



Family Handbook 2021-2022

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**The principal of each school distributes the student handbook annually to students, staff and parents. At the request of a parent or student whose primary language is not English, a student handbook is translated into their language*

Tyngsborough Elementary School

August 2021

Dear TES Families,

Welcome to Tyngsborough Elementary School! For those of you new to the TES community, we extend a special welcome. Tyngsborough Elementary School strives to provide our students and their families with a vibrant learning environment and a strong sense of community.

The Tyngsborough Elementary School Family Handbook contains information about school programs, policies and procedures. Please take time to review this handbook.

Communication is key to maintaining a strong home/school partnership. Do not hesitate to contact your child's teacher(s) or the main office if you have questions, suggestions or concerns.

We look forward to working closely with families to support our students' learning and growth.

Warmly,

Kerry Cavanaugh, Principal
Kerry.cavanaugh@tyngsboroughps.org

MISSION STATEMENT

Everyone at TES understands that our mission is to educate the whole child and provide each child a solid foundation so that they will be successful in the future. We believe that the educational process is the shared responsibility of all members of our school community, which includes children, parents/guardians, and staff. Our curriculum is based upon the Massachusetts Curriculum Frameworks and is designed to build a strong foundation of the basic skills while challenging students to think critically about the world around them. We strive to foster a safe and nurturing environment where all students are not only accepted, but are valued community members. Children are encouraged to reach their potential in an atmosphere that supports taking risks and learning from the outcomes of their actions. As a community, it is our goal to instill a lifelong appreciation of learning in our students by actively engaging them in the learning process.

STATEMENT OF NON-DISCRIMINATION [Policy 3.4](#)

The Tyngsborough Public Schools does not discriminate against students, parents, employees or the general public on the basis of race, color, national origin, sex, sexual orientation, gender identity, disability, religion, or age. Accordingly, no person shall be excluded from or discriminated against in admission to a public school of any town or in obtaining the advantages, privileges, and courses of study of such public school or in employment in its services in accordance with Title VI of the Civil Rights Act of 1964 (Title VI); on the basis of sex, in accordance with Title IX of the Education Amendments of 1972; on the basis of disability, in accordance with Section 504 of the Rehabilitation Act of 1973 (Section 504) and Title II of the Americans with Disabilities Act of 1990 (Title II); or on the basis of age, in accordance with the Age Discrimination Act of 1975 (Age Discrimination Act) and the Age Discrimination in Employment Act of 1967. Nor does it discriminate on the basis of race, color, sex, religion, national origin, gender identity or sexual orientation, in accordance with Chapter 622 of the Acts of 1971 (M.G.L. c. 76 s. 5) and M.G.L. Chapter 151B.

To file a complaint alleging discrimination or harassment by Tyngsborough Public Schools on the basis of race, color, national origin, sex, disability, age, sexual orientation, gender identity or religion or to make inquiry concerning the application of Title II, Title VI, Title IX, Section 504, the ADA, the Age Discrimination Act, Age Discrimination in Employment Act or applicable state laws and their respective implementing regulations, please contact the building principal or Civil Rights Coordinator(s) listed below:

Tyngsborough Public Schools
Sarah Lewenczuk, Director of Student Services
Superintendent's Office
50 Norris Road
Tyngsborough, MA 01879
(978) 649-7488

Title IX of the Education Amendments of 1972

The Tyngsborough Public Schools does not tolerate discrimination against students, parents, employees or the general public on the basis of sex. The Tyngsborough Public Schools is also committed to maintaining a school environment free of harassment based on sex, including harassment based on gender, sexual orientation, gender identity, pregnancy or pregnancy status. The Tyngsborough Public Schools' policy of nondiscrimination extends to students, staff, the general public, and individuals with whom it does business; no person shall be excluded from or discriminated against in employment, admission to a public school of Tyngsborough Public Schools or in obtaining the advantages, privileges, and courses of study of such public school on account of sex.

How to Report Sexual Harassment: Individuals are encouraged to report allegations of sexual harassment to the Title IX Coordinator(s) identified below or the Principal. Any report of sexual harassment, as defined under Title IX of the Education Amendments of 1972, will be responded to promptly in accordance with the *District's Title IX Sexual Harassment Grievance Procedures*, available at: https://drive.google.com/file/d/1SocMj_5ZlSPA9xItSKcbU4VB3d8IGj6n/view?usp=sharing.

Reports of discriminatory harassment not constituting sexual harassment as defined under Title IX of the Education Amendments of 1972, will be initially addressed through the *District's Title IX Sexual Harassment Grievance Procedure* and may, if dismissed under that procedure, be investigated in accordance with the *District's Civil Rights Grievance Procedures*, available at: <https://drive.google.com/file/d/10UW-Ryo557S1xK84e50XkUrUYyI71I1o/view?usp=sharing>

Upon receipt of a report of sexual harassment, the Title IX Coordinator will: (1) promptly and confidentially contact the complainant to discuss the availability of supportive measures; (2) inform the complainant of the availability of supportive measures with or without the filing of a Title IX Formal Complaint; (3) consider the complainant's wishes with respect to supportive measures; (4) if the school district does not provide the complainant with supportive measures, document the reasons why such response was reasonable; and (5) explain to the complainant the process for filing a Title IX Formal Complaint.

Inquiries about the application of Title IX may be directed to the District's Title IX Coordinator and/or the Assistant Secretary of the U.S. Department of Education, Office for Civil Rights.

The District's Title IX Coordinator(s) is:

Sarah Lewenczuk
Director of Student Services
50 Norris Road
Tyngsborough, MA 01879
tel: (978) 649-8914
sarah.lewenczuk@tyngboroughps.org

SCHOOL SECURITY

The doors at the Tyngsborough Elementary School will be locked each day from 8:50 a.m. to 3:00 p.m. As

you enter the main entrance vestibule area, you will see a red buzzer and camera mounted to the wall on the right. All parents/guardians, students and visitors will need to press the button and be greeted prior to entry into the school. **Once you have entered the school, all parents, students and visitors will need to report directly to the receiving window in the main office to sign in.** At no time should a parent or visitor go directly to a classroom, cafeteria, nurse's office or recess area without reporting to the office for clearance. It is necessary to enforce this practice to ensure the safety of our students. Your cooperation in this matter is crucial.

SCHOOL HOURS & SCHEDULE

Arrival will begin at 8:40. There is no student access to the building prior to that time.

School Day: 8:50-3:06

ARRIVAL PROCEDURES BY PARENT/GUARDIAN DROP-OFF

Upon entering the campus, families should enter the drop off loop. Beginning at 8:40, children can exit the vehicle when directed to by a staff member. If feasible, children are encouraged to unbuckle independently, get their backpack, and proceed to their classrooms using their grade level entrance.

ARRIVAL PROCEDURES BY BUS

Beginning at 8:40, buses will be unloaded one at a time starting at the front of the bus. All students go directly to their classrooms using their grade level entrance.

DURING THE SCHOOL DAY DISMISSAL PROCEDURES

Parents/Guardians are to email tesattendance@tyngsboroughps.org or call 978-649-1990 before 1:00, if a child is to be dismissed during the school day. Please include your child's full name and grade level. Parents/Guardians should use the intercom in the main entrance to dismiss their child. Identification (dismissal car tag or license) will be checked on the camera.

No student will be dismissed from school in the custody of a person other than the parent or guardian of the child. Exceptions will be made only when the parent/guardian informs the school in writing of the name of the person picking up the child. Identification will be checked.

NOTE: Students dismissed before 12:00 p.m. on full days or before 10:00 a.m. on early release days will be considered absent.

END OF DAY DISMISSAL PROCEDURES

Master List Dismissal Process

Two dismissal car tags will be issued to each family. This car tag will allow you entrance to Lot B. If

you do not have your dismissal car tag, you will be asked to provide identification.

Cars can enter Lot B after 2:40. Beginning at 3:00 and under staff supervision, students who are being picked up will be dismissed by lower and upper elementary grade levels to Lot B.

In order to ensure a safe, smooth dismissal procedure for all we cannot make any changes or updates to the Master List after 1:00 p.m.

Bus Dismissal Process

Beginning at 3:06, students who are taking the bus will be dismissed by lower (k-2) and upper (3-5) elementary grade levels.

ACCEPTABLE USE OF INFORMATION TECHNOLOGY [Policy 3.11](#)

Access to information technology assets shall be for the purposes of education or research, consistent with the educational mission of the Tyngsborough Public Schools and/or for legitimate school business.

Please see School Committee Policy 3.11 Responsible Use of Information Technology.

ALTERNATE ENTRANCE

If the driveway to the school is inaccessible, the access road will be utilized. Please follow the directions below:

From Flint's Corner go west on Dunstable Road. Take the 2nd left onto Red Gate Road. Take the 1st left on Diamond Street. Go to the end of the street and the access road to the school is on the right.

ARTS AND ENRICHMENT

The Parent Teacher Organization funds a number of Arts and Enrichment programs throughout the school year. Information about upcoming programs can be found on the [school website](#).

ATTENDANCE [Policy 5.12](#).

Students are required to be in school on each scheduled day as stated in Policy 5.12.

Chapter 76, Section 1 of the Massachusetts General Laws states that all children between the ages of six and sixteen must attend school. In addition to this law, each district may have its own attendance policy with which parents and guardians should be familiar.

The administration and faculty of the Tyngsborough Public Schools believe that attendance by students at school is vitally important to a successful education. It is the responsibility of parents to ensure that students attend school daily. Tardiness and dismissals from school other than an emergency are not in the best interest of the student.

Non-emergency medical or dental appointments should be scheduled for after school hours. We strongly discourage family vacations when school is in session. In addition to compromising the

attendance law, family vacations and non-emergency dismissals interrupt the educational process of each course in ways that make-up work cannot reverse. Teachers are not required to give out homework and assignments prior to a family vacation. Upon returning from an absence, students will have twice the number of days as the absent period, to complete and make up all missed class work.

Examples of absences or tardiness that will be excused:

- Documented illness, injury or medical appointment
- Bereavement/family funeral
- Major religious observances
- Legal appearance
- Extraordinary family circumstances (excused at the discretion of the principal)

Examples of absences or tardiness that are unexcused include, but are not limited to:

- Repetitive or chronic absence or tardiness due to illness or injury not documented by a doctor
- Truancy
- Family vacations
- Undocumented absences
- Non-emergency family situations

Students are expected to be at school on time. Tardiness or poor attendance may negatively impact a student's academic program.

If a student is tardy to school, administration may take one or more of the following measures to address the situation:

- Meet with student to discuss the tardiness behavior
- Meet with parents/guardian to discuss tardiness
- Work with school counselors to resolve/address issues
- Notify Tyngsborough School Resource Officer
- Notify Department of Social Services

BIRTHDAYS

To avoid any hurt feelings, invitations to parties should be mailed to children unless the entire class is being invited. Invitations will not be distributed in school, or on school grounds, unless all students in the class receive an invitation.

Each child's birthday will be announced on the Morning News during the week surrounding the child's birthday. Summer birthdays will be announced in June. Children are invited to come down to the office to select a birthday pencil. Children are not allowed to bring in birthday snacks to share with their classmates. Please see the food policy in the health section of this handbook.

BULLYING

Bullying/hazing/harassment of any kind, verbal, physical or emotional directed toward any student or staff member by any student or staff member will not be tolerated [Policy 5.22](#).

Individuals, who feel that they have been subjected to bullying/hazing/harassment, whether verbal, physical or emotional, should report these incidents to an adult in the building (teacher, school counselor, or Principal/Assistant Principal).

Bullying Prevention and Intervention

TPS recognizes that safe learning environments are necessary for students to learn and achieve high academic standards. The district strives to provide and maintain a climate and culture where individual and developmental differences are acknowledged, appreciated, and respected. This commitment is an integral part of our comprehensive efforts to promote learning, and to prevent and eliminate all forms of bullying and other harmful and disruptive behavior that can impede the learning process.

We understand that some individuals may be more vulnerable to becoming targets of bullying, harassment, or teasing. The TPS will ensure a safe, supportive environment for vulnerable populations in the school community, and provide students with the skills, knowledge, and strategies to prevent or respond to bullying, harassment, or teasing.

The Bullying Prevention and Intervention Plan (“[Plan](#)”) is a comprehensive, proactive approach to addressing bullying, including cyber-bullying, intimidation, and/or retaliation. TPS is committed to working in collaboration with students, staff, families, and law enforcement agencies to cultivate a partnership of respect and tolerance. The Superintendent or his/her designee is responsible for the District's implementation and oversight of the Bullying Prevention and Intervention Plan.

Definitions:

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

Bullying: as defined in [M.G.L. c. 71, § 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:

- Causes physical or emotional harm to the target or damage to the target's property.
- Places the target in reasonable fear of harm to himself or herself or of damage to his or her property.
- Creates a hostile environment at school for the target.
- Infringes on the rights of the target at school.
- Materially and substantially disrupts the education process or the orderly operation of a school.

Cyber-bullying: is bullying through the use of technology or electronic devices such as telephones, cell phones, computers, and the Internet. It includes, but is not limited to, email, instant messages, text messages, and Internet postings. See [M.G.L. c. 71, § 37O](#) for the legal definition of cyber-bullying.

Hostile environment: as defined in [M.G.L. c. 71, § 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: any form of intimidation, reprisal, or harassment directed against a student who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying.

Staff: includes, but is not limited to, educators, administrators, counselors, school nurses, cafeteria workers, custodians, and bus drivers, and athletic coaches, advisors to extracurricular activities, support staff, or paraprofessionals.

Target: is a student against whom bullying, cyber-bullying, or retaliation has been perpetrated. Bullying and harassment of students can create an atmosphere of fear and anxiety for all members of the school community. Bullying can adversely impact a student's attendance at school, learning and progress in school, and participation in activities inside and outside of school. Bullying can occur when students are traveling to and from school, walking in the corridors, eating in the school cafeteria, playing at recess, and participating in special or extracurricular activities. Bullying behaviors that are not addressed can lead to serious adverse consequences for students including academic issues, attendance issues, or psychological problems. The failure to address bullying behaviors also gives other students the message that it is permissible to engage in negative behaviors.

BUS DISCIPLINE

Per School Committee [Policy 6.3](#), any student who fails to behave in a safe and respectful manner while on the bus, while being transported, or while awaiting/departing the bus at a designated stop, may lose their transportation privileges. Drivers will inform the principal of infractions.

- On the first incident the student will be verbally warned. The date will be recorded as well as a brief description of the incident.
- If a second incident should occur during that same school year, the parents/guardians will be notified by an administrator and a warning issued that additional infractions will result in the temporary loss of bus privileges.
- If a third incident should occur during the same school year, the principal may suspend transportation privileges for a period of time not to exceed 9 school days.
- Any additional incidents may result in the suspension of transportation privileges for the remainder of the school year.
- If it is the finding of the principal that an incident is of a serious nature, the principal may suspend transportation privileges immediately.
- Appeals and reviews of disciplinary action relating to student transportation issues may be requested by the parent or guardian via the Principal, Superintendent of Schools and the School Committee.

CLASSROOM PLACEMENTS

The team of grade level teachers and other staff members, including administration, school counselors, and special education personnel, collaborate to determine classroom placement. There are many factors that go into student placement. We need to strive for a reasonable balance of boys and girls, a balance of student abilities, and reasonable class sizes. In addition, consideration is given to the placement of students with disabilities, the learning styles and needs of children, and the teaching strategies used by staff. Classroom teacher placements are communicated to students and families before the last day of school. Students participate in a Move-Up Day activity where they meet their teacher(s) for the upcoming school year.

CORE VALUES AND COMMUNITY RULES

Show Your STRIPES!

S incerity	Tyngsborough Elementary School students will demonstrate SINCERITY . They will do the right thing, even when no one is watching. They will show good character. They will be honest, fair, and humble. They will exercise their best effort and judgment in all activities in which they participate and will set goals that promote positive academic, social, and personal development.
T eamwork	Tyngsborough Elementary School students will demonstrate TEAMWORK . They will encourage others to do their best. They will listen to the ideas of others, while also sharing their ideas to ensure the best end product. They will compromise when necessary. They will behave in a manner that allows all others to enjoy a safe, positive learning community.
R espect	Tyngsborough Elementary School students will demonstrate RESPECT . They will think about others before speaking or taking any action. They will appreciate the contributions of others, while showing respect for themselves, other people, personal and/or community property, and the environment. They will treat others the way that they want to be treated.
I nclusion	Tyngsborough Elementary School students will demonstrate INCLUSION . They have a responsibility to break down barriers by inviting new people into teams, circle of friends, and experiences as they work to be a unified, collaborative community. They will show acceptance and tolerance to everyone around them.
P erseverance	Tyngsborough Elementary School students will demonstrate PERSEVERANCE . They will set goals and strive to reach them each day. They will work hard and not give up even when something is difficult. They will stick with challenging tasks and activities without getting upset. They will keep a positive attitude.
E mpathy	Tyngsborough Elementary School students will demonstrate EMPATHY . They will be aware of and consider another person's situation, feelings, or motives before speaking or taking action. They will put themselves in "someone else's shoes", thinking about how

	someone else might feel in a situation.
S ervice	Tyngsborough Elementary School students will demonstrate SERVICE . They believe the growth and improvement of a relationship and community depends on the willingness of others to contribute support to the greater good.

Community Rules

The following community rules are in effect throughout Tyngsborough Elementary School (on buses, classrooms, hallways, cafeteria, playground, etc.). They have been designed to encompass the above-mentioned core values and to maintain consistency throughout the school day. The rules, created by a team of TES teachers and staff, are developmental in nature and were created to increase student responsibility as they mature.

Lower Elementary School - Preschool & Kindergarten Community Rules

1. We are polite – we use kind words, we use quiet voices, and we are good listeners.
2. We keep hands, feet, and objects to ourselves so that everyone is safe.
3. We show respect by treating others the way we want to be treated.

Lower Elementary School – Grades 1 – 2 Community Rules

1. We will not interfere with another person's learning.
2. We will keep hands, feet, and objects to ourselves so that everyone is safe.
3. We will show respect by listening to each other and using kind words.
4. We will show our best effort.

Upper Elementary School - Grades 3 – 5 Community Rules

1. We will not interfere with another person's learning.
2. We will keep hands, feet, and objects to ourselves so that everyone is safe.
3. We are respectful in our words and in our actions.
4. We will show our best effort and will be responsible learners.

COMMUNITY EVENTS

We offer several parent events throughout the year. Parents are always welcome at TES, but are specifically invited and encouraged to attend the following school events:

September - Preschool and Kindergarten Meet & Greet

September – Open House

Fall & Spring – Scholastic Book Fairs
December - Parent/Guardian Conferences
June - Celebration of Learning

CONSENT AND RELEASE FORM [Policy 5.24](#)

Student participants in any voluntary school activity which requires travel to or from the Tyngsborough Public Schools must have on file a properly prepared and signed Consent and Release Form.

These activities include but are not limited to:

- School Field Trips
- Recreational Programs
- Sports Events, Athletics
- After School Travel
- Performing Arts (Band, Theater, etc.)
- Other offsite educational activities

CORI REQUEST FORM [Policy 10.4](#)

It is the policy of the Tyngsborough Public Schools to comply with all aspects of Chapter 385 of the Acts of 2002, An Act Further Protecting Children.

Chapter 385 of the Acts of 2002 requires that all schools conduct Criminal Offender Record Information (CORI) checks on current and prospective employees, volunteers, student transportation providers and any others who may have direct and unmonitored contact with students.

Upon review of CORI findings, the Superintendent of Schools will consider the nature of the conviction, the date of the conviction and any other pertinent information before denying employment or any unmonitored contact with students.

COMMUNICATION

Communication among students, parents and teachers is essential to a positive elementary school year. Parents are encouraged to call, email or arrange to meet with their child's teachers and/or the administration to discuss their child or any concerns they might have.

In an effort to reduce paper consumption, newsletters, announcements, memos, etc. are sent electronically. Hard copies of all correspondences can be made available. ***Please inform the office of any email changes.*** Forms and notices will also be uploaded to the school website.

CUSTODY STIPULATIONS

Due to the large number of families we serve, it is important to inform the office of any custody stipulations/restrictions that are in place. It is the parent's responsibility to provide legal

documentation each year. All matters will be handled in a confidential manner. Our priority is the safety and well being of each child. The school will remain neutral on all issues.

DISCIPLINARY CONSEQUENCES

Consideration of others and cooperation with adults will help all children to have an enjoyable time at school. We expect children to solve problems through discussion rather than through physical contact. An adult is always nearby to help with conflict resolution. Through pupil and staff discussion, reasonable and appropriate guidelines for self-control and good citizenship will be reinforced. Principals will periodically review discipline data by the following selected populations:

- Ethnicity
- Socioeconomic status

Suspension [Policy 5.15](#)

The Tyngsborough School Committee has authorized the administration to use school suspensions as a punitive measure in dealing with violations of school, local, state and federal laws.

The decision and length of suspension will be determined by the administrator in charge of the building and will reflect the offense committed. Parents or guardians will be notified in writing of the action taken. At no time will the suspension exceed state or federal guidelines nor will “due process” be compromised. Students and parents have the right to interpreter services upon request.

- A. School suspension may be used in, but is not limited to, the following violations:
The continuous and willful refusal to accomplish school tasks when able to do so;
damaging school property; insubordination; fighting; disorderly, vicious, illegal or immoral conduct; and persistent violation of school regulations.
Violation of any local, state or federal law may not only result in suspension but also be subject to police notification.
- B. A suspended student may not participate in any school sponsored activity, or be in attendance at any school activity (home or away).
- C. A suspended student will be readmitted to school only after a satisfactory solution to his/her conduct is agreed upon by parents and administration.
- D. A pupil suspended three times in a school year may be recommended to the School Committee for possible long term suspension, expulsion or exclusion.
- E. Students on suspension are encouraged to keep up with class work.

DRESS CODE [Policy 5.1](#)

Attire, costumes and physical presence that is lewd, exhibitory, in gross poor taste, unsafe or that presents a health hazard will not be allowed during school hours, on school property or at school functions.

All students are required to comply with District policies relative to masks/face coverings, including Face Coverings [Policy 5.32](#). Students who do not comply with the District's mask policies will be considered not in a condition to attend school. As such, the building principal or designee will work with the parent/guardian to develop a plan to meet the conditions to attend. Students who refuse to comply with masking policies or procedures may be subject to the full range of discipline, at the discretion of the building principal.

DRIVEWAY USE

The circular driveway directly in front of the main school building (in front of the flagpoles) should be utilized if you are dropping off your child and not getting out of your car. In the interest of safety, parking is not allowed in this area. Please use parking lot B or C if you are leaving your car and walking your child into or out of the building.

ENTRANCE POLICIES [Policy 5.9](#) (NEED NEW POLICY K Age Entrance)

Preschool and Kindergarten Entrance Policy

Children who are ages three (3) to five (5) years are eligible for enrollment in our preschool programs. Registration forms for programs are available at the main office or on our website. Residents of Tyngsborough may register their child for any preschool schedule option during the registration time frame. A child who is five (5) years of age, on or before September 1st, is eligible to enter kindergarten in the Tyngsborough Public Schools.

A copy of the birth certificate and immunization record are required at the time of registration. State law requires proof of a completed medical exam by a licensed physician prior to school entrance.

FIELD TRIPS

Field trips are a voluntary extension of classroom activities and serve to enrich the curriculum. Any student who chooses NOT to participate in a field trip must still attend school. At the discretion of the principal, a student whose behavior in the days prior to a field trip is deemed unsafe for the field trip may be required to remain at school. A supplementary lesson will be provided. The core values and community rules that are applicable within the school also applies to field trips. Students participating in field trips must submit a signed parent [Consent and Release Form](#) for each trip.

Chaperones [Policy 5.20](#) are vital to the success of field trips. The student/teacher ratio normally does not exceed 10-1, although it does vary by trip. All chaperones must complete a CORI (Criminal Offender Record Information) check.

FIRE DRILL AND EVACUATION PROCEDURES

Fire drills are held to ensure the safety of all in the case of an emergency. In case of fire, the signal to

evacuate the building will be a continuous sounding of the emergency alarm. A fire drill plan is posted in each classroom and special area. All buildings follow specific procedures in the event of a bomb threat or natural disaster. All staff members have received written instructions and are familiar with the procedures.

School Nurse Hours

The School Nurses are available during regular school hours only. Emails and phone calls will be answered within 24 hours during school hours.

If a child visits the health office for any reason the parent/guardian will receive a HIPPA/FERPA compliant email. The password will be sent with the first visit and parents will need to save the password. If the password is misplaced please email the school nurse.

Illness at Home

If your child has a fever (over 100 degrees fahrenheit), diarrhea, vomiting, rash, head lice, eye infection, has been to the hospital, or other symptoms of illness, please do not send your child to school until the symptoms are gone for 24 hours. Children with contagious diseases- strep throat, conjunctivitis, impetigo, etc.- may not return to school until 24 hours after the start of an antibiotic. Parents need to provide medical documentation from their child's physician to return to school after certain illnesses, such as hospitalizations or orthopedic injuries. It is the parents/guardians responsibility to keep the school nurse apprised of their child's medical needs.

Children play outside almost every day, weather permitting. **If a child is not well enough to be outside, please do not send him/her to school.** Always remember to call the main office before 9:00 AM to let the staff know if your child will be absent. If you have any questions about whether your child should attend school on any given day, please feel free to call the school nurse.

Illness at School

It is not uncommon for children to come down with an illness while at school. We require that all parents fill out a health history and immunization report so that we will have his/her reactions to illness. Also, we require that parents fill out the online emergency form. This form provides emergency contacts, permission for over-the-counter medications to be given, and the students physician/dentist information in case of an emergency. The online form needs to be filled out every year to be sure the information is up to date. Please know that the school will make every attempt to reach the parent or designated person before independently deciding upon emergency care.

When a child is at school and exhibits an abnormal fever (>100 degrees F), diarrhea, vomiting, rashes, or general and uncharacteristic malaise, the parent will be called and requested to pick up their child immediately. We recognize that illnesses are often untimely and inconvenient; however it is vital that children who are ill be picked up within 1 hour.

Student Medication [Policy 9.8](#)

The school nurse, or his/her designee, shall administer all medications in full compliance with [M. G. L. c. 71 Section 54B](#).

All other medication, prescription or non-prescription, should be given only on receipt of a written order from a physician. Medications received in pharmacy labeled bottles, including name of student, medication dosage, instructions for administration and prescribing physician's name, will be accepted as a written physician's order and can be administered with written/signed authorization from the student's parent/legal guardian. Non-prescription drugs must be in properly labeled containers.

NOTE: Students are not allowed to carry any type of medication with them during school. All medication must be left with the nurse.

HOMEWORK PROCEDURES (Policy 4.6)

In Kindergarten - Grades 2, homework is not graded and there are no consequences for missed homework. The goal of homework in the lower elementary school is to stimulate discussion at home regarding topics being taught in class and to review skills in English Language Arts and Math.

In Grades 3-5, homework will be checked and recorded for completion and quality. Incomplete homework, or homework of poor quality, will need to be redone. In case of a family emergency, a note sent to your child's teacher would excuse your child for that due date. The student is still expected to complete the assignment. Homework will be marked on the standards based report card in the Behaviors that Support Learning section.

Occasionally some projects will be assigned and additional time will need to be budgeted.

LOST AND FOUND

Any found items should be brought to the lost and found. After each marking period, clothing from the lost and found will be donated to a local charity. It is a good idea to clearly mark items with the child's name and room number.

LUNCH AND SNACK Policy 7.2

Students are encouraged to eat a nutritious lunch in the cafeteria. To encourage good nutrition, a well-balanced lunch is offered at a reasonable price. There is an online link to the monthly menu on the school website, and a hard copy is posted in both the cafeteria and main office. The cost of lunch at TES is \$3.00.

- Students who bring lunch may purchase milk or a snack.
- Prepaying for lunch can be done with a check made payable to Tyngsborough School Lunch and sent in with your child or by visiting the following website; www.mynutrikids.com.
- If you have questions about school lunch please contact the Whitson's Food Service Coordinator.

In the fall, each classroom teacher will provide information regarding the snack practices in the classroom. On occasion, some classrooms are determined to be a peanut/tree nut free room due to the severity of a student's life threatening allergies. If this is the case, you will receive a note from our

health office in the fall.

In the fall, each classroom teacher will provide information regarding the snack practices in the classroom. On occasion, some classrooms are determined to be a peanut/tree nut free room due to the severity of a student's life threatening allergies. If this is the case, you will receive a note from our health office in the fall.

NO SCHOOL ANNOUNCEMENTS

Early Release Days

Early Release days are scheduled throughout the year for curriculum development and staff workshops. These days are identified on the school calendar with a box. On these days, all preschool students will be dismissed at 11:10 a.m. and students in grades K-5 will be dismissed at 12:00 p.m. Lunch will not be served.

No School/Delayed Openings

Per School Committee [Policy 4.1](#), school shall be in session unless road conditions are too hazardous for the buses to travel safely. The School Committee has also instituted a delayed opening rather than canceling an entire day. In the event of no school or a delayed opening, announcements will be made on television channels 4, 5 and 7 or listen to WCAP (Lowell Station) at 980 am or WBZ Boston 1030 am. Parents who provide an email address to the school will also be notified via email of school closings or delayed openings. Parents are encouraged to listen for the announcements rather than calling the school or the police department.

OUTDOOR RECESS ACTIVITIES

Outdoor activities/recess is held whenever possible except, inclement weather, unsafe grounds (ice, snow, rain, slush, wet equipment, or in the warmer weather if excessive bees are observed), or when the outside temperature exceeds 90 degrees Fahrenheit or below 30 degrees Fahrenheit, which includes humidity and wind chill factor. It is important for your child to be dressed for the weather. If your child does not have proper attire for outdoor recess a parent/guardian will be called to provide proper attire. The final decision for outdoor recess/activities will be at the discretion of the building administrator.

PHYSICAL RESTRAINT PREVENTION AND BEHAVIOR SUPPORT

I. GENERAL INFORMATION

Tyngsborough Public Schools shall abide by the provisions of 603 CMR [46.00](#)), which regulates the use of physical restraint on students in Massachusetts public school districts. The use of physical restraint is considered an emergency procedure of last resort, and is prohibited except when a

student's behavior poses a threat of assault, or imminent, serious, physical harm to self or others, and less intrusive alternatives have failed or been deemed inappropriate. Physical restraint shall be used with extreme caution. The Tyngsborough Public Schools has developed restraint prevention and behavior support procedures, in compliance with 603 CMR [46.00](#), which shall be annually reviewed, provided to school staff, and made available to parents.

Note: Nothing in this policy precludes any teacher, employee or agent of the Tyngsborough Public Schools from using reasonable force to protect students, other persons or themselves from assault or imminent, serious physical harm

If physical restraint is necessary, school personnel shall use physical restraint with two goals in mind:

(a) To administer a physical restraint only when needed to protect a student and/or a member of the school community from assault or imminent, serious, physical harm; and

(b) To prevent or minimize any harm to the student as a result of the use of physical restraint.

603 C.M.R. [46.01](#)(3)(a) & (b).

Further nothing in the Code of Massachusetts Regulations (603 C.M.R. [46.00](#)), Tyngsborough Public Schools Physical Restraint Policy and/or Administrative Procedures and Guidelines shall be construed to limit the protection afforded to publicly funded students under other federal and state laws, including those laws that provide for the rights of students who have been found eligible to receive special education services. Additionally, nothing in the Code of Massachusetts Regulations (603 C.M.R. [46.00](#)).

In addition, each staff member will be trained annually regarding the district's physical restraint policy and accompanying procedures. The Principal or designee will arrange training to occur each school year, or for staff hired after the beginning of the school year, within a month of their employment.

II. METHODS FOR PREVENTING STUDENT VIOLENCE, SELF-INJURIOUS BEHAVIOR, AND SUICIDE, INCLUDING INDIVIDUAL CRISIS PLANNING AND DE-ESCALATION OF POTENTIALLY DANGEROUS BEHAVIOR OCCURRING AMONG GROUPS OF STUDENTS OR WITH AN INDIVIDUAL STUDENT

A. School-Level Supports

The school will provide school-wide professional development focused on identifying and preventing student violence, self-injurious behavior and suicide, including individual behavior crisis planning and de-escalation of potentially dangerous behavior occurring among groups of students or with an individual student. In addition, the school-level crisis team will participate in professional development focused on preventative measures to prevent student violence, self-injurious behavior and suicide, including individual behavior crisis planning and de-escalation of potentially dangerous behavior occurring among groups of students or with an individual student. The crisis team along with teachers and other school personnel will identify students who are potentially at-risk and review student social, emotional and behavior progress monthly at the Student Support Team Meeting (SST)

and/or leadership team meeting to plan interventions and supports for students. The monthly meetings will include school counselors, school nurse, administration and if necessary the school psychologist as a resource to plan appropriate interventions and supports for the students.

Each school has a crisis team/TES-School Wide Administrative Team (SWAT), which includes the administrative team, school counselors, nurse(s) and school psychologist when necessary. All members of the school's crisis team are trained in Crisis Prevention Intervention (CPI).

For any student with a history of significant emotional/ behavior including at risk behavior (harm to self and/or others) and/or a student who required a physical restraint, the Team should develop a safety behavior intervention plan or crisis plan. The plan should include strategies and supports which may include specific de-escalation strategies, counseling services, monitoring protocol, data collection, and frequent review meetings (at least 2x monthly), etc. for the purpose of assessing progress and making necessary adjustments. Teams can request a functional behavioral assessment (FBA) or Safety Assessment and can refer to outside agencies if needed. Each school has a functioning SST, which meets monthly (or more as needed) to discuss individual students and/or groups of students demonstrating problem behavior and mental health concerns. The team should include an administrator, teachers, school counselor, school psychologist, and, if necessary, may include an outside agency representative.

School staff should utilize the school district's various tools to help students who are exhibiting aggressive behavior.

B. Interventions and Alternatives Physical Restraint

There are a variety of appropriate responses to student behavior that may require immediate intervention. These alternative methods should be used first when seeking to prevent student violence, self-injurious behavior and/or de-escalating potentially dangerous behavior occurring among groups of students or with an individual student. Physical restraints only should be used as a last resort in emergency situations after these other less intrusive alternatives have failed or been deemed inappropriate.

Examples of interventions and less intrusive methods that may preclude the need for the use of physical restraint include but are not limited to, the following:

1. Active listening
2. Use of a low non-threatening voice
3. Limiting the number of adults providing direction to the student
4. Offering the student a choice
5. Not blocking the student's access to an escape route
6. Suggesting possible resolutions to the student
7. Avoiding dramatic gestures (waving arms, pointing, blocking motions, etc.)

8. Verbal prompt - A verbal prompt is communicating what is expected behavior by clearly stating instructions and expectations.
9. Full or partial physical cue - A full or partial physical cue is anytime an adult needs to temporarily place their hands on a student or physically redirects a student without force. These are used at increasing levels as needed to return a student safely back to task. See Physical Redirection and Physical Escort below.
10. Physical Escort - A physical escort is a temporary touching or holding, without the use of force, of the hand, wrist, arm, shoulder or back, for the purpose of inducing a student who is agitated to walk to a safe location.
11. Physical Redirection - A physical redirection is done by temporarily placing one hand on each of the student's shoulders, without force, and redirecting the student to the learning activity, classroom or safe location.
12. Time-Out - A time-out is a behavioral support strategy in which a student temporarily separates from the learning activity or classroom, either by choice or by direction from staff, for the purpose of calming. During time-out a staff member must continuously observe a student. Staff shall be with the student or immediately available to the student at all times. The space used for time-out must be clean, safe, sanitary and appropriate for the purpose of calming. Time-out shall cease as soon as the student is calmed.

C. General De-Escalation Guidelines

General guidelines for de-escalating potentially dangerous behavior occurring among groups of students or with an individual student include the following:

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

staff assist and monitor the removal of other students to another area within the school until the student de-escalates.

D. In an emergency situation, school staff is to act in a manner to ensure the safety of the individual as well as other students and personnel. The school staff responding to the emergency situation should adhere to the requirements of the districts Physical Restraint Policy and these administrative guidelines and only use a physical restraint as a last resort and with extreme caution **AFTER OTHER LAWFUL AND LESS INTRUSIVE ALTERNATIVES HAVE FAILED OR BEEN DEEMED INAPPROPRIATE**. In other words, staff should first attempt to verbally redirect the student. If this does not stop or prevent the student from danger, the staff member should attempt to block the student by taking a supportive stance first to prevent them from entering any dangerous situation, such as running into the street or jumping from a high place. If the individual is unable to be blocked; the staff member should then administer or attempt to hold the student from danger until emergency assistance or help arrives. This includes, but is not limited to, any one of the approved control CPI positions.

III. METHODS FOR ENGAGING PARENTS/GUARDIANS AND YOUTH IN DISCUSSIONS ABOUT RESTRAINT PREVENTION AND USE OF RESTRAINT SOLELY AS AN EMERGENCY PROCEDURE

The Principal should provide all families and students with information about behavioral supports and restraint prevention efforts that are utilized within their school annually. Additionally, the Principal is expected to follow these administrative procedures with respect to identifying students who may be at risk of restraint and work with the student and their family along with the school counselor to identify and work on behavioral supports to prevent restraint from occurring. If a student is restrained, the Principal is expected to follow these administrative procedures with respect to engaging the student and their family about the use of the restraint, the report regarding the restraint, any disciplinary sanctions that may be imposed and/or any other related matters. Additionally, the school counselor also should follow up with the student and their family regarding behavioral supports.

IV. DISTRICT'S PHYSICAL RESTRAINT PROCEDURES

A. Definitions

"Consent" shall mean agreement by a parent/guardian who has been fully informed of all information relevant to the activity for which agreement is sought, in his or her native language or other mode of communication, that the parent/guardian understands and agrees in writing to the carrying out of the activity, and understands that the agreement is voluntary and may be revoked at any time. The agreement describes the activity and lists the records (if any) which will be released and to whom. In seeking consent the district shall not condition admissions or continued enrollment upon agreement to the proposed use of any restraint.

"Physical restraint" shall mean direct physical contact that prevents or significantly restricts a student's freedom of movement. Physical restraint does not include: providing brief physical contact, without force, to promote student safety or limit self-injurious behavior, providing physical

guidance or prompting when teaching a skill, redirecting attention, providing comfort, or a physical escort.

"Physical escort" shall mean a temporary touching or holding, without the use of force, of the hand, wrist, arm, shoulder, or back for the purpose of inducing a student who is agitated to walk to a safe location.

"Mechanical restraint" shall mean the use of a physical device to restrict the movement of a student or the movement or normal function of a portion of his or her body. A protective or stabilizing device ordered by a physician or related services professional and used for the specific and approved protective or positioning purpose for which the device is designed shall not be considered a mechanical restraint. The use of a mechanical restraint is prohibited unless explicitly authorized by a physician or related services professional and consented to in writing by the parent/guardian of the student. Examples of such devices include, but are not limited to, adaptive devices or mechanical supports used to achieve proper body position, balance or alignment to allow greater freedom of mobility than would be possible without the use of such device or mechanical supports, vehicle safety restraints when used as intended during transport of a student in a moving vehicle, restraints for medical immobilization or orthopedically prescribed devices that permit a student to participate in activities without the risk of harm.

"Seclusion" shall mean the involuntary confinement of a student alone in a room or area from which the student is physically prevented from leaving. Seclusion does not include a time-out as defined in 603 CMR [46.02](#). The use of seclusion is expressly prohibited.

"Time-out" shall mean a behavioral support strategy in which a student temporarily separates from the learning activity or the classroom, either by choice or by direction from staff, for the purpose of calming. During time-out, a student shall not be involuntarily confined and must be continuously observed by a staff member. Staff shall be with the student or immediately available to the student at all times. Time-out shall cease as soon as the student has calmed or when thirty- (30) minutes have passed, whichever event is earlier. The space used for time-out must be clean, safe, sanitary and appropriate for the purpose of calming. The Office of Student Services must approve any space utilized for time-out outside of a classroom before it is utilized.

"Medication restraint" shall mean the administration of medication for the purpose of temporarily controlling behavior. Medication prescribed by a licensed physician and authorized by the parent for administration in the school setting is not medication restraint.

"Prone restraint" shall mean a restraint in which a student is placed face down on the floor or another surface, and physical pressure is applied to the student's body to keep the student in the prone position.

See 603 C.M.R. [46.02](#)

"Principal" shall mean the instructional leader of a public education school program or his or her designee.

B. Determining When to Use a Physical Restraint

If all other less intrusive alternatives have failed or been deemed inappropriate to prevent student violence, self-injurious behavior and/or de-escalating potentially dangerous behavior occurring among groups of students or with an individual student, a physical restraint may be used as a last resort. In other words, a physical restraint can only be used as a last resort in an emergency when a student's behavior poses a threat of imminent, serious physical harm to himself or herself or others, and the student does not respond to verbal directives or other lawful and less intrusive behavior interventions, or such interventions are deemed inappropriate under the circumstances. Any physical restraint shall be limited to the use of such reasonable force as is necessary, for the least time necessary, to protect a student or another member of the school community from assault or imminent, serious, physical harm. School personnel who have been properly trained in the use of physical restraint may only administer a physical restraint.

C. Prohibitions on Use of a Physical Restraint

The following practices are expressly prohibited:

(1) Prohibition.

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

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

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

(c) Physical restraint, including prone restraint where permitted, shall be considered an emergency procedure of last resort and shall be prohibited in public education programs except when a student's behavior poses a threat of assault, or imminent, serious, physical harm to self or others and the student is not responsive to verbal directives or other lawful

and less intrusive behavior interventions, or such interventions are deemed to be inappropriate under the circumstances.

(d) All physical restraints, including prone restraint where permitted, shall be administered in compliance with 603 CMR [46.05](#).

(e) Use of restraint inconsistent with the provisions 603 C.M.R. [46.00](#);

(f) Use of physical restraint as a means of discipline or punishment, as a response to the destruction of property or disruption of school order, as a response to a student's refusal to comply with a school rule or staff directive, or as a response to verbal threats when those actions do not constitute a threat of imminent, serious, physical harm;

Physical restraint, including prone restraint where permitted under 603 CMR [46.03](#), shall be considered an emergency procedure of last resort and shall be prohibited except when a student's behavior poses a threat of assault, or imminent, serious, physical harm to themselves and/or others and the student is not responsive to verbal directives or other lawful and less intrusive behavior interventions are deemed inappropriate.

D. Proper Administration of a Physical Restraint

Only trained school personnel shall administer physical restraints. Trained school personnel are those individuals who have received either the in-depth training detailed below in Section V (B).

Whenever possible, the administration of the physical restraint shall be observed by at least one adult who does not participate in the physical restraint. When administering a physical restraint, school personnel shall use only the amount of force necessary, for the least time necessary, to protect the student and/or a member of the school community from assault or imminent, serious, physical harm. Additionally, school personnel administering a physical restraint shall use the safest method available and appropriate to the situation in accordance with the safety requirements detailed below in subsection E, and shall discontinue the restraint as soon as possible. Floor and prone restraints are prohibited by school committee policy.

It should be noted, however, that the training requirements of the Tyngsborough Public Schools Physical Restraint Prevention and Behavior Support Administrative Procedures and Guidelines, which are detailed below, shall not preclude a teacher, employee or agent of the school from using reasonable force to protect students, other persons or themselves from assault or imminent, serious, physical harm. 603 CMR. [46.05](#)(1). A person administering a physical restraint shall use only the amount of force necessary to protect the student or others from physical injury or harm. 603 C.M.R. [46.05](#)(2).

E. Safety Requirements

No restraints shall be administered in such a way that a student is prevented from breathing or speaking. During the administration of a restraint, school personnel shall continuously monitor the physical status of the student, including skin temperature and color and respiration. Additionally, restraints shall be administered in such a way as to prevent or minimize physical harm. If, at any time

during a physical restraint the student expresses or demonstrates significant physical distress, including but not limited to difficulty breathing, the student shall be released from the restraint immediately, and school staff shall take steps to seek medical assistance.

Restraints must be terminated as soon as the student is not in danger of hurting themselves or any person around them.

If it appears that a student may be restrained for more than twenty (20) minutes based on the student's continued agitation, school staff must obtain the approval of the principal before continuing the restraint for more than twenty (20) minutes. The principal can only give approval and when the principal is not on site at the school, the Assistant Principal/Special Education Facilitator or the school's designee can only give approval for the day or period of the day that the principal is not on site at the school. Before making a decision to extend the restraint for the student, the principal must be informed of critical details regarding the restraint of the student, including, but not limited to:

- a. The type of restraint; and
- b. The student's behavior and condition during the restraint.

The principal must consider these critical factors so that he/she can determine whether continued use of the restraint is justified based on the student's continued agitation. If the principal determines that the continued use of the restraint is justified based upon the student's continued agitation, the removal from class report form needs to be completed by the staff person seeking the extension, signed by both the staff person and principal and a copy of the report provided to the Office of Student Services by no later than three (3) school working days of the administration of the restraint as to the critical factors he/she was informed of and were considered in making the determination that the continued use of the restraint is justified based on the student's continued agitation. A copy of the removal from class report form is attached.

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

School personnel should remember that at any time, school personnel should seek to contact the school nurse and emergency medical assistance if it appears that the student is demonstrating significant physical distress and it is the recommended best practice for school personnel to seek medical assistance when a student appears to be demonstrating or experiencing any physical distress as a result of a restraint.

Brief physical contact with a student by a school staff member in order to promote student safety solely for the purpose of preventing imminent harm to the student, for example, physically redirecting a student about to walk in front of a moving vehicle, grabbing a student who is about to fall or breaking up a fight between students, is not consider a physical restraint. Staff who have brief physical contact with a student in order to promote student safety shall verbally inform the principal of any physical contact as soon as possible and by no later than the close of the school day on which the brief physical contact occurred and, by written report, no later than the next school working day after the brief physical contact occurred, for review of the event. The principal shall make reasonable

efforts to verbally inform the student's parents/guardians of the brief physical contact within twenty-four (24) hours of the event and shall review the event with a review team in accordance with the procedures set forth below in Section G.

F. Procedure For Use Of Time-Out As A Behavior Support Strategy

1. Use of Time-Out as a Behavior Support Strategy

The use of time-out is a behavior support strategy when it is inclusionary. In other words, as detailed in the Massachusetts Department of Elementary and Secondary Education's Technical Assistance Advisory SPED 2016-1 dated July 31, 2015, "when the student is removed from positive reinforcement or full participation in classroom activities while remaining in the classroom" while still "allowing the student to remain fully aware of the learning activities in the classroom." Types of inclusionary time-out practices that function as behavior support strategies include, but are not limited to, planned ignoring, asking student to put his/her head down, placing a student in a different location within the classroom that is not walled-off or otherwise separated from the classroom.

The use of time-out is exclusionary if, as detailed in the Massachusetts Department of Elementary and Secondary Education's Technical Assistance Advisory SPED 2016-1 dated July 31, 2015, the time-out is "a staff-directed behavior support [that] should only be used when the student is displaying behaviors which present, or potentially present, an unsafe or overly disruptive situation in the classroom." It "should not be used for punishment for noncompliance or for incidents of misbehavior that are no longer occurring." School staff must be physically present with the student who is in an exclusionary time-out setting, including but not limited to, any student who is exhibiting self-injurious behavior. If the student poses a safety risk to staff and is not exhibiting self-injurious behavior, then, in those limited instances, the school counselor or other behavioral support professional must be immediately available to the student outside the entrance to the time-out setting where he/she can continuously observe and communicate with the student as appropriate to determine when the student is calm. A student is never to be locked in a room.

During an exclusionary time-out, a student shall not be involuntarily confined and must be continuously observed by a staff member. Staff shall be with the student or immediately available to the student at all times. The time-out shall cease as soon as the student has calmed or when thirty (30) minutes have passed, whichever event is earlier. The preference is for time-out to be implemented within a classroom. Any space utilized for time-out outside of a classroom must be a safe and calming environment that has been approved by Student Services before it is utilized.

2. Process of Obtaining Principal Approval for an Exclusionary Time-Out of More than Twenty (20) Minutes

If it appears that a student may be using time-out as a behavior support strategy for more than twenty (20) minutes based on the student's continued agitation, school staff must obtain the approval of the principal before continuing the time-out for more than twenty (20) minutes. The principal can only give approval and when the principal is not on site at the school, the assistant principal or the principal designee can only give approval for the day or period of the day that the principal is not on

site at the school. Before making a decision to extend the time-out for the student, the principal must be informed of critical details regarding the time-out of the student, including, but not limited to:

- a. The type of time-out; and
- b. The student's behavior and condition during the time-out.

The principal must consider these critical factors so that he/she can determine whether continued use of the time out is justified based on the student's continued agitation. If, as detailed in the Massachusetts Department of Elementary and Secondary Education's Technical Assistance Advisory SPED 2016-1 dated July 31, 2015, [1] "if it appears that the use of exclusionary time-out exacerbates the student's behavior, or the continuation of the exclusionary time-out beyond thirty (30) minutes has not helped the student to calm", then other behavioral support strategies should be attempted." If the principal determines that the continued use of the time-out is justified based upon the student's continued agitation, the report form Form 2 needs to be completed by the staff person who is seeking the extension. The report then needs to be signed by both the staff person and principal and a copy of the report provided to the Office of Student Services by no later than three (3) school working days of the administration of the time-out. The report needs to detail the critical factors the principal was informed of and were considered by him/her in making the determination that the continued use of the time-out was justified based on the student's continued agitation. A copy of the report form is attached hereto as Form 2.

G. Follow-up Procedures and Reporting Requirements

1. Follow-up Procedures

After a student has been released from a restraint, the school staff shall implement the follow-up procedures set forth below:

- a. Review the restraint with the student to address the behavior that precipitated the restraint;
- b. Review the incident with school personnel who administered the restraint to discuss whether proper restraint procedures were followed; and
- c. Follow-up for the students who witnessed the incident.

A detailed follow-up checklist is attached to these procedures and guidelines as Form 1 for your reference.

2. Reporting Requirements

- a. Staff who administers a restraint shall verbally inform the principal of any physical restraint as soon as possible and by no later than the close of the school day on which the restraint was administered and, by written report, no later than the next school working day after the restraint was administered, for review of the use of the restraint. A copy of the removal from class reporting form is attached. If the principal administered the

restraint, the principal shall prepare the report no later than the next school working day after the restraint was administered and submit it to the Superintendent for review.

- b. The principal shall maintain an on-going record of all reported instances of physical restraint, which shall be made available for review by the Massachusetts Department of Elementary and Secondary Education or the student's parents/guardians, upon request.
- c. The principal or his/her designee shall make reasonable efforts to verbally inform the student's parents or guardians of the physical restraint within twenty-four (24) hours of the event, and shall notify the parent/guardian by a written report sent either within three (3) working school days of the restraint to an email address provided by the parent/guardian for communication about the student, or by regular mail postmarked no later than three school working days of the restraint. A written report form letter to parents/guardians regarding the administration of a restraint will include student's name, staff names and job titles, observers, beginning time and ending time, principal or designee signature. This notice should be issued to the parents/guardians in English and in the home language of the student.
- d. The principal shall provide the student and the parent/guardian an opportunity to comment orally and in writing on the use of the restraint and on information in the written report.

3. Individual Student Review Procedures

The principal shall conduct a weekly review of restraint data to identify students who have been restrained multiple times during the week. If such students are identified the principal shall convene one or more review teams as the principal deems appropriate to assess each student's progress and needs. The assessment shall include at least, but not be limited, to following:

- a. Review and discussion of the written reports submitted in accordance with 603 C.M.R. [46.06](#) and section IV of these administrative provides and guidelines and any comments provided by the student and parent/guardian about such reports and the use of restraints;
- b. An analysis of the circumstances leading up to each restraint, including factors such as time of day, day of the week, antecedent events, and individuals involved;
- c. Consideration of factors that may have contributed to the escalation of behaviors, consideration of alternatives to restraint, including de-escalation techniques and possible interventions, and such other strategies and decisions as appropriate, with the goal of reducing or eliminating the use of restraint in the future; and
- d. An agreement on a written plan of action by the school.

If the principal participated in the restraint the Superintendent has designated that the Director of Student Services shall lead the review team's discussion.

The principal shall ensure that a record of each individual student review is maintained and made available for review by the Massachusetts Department of Elementary and Secondary Education or the parent/guardian of the student, upon request.

4. Administrative Review

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

5. Report of Restraint-Related Injuries

When a restraint results in any injury to a student or a staff member, the principal shall send a copy of the written report required by 603 C.M.R. 46.04(4) along with a copy of the record of the school's physical restraints maintained by the principal as required by 603 C.M.R. 46.06(2) and section G (3)(d) above, for the thirty (30) day period prior to the date of the reported restraint to the Massachusetts Department of Elementary and Secondary Education with a copy to the Superintendent of Schools. The report must be postmarked no later than three school working days of the administration of the restraint.

6. Annual Report of All Physical Restraints

The Principal shall work with the Office of Student Services to ensure the collection and annual report of data to the Massachusetts Department of Elementary and Secondary Education regarding the use of physical restraint in the manner and form directed by the Massachusetts Department of Education.

V. DISTRICT'S TRAINING REQUIREMENTS

A. For All Program Staff

Within the first month of each school year, the principal of the school shall provide all program staff with training on Tyngsborough Public Schools Physical Restraint Policy and Physical Restraint Prevention and Behavior Support Administrative Procedures and Guidelines and requirements regarding when restraint is used. Additionally, for all new school employees that are hired after the start of the school year, the principal shall within the first month of their employment provide the new employees with training on the districts Physical Restraint Policy and Physical Restraint Prevention and Behavior Support Administrative Procedures and Guidelines and requirements regarding when restraint is used.

The training shall consist of the following: (a) the role of the student, family and staff in preventing restraint; (b) Tyngsborough Public Schools Physical Restraint Prevention and Behavior Support

Administrative Procedures and Guidelines, including use of time out as a behavior support strategy distinct from seclusion which is prohibited; (c) interventions that may preclude the need for restraint, including de-escalation of problematic behaviors and other alternatives to restraint in emergency circumstances; (d) when behavior presents an emergency that requires physical restraint, the types of permitted physical restraints and related safety considerations, including information regarding the increased risk of injury to a student when any restraint is used, in particular a restraint of extended duration; (e) administering physical restraint in accordance with medical or psychological limitations, known or suspected trauma history, and/or behavioral intervention plans applicable to an individual student; and (f) identification of program staff who have received in-depth training pursuant to 603 C.M.R. [46.04](#)(3) in the use of physical restraint. See 603 C.M.R. [46.04](#)(2).

B. For Staff Authorized to Serve As A School-Wide Resource on the Proper Administration of Physical Restraints

At the beginning of each school year, the principal shall identify program staff that is authorized to serve as a school-wide resource to assist in ensuring proper administration of physical restraint. Consistent with the Massachusetts Department of Elementary and Secondary Education physical restraint regulations, Tyngsborough Public Schools recommend that such training be at least sixteen (16) hours in length with refresher training occurring annually thereafter.

The content of the in-depth training shall include, but not be limited to: (a) appropriate procedures for preventing the use of physical restraint, including the de-escalation of problematic behavior, relationship building and the use of alternatives to restraint; (b) description and identification of specific dangerous behaviors on the part of students that may lead to the use of physical restraint and methods for evaluating the risk of harm in individual situations in order to determine whether the use of restraint is warranted; (c) the simulated experience of administering and receiving physical restraint, instruction regarding the effect(s) on the person restrained, including instruction on monitoring physical signs of distress and obtaining medical assistance; (d) instruction regarding documentation and reporting requirements and investigation of injuries and complaints; and (e) demonstration by participants of proficiency in administering physical restraint; and (f) instruction regarding the impact of physical restraint on the student and family, recognizing the act of restraint has impact, including but not limited to psychological, physiological and social-emotional effects. See 603 C.M.R. [46.04](#)(3)&(4).

VI. COMPLAINT PROCEDURES

A. Informal Resolution of Concern About Use of Physical Restraint

Before initiating a formal complaint procedure, a student or his/her parent/guardian who has concerns regarding a specific use of a physical restraint, may seek to resolve his/her concerns regarding a specific use of a physical restraint by raising the issue with the principal of the school. The student and/or his/her parent/guardian should direct their concerns regarding a specific use of a physical restraint to the principal within ten (10) days of the parent/guardian's receipt of the written report from the school detailed above in Section IV (F)(2). The principal shall attempt, within his/her authority, to work with the individual to resolve the complaint fairly and expeditiously. If the student and/or his/her parent/guardian are not satisfied with the resolution, or if the student and/or his/her

parent/guardian does not choose informal resolution, then the student and/or his/her parent/guardian may proceed with the formal complaint process detailed below in Section VI (B).

B. Formal Resolution of Concern About Use of Physical Restraint

A student or his/her parent/guardian, who has concerns regarding a specific use of a physical restraint, may seek to resolve his/her concerns regarding a specific use of a physical restraint by submitting a written complaint to the Office of the Superintendent. The student and/or his/her parent/guardian should submit this letter to the Office of the Superintendent within twenty (20) days of the parent/guardian's receipt of the written report from the school detailed above in Section IV (F)(2). The written complaint shall include (a) the name of the student; (b) the name of the school where the physical restraint allegedly occurred; (c) the name of the individuals involved in the alleged physical restraint; (d) the basis of the complaint or concern; and (e) the corrective action being sought.

The Office of the Superintendent, through its designees, shall conduct an investigation into the complaint promptly after receiving the complaint. In the course of its investigation, the Office of the Superintendent and/or its designees shall contact those individuals that have been referred to as having pertinent information related to the complaint. Strict timelines cannot be set for conducting the investigation because each set of circumstances is different. The Office of the Superintendent and/or its designees will make sure that the complaint is handled as quickly as is feasible. After completing the formal investigation, the Office of the Superintendent shall contact the individual who filed the complaint regarding the outcome of its investigation and its determination as to whether any corrective action is warranted.

C. Other Complaint Processes Also Available

It should be noted that the provisions of this section does not preclude a student from using the complaint process set forth in the districts Anti-Harassment and Sexual Harassment Policies to seek resolution of any complaints of discrimination or harassment that is based on a characteristic protected by law such as sex, race, color, ancestry, national origin, ethnicity, religion, age, disability, marital status or sexual orientation, homelessness, gender identity or genetic information. It also should be noted that the provisions of this section does not preclude a student from using the complaint process set forth in the Tyngsborough Public School Student Handbooks to seek resolution of any complaints regarding a student's deprivation of rights set forth in the school handbook. Any staff member who believes a student has been subjected to a physical restraint in a manner inconsistent with the Tyngsborough Physical Restraint Procedures shall file a written complaint with the principal. Upon receipt, the principal shall conduct an investigation.

Policy references: Policy 10.3

Legal references: 603 C.M.R. [46.00](#)

Last updated: July 30, 2018

REPORT CARDS AND PROGRESS REPORTS [Policy 5.16](#)

Report cards for Preschool – Grade 5 are sent home three times each year. The purpose is to provide information on a student's progress in all curriculum areas, as well as in the areas of social development and work/study habits. Students in Preschool – Grade 5 are assessed on their ability to meet standards, which reflect state proficiency levels.

Kindergarten - Grade 5 progress reports will be sent home with students at the approximate halfway point of Trimesters 1 and 3. Preschool progress report will be sent home with students in December.

RESOURCES FOR PARENTS

Communication

Communication between parents and staff is essential in providing an optimum environment for children to learn and grow. Teachers are aware of the importance of clear and meaningful feedback for parents. Parents also have a responsibility to be partners in this communication process. Please inform the staff of any significant events happening at home or of any unusual eating or sleeping patterns. There is always time for a discussion regarding concerns and questions. Conferences may be scheduled throughout the year at mutually convenient times.

Website

The [TES website](#) is a very useful source of information for parents. The website contains printable forms and documents, school updates on events and activities, helpful links, and staff email addresses. Parents are encouraged to consult the webpage with questions regarding the school.

Parent/Teacher Organization

The Tyngsborough Schools are fortunate to have an active [PTO](#) that provides numerous programs throughout the school year, including arts and enrichment programs, assemblies, and field trips. Your support is needed to keep this organization successful. Regular meetings are held monthly, and are listed in the newsletter.

Individual Parent Conferences

Formal individual parent conferences are scheduled once during the school year. Parents and teachers meet together to review the staff's observations and share ideas. Parents are encouraged to attend these conferences. Information regarding these conferences is relayed through the newsletter. Parents and teachers may request additional conferences at any time during the year.

Information Booklets and Reading Materials

Parents are welcome to borrow informational booklets and reading materials on a variety of subjects. These resources are found in the main lobby of TES. If you need assistance in locating information or material, please contact a school counselor or your child's teacher.

Email/Voice Mail

All professional staff members have an email and voicemail account. These tools can be very efficient communication tools between parents and teachers. The regularity with which staff members are able

to check email/voicemail can vary depending on the time of year and school events. Please check with your child's teacher to see which communication tool they prefer. If you need assistance during the day, please call the main office.

SCHOOL COUNCIL [Policy 4.10](#)

The Tyngsborough School Committee supports and encourages the individuality and identity of each of its buildings and staff members. In so doing, it acknowledges that procedures taken to comply with the Education Reform Act of 1993 will vary from building to building.

By the second regularly scheduled School Committee meeting in May of each year, the building principal (s) will submit to the School Committee, the procedure used in complying with the Education Reform Act of 1993 (School Councils).

SCHOOL INSURANCE

If your family is not covered by a comprehensive accident insurance plan, you may want to purchase the School Accident Insurance. This plan provides coverage for your child if an injury should occur. The Tyngsborough Public Schools do not provide accident coverage for students who may experience an injury while at school.

In September, parents are offered the opportunity to purchase accident insurance for their children. **Parents who wish to purchase the insurance must complete the forms before returning them to the school.**

SCHOOL PHOTOS

In the fall, photographs of each child are taken for our files. Parents have the option of purchasing a number of different photo packages. Class pictures are also available. For families that are interested, there is a spring photo option as well.

SPECIAL EDUCATION PARENT ADVISORY COUNCIL (SEPAC)

The mission of the [Tyngsborough Special Education Parent Advisory Council \(SEPAC\)](#) is to work towards the understanding, respect, support, and appropriate education for all children with special needs in our community. The council provides monthly parent training sessions on a variety of different topics. Please see the district website for more information.

STUDENT RIGHTS AND DUE PROCESS FOR SPECIAL EDUCATION

Due process requires that a student be given notice of the violation for which he/she is charged and be given an opportunity to answer the charges. Prior to suspension the student and his/her parents will have a due process hearing with an administrator. During this hearing, the student will be given the reason for suspension and will have the opportunity to respond.

Protocol for Discipline of Special Education Students and 504 Students

Students with disabilities are subject to all provisions of the Code of Conduct as described in the

Student Handbook unless noted in the student's Individual Education Plan (IEP) or Section 504 Plan (504 Plan). The following procedure will be adhered to in order to meet regulations regarding students with disabilities.

- A designated individual will track the number of days of suspension for students with disabilities.
- When a student with disabilities has accumulated 5 days or more of suspension, notification will be given to the student's Special Education Liaison and Special Education Facilitator.
- Manifestation Determination: When a student with disabilities has accumulated 10 days of suspension, the team must meet to determine whether the behavior, which resulted in the suspension, was a manifestation of the student's disability. This meeting could result in a change of placement if found appropriate for the student.

The Tyngsborough Public School District will provide a free and appropriate public education (FAPE) for a student who is protected by the IDEA (not section 504) and who is suspended beyond 10 school days even if the conduct is determined to be a result of the student's documented disability.

STUDENT RECORDS

The Department of Education has regulations that inform schools how student records should be kept. The Tyngsborough School Committee will comply with M. G. L. c. 71 [Section 34 D](#) and [Section 34E](#).

1. A permanent file folder will be established for every child upon entry into the Tyngsborough School District.
2. This folder will be divided into two parts:
 - Transcript that includes only the minimum information necessary to reflect the student's education program; name, address, course title, grade, credit and grade level. This transcript must be kept by the school system for at least sixty years after the student leaves the system.
 - The temporary record contains the majority of the information maintained by the school about the student. This may include such things as standardized test results; class rank; school sponsored extracurricular activities; and evaluations and comments by teachers, counselors, and other persons; as well as other similar information. The temporary record is destroyed within five years after the student leaves the school system.

The following is a summary of the major parent and student rights regarding their student records, as provided by the Regulations Pertaining to Student Records:

Inspection of Record

A parent, or a student who has entered the ninth grade or is at least 14 years old, has the right to inspect all portions of the student record upon request. The record must be made available to the parent or student no later than **two** days after the request, unless the parent or student consents to delay.

The parent and student have the right to receive copies of any part of the record, although a reasonable fee may be charged for the cost of duplicating the materials.

Finally, the parent and student may request to have parts of the record interpreted by a qualified professional of the school, or may invite anyone else of their choosing to inspect or interpret the record with them.

Confidentiality Record

With a few exceptions, no individuals or organizations but the parent, student, and school personnel working directly with the student are allowed to have access to information in the student record without the specific, informed, written consent of the parent or student.

Amendment of Record

The parent and student have the right to add relevant comments, information, or other written materials to the student record. In addition, the parent and student have the right to request that information in the record be amended or deleted. The parent and student have a right to a conference with the school principal to make their objections known. Within a week after the conference, the principal must render a decision in writing. If the parent and student are not satisfied with the decision, the regulations contain provisions through which the decision may be appealed to higher authorities in the school system.

Destruction of Records

The regulations require that certain parts of the student record, such as the temporary record, be destroyed a certain period of time after the student leaves the school system. School authorities are also allowed to destroy misleading, outdated, or irrelevant information in the record from time to time while the student is enrolled in the school system. Before any such information may be destroyed, the parent and student must be notified, and have an opportunity to receive a copy of any of the information before its destruction.

SUPPLIES

It is important to label mittens, hats, coats, boots, sweaters, raincoats, etc., since many of these are lost each year. A labeled back-pack or book bag is vital for each child to carry possessions to and from school.

TESTING AND ASSESSMENT [Policy 5.21](#)

It is the policy of the Tyngsborough School Committee to require all eligible students to participate in all state mandated standardized tests as determined by the Massachusetts Department of Elementary and Secondary Education. It is the responsibility of the school administration to develop a plan to support students who need additional assistance with standardized testing. The building administration will also have a plan to address any student who willfully does not participate in the assessment, which may include a modification to the student's schedule.

Evaluation of students through standardized achievement tests or required state assessments is

conducted periodically. Parents will be notified as to dates, results and educational implications. The purpose of testing is to inform classroom instruction in light of philosophy and curriculum outcomes. Teachers will refrain from testing on religious holidays. All students in grades 3-5 are required to take the ELA and math MCAS and grade 5 students are also required to take the Science and Technology MCAS.

TITLE 1 [Policy 4.14](#)

The policy below will assist the district in demonstrating that it uses Title I funds only to supplement, and to the extent practical, increase the level of funds that would, in the absence of Title I funds, be made available from non-Federal sources for the education of children participating in Title I programs.

Tyngsborough Public Schools must demonstrate that Title I funds supplement those funds that are required to be provided to the schoolwide program and targeted assistance schools. Possible evidences include: school budgets, district budget, and back-up documentation demonstrating that the schools are receiving proper amount of funds for free public education, including funds for services for English Learners and Special Education students.

TRANSPORTATION [Policy 6.1](#)

Buses

Once your child's bus assignment has been determined, no changes will be made without prior approval of the school district and bus company. Requests must be submitted in writing to the transportation committee. Emergency requests will be reviewed on an as-needed basis by the Principal/Assistant Principal.