

G.W. Mitchell School

2019-2020

435 Central Street
East Bridgewater, MA 02333
Phone: 508-378-8209
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Mitchell School Office Staff

Mr. Andrew Gentile, Principal x-4000
Mrs. Deborah Duprey, Asst. Principal x-4001
Mrs. Kristin Kallenberg, Guidance x-4006
Mr. Christopher Dickey, Guidance x-4005
Mrs. Diane Wilmarth, Admin. Assistant x-4002
Mrs. Alison Lofstrom, Admin. Assistant x4003

District Office-508-378-8200

Ms. Elizabeth Legault, Superintendent
Mrs. Gina Williams, Assistant Superintendent

Mitchell Voice Mail Options

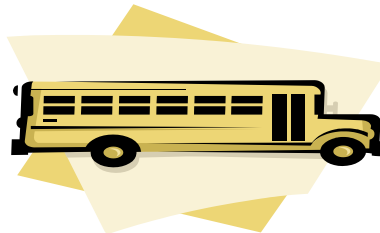
Dial #1 - Report Absence
Dial #2 - Name Directory
Dial #3 - Main Office
Dial #4 - Guidance Office
Dial #6 - School Nurse
Dial #0 - Secretary

East Bridgewater Jr./Sr. High School

143 Plymouth Street
508-378-8214

Central Elementary School

107 Central Street
508-378-8204



MISSION:

The Mitchell School, as a learning community, is dedicated to maximizing the opportunity for each student to fully challenge her/his intellectual capacity while developing social responsibility and a healthy physical and emotional well-being

OUR CORE VALUES:

Learning is the Central Purpose of School, Respect for Human Differences and Responsibility for Personal Behavior

The East Bridgewater Public School System is committed to ensuring that all of its programs and facilities are accessible to all members of the public. We do not discriminate on the basis of age, color, disability, national origin, race, religion, sex, sexual orientation, gender, gender identity or homelessness.

The contents of all East Bridgewater school publications are available upon request in languages other than English.

PHILOSOPHY: EAST BRIDGEWATER PUBLIC SCHOOLS

We believe.....

Schools are one of society's instruments for passing on to young people the heritage of the past, the skills needed for meaningful existence in the present, and the ability to cope with the future. The success of the school system is dependent upon support by the community which it serves, and the school's responsiveness to community needs. Therefore, continuous interaction among the home, the school, and the child is necessary for quality education.

The quality of our schools should be measured by the degree to which they successfully provide for the uniqueness of the individual learner by creating learning experiences which accommodate the variety of learning styles, and personal needs of our students within the spectrum of a public school program.

Our schools must be staffed by people who seek to understand the process by which people learn, the relationship of subject matter and individual tasks to the entire educational process, and the role of the school in a democratic society.

We accept the commitment and challenge of serving the community in a coordinated effort to maximize the quality of educational opportunity for each student in the public schools of East Bridgewater.

IMPORTANT SCHEDULE INFORMATION

Grades	3-6
Doors Open	7:50
Tardy After	8:20
Dismissal Time	2:30
½ Day Dismissal Time	11:30
½ Day Dates	Sept. 27 Nov. 27 Dec. 4-6 Dec. 20 Jan. 17 March 11-13 May 22 June 15
Conference Dates	Dec. 4-6 March 11-13
# of Progress Reports	3
# of Report Cards	3

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Dear Parents/Guardians:

We are committed to creating an educational community that is conducive to learning. The Mitchell School Student Handbook, built around our core values, is written to ensure that our community is unified around our expectations, procedures and rules. Please read the handbook and ask us any questions you may have. You and your child need to sign the last page of the handbook to acknowledge that you received the handbook. If you have any other questions or suggestions, please feel free to contact me.

Sincerely,

Andrew Gentile
Principal

I. Learning as the Central Purpose of School: The Mitchell School, as a community of learners, holds firm to the belief that all children can learn.

A. **Homework**: Homework is an essential part of the learning process because it is used to either prepare students for the next day's lesson or provide an opportunity to practice what has been learned in class.

- 1) **Homework Policy**: Our homework policy is explained in detail in the appendix of the handbook.
- 2) **Rules About Homework**:
 - a) Each teacher will determine the value of homework with respect to grades but the maximum percentage is set by the homework policy.
 - b) Teachers will communicate with parents/guardians when homework is not completed and assign detentions as needed.
 - c) Parents, guidance counselors, and administrators will conference in cases when students are chronically missing homework and other consequences may result.
- 3) **Extra Help**: Teachers are available for after school extra help. Students/parents should consult with teachers for their specific after school schedule. Students should make arrangements with teachers in advance about receiving extra help. Arrangements, including transportation, should be communicated to teachers via note, email, or phone call.
- 4) **Homework After Absence**: Students who have been out of school for a prolonged period will have the same number of days as they were absent to complete missing work assigned during their absence. Students are responsible for checking with each teacher upon their return to ensure the complete make-up of any work missed and to schedule make-up of missed quizzes and tests.
- 5) **Homework and Vacation**: We appreciate that families understand that it is unrealistic to expect our staff to provide work in advance of a vacation. Students will have time to make up their work when they return.
- 6) **How to Find Out What the Homework is**: Students need to know what their homework is. The following methods will allow families to monitor homework.
 - a) Agendas: We provide each child with an agenda. Students are given time during school to write the homework into their agenda.
 - b) EBPS.net (choose Mitchell School, then Teacher Websites tab): Many staff update their homework on this site.
 - c) Homework Buddy: We recommend that each student find a "homework buddy" in their neighborhood to consult with when they are absent.

- d) Call the school if your child's been sick for more than two days. Please call us on the morning of the second day and we will gather missing assignments for you by the next day. If a student is going to be out for an extensive period of time, please contact guidance and we will work to put together some assignments.

B. Grades and Reporting:

- 1) Grade 3-4: Three (3) times a school year, a report card will be issued to indicate academic performance, conduct, and effort. Academic achievement is evaluated using numbers 1-4.
- 2) Grades 5-6: Three (3) times a school year, a report card will be issued to indicate academic performance, conduct, and effort. Academic progress is evaluated by letter grade (A, B, C, D, or F). In the Gordon W. Mitchell School, an average of 60 or better must be maintained to pass the course.
**Students who receive a grade of F for the year may be considered for summer school and/or retention.
- 3) Grades in special area classes are pass/fail and are distributed at the end of the year (3-6).
- 4) Progress reports are given out at mid-term with the same frequency as report cards.

C. Honor Roll: Fifth and sixth graders are eligible for the Honor Roll. High honors is earned with all "A's" and Honors is earned with all "A's" and "B's".

D. Photographing/Videotaping/Website: In the process of celebrating the successes of our students we sometimes take pictures and/or videotape them. If you do not want the school to release pictures or video of your child to the local press or cable station you must inform the principal in writing. Additionally, we sometimes display student work and school activities on our website. Please inform us if you do not want your child's picture and/or work posted. Please note – we will not include a student name next to a picture.

E. Academic Integrity: Academic integrity is very important in our community. This means that cheating in any way, such as copying another student's work (including homework), plagiarism. Parents/guardians and administrators will be involved in any such infractions. Students who knowingly allow other students to cheat are also cheating. Cheating may result in consequences including, but not limited to, suspension.

F. Assistance/Academic Supports:

*****Parents who have questions or concerns relative to matters within a particular classroom are advised to contact the classroom teacher first. If questions or concerns are not able to be addressed by the teacher, parents should then seek the support of school administration.***

- 1) After School Help: In addition to the homework help that is described above, we do offer after school support for MCAS remediation and homework clubs. These programs are included in our after school offerings.
- 2) Media Center: The media center is a resource for students to do work, research a project, or read a book. Staff may be available for some assistance.
- 3) Guidance: Each student is assigned a guidance counselor who follows a child for her/his time at the Mitchell School. The role of the counselor is to help students with social, emotional, and academic concerns. Families are encouraged to contact our guidance staff for help. Counselors will also help to facilitate conferences between teachers and parents.
- 4) Special Education: Some students have disabilities that impact their learning. If you have concerns about your child's progress, an evaluation may be requested to determine if your child has a disability.
Requests must be in writing. If a child is determined to have a disability, he/she may be eligible to receive services to help in their learning through an Individualized Education Plan (IEP).
- 5) 504 Plans: Students who have documented disabilities may be eligible for specific accommodations through a 504 plan. Please talk with your child's guidance counselor for more specifics.

G. Student Placement: Parents and teachers are provided the opportunity to give input in the placement process. The final determination as to the teacher and level that a student is placed in or changed to is determined by the principal.

II. Respect for Human Differences: The Mitchell School believes that in order for learning to effectively take place an environment must exist that fosters respect.

- 1) **We will celebrate students and their actions which promote respect.**
- 2) The Mitchell School is committed to creating an environment where all of its members feel secure. We celebrate our differences and those behaviors that reinforce the equality of people.
- 3) Students are encouraged to actively participate in a respectful culture. Treating one another as we want to be treated is how we expect the Mitchell School to function. Saying “please” and “thank you” are the norm of our school.
- 4) Our community will protect our students from threats to their race, gender, sexual orientation, nationality, religion, appearance, and abilities.
- 5) We are intolerant of intolerance. Individuals who engage in disrespectful behavior that is insensitive to human differences and/or takes the form of teasing/bullying (**including cyber-bullying**) will be addressed immediately. Parents/guardians will be informed when we become aware of disrespectful behavior and a full-range of punishment will be applicable to those who have been disrespectful.
- 6) Students will be respectful when they talk to adults and each other. Language and tone that are offensive or rude will not be tolerated. Disrespectful language includes, but is not limited to, swearing, slurs and raised voices.
- 7) Other behaviors that show disrespect will not be tolerated. This includes, but is not limited to, stealing, spitting and lying.

III. Responsibility for Individual Behavior: Each student’s education includes developing a sense of responsibility. We teach children to be active participants in the learning process, accountable for their actions, and involved in the communities of which they are a part.

A. Academic Responsibilities: The academic success of a student is dependent upon the commitment of the child to the academic process. His/her perseverance is critical to achievement. We expect our students to:

- 1) **Persevere in their learning.**
- 2) Be on time for school and classes.
- 3) Bring necessary supplies such as books, notebooks, agenda, and pen/pencil.
- 4) Participate in class.
- 5) Ask questions in class.
- 6) Seek extra help after school if needed.
- 7) Possess academic integrity by doing their work.
- 8) Complete all homework to the best of their ability.

B. Attendance:

- 1) Start-End Times: 8:20 – 2:30
- 2) Start-End on ½ Days: 8:20 – 11:30
- 3) Absence Procedures: Please call our automated phone line at **378-8209, then press 1** if your child is going to be absent. You may also notify your child’s homeroom teacher via email.

- 4) Doctors' Notes: A doctor's note is required in order to be excused from physical education and before returning to school from absence in the following circumstances. Notes should be given to the Nurse's Office.
 - a) Absences from school seven (7) consecutive days or longer due to illness.
 - b) Communicable diseases
 - c) Tonsillectomy and other operations
 - d) Skin infections: ringworm, impetigo, and scabies
- 5) Tardy Procedures: Students who are tardy to school must sign in at the Main Office. We are receptive to explanations other than oversleeping or missing a ride/bus. Students may receive detention, perhaps before school, after the third unacceptable tardy.
- 6) Absence for Vacation: We realize that some families take vacation while school is in session. Our school does not support vacation during school time. It is important for families to understand the impact of missing instructional time. Although students may be able to make up some work independently, students/families should also anticipate a need for students to receive some additional instruction (may be after-school, during specials). Parent communication with individual teachers around handling make up work of this nature is critical. We do request that parents/guardians inform the school in advance if there is a vacation so that we do not call home and worry about your child.
- 7) Early Dismissal and School Cancellation:
****Please Note**: Dismissal before 11:30 on a full school day results in an absence. Dismissal before 10:00 on a half day results in an absence.
 - a) A parent/guardian should write a note in the morning to inform the school that the child will be released that day. Please include the time of dismissal and identify who will be picking up your child.
 - b) A parent/guardian must come into the building to sign the child out. We will not release a child to anyone who is not listed on the Student Information Form and/or School Brains portal unless written permission has been provided by the parent.
 - c) All parents/guardians/others must present picture identification to the office when dismissing a student.
 - d) It may be imperative to dismiss students early due to severe weather conditions or other unforeseen factors. Therefore, it is possible that students may arrive home in these circumstances to find their home locked or no adult present. Families should develop a contingency plan for children in the event that they arrive home to find no adult waiting. It is suggested that parents identify a relative or neighbor to be available for the student(s) if unforeseen factors require a change in our regular dismissal times. Parents are urged to consider providing students with a key to their home in order to gain entry.
 - e) In the event of school cancellations or an emergency, the School Brains notification system will be activated.

C. Medical Policy

THE SCHOOL SYSTEM HEALTH POLICY ADOPTED BY THE EAST BRIDGEWATER SCHOOL COMMITTEE IN 1990 AND 2013 INCLUDES THE FOLLOWING LOCAL REGULATIONS:

If a student becomes ill in school and needs to be sent home, the parent shall be contacted and asked to transport the student home. The parent/ guardian of each student must identify on the student's emergency form a person who would be able to fulfill this responsibility should the parent/ guardian be unavailable.

All care provided in the school will be temporary and in the nature of first aid. Treatment and follow-up care are the responsibility of the parent/ guardian. The school is not in the position to care for accidents, injuries, and illnesses occurring in the home. If a serious injury has occurred and you cannot be reached we will attempt to contact the emergency number that you have listed on the emergency file and notify the East Bridgewater EMT service, if necessary.

It is recommended that students stay home in the following instances:

1. Student is ill with a contagious illness such as strep throat, flu, or chicken pox. a. Students with strep throat should not return to school until they have been taking antibiotics for 24 hours. b. Students with chicken pox should not return to school until all lesions have crusted over.
2. Student had a fever of 100.6 degrees or higher within the past 24 hours.
3. Student has vomited, or had diarrhea, within the past 24 hours.
4. Student has head lice or nits. a. In this case, the student needs to be seen by the school nurse before returning to school.
5. Student has red/pink eyes or drainage from the eyes.
 - a. Students with confirmed cases of conjunctivitis should not return to school until they have been on prescribed medication for 24 hours.

Doctor's certificates are required for the following:

1. Absence from school for seven (7) or more consecutive days due to illness
2. Communicable disease
3. Tonsillectomy and other operations
4. Skin infections such as impetigo, ring worm, or scabies
5. Excuse from physical education
6. Referral on defect
7. Report on physical examination by personal physician

PHYSICAL EXAMINATION RECORDS

When students are seen by their healthcare provider for routine physical exams, please provide the school clinic with a copy of the physical examination record.

MEDICATION ADMINISTRATION

1. Students requiring medication during school hours, including students who self-carry 'as needed' medications such as inhalers and EpiPens, must have the following on file in the school clinic:
 - a. Completed Consent for Medication Administration form signed by the parent or guardian.
 - b. Medication Order form completed and signed by a licensed prescriber.
 - c. In addition to the above forms, students requiring an EpiPen must have a completed Allergy Action Plan form on file.
2. New forms are required at the beginning of each school year.
3. It is recommended that students who self-carry inhalers, EpiPens, or diabetic supplies keep backup medication/supplies in the school clinic.
4. Medication must be delivered to the school in a pharmacy or manufacturer-labeled container by the student's parent, guardian, or other responsible adult. No medication, including over-the-counter products, should be sent to school with the student.
 - a. Please ask the pharmacy to provide separate bottles for home and school use.
 - b. No more than a thirty-day supply of medication should be delivered to the school.
 - c. It is the student's responsibility to report to the clinic in a timely manner to receive their medication. If the student does not arrive at the clinic within 30 minutes of the medication administration time, a reasonable effort will be made to locate the student and administer the prescribed medication.

- d. Self-administered over-the-counter (OTC) medications from home must be taken by students in the clinic. Parents/ guardians should provide OTC medications to the school in the original bottle to be kept locked in the clinic. Students may request the medication to self-administer as needed.
5. With signed consent by the student's parent or guardian, the following may be administered, as needed, by the school nurse in accordance with the standing orders of the school physician.:
- a. Acetaminophen
 - b. Ibuprofen
 - c. Calcium Carbonate
 - d. Bismuth subsalicylate
 - e. Cough drops
6. For the safety of the student, medications will not be administered if the above procedures are not followed

D. Personal/Community Responsibilities:

***Students are expected to be in the possession of a pass when leaving their classroom to travel to any other area in the building.**

- 1) Attire: Students should treat going to school as if they are going to work. In other words, they should present themselves in a way that sends the message that school is a serious place to be. The general rule that students should follow is: If you think something might be inappropriate it probably is inappropriate, so do not wear it. Students whose clothing is inappropriate will need to change. Chronic violations will lead to more significant discipline. Examples of inappropriate attire include, but are not limited to:
- a) Written or symbolic messages that promote illegal/inappropriate activity or are demeaning to a person.
 - b) Hats** and other headwear. (**Hats may be worn to and from student lockers at the beginning and end of each day.)
 - c) Shirts/blouses that are cut too low or allow the midriff to be seen.
 - d) Pants that fall below the waistline and/or display undergarments.
 - e) Skirts/dresses/shorts which are too high.
 - f) Pajama-like outfits.
 - g) Slippers.
 - h) Outerwear should not be worn in the building.
 - i) Backpacks and bags are not allowed to be carried during the school day except for at the start and end of school.
- 2) Lockers:
- a. Locker times will be determined by classroom teachers.
 - b. Each student is assigned a locker to store personal belongings and books.
 - c. The school is not responsible for anything stolen from a locker.
 - d. If a student puts on a lock, the homeroom teacher must have a copy of the key or combination.
 - e. Lockers are the possession of the school and the contents may be searched with reasonable cause.
- 3) Cafeteria: Please visit our "Food Services" tab on our website www.ebps.net, here you can:
- print out the "**Free and Reduced Price School Meals Family Application**" and the instructions. This can be filled out and returned to your child's teacher at **ANY TIME during the school year**. Only one application **per family** is needed. All information must be completed.
 - Click the line "**My School Bucks**" for information on how to pay for your child's meals without making them carry cash to school.
 - Click the "**Menus**" links to see what we are serving each day.

The cafeteria should be treated as a large dining room where appropriate behavior is expected.

- a. The cost of lunch for the 2019-2020 school year is **\$2.85**. The cost of milk is **\$.65** Students may apply for the “free lunch program.”
- b. We have made every effort to make sure that no products containing nuts are sold in our cafeteria.
- d. Casual conversations should take place with no yelling.
- e. Seats may be assigned by the school.
- f. Eight persons may sit at a table and students cannot switch seats during lunch.
- g. “Please” and “thank-you” are standard expressions when talking with the people working in the cafeteria.
- h. Each person at a table is responsible for cleaning up after eating.
- i. Students who cannot follow the rules of the cafeteria may lose the privilege of eating with their classmates.
- j. Students who make a mess of the cafeteria may be assigned community service time to clean the cafeteria or be assigned more severe consequences.

4) Hallways, Auditorium and Bathrooms:

- a) In order to be in the halls or bathroom, a student must sign-out of class and receive a pass.
 - b) The hallways, auditorium, and bathrooms are community spaces and need to be treated as if they are the living rooms and bathrooms of their own homes.
 - c) Students who do not treat these areas responsibly will need to clean them as part of a community service activity and pay for any damage that is caused. Other consequences may apply.
- 5) Books: Textbooks and library books are the property of the school. Lost or damaged books must be paid for by the student. Textbooks must be covered.
- 6) Furniture: Students should treat the furniture in the school as their own. Any damage will either be repaired or replaced by the student.
- 7) School Grounds: The grounds around the school should be treated as if it is the students’ backyard. Students should not litter or damage the exterior of the school. Students who do not treat the grounds responsibly will need to clean them as part of a community service activity and pay for any damage that is caused. Other consequences may apply such as disciplinary action or restitution.
- 8) Safety: Behaviors that jeopardize the health and safety of others will be dealt with swiftly and appropriately. These behaviors include, but are not limited to: harassment, extortion, violent threats, fighting, possession of drugs, alcohol, weapons, fire making materials or explosive devices, and causing a fire alarm.
- 9) Fire Alarms and Evacuations: Students need to follow instructions in the event of a fire or evacuation. Written directions are posted in each classroom and staff directions should be followed. All students must remain quiet during these activities.
- 10) Computer Usage: In the appendix of the handbook is our computer use policy. In order to use the school’s computers and wireless network , a student must sign that he/she understands and will abide by the policy.
- 11) Electronic Equipment: The use of electronic equipment in school is a privilege and may be revoked. Chromebooks are utilized in our classes daily for instructional, research, and assessment purposes. Please see the Student Responsible Technology Use Policy at the back of this handbook.
- a) Electronic Devices (IPad, laptop, other tablets/computers) may be used with the approval of the classroom teacher or administrator.
 - Students are subject to Acceptable Use Policy.
 - The misuse of the electronic equipment will lead to the loss of this privilege.
 - A parent/guardian will need to retrieve the device and the student will not be allowed to bring the device to school in the future.
 - The school will not be responsible for personal electronic equipment. Student/families assume responsibility for any lost, stolen, or damaged devices.
 - The school is not responsible for maintenance of devices brought to school by students.

- Students are not allowed to photograph or videotape in school with any device without the permission of teacher or administrator.
- Students violating this policy are subject to a full range of penalties including suspension and loss of electronic equipment use policy.
- Electronic equipment such as, but not limited to, cell phones, iPods, etc. are not allowed to be in the possession of a student during the school day including the hallways, classrooms, bathrooms, cafeteria, etc... Electronic devices may be used during after school activities at the discretion of the instructor.
- Students must have permission to access school wireless network.

*If a student brings a phone, Ipod, etc. to school, it must remain in her/his locker at all times.

On the first offense of breaking the electronic device policy, the device will be held in the office until the end of the day. Detention may be assigned

On the second offense, the device confiscated and held until a parent/guardian is able to retrieve it. Detention may be assigned.

On the third offense, the device will be confiscated and held in the office until a parent/guardian can retrieve it AND the student will lose his/her ability to have the device in school

- g) Students needing to call home may ask permission from their homeroom teacher or the main office.

12) Food:

- a) Food and drink may be eaten in the cafeteria or in the classrooms with teacher approval.

13) Selling/Trading:

- a) Students are not allowed to sell (i.e. raffle tickets, candy bars, etc...) or trade anything in school (and on the busses) without the prior approval of the principal.

E. Transportation Responsibilities

*****Students whose mode of transportation home from school is changing for any reason, must provide written permission to the homeroom teacher. Verbal permission will not be accepted.***

1) Busses

- a) Bus assignment and payments are made at the business office. Please call 508-378-5958 with any questions.
- b) Bus assignments are fixed. Students cannot switch buses.
- c) The bus should be viewed as an extension of the school. All of the rules that apply in the school also apply on the bus. Misbehavior on busses causes great risk to everyone on the bus. Rule infractions on the bus will be addressed with the same consequences that would take place in school plus the threat of losing bus privileges.

2) **Walkers:** For our students' safety, all students who do not take the bus should use crosswalks when going to and from school.

- a) State law requires students to wear buckled helmets when riding bikes, scooters, skateboards, etc... The safety of our children necessitates that we are diligent about this issue.
- b) Students must use the crosswalk.
- c) All bicycles must be locked at the bike rack. The school is not responsible for any stolen bicycles.
- d) Mornings: The doors open at 7:50 a.m. Students entering the building prior to busses unloading should report to assigned location (café/auditorium/library).
- e) Afternoons: Students are dismissed after the busses have been loaded.

3) **Automobiles:**

- a) Drop-off:
 - i) 3-6: Students should be dropped off in the front circle. Look for staff direction.
- b) Pick-up

- i) 3-6: Cars should line up in the area of the parking lot on the side of the auditorium. Once busses have been loaded we ask that cars pick up students in the front circle. **Please do not pick up students in the parking lot.**

E. Accountability: Teachers, parents, students and administrators work cooperatively to ensure accountability.

- 1) Celebrating Success: We will celebrate student achievement as it relates to our core values. Students who display academic achievement in the form of high grades and/or improvement will be recognized. We will also be diligent in recognizing those respectful behaviors which improve the culture of our community.
- 2) Grades & Report Cards: The most important way that students are held accountable is through grades and report cards.
- 3) Due Process: Students have the right to due process. Students have the right to defend themselves regarding their actions. They are welcome to ask about their grades or respectfully challenge the observations of other students and adults. Students on IEPs have additional rights that are specified in the appendix.
- 4) Parent/Guardian Communication: When there is a significant concern regarding student discipline, we will contact a student's parent or guardian. There may be instances in which parents will need to meet with a school representative.
- 5) Detention: Teachers and administrators may assign a student detention for misbehaving or for chronically missing homework/class work.
- 6) Detentions take place after school with the exception of a chronically tardy student who may be assigned a morning detention beginning at 7:30AM.
- 7) Generally, students will be given 24 hour notice to serve detention in order to arrange for transportation. Administrators may contact parents to arrange staying on the same day when appropriate.
- 8) Community Service: With parent/guardian permission students are able to correct their mistakes through community service. For example, a student who writes on the walls will have the opportunity to spend time cleaning or painting the walls.
- 9) Restitution: A student who damages something will need to pay to repair or replace the item. This includes all school property including, but not limited to books, furniture, computer equipment, windows, doors, etc.
- 10) Suspension: Suspension is reserved for the occasions that a student has done something that is extremely disrespectful or threatens the health/safety of someone. On occasion, chronic offenders of less severe rules may be suspended. Suspension may be in-school or out of school. Students who are suspended will be responsible for any work missed upon their return.
- 11) Expulsion: Exclusions are very unique and take place only when a student's actions are extreme. These circumstances are outlined in Massachusetts Law 37H ½ (see Appendix)
- 12) Promotion: Students who do not pass all subjects may need to attend summer school in order to be promoted. The final decision regarding promotion rests with the school principal.

F. Getting Involved: We encourage parents and students to be involved in the school.

- 1) Extra Curricular Activities: We have a number of activities, clubs and opportunities that enable people to make a difference in their community. We encourage students to participate in after school activities. Although they take place after the formal school day, participation is nonetheless valuable to the learning process. The school does reserve the right to exclude a student from participation in these activities if he/she is not in good standing academically or behaviorally. These activities include, but are not limited to, field trips, after school activities. Students must be in school in order to participate in an after school activity.

2) Parent Volunteers: Many parents are involved in making our school better. We greatly appreciate the support from the parent community. Without the level of volunteerism that we receive, we would not be able to do all that we do. Examples of some of the things parents do are: chaperoning field trips, library help, copying help, room parents, PTO and School Council. Parent volunteers need to fill-out a CORI form in advance. **You must bring the CORI Form and a picture ID to the main office.**

3) Room Parents: Parents are encouraged to be room parents. At the beginning of the year the room parent coordinator will solicit homerooms to find out who is interested.

4) Fundraising:

- a. Each grade will be allowed to participate in one fundraising activity with the prior approval of an administrator.
- b. If there is a school-wide fundraiser it must be approved by the principal at least 2 months in advance.

Appendix A: Bullying Policy

The Gordon W. Mitchell School is committed to maintaining a school environment where students are free from bullying, including cyber-bullying, the effects of such conduct, and retaliation. Below is the policy relative to bullying approved by the East Bridgewater School Department, which outlines the process and procedure for handling reported instances of bullying.

POLICY PROHIBITING BULLYING

The East Bridgewater Public Schools is committed to maintaining a school environment where students are free from bullying and cyber-bullying and the effects thereof. Acts of bullying and cyber-bullying are prohibited:

- I. on school grounds, property immediately adjacent to school grounds, at a school-sponsored or school-related activity, function or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased, or used by the school district; or through the use of technology or an electronic device owned, leased, or used by the school district and
- II. at a location, activity, function or program that is not school-related, or through the use of technology or an electronic device that is not owned, leased or used by the school district, if the acts create a hostile environment at school for the target, infringes on the rights of the target at school or materially and substantially disrupts the education process or the orderly operation of a school.

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

A. Definitions

Aggressor is a student who engages in bullying, cyber-bullying, or retaliation.

Bullying, as defined in M.G.L. c.71, s. 37O, is the repeated use by one or more students of a written, verbal, or electronic expression or a physical act or gesture or any combination thereof, directed at a target that:

- I. causes physical or emotional harm to the target or damage to the target's property;
- II. places the target in reasonable fear of harm to her/himself or of damage to his/her property;
- III. creates a hostile environment at school for the target;
- IV. infringes on the rights of the target at school or;
- V. materially and substantially disrupts the education process or the orderly operation of a school.

Bullying may include conduct such as physical intimidation or assault, including intimidating an individual into taking an action against his/her will; oral or written threats; teasing; putdowns; name-calling; stalking; threatening looks, gestures, or actions; cruel rumors; false accusations; and social isolation.

Cyber-bullying, as defined in M.G.L. c.71, s. 37O is bullying through the use of technology or any electronic communication, which shall include, but not be limited to, any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic,

photo electronic or photo optical system, including but not limited to, electronic mail, internet communications, instant messages or facsimile communications. Cyber-bullying also includes:

- I. the creation of a web page or blog in which the creator assumes the identity of another person;
- II. the knowing impersonation of another person as the author of posted content or messages, if the creation or impersonation creates and of the conditions enumerated above in clauses I to V, inclusive, of the definition of bullying; and
- III. the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons, if the distribution or posting creates any of the conditions enumerated above in clauses I to V, inclusive, of the definition of bullying.

Cyber-bullying may include conduct such as sending derogatory, harassing or threatening email messages, instant messages, or text messages; creating websites that ridicule, humiliate, or intimidate others; and posting on websites or disseminating embarrassing or inappropriate pictures or images of others.

Hostile Environment, as defined in M.G.L., c.71, s. 37O, is a situation in which bullying causes the school environment to be permeated with intimidation, ridicule or insult that is sufficiently severe or pervasive to alter the conditions of a student's education.

Retaliation is any form of intimidation, reprisal, or harassment directed against a person who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying.

Target is a student against whom bullying, cyber-bullying or retaliation has been perpetrated.

B. Bullying and Retaliation Are Prohibited and Will Lead to Discipline

The East Bridgewater Public Schools absolutely prohibits bullying, cyber-bullying and retaliation as defined above. Students who engage in bullying or retaliation will be subject to disciplinary action, however, disciplinary action taken must balance the need for accountability with the need to teach appropriate behavior. The range of disciplinary action includes, but is not limited to, one or more of the following: verbal warnings, written warnings, reprimands, detentions, short-term or long-term suspensions, or expulsions from school as determined by the school administration and/or school committee, subject to applicable procedural requirements. Nothing in this policy is intended to prevent the school administration and/or school committee from taking disciplinary action against a student for conduct that does not meet the definition of bullying or cyber-bullying, as defined above, but nevertheless is inappropriate for the school environment.

C. Reporting Obligations

Reporting by Staff: A member of school staff, including, but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional, shall immediately report any instance of bullying or retaliation s/he has witnessed or become aware of to the school principal or designee.

Reporting by Students, Parents/Guardians, and Others: The district expects students, parents/guardians, and others who witness or become aware of an instance of bullying or retaliation involving a student to report it to the school principal or designee. An individual may make an anonymous report of bullying or retaliation,

however, no disciplinary action may be taken against a student solely on the basis of an anonymous report. A student who knowingly makes a false accusation of bullying or retaliation shall be subject to disciplinary action.

Reporting to Parents/Guardians: The principal or designee must promptly notify the parent/guardian of the alleged target and the alleged aggressor of a report of bullying or retaliation and of the school's procedures for investigating the report. If the alleged target and alleged aggressor attend different schools, the principal receiving the report shall inform the principal of the other student's school, who shall notify the student's parents of the report and procedures.

Reporting to Local Law Enforcement: At any point after receipt of a report of bullying or retaliation, or during or after an investigation, if the school principal or designee has a reasonable basis to believe that the incident may involve criminal conduct, the school principal or designee will notify the local law enforcement agency. In addition, if an incident of bullying or retaliation occurs on school grounds and involves a former student under the age of 21 who is no longer enrolled in a local school district, charter school, non-public school, approved private day or residential school or collaborative school, the Superintendent of the East Bridgewater Public Schools or designee will notify local law enforcement if s/he believes that criminal charges may be pursued.

Reporting to Administrator of Another School District or School: If an incident of bullying or retaliation involves students from more than one school district, charter school, non-public school, approved private day or residential school or collaborative school and the East Bridgewater Public Schools is the first to be informed of the bullying or retaliation, then the Superintendent of the East Bridgewater Public Schools or designee must, consistent with state and federal law, promptly notify the appropriate administrator of the other school district or school so that both may take appropriate action.

D. Investigation

The school principal or designee shall investigate promptly a report of bullying or retaliation, giving consideration to all the circumstances at hand, including the nature of the allegations and the ages of the students involved. The following are general guidelines for responding to a report of bullying or retaliation. The guidelines will be adapted as necessary to respond appropriately to the complaint.

Pre-Investigation: Even before fully investigating allegations of bullying or retaliation, school personnel will consider whether there is a need to take immediate steps to support the alleged target and/or protect the alleged target from further potential incidents of concern. In taking such action, however, the rights of both the alleged target and alleged aggressor must be considered.

Written statement of complaint: The investigator will seek to determine the basis of the complaint, gathering information from the complaint, including such matters as: what specifically happened, who committed the alleged acts, who was present or may have information about the events, when the event occurred (date, time of day), and where the events occurred.

It is helpful to have these facts in writing. If age appropriate, the complainant may be asked to put the complaint in writing and to sign and date it. If the complainant cannot or chooses not to write a complaint, the investigator will record the allegations, read them to the complainant to confirm accuracy, and ask the complainant to sign the document. If the complainant cannot or chooses not to sign, the investigator may sign and date the document her/himself.

Interviews: Once the allegations of the complainant are established, the investigator will gather other evidence, which often involves interviews of the alleged aggressor and/or other witnesses. If appropriate, the investigator should remind the alleged aggressor and witnesses that retaliation against persons whom they believe might have reported the incidents or cooperated with the investigation is strictly prohibited and will result in disciplinary action.

Confidentiality: The confidentiality of the complainant and the other witnesses will be maintained to the extent practicable given the school's obligation to investigate and address the matter.

E. Determination

School personnel must weigh all of the evidence objectively to determine whether the alleged events occurred and, if they did, whether the events constitute bullying or retaliation. The determination must be based upon all of the facts and circumstances and the perspective of a reasonable person. When applied to children, the "reasonable person" standard is generally "that of a reasonable person of like age, intelligence, and experience under like circumstances." See *Ellison v. Brady*, 924 F.2d 872 (9th Cir. 1991).

If bullying or retaliation is substantiated, the school will take steps reasonably calculated to prevent recurrence and ensure that the target is not restricted in participating in school or benefiting from school activities. As with the investigation, the response will be individually tailored to all of the circumstances, including the nature of the conduct and the age of the students involved. In addition to taking disciplinary action, the following are examples of steps that may be taken to prevent the recurrence of bullying or retaliation:

Holding parent conferences;

Transferring student's classroom or school;

Limiting or denying student access to a part, or area, of a school;

Enhancing adult supervision on school premises;

Excluding from participation in school-sponsored or school-related functions, after-school programs, and/or extracurricular activities;

Providing relevant educational activities for individual students or groups of students. Guidance counselors and others in the school setting who have been trained in working with students on interpersonal issues may be helpful in providing such programs;

Establishing a Personalized Action Plan and directives for future conduct, including providing the target with a process for reporting any concerns about future conduct immediately. It is critical to involve the student in creating an action plan that involves a reporting process that works for that particular student;

Arranging for communication between the parties, if appropriate, to assist them in resolving issues which have arisen between them. (Such an approach will be used cautiously since communication can sometimes exacerbate, rather than alleviate, the target's concerns and since the conduct often involves an imbalance of power.);

Providing counseling (or other appropriate services) or referral to such services for the target and/or the aggressor and/or for appropriate family members of said students.

F. Closing the Complaint and Possible Follow-Up

School staff will promptly provide notice to the parent/guardian of a target and an aggressor about whether or not the complaint was substantiated and, if substantiated, what action is being taken to prevent any further acts of bullying or retaliation. Specific information about disciplinary action taken generally will not be released to the target's parents or guardians – unless it involves a “stay away” or other directive that the target must be aware of in order to report violations.

If appropriate, within a reasonable time period following closure of the complaint, the administrative staff or designee will contact the target to determine whether there has been any recurrence of the prohibited conduct.

The district will retain a report of the complaint, containing the name of the complainant, the date of the complaint, investigator, school, a brief statement of the nature of the complaint, the outcome of the investigation, and the action taken.

School Committee Approved: December 16, 2010

Appendix B

East Bridgewater Public Schools **Special Education Procedures**

34 CFR §300.519 - §300.527

DISCIPLINE PROCEDURE

A. Change of Placement Resulting from Disciplinary Action

Suspensions or removals from a current educational placement constitute a change of placement for a student with disabilities when:

1. The Suspension is for more than 10 consecutive school days;

or
2. The student is subjected to a series of suspensions that constitute a pattern because they cumulate to more than 10 school days in a school year.

B. Suspensions/Expulsions

1. A student with a disability may be suspended for not more than 10 consecutive school days for any violation of school rules in the same manner as students without disabilities.
2. A student with a disability may receive additional suspensions of not more than 10 consecutive school days in that same school year for separate incidents of misconduct (as long as those removals do not constitute a change of placement).
3. After a student with a disability has been suspended for more than 10 school days in the same school year, during any subsequent suspensions, the student is entitled to receive educational services during the period of suspension.
4. A student with a disability may be expelled if the IEP team determines that the misconduct was not a manifestation of the student's disability.
5. If a student with a disability is expelled, the student is entitled to receive educational services for the period of the expulsion.

C. Functional Behavioral Assessment/Behavioral Intervention Plan

Not later than 10 school days after either

- the student is first suspended for more than 10 school days in the school year
- or
- the student has had a series of suspensions that constitute a pattern,
- or
- the student is placed in a 45 day interim alternative placement, the following procedures will be implemented:
1. The Special Education Chairperson will arrange for a Functional Behavioral Assessment (FBA) to be conducted (if an FBA has not been conducted).
 2. The Special Education Chairperson will schedule a Team meeting as soon as practicable to discuss the results of the FBA and develop a Behavioral Intervention Plan (BIP). (all required notices will be sent to the parent/guardian)
 3. If the student already has a Behavioral Intervention Plan, the IEP team will meet to:
 - a. review the plan and its implementation
 - b. and modify the plan and its implementation as necessary, to address the behavior.

East Bridgewater Public Schools
Special Education Procedures

D. Interim Alternative Education Setting

1. The placement of a student with a disability may be changed to an appropriate interim alternative education setting for not more than 45 days, if
 - a. the student carries a weapon to school or to a school function , or
 - b. the student knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at school or a school function under the jurisdiction of a State or local educational agency.
2. If a student is to be placed in an interim alternative setting, the Special Education Chairperson will convene the IEP team to conduct a manifestation determination and determine the setting for the interim alternative placement.
3. The interim alternative place will be selected that will:
 - a. enable the student to continue to progress in the general curriculum, although in another setting;
 - b. enable the student to continue to receive those services and modifications, including those described in the current IEP;
 - c. include services and modifications to address the behavior and that are designed to prevent the behavior from recurring.

E. Manifestation Determination

A manifestation determination meeting must be held whenever a disciplinary action would constitute a change in placement. The manifestation determination meeting is held to review the relationship between the student's disability and the behavior subject to the disciplinary action.

1. The Principal will notify the parent/guardian of the action to be taken immediately after the disciplinary decision is made.
2. The Special Education Chairperson will schedule the manifestation determination meeting and send the ***Manifestation Determination Meeting Letter*** along with a ***Parent's Rights Brochure***.
3. The Special Education Chairperson will invite the IEP team members and any other person qualified and necessary to assist in the determination.
4. The manifestation determination meeting will be held not later than 10 school days after the decision to take the disciplinary action was made.
5. The manifestation may be conducted at the same IEP meeting that is convened under section **C: Functional Behavioral Assessment/Behavioral Intervention Plan**.
6. The manifestation determination will be made by the IEP team and other qualified personnel at the meeting.
7. In making a manifestation determination, the IEP team will:
 - a. first consider all relevant information available to and provided by the school (including an observation of the student) and other relevant information supplied by the parent/guardian of the student.
 - b. the answer the following questions:
 - i) Were the student's IEP and placement appropriate and the special education services and behavior intervention strategies provided consistent with the student's IEP and placement?
 - ii) Did the disability impair the student's ability to understand the impact and consequences of the behavior subject to disciplinary action?
 - iii) Did the disability impair the student's ability to control the behavior subject to disciplinary action?

(Refer to **Question Guideline Sheet** in this section)

E1. Behavior IS a Manifestation of the Disability
(Refer to **Flow Chart** in this Section)

1. If the IEP team determines that the answer to the **first question** (b, i) is **no**, the behavior must be considered to be a manifestation of the student's disability.
2. If the answer to the **first question** is **yes**, but the IEP team determines that the answer to **either of the other two questions** (b, ii-iii) is also yes, the behavior must be considered **TO BE** a manifestation of the student's disability.
3. In addition, as a result of the meeting, if the IEP team determines that either the student's IEP, placement, or Behavioral Intervention Plan were not fully implemented or need to be modified, the team will take immediate steps to ensure all plans are implemented and/or to remedy any deficiencies in the student's program.

4. Following the manifestation determination meeting, the Special Education Chairperson will send the parent/guardian a ***Results of Manifestation Determination Meeting*** letter.

E2. Determination that the Behavior was not a Manifestation of the Disability
(Refer to **Flow Chart** in this section)

1. If the IEP team determines that the answer to the **first question** is **yes**, but the answer to **any of the other two questions** is **no**, the behavior must be considered NOT TO BE a manifestation of the student's disability.
2. The suspension may be applied to the student with a disability in the same manner in which it would be applied to student without disabilities, except that the student is eligible to receive educational services during the period of suspension.
3. Following the manifestation determination meeting, the Special Education Chairperson will send the parent/guardian a ***Results of Manifestation Determination Meeting*** letter.

F. Parent/Guardian Appeal

1. If the student's parent/guardian disagrees with a determination that the student's behavior was not a manifestation of the student's disability or with any decision regarding placement, the parent may request a hearing with the BSEA.
2. If a parent/guardian requests a hearing or an appeal regarding a disciplinary action or to challenge the interim alternative educational setting or the manifestation determination, the student must remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the time period of the interim placement, whichever occurs first, unless the parent/guardian and the State agency or public school agree otherwise.
3. If a parent/guardian challenges a change in placement proposed by the school after the expiration of the interim educational placement (up to 45 days), the student will remain in the placement prior to the interim placement during the appeal, except as provided in section 4 below.
4. If school personnel maintain that it is dangerous for the child to be in the current placement (placement prior to removal to the interim alternative education setting) during the appeal, the school district may request an expedited due process hearing.

G. Students Not Yet Eligible for Special Education

1. If a student who has not been determined to be eligible for special education has engaged in behavior that violated any rule or code of conduct, the parent/guardian or the student may assert any of the protections provided for in this section if school personnel had knowledge that the student was a student with a disability before the behavior that precipitated the disciplinary action occurred.
2. School personnel are considered to have knowledge that a student is a student with a disability if:
 - a. the parent of the student has expressed concern in writing (or orally if the parent does not know how to write or has disability that prevents a written statement) to personnel of the school department that the student is in need of special education and related services;
 - b. the behavior or performance of the student demonstrates the need for these services;
 - c. the parent of the student has requested an evaluation of the student; or
 - d. the teacher of the student, or other school personnel, has expressed concern about the behavior or performance of the student in accordance with the established special education referral system.
3. Exception: School personnel would not be considered to have knowledge if, as a result of receiving the information specified in a-d, the school had conducted an evaluation and determined that the student was not a student with a disability.
4. If school personnel do not have knowledge that a student is a student with a disability prior the suspension, the student may be suspended in the same manner as students without disabilities who engaged in comparable behaviors.

5. Limitations:

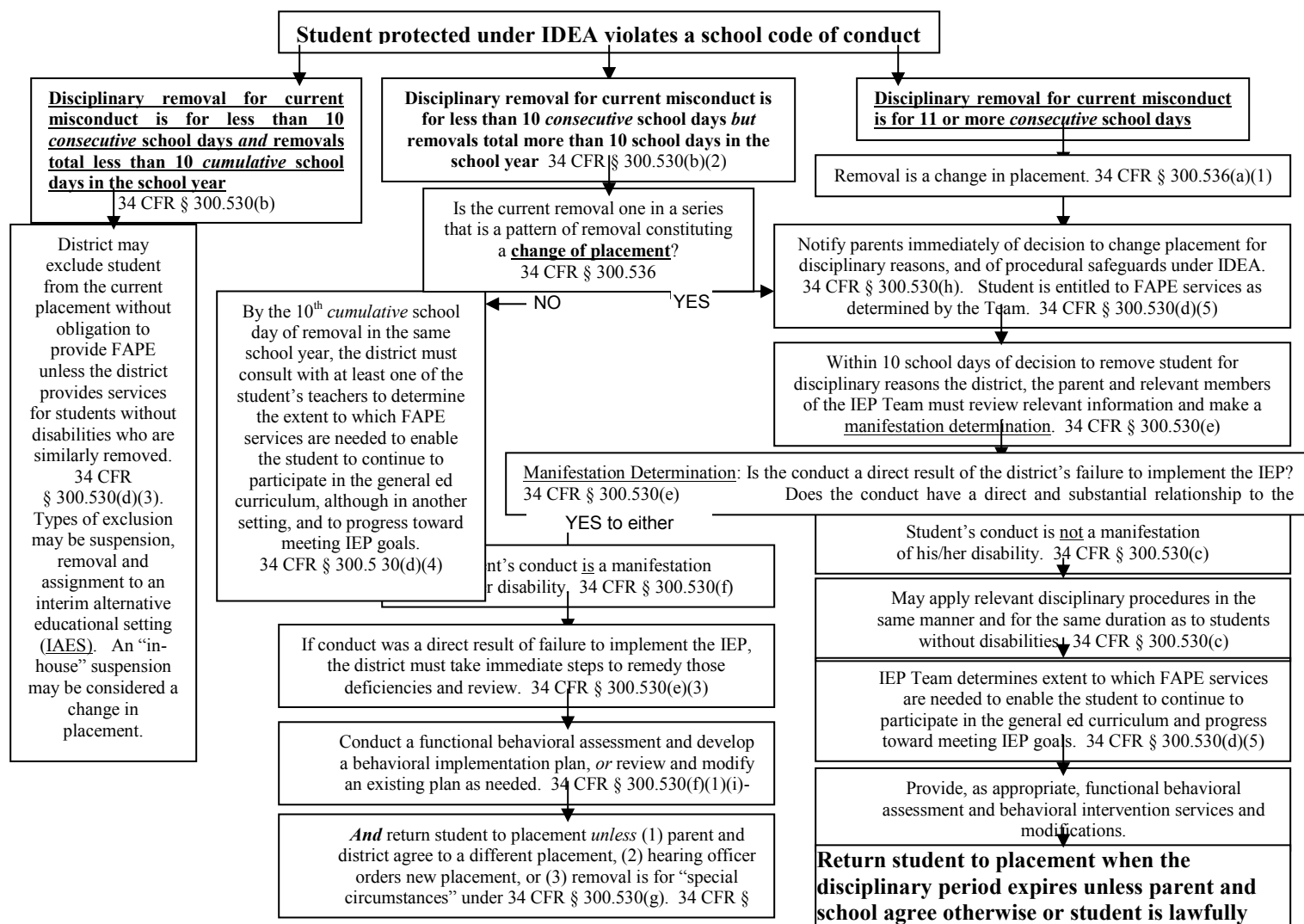
- a. If a request is made for an evaluation of a student during the time period in which the student is suspended, the evaluation must be conducted in an expedited manner.
- b. Until the evaluation is completed, the student remains in the educational placement determined by school authorities, which can include suspension or expulsion without educational services.
- c. If the student is determined to be a student with a disability as a result of the evaluation, the student will be eligible to receive educational services during the period of the suspension or expulsion.

F. Procedures for Recording Suspensions

1. Each Principal (or designee) will be responsible for maintaining a suspension log for students with disabilities (**Log of Suspensions**).
2. At a minimum the log will include the student's name, type of infraction, date and length of suspension.
3. The Principal (or designee) will notify the Special Education Chairperson assigned to the student of each suspension.
4. The Special Education Chairperson will be responsible for coordinating the Principal (or designee) to ensure that all regulations related to the suspension of students with disabilities are followed.

Discipline of Special Education Students Under IDEA 2004
20 U.S.C. § 1415(k) and 34 CFR §§ 300.530-300.536

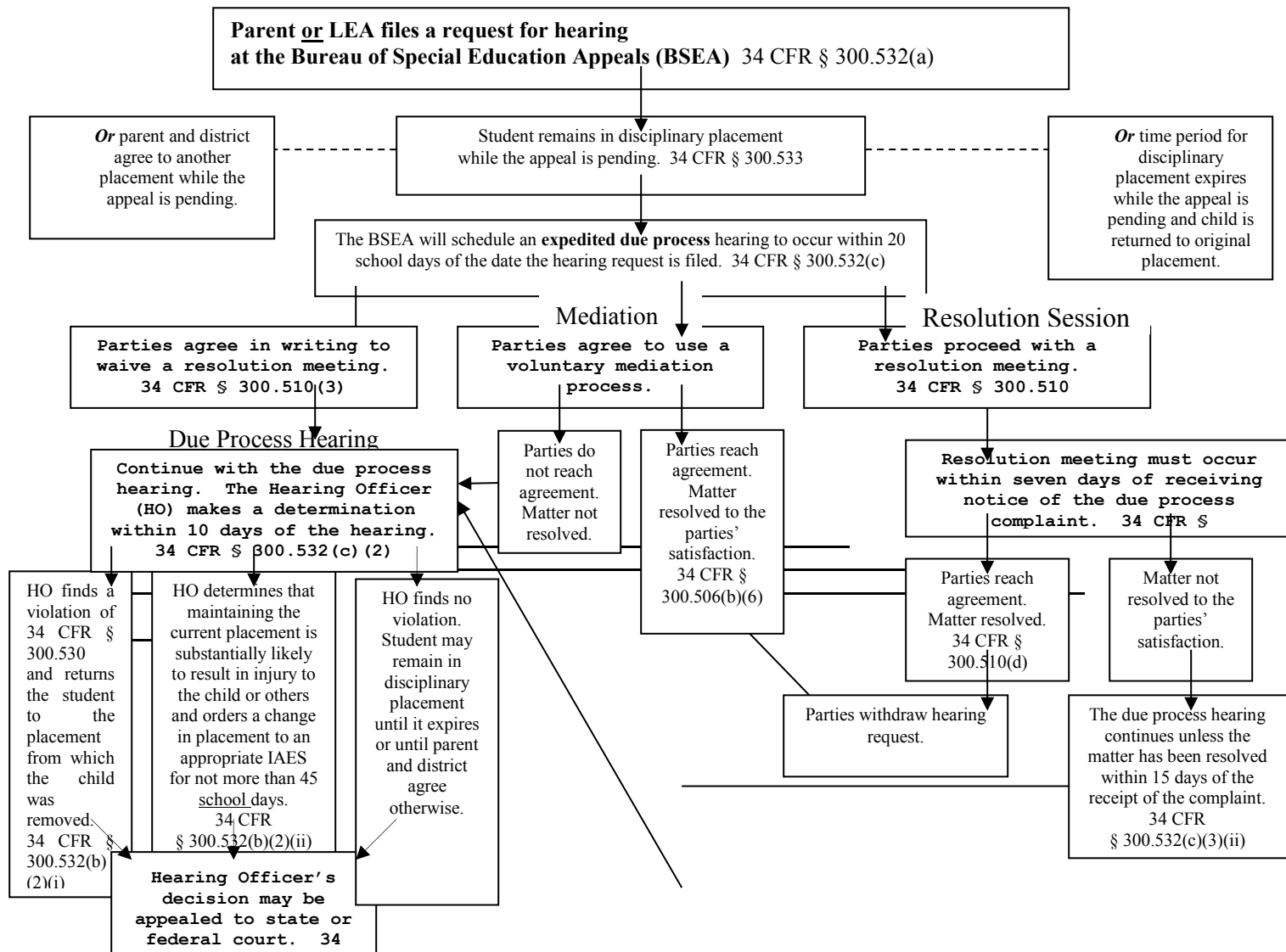
- This chart should be read in conjunction with discipline procedures in state law, M.G.L. c. 71, §§ 37H & 37H1/2, and district-wide and school-wide student codes of conduct.
- Protections in the IDEA apply to students who have been found eligible for special education and to students for whom the school is deemed to have knowledge that the child might have a disability (i.e., students who have not yet been found eligible but the school had a basis of knowledge of a disability, including students who have been referred for initial evaluation). 34 CFR § 300.354
- Beginning on the 11th school day of a student's disciplinary removal during the school year, and if removal is a change in placement, the student must be provided free appropriate public education (FAPE) services during the period of removal to allow him/her to continue to participate in the general education curriculum and progress towards IEP goals, even if in a different setting. 34 CFR § 300.530(b) & (d).
- If the conduct that the student is being disciplined for involves the "special circumstances" of weapons, illegal drugs, controlled substances, or serious bodily injury, school personnel may remove the student to an interim alternative educational setting (IAES) for up to 45 school days, regardless of the manifestation determination. 34 CFR § 300.530(g). The IEP Team must determine the IAES.
- Although the following flowchart lays out the steps that a school district must take when disciplining a student with a disability, it is important to remember that at any point the parent and school district can agree to change a student's placement for disciplinary reasons. Agreements should be in writing, and signed by the school personnel and the parent.



Appeals Process for Disciplinary Placement Decisions for Students with Disabilities
Under IDEA 2004: 20 U.S.C. § 1415(k) and 34 CFR §§ 300.532-300.533

Who may file an appeal of a disciplinary decision?

- **A parent of a child with a disability who disagrees with any decision regarding the child's disciplinary placement, or the manifestation determination, may appeal the decision by requesting a hearing at the Bureau of Special Education Appeals (BSEA). Reasons for appeal may include but are not limited to disagreement with the student's removal to an interim alternative educational setting (IAES), disagreement regarding the manifestation determination, disagreement regarding the determination of whether the removal is a change of placement, disagreement regarding the educational services the student receives during the period of removal, and disagreement regarding the functional behavioral assessment and/or implementation of a behavioral intervention plan. 34 CFR §§ 300.530-300.531.**
- **An LEA that believes that maintaining the student's current placement is substantially likely to result in injury to the child or others may file a request for hearing at the BSEA.**



APPENDIX C
HOMEWORK POLICY

Purpose of Homework

Homework is a valuable tool to help students maximize their learning opportunities. Homework serves a variety of purposes depending on the concepts being taught and the standards being addressed. Homework is important as a means to improve skills, promote independence, encourage responsibility, and manage time. Homework serves as a means to; review and practice skills that have been addressed in class, prepare for the next day's lessons, and explore topics more fully than class time permits. Homework is generally assigned on a night to night basis, but occasionally a lengthier project will be assigned.

Recommended Daily Homework Time

As students progress through the Mitchell School, homework will be assigned to extend learning experiences in accordance with age-appropriate standards and levels of ability. The following are the average focused minutes of homework per night that are recommended for our students.

Grade 3 – 30 minutes/night plus 20 minutes of reading

Grade 4—45 minutes total

Grade 5—15 minutes per subject or approximately seventy-five minutes total

Grade 6—20 minutes per subject or approximately 1 hour twenty minutes total

Homework and Grades

Nightly homework (not including projects) will be figured into the student's academic grade for no more than 10% of the grade.

Homework Responsibilities

Teacher Responsibilities

- Share clear expectations for homework with students and parents.
- Develop assignments with a meaningful purpose.
- Match assignments to the needs and skills of the class/students.
- Provide clear and specific directions for assignments and allow time for student questions.
- Review the progress of long-range assignments periodically.

Student Responsibilities

- Record assignments and due date in agenda book.
- Organize time and materials to complete assignments accurately, neatly and submit it on time as directed by your teacher.
- Give one's best individual effort and apply the skills and knowledge gained.
- Check with the teacher following an absence and make up missed homework within a time period equal to the number of days of absence.
- Seek help as soon as it is needed.

Parent Responsibilities

- Provide support for their child's efforts toward academic achievement.
- Ask their child about homework assignments each day.
- Create a positive environment for completion of homework.
- Assist their child with homework but remember that it is the child's responsibility to complete the assignment.
- Communicate with teachers as needed.

Agenda Book

Each student receives an agenda book at the beginning of the school year in which homework assignments and test/quizzes are recorded. Teachers post homework assignments in the classroom and provide time for students to record the assignment in their agenda books. Parents/guardians may use the agenda book to determine their child's homework in each subject and to ensure that all assignments have been completed. The agenda book can also serve as a communication tool between home and school.

Appendix D

District Student Discipline Policy

STUDENT DISCIPLINE SUSPENSIONS

The East Bridgewater Public Schools adheres to the Student Discipline Laws and Regulations as set forth in Massachusetts General Laws Chapter 37H, 37 H1/2 and 37 H 3/4 and 603 CMR 53.00 *et seq.*

IN-SCHOOL SUSPENSION PROCEDURES (when available):

A student may be removed from regular classroom activities, but not from the school premises, for up to ten (10) consecutive school days or up to ten (10) school days cumulatively for multiple infractions during the school year. Students who are placed in in-school suspension shall have the opportunity to earn credits, make up assignments, tests, papers, and other school work as needed to make academic progress during the in-school suspension.

A student who is unable to consistently adhere to acceptable classroom standards in a particular class may be removed from the class permanently and assigned to a different class at the discretion of the principal and/or his/her designee.

The principal or designee shall notify the superintendent of an exclusion imposed on a student enrolled in kindergarten through grade 3 prior to such exclusion taking effect, describing the alleged misconduct and reason for exclusion.

Notice of In-School Suspension:

The principal or his/her designee shall inform the student of the disciplinary offense charged and the basis for the charge, and provide the student with an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident. If the principal or his/her designee determines that the student committed the disciplinary offense, the principal or his/her designee shall inform the student of the length of the student's in-school suspension, which shall not exceed ten (10) days, cumulatively or consecutively, in a school year.

On the same day as the in-school suspension decision, the principal or his/her designee shall 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.

On the day of the suspension, the principal or his/her designee shall send written notice (by hand-delivery, certified mail, first class mail or email) to the student and parent including the reason and the length of the in-school suspension, and inviting the parent to a meeting if the meeting has not already occurred. The notice shall be in English and the primary language of the home if another language is identified in the home language survey, or by other means, as appropriate.

Parent Meeting:

The principal or his designee shall also invite the parent to a meeting to discuss the student's academic performance and behavior, strategies for student engagement, and possible responses to the behavior. Such meeting shall be scheduled on the day of the suspension if possible, and if not, as soon thereafter as possible. If the principal or his/her designee 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.

No Right to Appeal:

The decision of the Principal or his/her designee is the final decision for in-school suspensions not exceeding ten (10) days, consecutively or cumulatively during a school year.

OUT-OF-SCHOOL SUSPENSION PROCEDURES: Due Process Procedures for Out-of-School Suspensions:

There are two types of out-of-school suspensions, "short-term suspensions" and "long-term suspensions. The principal or his/her designee shall determine the extent of the rights to be afforded the student at a disciplinary hearing based on the anticipated consequences for the disciplinary offense.

If the consequence may be long-term suspension from school, the principal or his/her designee shall afford the student, additional rights as described below, in addition to those rights afforded to students who may face a short-term suspension from school. All students facing out-of-school suspension shall have the right to oral and written notice, as described below.

Notice for Any Out-of-School Suspension:

Prior to suspending a student, the Principal or his/her designee will provide the student and the Parent oral and written notice of the possible suspension, an opportunity for the student to have a hearing and the opportunity of the Parent(s) to participate in the hearing. The notice will be in English and in the primary language of the home if other than English as identified in the home language survey, or by other means of communication where appropriate. The notice will set forth in plain language:

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

The principal or his/her designee shall make reasonable efforts to notify the parent orally of the opportunity to attend the hearing. Prior to conducting a hearing without the parent present, the principal or his/her designee will document reasonable efforts to include the parent. The principal or his/her designee is presumed to have made reasonable efforts if the principal or his/her designee 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.

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

Emergency Removal of Student:

Under certain emergency circumstances, it may not be practical for the principal or his/her designee to provide prior oral and written notice before removing a student from school. The principal or his/her designee may remove a student from school temporarily when a student is charged with a disciplinary offense and the continued presence of the student poses a danger to persons or property, or materially and substantially disrupts the order of the school, and, in the principal's (or his/her designee's) judgment, there is no alternative available to alleviate the danger or disruption. The principal or his/her designee will immediately notify the superintendent in writing of the removal and the reason for it, and describe the danger presented by the student. The temporary removal shall not exceed two (2) school days following the day of the emergency removal, during which time the principal shall:

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

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

SHORT-TERM SUSPENSION PROCEDURES:

A Short-Term Suspension is the removal of a student from the school premises and regular classroom activities for ten (10) consecutive school days or less. The principal, or his/her designee, may, in his or her discretion, allow a student to serve a short-term suspension in school. Any student facing a potential short-term suspension is entitled to a hearing with the Principal or his/her designee with the following process:

Principal Hearing - Short-term Suspension:

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

(b) Based on the available information, including mitigating circumstances, the principal or his/her designee shall determine whether the student committed the disciplinary offense, and, if so, what remedy or consequence will be imposed.

(c) The principal or his/her designee shall notify the student and parent of the determination and the reasons for it, and, if the student is suspended, the type and duration of suspension and the opportunity to make up assignments and such other school work as needed to make academic progress during the period of removal, as provided in 603 CMR 53.13(1). The determination shall be in writing and may be in the form of an update to the original written notice.

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~~(b)(1)(B)~~

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

No Right to Appeal:

The decision of the Principal or his/her designee is the final decision for short-term out-of-school suspensions not exceeding ten (10) days, consecutively or cumulatively during a school year.

LONG-TERM SUSPENSION PROCEDURES:

A Long-Term Suspension is the removal of a student from the school premises and regular classroom activities for more than ten (10) consecutive school days, or for more than ten (10) school days cumulatively for multiple disciplinary offenses in any school year. The principal or his/her designee, may, in his or her discretion, may allow a student to serve a long-term suspension in school. Except for students who are charged with a disciplinary offense set forth in Massachusetts General Laws Chapter 71, §37 H, or in Massachusetts General laws Chapter 71 § 37H 1/2, no student may be placed on long-term suspension for one or more disciplinary offenses for more than ninety (90) school days in a school year beginning with the first day that the student is removed from school. No long-term suspension shall extend beyond the end of the school year in which such suspension is imposed. Any student facing a potential long-term suspension is entitled to a hearing with the Principal or his/her designee with the following process

Principal Hearing - Long-term Suspension:

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

(b) In addition to the rights afforded a student in a short-term suspension hearing, the student shall have the following additional rights:

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

(c) The principal or his/her designee shall provide the parent, if present, an opportunity to discuss the student's conduct and offer information, including mitigating circumstances, that the principal should consider in determining consequences for the student.

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

1. Identify the disciplinary offense, the date on which the hearing took place, and the participants at the hearing;
2. Set out the key facts and conclusions reached by the principal;
3. Identify the length and effective date of the suspension, as well as a date of return to school;
4. Include notice of the student's opportunity to receive education services to make academic progress during the period of removal from school;
5. Inform the student of the right to appeal the principal's decision to the superintendent or designee, but only if the principal has imposed a long-term suspension.

Notice of the right of appeal shall be in English and the primary language of the home if other than English as determined by the home language survey, or other means of communication where appropriate, and shall include the following information stated in plain language:

a) the process for appealing the decision, including that the student or parent must file a written notice of appeal with the superintendent within five (5) calendar days of the effective date of the long-term suspension; provided that within the five (5) calendar days, the student or parent may request and receive from the superintendent an extension of time for filing the written notice for up to seven (7) additional calendar days; and that the long-term suspension will remain in effect unless and until the superintendent decides to reverse the principal's determination on appeal.

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

Superintendent's Appeal Hearing:

(1) A student who is placed on long-term suspension following a hearing with the principal shall have the right to appeal the principal's decision to the superintendent.

(2) The student or parent shall file a notice of appeal with the superintendent within 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. If the appeal is not timely filed, the superintendent may deny the appeal, or may allow the appeal in his or her discretion, for good cause.

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

(4) The superintendent shall make a good faith effort to include the parent in the hearing. The superintendent shall be presumed to have made a good faith effort if he or she has made efforts to find a day and time for the hearing that

would allow the parent and superintendent to participate. The superintendent shall send written notice to the parent of the date, time, and location of the hearing.

(5) The superintendent shall conduct a hearing to determine whether the student committed the disciplinary offense of which the student is accused, and if so, what the consequence shall be. The superintendent shall arrange for an audio recording of the hearing, a copy of which shall be provided to the student or parent upon request. The superintendent shall inform all participants before the hearing that an audio record will be made of the hearing and a copy will be provided to the student and parent upon request.

(6) The student shall have all the rights afforded the student at the principal's hearing for long-term suspension.

(7) The superintendent shall issue a written decision within five (5) calendar days of the hearing which meets the requirements of 603 CMR 53.08(3)(c)1 through 5. If the superintendent determines that the student committed the disciplinary offense, the superintendent may impose the same or a lesser consequence than the principal, but shall not impose a suspension greater than that imposed by the principal's decision.

(8) The decision of the superintendent shall be the final decision of the school district, with regard to the suspension. A parent conference (re-entry meeting) with the Principal or his/her designee is strongly encouraged before students who are suspended return to school. This conference will be used to promote the engagement of the parents or guardians in discussions of the student's misconduct and to assist the student in re-engaging with the school community.

EXCLUSION/EXPULSION:

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

- a. Any student who is found on school premises or at school-sponsored or school-related events, including athletic games, in possession of a dangerous weapon, including, but not limited to, a gun, a knife, or their facsimile, or anything used in the commission of assault and battery; or a controlled substance as defined in Chapter 94 C, including, but not limited to, marijuana, cocaine, and heroin, may be subject to expulsion from the school or school district by the principal.
- b. Any student who assaults a principal, assistant principal, teacher, teacher's aide, or other educational staff on school premises or at school-sponsored or school-related events, including athletic games, may be subject to expulsion from the school or school district by the principal.
- c. Any student who is charged with a violation of either paragraph (a) or (b) shall be notified in writing of an opportunity for a hearing; provided, however, that the student may have representation, along with the opportunity to present evidence and witnesses at a hearing before the principal. After said hearing, a principal may, in his/her discretion, decide to suspend rather than expel a student who has been determined by the principal to have violated either paragraph (a) or (b).
- d. Any student who has been expelled from a school district pursuant to these provisions shall have the right to appeal to the superintendent. The expelled student shall have ten days from the date of the expulsion in which to notify the superintendent of his/her appeal. The student has the right to counsel at a hearing before the superintendent. The subject matter of the appeal shall not be limited solely to a factual determination of whether the student has violated any provisions of this section.
- e. If the student moves to another district during the period of suspension or expulsion, the new district of residence shall either admit the student to its schools or provide educational services to the student in an education service plan.
- f. Any student who is suspended or expelled pursuant to this section shall have the opportunity to earn credits, as applicable, make up assignments, tests, papers, and other school work as needed to make academic progress during the period of his or her removal.
- g. Any student who is suspended or expelled pursuant to this statute for more than ten (10) consecutive days shall have the opportunity to receive education services and made academic progress toward meeting state and local requirements, through the school-wide education service plan.

FELONY COMPLAINT OR CONVICTION:

Pursuant to Massachusetts General Laws Chapter 37 H 1/2, the following procedures shall be implemented for students charged with or convicted of a felony:

- a. Upon the issuance of a criminal complaint charging a student with a felony or upon the issuance of a felony delinquency complaint against a student, the principal 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 this right to appeal and the reasons for such suspension taking effect. Upon expulsion of such student, no school or school district shall be required to provide educational services to the student shall also receive written notification of this right to appeal and the process for appealing such suspension; provided however, that such suspension shall remain in effect prior to any appeal hearing conducted by the superintendent.

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

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

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

e. Any student who is suspended or expelled pursuant to this section shall have the opportunity to earn credits, as applicable, make up assignments, tests, papers, and other school work as needed to make academic progress during the period of his or her removal.

f. Any student who is suspended or expelled pursuant to this statute for more than ten (10) consecutive days shall have the opportunity to receive education services and made academic progress toward meeting state and local requirements, through the school-wide education service plan.

EDUCATION SERVICES AND ACADEMIC PROGRESS UNDER SECTIONS 37H, 37H1/2 AND 37H3/4:

Any student who is serving an in-school suspension, short-term suspension, long-term suspension, or expulsion shall have the opportunity to earn credits, as applicable, make up assignments, tests, papers, and other school work as needed to make academic progress during the period of his or her removal from the classroom or school. The principal shall inform the student and parent of this opportunity in writing when such suspension or expulsion is imposed.

Any student who is expelled or suspended from school for more than ten (10) consecutive days, whether in school or out of school, shall have an opportunity to receive education services and make academic progress toward meeting state and local requirements, through the school-wide education service plan. A description of the school-wide education service plan is provided below.

The principal shall notify the parent and student of the opportunity to receive education services at the time the student is expelled or placed on long-term suspension. Notice shall be provided in English and in the primary language spoken in the student's home if other than English as determined by the home language survey, or other means of communication where appropriate. The notice shall include a list of the specific education services that are available to the student and contact information for a school district staff member who can provide more detailed information.

SCHOOL-WIDE EDUCATIONAL SERVICES PLAN:

The School-Wide Educational Services Plan for each school is found on the district website. Written copies are available at the Superintendent's Office.

ELIGIBILITY TO PARTICIPATE IN SCHOOL ACTIVITIES AND EVENTS

Extra-curricular activities and events are an important part of the educational experience for our students, but participation in these activities is a privilege, not a right. The variety of clubs, activities and events is extensive and students are encouraged to become involved in one or more of these opportunities.

Participation in clubs and activities at East Bridgewater Public Schools and attending school-sponsored, school-related events is a privilege afforded to students who remain in good standing. To participate in school activities, events and clubs, students are expected to maintain good attendance and demonstrate good behavior and citizenship during school and at school-sponsored events. Eligibility for participation in activities, events, clubs, awards, scholarships and honorary positions at East Bridgewater Public Schools is limited to students who are currently enrolled in and attending East Bridgewater Public Schools in good standing. Students not meeting these expectations may be excluded at the discretion of the Principal or his/her designee. A student's removal from extracurricular activities and attendance at school sponsored events is not subject to the procedural requirements of Massachusetts Laws Chapter 37H 3/4 (Principal's Hearing). The removal is not a suspension for the purpose of counting the school days that a student is suspended. Parents will be notified when a student is removed or excluded from extracurricular activities.

Appendix E
East Bridgewater Public Schools
Student Responsible Technology Use Policy

Purpose:

The purpose of this policy is to set forth guidelines and expectations for the responsible use of technology by students, in order to provide a safe, appropriate, and effective learning environment for all in the East Bridgewater Public School District (EBPS). In order to achieve this purpose we understand that both the individuals using technology and the schools have related responsibilities.

For the Individuals Using Technology:

1. We expect each individual to the exercise personal integrity and responsibility.
2. We expect each individual to master certain social-emotional skills in order to maintain ethical use of such technology.
3. We expect each individual to avoid computer activities which interfere with the learning process.

For the School:

1. Our goals are:
 - to provide access to educational tools, resources, and communication
 - to encourage innovation and collaboration
2. Our policies are intended to promote the most effective, safe, productive, and instructionally sound uses of these tools.

Expectations & Rules

Responsible use of EBPS technology resources should be in an ethical, respectful, academically honest way that is supportive of the school's mission. Some activities are expressly prohibited by law; other activities are inappropriate as defined by the administration of each school. The following rules are intended to clarify expectations for conduct, but should not be construed as all-inclusive, as we cannot outline every possible permutation of student behavior with technology. We require students to use technology in accordance with general expectations for appropriate behavior as outlined in this document and in all handbooks for staff, and students.

Violating any portion of this agreement may result in disciplinary review, including possible suspension or expulsion. The East Bridgewater Public schools will cooperate fully with law enforcement officials in any further investigations related to any potentially illegal activities conducted through our network. The school reserves the right to apply disciplinary consequences for computer related activities conducted off-campus if such activity adversely affects the safety or well-being of students or other members of our community or constitutes behavior embarrassing to the school.

Online Behavior

1. I understand that as a member of the EBPS community, my actions could reflect on the school. In all of my online communication I will be respectful and polite. This includes, but is not limited to: email, chat, instant-messaging, texting, gaming, and social networking sites.
2. If I am uncertain whether a specific computer activity is permitted or appropriate, I will ask a teacher, administrator, or the technology department, before engaging in that activity.

Privacy

1. I will not share any of my passwords with anyone or use anyone else's password. If I become aware of another individual's password, I will inform that person or a member of the technology staff.
2. I will be ethical and respect the privacy of others throughout the EBPS network, and internet, and will not share or access others' folders, files or data without authorization.
3. I understand that EBPS has the right to look at any data, email, logs or files that exist on the network or on individual computers without the prior consent of system users. In addition, EBPS reserves the right to view or remove any files on the network without prior notice to users.
4. I will not share or post online personally identifying information about any members of the EBPS community without permission (addresses, phone numbers, email addresses, photos, videos, etc.)
5. I will not make and/or post photo, audio or video recordings of another student, teacher or EBPS event without permission.

Use of School Technology Resources

1. I will not play games, instant-message or access music or videos at school, unless it is part of the curriculum or is authorized by a teacher, or authorized personnel.
2. I will use the EBPS network space only for school-related activities.
3. I will only use my EBPS email account for school related activities, job applications, not to send out mass unsolicited messages, to forward chain letters, joke collections, or other objectionable materials. I will not use EBPS technology resources for commercial activity or to seek monetary gain.
4. I will not deliberately perform any act which will negatively impact the operation of any computers, printers, or networks.
5. I will not use illegal file-sharing or music downloading software while on the EBPS network.
6. I will make an effort to keep my computer free from viruses and other destructive materials. If my computer is accidentally infected, I will seek help from the technology department.
7. I will not store, transfer, or use software or settings for hacking, eavesdropping, network administration/monitoring or network security circumvention.
8. I will not install or boot any non-approved operating systems, and or unapproved extension on any EBPS devices.
9. That all non-IT personal should not attempt to open and fix school issued computer or networking equipment. Opening a school issued computer or networking equipment, could void the system warranty or cause other issues to the device.

Cyber Bullying

1. Cyber Bullying is when the Internet, cell phones or other devices are used to send or post text or images intended to hurt or embarrass another person.
2. I will not intentionally hurt or embarrass another person or group with my technology use as described above.
3. I will notify a counselor, teacher, or technology department member immediately if I become aware of any behavior that may hurt or embarrass another person or group through the use of technology, obscene or inappropriate materials.
4. I will not search for (or download) any material that is offensive, lewd, or pornographic. (Offensive material is pro-violence, hateful, discriminatory, or anti-social. An exception to this policy is granted for teacher-assigned research projects.)
5. If I mistakenly access inappropriate information, I will notify a teacher or Technology department staff member immediately.

Copyright & Plagiarism

1. I will properly cite any resources that I use in my school-work.
2. I will not plagiarize from any sources. (Plagiarism is taking someone else's writing, images or idea and presenting it as your own.)
3. Except for "educational fair use" as defined by a teacher, I will not copy, save, or redistribute copyrighted material (files, music, software, etc.) Users should assume material is copyrighted unless it is stated clearly to the contrary.

Personally Owned Computer Equipment & Devices

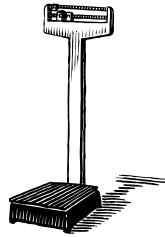
1. Equipment not approved by the technology department shall not be allowed to connect to the EBPS network. This includes, but is not limited to: cell phones, iPods, and non- EBPS laptops/tablets.
2. Connecting to other networks while on campus is prohibited. This includes using cell phones to connect EBPS laptops/ tablets to the Internet (Hot Spots/ Cellular Data).

Limitation of Liability

EBPS takes precautions to restrict access to objectionable material online, but it is not possible to have full control over access to resources and materials on the internet. EBPS reserves the right to block content that negatively impacts the academic performance of students. EBPS cannot guarantee that network services will be without error. The school will not be responsible for any lost data or interrupted service caused by malfunction, negligence, or omission. EBPS is not responsible for the accuracy or quality of information obtained through the network. The school will not be responsible for financial obligations arising from unauthorized use of the network.

Please note: Any concerns regarding student use of technology may be confidentially reported to the District Data Manager/ building Principal in addition to the resources mentioned above.

APPENDIX F
East Bridgewater Public Schools
Body Mass Index Screening Program



A Body Mass Index, or BMI, is a measure that is used to show a person's "weight for height age". It is calculated using an individual's height and weight. Just like a blood pressure reading or an eye screening test, a BMI can be a useful tool in identifying possible health risks. The purpose of the BMI Screening Program is to give you information about your child's weight status and ideas for living a healthy life.

Massachusetts schools have taken heights and weights of students each year since the 1950's. According to the state's new BMI screening regulation which passed in April 2009, schools must now collect the heights and weights of student's in grades 1, 4, 7 and 10. Each child's height and weight will then be used to calculate their BMI.

Your child's privacy will be respected at all times. The results of your child's height, weight and BMI measurements are strictly confidential; they will be kept in your child's school health record and given to you directly or mailed in a sealed envelope.

A BMI does not tell the whole story about your child's health status. BMI does not distinguish between fat and muscle. For example, if a child is very athletic and has a lot of muscle, his or her BMI may be high even though he or she is not overweight. That is why we encourage you to share the results with your child's healthcare provider. Your child's doctor or nurse is in the best position to evaluate his or her overall health and can explain the results of his or her BMI screening. They can also talk with you about whether there are steps you can take to encourage healthy eating and physical activity.

We are very interested in making sure that all our students are healthy. All children in grades 1, 4, 7 and 10 will have their height and weight measured and will have their Body Mass Index (BMI) calculated.

Please feel free to call me at 508-378-8245 with any questions you have about the BMI screening. If you would not like to have your child's BMI calculated, a letter must be sent in to have on file in your child's medical record. This letter must be updated yearly if you would like to continue to opt out of the BMI screening program. Additional information about children's wellness and fitness is available at www.mass.gov/massinmotion/.



EAST BRIDGEWATER PUBLIC SCHOOLS

East Bridgewater, Massachusetts 02333

www.ebps.net

Elizabeth L. Legault
Superintendent of Schools
143 Plymouth Street
508-378-8200

*The East Bridgewater Public School District, in partnership with the community,
creates an academically challenging, safe, and supportive learning
environment that promotes the pursuit of excellence for all.*

Gina E. Williams, Ed.D.
Assistant Superintendent
143 Plymouth Street
508-378-8200

John Shea
School Business Administrator
143 Plymouth Street
508-378-8200

EAST BRIDGEWATER PUBLIC SCHOOLS FOOD SERVICE CHARGE POLICY

I. PURPOSE/PROCEDURE:

The purpose of this regulation and procedure is to establish consistent meal account procedures throughout the district. Unpaid charges place a financial strain on the Food Service Department and the district as a whole. The goals of this procedure are:

- To establish a consistent district procedure regarding charges and collection of charges.
- To treat all students with dignity in the serving line regarding meal accounts.
- To support positive situations with district staff, district business policies, students, and parent/guardian to the maximum extent possible.
- To establish procedures that is age appropriate.
- To encourage parent/guardian to assume the responsibility of meal payments and to promote self-responsibility of the student.

II. SCOPE OF RESPONSIBILITY:

Food Service Department: Responsible for maintaining charge records and notifying the school district of outstanding balances when requested. The Food Service Department is also responsible for notifying the student's parent/guardian of low or outstanding balances.

School District: Responsible for supporting the Food Service Department in collection activities.

Parent/Guardian: Responsible for immediate payment and for tracking student purchases through MySchoolBucks on a regular basis. Please call: for questions with their website call: **1-855-832-5226**

III. ADMINISTRATION

1) Free Status Lunch Students:

- a) All free lunch status students will not be allowed to have a negative account balance. Free lunch status allows a child to receive a free meal every day. A la Carte items are not part of the USDA program.

2) All Other Students:

- a) **Elementary level (K-2)** reduced lunch and full-pay status students will be allowed to charge up to a maximum of **3 meals**, and **intermediate level (3rd - 6th)** reduced lunch and full-pay status students will be allowed to charge up to a maximum of **2 meals**, these will be known as the “account caps”. The “account caps” are intended to provide meals while parents are notified of low or deficit balances and while parent payments are in transit. **High School (7-12)** reduced and full pay status students **will not** be allowed to charge lunch.
- b) Notices of deficit balances will be sent to parents/guardians regularly during the school year via regular US mail, homeroom teacher’s mailbox and/or by phone or email. (Please provide or update the school with a current email address)
- c) When the child reaches the “account cap” a complete meal that consists of a sandwich along with a fruit, vegetable, and milk, will be offered and the student’s account will be charged the regular meal price.
- d) No charges will be allowed for a la carte items.
- e) High School students (7th -12th) will not be allowed to charge.

3) Any payments made by check that are returned to the district by the bank with notice of “insufficient funds” will immediately be deducted from the child/children’s lunch account and the above mentioned rules will take effect.

4) On or about the fifteenth of May, the Food Service Department must begin to close the books for the school year and no charging will be allowed. If charges are still present on an account:

- a) Parents/guardians will be sent a written request for “Payment in Full.” (The deposit requests will be mailed home.)

5) All school cafeterias use computerized point of sale/cash register system that maintain a record of all monies deposited and spent for each student and said record will be made available to the parent upon request. The Food Service Program Director or Manager’s shall inform parents that meals can be paid for in advance and the balances

maintained in their child's account to minimize the possibility that the child may be without meal money on any given day. If a student without meal money on a consistent basis, the Business Office and Food Service Department will investigate the situation more closely. If hardship is suspected, families will be encouraged to apply for free/reduced meals anytime during the school year.

a) Blocks on Accounts: A parent may call or email the Food Service Director to place a block on their child's account to prohibit the purchase of a la carte items or to set a limit.

b) Refunds: Withdrawn & Graduating Students: For any student who is withdrawn or graduating from the district, a written request for a refund of any money remaining in their account must be submitted. An email request is also acceptable.

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