYING POLICY AND PROCEDURES

A. **Bullying and Retaliation are Prohibited**

Carver Elementary School is committed to maintaining a school environment where students are free from bullying, including cyber-bullying, and the effects of such conduct. We further recognize that students may be more vulnerable to bullying based upon actual or perceived differences related to race, color, religion, ancestry, national origin, sex, socio-economic status, homelessness, academic status, gender identity or expression, physical appearance, pregnant or parenting status, sexual orientation, mental, physical developmental or sensory disability or by associations with other people who have one or more of these characteristics. We will provide support to students whose vulnerability is brought to the attention of a teacher, guidance counselor or administrator through observation or direct report from a student, staff member or parent/guardian. This support may be in the form of counseling, education to support both the student's ability to report bullying and his/her skills, knowledge and strategies to respond to bullying or harassment.

Definitions

Bullying is conduct that is repeated by one or more students or by a staff member and targets another student, causing one or more of the following:

- a. physical or emotional harm to the targeted student or damage to his/her property;
- b. placement of the targeted student in reasonable fear of harm to him/herself or of damage to his/her property;
- c. a hostile environment at school for the targeted student;
- d. infringement on the rights of the targeted student at school; or
- e. material and substantial disruption to the educational process or the orderly operation of the school.

Bullying generally involves "picking on" a student over time and may include conduct such as hitting and shoving; pressuring a student into taking an action he/she does not wish to take; words that involve threats, teasing, putdowns, or name-calling; threatening looks, gestures, or actions; cruel rumors; false accusation; and social isolation.

Cyber-bullying is bullying through the use of cell phones, computers or other technology and may include conduct such as sending mean or threatening email messages, instant messages, or text messages; creating websites that make fun of, humiliate, or intimidate others; and posting or sending embarrassing pictures of others.

Hostile Environment is a circumstance in which the targeted student becomes so concerned about bullying that he/she is unable to participate in and concentrate on his school work and other school activities.

Retaliation involves a student or a staff member “getting back at” a student because of a belief that the student reported bullying or provided information about it to an adult or others who may help the targeted student.

B. Acts of Bullying (including cyber bullying) and Retaliation are Prohibited.

Carver Elementary School prohibits bullying (including cyber bullying) and retaliation as defined above under both at school and the following circumstances:

- on school grounds or any space next to school grounds;
- at the bus stop or on school buses or any other school vehicle;
- at any school-sponsored, or school-related activities, functions or programs;
- through use of any school computers, internet connection or other school based technology;
- at a location or during activities that are not school related, or by using a private computer or cell phone, if the bullying creates a hostile environment at school for the targeted student, infringes on the rights of the targeted student at school, or otherwise disrupts the orderly operation of the school.

C. How to Report Bullying

Students who believe they are the targets of bullying or retaliation, or who know about bullying conduct, should report the conduct to the Principal and/or the Associate Principal. Students may also report the conduct to a teacher, guidance counselor, or other school staff member, who will in turn report the incident to the Principal. (In the event of an allegation against the Principal, the matter should be reported to the Superintendent and if against the Superintendent, to the Chair of the School Committee. In such cases, the Superintendent or Chair will ensure that the steps otherwise assigned to the Principal/Associate Principal below are implemented.)

D. Addressing Concerns Regarding Bullying

The Principal or his/her designee will be responsible for taking steps to investigate and otherwise address reports of bullying and retaliation. Students or staff who engage in bullying will be subject to discipline, subject to any procedural requirements. In making disciplinary decisions relating to students, the Principal/Associate Principal will consider both the need for accountability and the importance of teaching appropriate behavior. Examples of such disciplinary decisions include:

- verbal warning;
- written warning;
- reprimand;

- missing recess;
- detention;
- short-term or long-term suspension;
- dismissal

In addition to taking disciplinary action, the Principal/Designee will report conduct relation to bullying and retaliation to local law enforcement if she/he believes that criminal charges may be pursued.

Nothing in this policy is intended to prevent school staff and/or school committee (if applicable) from addressing and taking disciplinary action against a student or staff member for conduct that does not meet the definition of bullying/cyberbullying or retaliation, as defined above, but that is nevertheless inappropriate for the school environment.

E. Closing a Complaint Regarding Bullying

In the event school staff determines that bullying or retaliation (as defined in this policy) has taken place, the Principal or designee will, in addition to taking disciplinary action:

Notify the parent or guardian of the student aggressor

Inform parents of the targeted student of the steps that have been taken to prevent further acts of bullying or retaliation to the extent consistent with applicable legal restrictions.

Notify local law enforcement if she/he believes that criminal charges against the aggressor may be pursued. In addition, the Carver Public Schools will comply with all legal requirements governing the reporting of suspected cases of child abuse and/or neglect.

If either party is dissatisfied with the results of the investigation, he/she may direct his/her concerns in writing to the Superintendent or designee for further consideration. In addition, regardless of the outcome, school officials will inform parents about the Department of Elementary and Secondary Education Program Resolution System (PRS) and how to access that system. Information can be found at: <http://www.doe.mass.edu/pqa>, emails can be sent to compliance@doe.mass.edu or individuals can call 781-338-3700. Hard copies of this information is also available at the Superintendent's office.

The above language is intended to be consistent with the Carver Public School's Policy Addressing Bullying. A copy of the complete policy is available at www.carver.org.

HARASSMENT POLICY

The Carver Public Schools are committed to maintaining a school environment free of harassment based on race, color, religion, national origin, age, gender, gender identity, sexual orientation, or disability. Harassment by administrators, certified and support personnel, students, vendors and other individuals at school or a school sponsored event is strictly prohibited. The Carver Public Schools requires all employees and students to conduct themselves in an appropriate manner with respect for their fellow employees, students and all members of the school community.

DEFINITION OF HARASSMENT

In general, harassment includes communications such as jokes, comments, innuendos, notes, and display of pictures of symbols, gestures, or others based upon race, color, religion, national origin, age, gender, gender identity, sexual orientation or disability.

By law, the particular communication of conduct is viewed from the perspective of a reasonable person with the characteristic on which the harassment is based. Another person may reasonably view what one person may consider acceptable behavior as harassment. Therefore, individuals should consider how other individuals might reasonably view their words and actions. It also is important for individuals to make it clear to others when a particular behavior or communication is unwelcome, intimidating, hostile or offensive.

Sexual Harassment: While all types of harassment are prohibited, sexual harassment requires attention. Sexual harassment includes sexual advances, requests for sexual favors, and/or other verbal or physical conduct of a sexual nature when:

1. Acceptance of or submission to such conduct is made, either explicitly or implicitly, a term or condition of employment or education.
2. The individual's response to such conduct is used as a basis for employment decisions affecting an employee or as a basis for educational, disciplinary, or other decisions affecting a student.
3. Such conduct interferes with an individual's job duties, education or participation in extracurricular activities.
4. The conduct creates an intimidating, hostile or offensive work or school environment.

HARASSMENT AND RETALIATION PROHIBITED

Harassment in any form or for any reason is absolutely forbidden. This includes harassment by administrators, certified and support personnel, students, vendors and other individuals in school or at school related events. In addition, the Carver Public Schools will not tolerate retaliation against any individual who has brought harassment or other inappropriate behavior to the attention of the school.

Persons who engage in harassment or retaliation may be subject to disciplinary action, including but not limited to reprimand, suspension, termination/expulsion or other sanctions as determined by the school administration and/or committee, subject to applicable procedural requirements.

INVESTIGATION

If you believe you may have been harassed, or if you witness or learn about the harassment of another individual, you should inform the Sexual Harassment and Discrimination Complaint Managers for Carver Public Schools. They are Ruby Maestas, Principal, Paula Foley, Associate Principal, Tanya Dawson, Associate Principal, Karen Teichert, Director of Special Education, and Scott Knief, Superintendent of Schools, 3 Carver Square Blvd., Carver, MA 02330. In the event of an allegation against the Principal, the matter should be reported to the Superintendent and if against the Superintendent, to the Chair of the School Committee.

The Carver Public Schools will promptly investigate every complaint of harassment. If it is determined that harassment has occurred, it will take appropriate action to end the harassment and to ensure that it is not repeated.

In certain cases, the harassment of a student may constitute child abuse under Massachusetts law. The Carver Public Schools will comply with all legal requirements governing the reporting of suspected cases of child abuse and/or neglect.

CLOSURE OF A COMPLAINT

When an investigation has been completed, school personnel will inform the complainant of the results and file a report with the Director of Special Education/ Coordinator for Title IX/Section 504 of the Rehabilitation Act/Chapter 622, (508)-866-6190 at 3 Carver Square Blvd., Carver, MA 02330

The Carver Public Schools urges all individuals in the school community to bring any concerns or complaints of harassment or other discrimination to the attention of school personnel so that they can address the issue as appropriate. The federal agency responsible for enforcing laws prohibiting harassment for students is the United States Department of Education Office for Civil Rights, 5 Post Office Square, 8th Floor, Boston, MA 02109 (telephone 617-289-0111) (TTY: 1-800-877-8339). The state agencies responsible for enforcing such laws are the Massachusetts Department of Elementary and Secondary Education, 75 Pleasant Street, Malden, MA 02148-5023 (telephone 781-338-3000) (TTY 1-800-439-2370) or the Massachusetts Commission Against Discrimination at One Ashburton Place, Boston, MA 02108 (telephone 617-994-6000) (TTY 617-994-6196).

NOTICE OF NONDISCRIMINATION

“All programs, activities, and employment opportunities are offered without regard to race, color, gender, gender identity, religion, national origin, sexual orientation, and disability.”

The Director of Special Education is the Title VI, Title IX, and Homeless Coordinator. The Director of Special Education can be contacted at 508-866-6190, 3 Carver Square Blvd., Carver, MA 02330. The Superintendent of Schools is the Section 504 Coordinator for the district. You can contact the Superintendent at 508-866-6160, 3 Carver Square Blvd., Carver, MA 02330. Inquiries regarding the application of the Carver Public Schools' nondiscrimination policy may be referred to Carver's Coordinator as stated above, or the United States Department of Education Office for Civil Rights, 5 Post Office Square, 8th Floor, Boston, MA 02109 (telephone 617-289-0111) (TTY: 1-800-877-8339). The state agencies responsible for enforcing such laws are the Massachusetts Department of Elementary and Secondary Education, 75 Pleasant Street, Malden, MA 02148-5023 (telephone 781-338-3000) (TTY 1-800-439-2370) or the Massachusetts Commission Against Discrimination at One Ashburton Place, Boston, MA 02108 (telephone 617-994-6000) (TTY 617-994-6196).

SPECIAL EDUCATION SERVICES

The Carver Public Schools has available a range of special education and related services for students who have been identified as having special needs. Students are identified through an evaluation process set forth in Chapter 71B of the MA General Laws. Parents and/or teachers may initiate a written request for a referral for a special needs evaluation for a student. Further information about the evaluation process and programs for students with special needs is available by calling Karen Teichert, Director of Special Education at (508)-866-6190.

RESTRAINT POLICY

Policy on Physical Restraint

Carver Public Schools comply with the Department of Education (DOE) restraint regulations, 603 CMR 46.00 et seq. (“Regulations”). According to terms, the Regulations apply not only to school but also at school-sponsored events and activities, whether or not on school property. A brief overview of the Regulations is provided below.

School staff may use physical restraint only:

When non-physical interventions would be ineffective and the student’s behavior poses a threat of imminent, serious harm to self and/or others; or

Pursuant to a student’s IEP or other written plan developed in accordance with state and federal law and approved by the school and parent or guardian.

Physical restraint may not be used as a means of punishment or as a response to property destruction, disruption of school order, a student’s refusal to comply with a school rule or staff directive, or verbal threats that do not constitute a threat of imminent, serious physical harm. Chemical and mechanical restraints may only be used if explicitly authorized by a physician and approved by a parent or guardian. Seclusion is prohibited.

The regulations do not prevent a teacher, employee, or agent of the District from using reasonable force to protect students, other people, or themselves from assault or imminent serious harm, or from restraining students as otherwise provided in the Regulations.

In Carver Public Schools, we use strategies such as redirection, escorts to quiet areas, talking to students and other such methods in an effort to assist students with regulating their behavior in school. Physical restraint is only used as a last resort when a child presents as harming him/herself or others.

A copy of the regulations can be obtained at <http://www.doe.mass.edu/lawsregs/603cmr46.html>.

STUDENT RECORDS/REGISTRATIONS AND TRANSFERS

The Family Educational Rights and Privacy Act (FERPA) and the Massachusetts Student Records Regulations (“Regulations”) together provide parents/guardians and eligible students (those who have reached the age of 14 or who have entered ninth grade) certain rights with respect to the student’s educational records. A general overview of those rights is provided below. Parents/guardians and students may obtain a complete copy of their rights under the Massachusetts Student Record Regulations by contacting the building principal.

Student records will be destroyed seven years after the student transfers, graduates, ages out, or withdraws from the school system.

A. The right to access the student’s educational records: Parents/guardians or eligible students should submit their request for access to the building principal. Access is generally provided within ten days of a request; however, Massachusetts General Law c. 71, 34H (Section 37H) provides specific procedures that must be followed prior to release of records to a parent/guardian who does not have physical custody of a child.

These procedures include submitting a written request and other documentation to the principal. Information about these procedures can be obtained from the building principal.

B. The right to request an amendment to the student's education records: Parents/guardians of eligible students should direct their request to the principal, clearly identifying the part of the record they wish to have amended, and why.

C. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA and the Massachusetts regulations authorize disclosure without consent. One exception that permits disclosure without consent is disclosure to school officials with legitimate educational interests in the records. Such school officials include professional, administrative and clerical staff who are employed by or under agreement with the Carver Public Schools and who need access to a record in order to fulfill their duties. Such school officials may also include a volunteer or contractor outside of the school who performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with regard to the use and maintenance of education records. The Carver Public Schools also discloses student records without parent/guardian/eligible student consent to officials of other elementary or secondary schools in which a student enrolls, or seeks, intends, or is instructed to enroll, upon receipt of a request from such officials, so long as the disclosure is for purposes related to the student's enrollment or transfer.

As required by federal law, the Carver Public Schools routinely releases the name, address and telephone listing of secondary school students to military recruiters and institutions of higher learning upon request. In the event a parent/guardian or eligible student objects to the release of any of the above information, the parent/guardian or eligible student may state that objection in writing to the building principal. Without the receipt of a written objection from the parent/guardian or eligible student within the first two weeks of school, this information will be released without further notice or consent.

D. The right to file a complaint concerning alleged failures by the District to comply with the regulations and laws governing student records. Complaints may be filed at the Massachusetts Department of Education, 350 Main Street, Malden, MA 02148. In addition, complaints relative to federal statutes and regulations governing student records may be filed with the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue SW, Washington D.C.