

# **Shining Star Early Childhood Center**



## **Family Handbook 2020-2021**

Corrie A. Masterson, Ed.D.

*Director*



### **Milford Public Schools Shining Star Early Childhood Center**

31 West Fountain Street • Milford, Massachusetts 01757 [www.milfordpublicschools.com](http://www.milfordpublicschools.com)  
• Telephone: 508.478.1135. Facsimile: 508.473.1601

Dear Families,

Welcome to Shining Star Early Childhood Center (SSECC). At SSECC, we feel very strongly about creating a safe and caring environment for the children where they have the opportunity to grow academically, socially and emotionally. The years children spend at preschool are a very important time of their lives and we are thankful to have the opportunity to be a part of this special time with them and you.

Our preschool is closely linked with the Kindergarten programs at Memorial and Brookside Elementary Schools. We begin using the Massachusetts Curriculum Frameworks, which is continued throughout the school system. Our program is individualized and developmentally appropriate. Shining Star is proud to announce that we have been accredited by the National Association for the Education of Young Children (NAEYC) for over thirteen years.

Members of the SSECC staff and School Council prepared this handbook. It is intended to assist you with information that will be helpful throughout the school year. It provides a basic understanding of the shared responsibilities of students, staff and parents/guardians that are part of the Shining Star community. You may also view this handbook, Milford Public School policies and other information on our website at [www.milfordpublicschools.com](http://www.milfordpublicschools.com).

The staff at SSECC is a group of highly professional, dedicated and nurturing individuals who are committed to educating young children. We look forward to this year with great enthusiasm and we are eager to welcome new families as well as families who are returning.

We look forward to a school year filled with much learning, sharing and having fun! As always, if you have any questions, concerns, or suggestions please contact me directly.

Yours in Education,

A handwritten signature in black ink that appears to read "Corrie Masterson".

Corrie A. Masterson, Ed.D.

Director Shining Star Early Childhood Center

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## **PHILOSOPHY OF EDUCATION**

The Shining Star Early Childhood Center is dedicated to creating an environment for learning which is based on providing appropriate opportunities that are real and meaningful, hands-on, sensory and fun. The school climate is one of mutual respect, recognizing individual differences and student needs. Children with different abilities will serve as models for each other.

Curriculum is designed to address learning in all areas of development – physical, social, emotional, cognitive and aesthetic. Classrooms provide an active learning environment through exploration, inquiry, problem solving, experiential, and associated learning opportunities embedded into the curriculum. Teacher strategies will include a multiple intelligence approach.

## **MISSION STATEMENT**

The Milford Public School's Shining Star Early Childhood Center provides life experiences that allow children to develop to their fullest potential. We maintain a learning environment that encourages respect for the world we live in and for the others we share it with. We celebrate the diversity of our community by recognizing and promoting the unique abilities that each of us has to offer. We promote exploration as the foundation for learning and we accomplish all of this through a partnership with parents and community.

The Milford Public Schools does not discriminate on the basis of race, color, religion or religious creed, ancestry, national or ethnic origin, age, gender, gender-identity, sexual orientation, homelessness, military or veteran status, disability, genetic information, or any other characteristic protected under applicable federal, state or local law in admission to, access to, employment in, or treatment in its programs and activities.

## **VISION STATEMENT**

The Early Childhood Center seeks to intensify its impact on the education of our young children from birth to kindergarten. We look to enable parents to fulfill their role as primary teacher by working together with all the district's early childhood programs including, Family and Community Network and Early Intervention. Our goal is to eventually unite all of these assets under one broad banner that is a true Early

Childhood Center whose sole purpose is to set the foundation for our children's educational career through a consistent town wide approach to education and child development.

## CORE VALUES

**Respect**-Our program establishes an environment where respect is modeled and encouraged.

**Diversity** - Our program is committed to recognizing the value of diversity as a means of accepting the uniqueness of each individual.

**Partnership**- Our program believes that the school environment is enriched by our partnerships with parents and community.

**Exploration**- Our program is committed to providing an environment that promotes exploration as a foundation for learning.

## 2020-2021 SSECC STAFF (in alphabetical order)

Allegrezza, Quirina	Behavior Assistant
Brown, Alia	Behavior Assistant
Carter, Danielle	Behavior Assistant
Cecchi, Jessica	Classroom Teacher
Coleman, Karen	Behavior Assistant
Consigli, Stephanie	School Psychologist
Corsini, Norre	Behavior Assistant
Costa, Michelle	Administrative Assistant
Costa, Pamela	Behavior Assistant
DeJesus, Eilyn	Behavior Assistant
Delgado, Albertina	Behavior Assistant
DiBiase, Christina	Behavior Assistant
Duest, Sharon	Behavior Assistant
Edwards, Matthew	Special Education
Fontaine, Meghan	Classroom Teacher
Forgit, Cynthia	Behavior Assistant
Fournier, Meghan	Behavior Assistant
Gomez, Genesis	Behavior Assistant
Gomez, Madelyn	Behavior Assistant
Hayes, Blaize	Behavior Assistant
Ivins, Margeaux	Speech/Language Pathologist
Landry, Nicole	Behavior Assistant
Leland, Nicole	Classroom Teacher
Lioce, Francesca	Behavior Assistant
Lopez, Pamela	Behavior Assistant
Madden, Michelle	Physical Therapist
Martelli, Denise	Behavior Assistant
Masterson, Corrie	Director-Preschool
McEvoy, Jennifer	Behavior Assistant
Mulcahy, Jen	Teacher of the Deaf
Nascimento, Andresa	Behavior Assistant
Nashawaty, Kellie	Occupational Therapist
Overdahl, Shannon	Team Chairperson
Pereira, Marina	Behavior Assistant

Pinette, Lisa	Behavior Assistant
Reed, Pasqua	Classroom Teacher
Riordan, Amy	Classroom Teacher
Sciarretta, Lauren	Board Certified Behavior Analyst (BCBA)
Sheeran, Amy	Behavior Assistant
Shanahan, Jennifer	Speech/Language Pathologist
Skarpes, Akaterina	Behavior Assistant
Taft, Sandra	Behavior Assistant
Tiernan, James	Custodial
Tomaso, Allyson	Classroom Teacher
Vargas, Tabitha	Behavior Assistant
Vaz, Tyana	Behavior Assistant
Ventura-Austin, Carolyn	Classroom Teacher
Verdura, Caitlyn	Classroom Teacher
Viegas, Roselle	Physical Education Teacher
Waingortin, Lee	School Nurse/Director of Nursing
Ward, Melissa	Behavior Assistant
Weiner, Jessica	Behavior Assistant

## **SCHEDULE**

Green Stars A.M.:	Tuesday & Thursday	8:45-11:15
Green Stars A.M.:	Monday, Wednesday & Friday	8:45-11:15
Green Stars A.M.:	Monday-Friday	8:45-11:15
Purple Stars A.M.:	Monday-Friday	8:45-11:15
Red Stars P.M.:	Monday-Friday	11:45-2:00
Blue Stars:	Monday-Friday	8:45-2:00
Yellow Stars:	Monday-Friday	8:45-2:00
Orange Stars:	Tuesday & Thursday	8:45-2:00
	Monday, Wednesday & Friday	8:45-2:00
Pink Stars:	Tuesday & Thursday	8:45-2:00
	Monday, Wednesday & Friday	8:45-2:00

### **Daily Schedule for Full Day Classes:**

Arrival  
Individual Choice Time  
Morning Meeting-Circle Time  
Snack  
Physical Education  
Discovery-Learning Centers  
Lunch  
Recess  
Rest  
Music and Movement  
Discovery-Learning Centers  
Goodbye Circle/Dismissal

### **Daily Schedule for A.M. and P.M. Classes:**

Arrival  
Discovery-Learning Centers  
Morning Meeting-Circle Time  
Snack  
Story-Music-Special Activities  
Physical Education  
Outdoor Play (Daily-weather permitting)

consequence will be imposed, in place of or in addition to a long-term suspension. The director shall send the written determination to the student and parent by hand-delivery, certified mail, first-class mail, email to an address provided by the parent for school communications, or any other method of delivery agreed to by the director and the parent.

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

If the student is suspended for more than 10 days for a single infraction or for more than 10 days cumulatively for multiple infractions in any school year, the notice will include written notification of the right to appeal to the Superintendent and the process for appealing in English and the primary language spoken in the student's home. No student will be suspended for greater than 90 days, beginning on the first day the student is removed from the building.

### **Emergency Removal**

The director may remove a student from school temporarily when a student is charged with a disciplinary offense and the continued presence of the student poses a danger to persons or property, or materially and substantially disrupts the order of the school, and, in the principal's judgment, there is no alternative available to alleviate the danger or disruption. The director shall immediately notify the superintendent in writing of the removal and the reason for it, and describe the danger presented by the student. The temporary removal shall not exceed two (2) school days following the day of the emergency removal. In the event of an emergency removal, the director shall make immediate and reasonable efforts to orally notify the student and the student's parent of the emergency removal, the reason for the need for emergency removal. The director shall provide written notice to the student and parent as provided above, and provide the student an opportunity for a hearing with the director as provided above, and the parent an opportunity to attend the hearing, before the expiration of the two (2) school days, unless an extension of time for hearing is otherwise agreed to by the director, student, and parent. The director shall render a decision orally on the same day as the hearing, and in writing no later than the following school day, which meets the requirements as described above. In the event of an emergency removal from

school, the director will not release the student until adequate provisions have been made for the student's safety and transportation.

#### **Superintendent's Hearing**

The parent(s)/guardian(s) shall have 5 calendar days following the effective date of the suspension or expulsion to submit a written request for an appeal to the Superintendent but may be granted an extension of time of up to 7 calendar days. If the appeal is not timely filed, the superintendent may deny the appeal, or may allow the appeal in his or her discretion, for good cause.

The Superintendent will hold a hearing with the student and the parent(s)/guardian(s) within 3 school days or the student's request for an appeal. The time may be extended up to 7 calendar days if requested by the parent(s)/guardian(s). The Superintendent's hearing may proceed without the parent(s)/guardian(s) if a good faith effort was made to include parent(s)/guardian(s). The superintendent shall be presumed to have made a good faith effort if he or she has made efforts to find a day and time for the hearing that would allow the parent and superintendent to participate. The superintendent shall send written notice to the parent of the date, time, and location of the hearing.

At the hearing, the superintendent shall determine whether the student committed the disciplinary offense of which the student is accused, and if so, what the consequence shall be. Students shall have all of the rights afforded to students at the director's hearing for long-term suspension. The Superintendent will issue a written decision within 5 calendar days of the hearing. If the superintendent determines that the student committed the disciplinary offense, the superintendent may impose the same or a lesser consequence than the director, but shall not impose a suspension greater than that imposed by the principal's decision. The Superintendent's decision is the final decision of the district.

#### **DISCIPLINE AND STUDENTS WITH DISABILITIES**

All students are expected to meet the requirements for behavior as set forth in this handbook. In addition to those due process protections afforded to all students, the Individuals with Disabilities Education Act (IDEA) and related regulations require that additional provisions be made for students who have been found eligible for special education services or who the school district knows or has reason to know might be eligible for such services. Students who have been found to have a disability that impacts upon a major life activity, as defined under 9504 of the Rehabilitation Act, are, generally, also entitled to increased procedural protections prior to imposing discipline

that will result in the student's removal for more than ten (10) consecutive school days or where there is a pattern of short-term removals exceeding ten (10) school days in a given year. The following additional requirements apply to the discipline of students with disabilities:

1. The IEP for every student eligible for special education or related services shall indicate whether the student can be expected to meet the regular discipline code of the school or whether the code should be modified to address the student's individual needs.
2. Students with disabilities may be excluded from their programs for up to ten (10) school days to the extent that such sanctions would be applied to all students. Before a student with a disability can be excluded from his/her program for more than ten (10) consecutive school days in a given school year or ten (10) cumulative school days in a given school year, building administrators, the parents/guardians and relevant members of the student's IEP or 504 team will meet to determine the relationship between the student's disability and behavior (Manifestation Determination). During disciplinary exclusions exceeding ten (10) school days in a single school year, the student shall have the right to receive services identified as necessary to provide him/her with a free appropriate public education during the period of exclusion.
3. If building administrators, the parents/guardians and relevant members of the student's IEP or 504 Team determine that the student's conduct was not a manifestation of the student's disability, the school may discipline the student in accordance with the procedures and penalties applicable to all students but will continue to provide a free appropriate public education to those students with IEPs. The student's IEP team or 504 Team will identify the services necessary to provide a free appropriate public education during the period of exclusion, review any existing behavior intervention plan or where appropriate, conduct a functional behavioral assessment.
4. If building administrators, the parents/guardians, and relevant members of the student's IEP or 504 Team determine that the conduct giving rise to disciplinary action was a manifestation of the student's disability, the student will not be subjected to further removal or exclusion from the student's current educational program based on that conduct (except for conduct involving weapons, drugs, or resulting in serious bodily injury to others) until the IEP or 504 Team develops,

## **CURRICULUM**

Children choose from multi-sensory learning center activities throughout the day that typically include but are not limited to dramatic play, block building and construction, science experiences, math experiences, games and puzzles, books and recordings, computers, art, music and creative movement. Teacher strategies include a multiple intelligence approach to posing problems, asking questions, offering cues or suggestions, demonstrating skill, adding more materials or ideas to a situation, and providing children with the time and space needed to process their thinking. Teachers encourage children's developing language and communication skills by talking with them, listening to their responses and providing opportunities for children to talk to each other. Information regarding classroom activities is sent home on a regular basis.

Comprehensive curriculum guides (pre-K) are available in the Shining Star office, Milford Town Library or as downloadable files from our school website. Throughout the school year students will participate in cultural programs and performances sponsored by the Parent Teacher Organization (PTO).

## **ATTENDANCE**

### **Student Absence Notification Program**

Chapter 76 Section 1A of the General Laws of Massachusetts states that the School Committee of a city, town, or regional school has the obligation to establish a student absence notification program to be monitored by the schools.

### **ABSENCE CALL-IN PHONE NUMBER: 508-478-1135 (Press 2)**

Parent/guardian(s) of each student must call their child's school on the morning of the absence to inform the school staff of the following information:

- **Child's name;**
- **Child's teacher's name/Session;**
- **Reason for absence;**
- **Provide a parent/guardian(s) telephone number where they can be reached during the day; Name of person calling in the above information.**

**If a student is absent and the school is not notified by the time indicated, a call home will be made.** If the school cannot make contact with the parent/guardian(s), the **Milford Police** will be notified and/or a 51A may be filed for neglect.

## **ARRIVAL/DISMISSAL PROCEDURES**

### **DAILY ARRIVAL PROCEDURES**

**FOR THE SAFETY OF ALL CHILDREN, PLEASE DO NOT PARK WITHIN THE MARKED FIRE LANES AND CONES. PLEASE OBEY THE "NO PARKING AT ANY TIME SIGNS".**

#### **GENERAL PROCEDURE**

- Upon arrival, parents and students should wait on the playground until greeted by their teacher. Students will line up at their classroom door, or where their **classroom teacher** is waiting, and will file in as a class as the teachers escort the children into their **classroom**. **Parents are responsible for supervising their children while waiting for the school day to start.**
- If a parent is more than ten minutes late dropping their child off for school, parents must enter the preschool through the main doors(19A) and sign their child in at the main office. All doors will be locked immediately after the morning bell and parents and students who are late will not be permitted entrance through any door other than door **19A**.
- **Families are asked to refrain from using the playground during the afternoon (11:45 PM) drop-off as our full day classes are in session.**

### **DAILY DISMISSAL PROCEDURES**

#### **ALTERNATIVE or EMERGENCY ARRANGEMENT AT DISMISSAL**

- **Parent/guardian(s) need to send a note in with their child when there will be alternative arrangements for pick up.** For instance, if the regular individual who routinely picks up a student from SSECC will not be the pick-up person for that day, that individual must show proper photo identification (license, state identification card or passport).
- All changes need to be made in writing, via note or fax. **Do not email changes**

as emails might not be received or read prior to dismissal.

- Any phone requests for dismissal changes will need to be confirmed in writing. Ms. Costa will request a note, fax, or email confirmation in these instances.
- If you are changing dismissal plans for your child during the school day, please be sure to make those changes **prior to 10:00 AM for our morning sessions and full day sessions and prior to 12:00pm for our afternoon sessions** to allow for proper notification of staff and students.
- The school requires notification if **there are any changes to bus transportation**. Families should refrain from informing bus drivers of transportation changes and should contact the main office at (508) 478-1135, ext 0608.

**\*\*\*ALL STUDENTS MUST BE DISMISSED FROM THE MAIN OFFICE\*\*\*** In the event that no advance notice has been given, and persons other than the **parent/guardian seek to dismiss a student**, the school will contact the parent/guardian to verify the dismissal request. After verification the standard procedure for dismissal will be followed.

**It is the responsibility of the parent or guardian to notify the school of any unusual or legal circumstances that may impact a student's safety (i.e., restraining orders, custodial rights, etc.).**

#### **GENERAL PROCEDURE**

- Please remember to be prompt when picking up your child. Children become anxious when their parents/guardian(s) are late.
- Students will be dismissed from their classroom doors or designated pick-up/drop-off doors. Parents/guardian(s) should wait by their child's classroom door to wait for their child to exit the building.
- If a parent/guardian is more than ten minutes late picking up their child, the child will be brought to the main office to wait. The parent/guardian or designee will report directly to the office and not to their child's individual classroom. Parent/guardian/designee will be required to sign a dismissal log. Any unknown/unfamiliar designee will be required to provide positive identification.

## **PARKING**

### **PARKING PROCEDURE**

- Families should park in Lot F. Families should not park in the Shining Star Staff section across from the playground or on the road adjacent to the building.
- Please do not park in the bus stop area (FIRE LANE) along the fence at any time.
- Please do not move or park in-between the orange cones or school busses at any time.
- Please drive with extreme caution and honor the speed limit of 5 mph.
- Massachusetts law requires that vehicles come to a complete stop when school buses flash red lights and extend a stop sign.

### **INCLEMENT WEATHER**

As winter approaches, the chance of serious storms may result in NO SCHOOL/ DELAYED announcements. **When the district has a delayed start due to inclement weather there will be NO SCHOOL for Shining Star.** Information on school closings and delays due to the weather can be obtained by listening to WMRC (1490 AM) on the radio, by watching channel 4, 5 or 7 on the television, on our website [www.milfordpublicschools.com](http://www.milfordpublicschools.com), and posted on the district Twitter page @Milford Schools and the Shining Star twitter page @cmasterson8.

### **DISTRICT EARLY RELEASE DAYS**

On the days the district has an early release day, there will be NO SCHOOL for Shining Star Early Childhood Center.

### **BLACKBOARD CONNECT DISTRICT AND SCHOOL USE**

**Approved by Milford School Committee**

**June 2014**

The Milford Public School District recognizes the importance of keeping parents and families informed and, equally, the need to respect the privacy of the members of our school community. Blackboard Connect engages families in new safety policies, and hopefully, will foster more confidence in our schools efforts to ensure the well-being of the children. The Milford Public School District, through the utilization of the BLACKBOARD CONNECT rapid communication service, strives to achieve the following goals:

- Quickly and accurately inform parents and staff of any emergency situations such as lockdowns or immediate evacuations due to weather-related early dismissals;
- Quickly and accurately inform parents and staff of school cancellations due to weather or utility failures;
- Quickly and accurately inform parents of their child's absence from school on a daily basis;
- Enhance communications within the school community among parents, administrators and staff to effectively educate our students.

The Milford Public School will attain these goals and protect these ideals by developing a limited-use policy. If all parties understand the uses for BLACKBOARD CONNECT it will be a positive and powerful communication tool for the district and provide families a new level of involvement in the education process as well as peace of mind regarding their child's wellbeing.

## **PLAYGROUND RULES**

For the children's safety, the following rules apply:

- Children must be monitored by an adult at all times;
- Caution must be used at all times on and around playground equipment Sand must remain in the sandbox;
- Mulch must remain under the swings and climbers to help cushion falls;
- The marble bench is for sitting only;
- Children must be accompanied by an adult when entering and exiting the playground;
- Please properly dispose of trash;
- Please lock gate upon entrance and exit of the playground

NO climbing on the fence

NO chasing

NO screaming

NO bare feet

It is expected that parents will help their child adhere to the above rules during and after school hours. Please note that once you sign your child out of school, it is your responsibility to monitor his/her play on the playground, following Shining Star's rules.

**Due to our full-day program's scheduled lunch and recess time, families are asked NOT to use the playground during the school day. This includes the**

**mid-day drop-off and pick-up times. The playground is closed for family/community use during school hours Monday - Friday from 8:45 AM – 3:00 PM.**

## **TRANSPORTATION**

The Milford Public School District Transportation Policy in its entirety is available for your viewing on the district website at [www.milfordpublicschools.com](http://www.milfordpublicschools.com) , at the transportation office and the bus depot.

### **GENERAL POLICY**

The purpose of school transportation is to get students who live a specified distance from their assigned school, to school and home in as safe, efficient and economic manner as possible.

Unless a student is eligible for transportation provided by the Milford Public Schools, the transportation of such student becomes the responsibility of the parent/guardian.

It is the parent/guardian's responsibility to see that the student gets to his/her assigned bus stop. The behavior and/or actions of the student while at a designated bus stop are subject to the parent/guardian's supervision and will not be the responsibility of the School Department.

### **ELIGIBILITY & GUIDELINES**

At the pre-k level, transportation will be provided for Special Education or medical circumstances documented by an I.E.P.

The Milford Public Schools reserve the right to alter or amend the eligibility requirements stated herein if a serious concern for a student safety or a family medical circumstance arises and there is sufficient space on an existing bus route to accommodate additional student(s).

Bus routes are established under the direction of the Transportation Coordinator so that an authorized bus stop is available within a reasonable walking distance of the home of every resident pupil entitled to transportation, that distance does not exceed one mile.

Milford Public Schools does not allow children to ride a bus that they are not

assigned to ride.

### **SUPERVISION OF RIDERS**

Bus drivers are responsible for the safety of the children riding to and from school. However, drivers must also give their full attention to the road while driving; therefore it is imperative that students diligently follow all bus rules to ensure the safety of passengers, pedestrians and motorists.

On each of the busses for Shining Star students there is a bus monitor. Bus monitors will greet riders at the steps of the bus and escort riders to their designated seats and buckle riders in. Bus monitors will also unbuckle riders and walk them to the steps of the bus when students are disembarking the bus. Parents/guardians are asked to meet the monitors at the steps of the bus.

### **THE RESPONSIBILITIES OF FAMILIES**

The following guidelines will aid in promoting efficient bus service:

- Have children at the bus stop on time for departure to SSECC;
- Parent(s)/guardian(s) should be at the bus stop on time to greet their child at the end of their child's school day;
- The purpose of the bus monitors is to help provide a safe and efficient service.
- Families are respectfully asked not to board the bus at pick-up or drop-off;
- When families wish to take students home from school, arrangements should be made before the bus leaves school. Families are asked to call the main office directly if their child will not be taking the bus home from school. Under no circumstances should parent(s)/guardian(s) stop the bus along the bus route at an undesignated stop to remove their child(ren);
- Due to traffic and weather, etc., the arrival of the bus may be affected from time to time. We appreciate your patience with this;
- Contact the Transportation Coordinator if a bus problem exists.

### **PROCEDURE FOR LATE/TARDY BUS**

Buses are usually on time when dropping off students from school; however, there may be times when buses are late due to a variety of reasons. Please follow this procedure if/when this occurs:

- 1) Call the school office to inquire about the dismissal for the day;
- 2) Call the Transportation Coordinator, Mr. Morcone, (508) 478-1133 to ensure that all

children have arrived home. Each day the Bus Company calls him to indicate that all buses have arrived in the bus yard;

3) If neither the school office nor Mr. Morcone is available, please call the Assistant Superintendent of Schools at (508) 478-1103.

## **HEALTH SERVICES**

DUE TO THE COVID-19 VIRUS OUTBREAK, ADDITIONAL GUIDANCE, PROTOCOLS, POLICIES, REGULATIONS AND REQUIREMENTS MAY BE IN PLACE THAT ARE NOT INCLUDED IN THIS HANDBOOK.

The health concerns of today's school age children involve a broad range of physical, social, emotional and behavioral issues, which impact the students' educational process. It is the goal of healthcare professionals to identify these issues and to provide comprehensive health services to the student population. We strongly believe that in doing so, we are promoting better school participation, improved learning and higher educational achievement for all students.

The purpose of this section of the handbook is to inform parents/guardians about the services provided by the Department of Nursing and of the Massachusetts regulations that affect school attendance.

### **MEDICAL REQUIREMENTS FOR NEW STUDENTS**

In accordance with Massachusetts regulations, a recent physical exam (within one year of start of school) and up-to-date immunizations are required for all students upon school entry and at certain intervals thereafter. For newly registering students only, a Tuberculosis (TB) Risk Assessment Form must be completed by your child's primary care physician and submitted upon registration. Health providers, as part of this routine health assessment, will screen students and test them for TB only if a risk factor is present.

### **ANNUAL HEALTH UPDATE CARDS**

It is extremely important that we have accurate and up to date information on your child's Annual Health Update card. These cards are given to your child on the first day of each school year, or to a parent of a student who registers after the school year begins. To protect the safety of your child, it is imperative that we are able to contact you or another adult that you authorize, in the event of an illness or injury. Please choose an alternate contact person who is the most likely individual to be available during school hours. If a student is hospitalized or is going to be out of school for an extended period of time, please contact the school nurse as well as the teacher and Call Back System.

### **WHEN TO KEEP YOUR CHILD HOME FROM SCHOOL**

Contact your child's school nurse with any questions regarding school attendance guidelines when ill or injured.

1. Any student who has a temperature of 100 degrees or greater should not be sent to school. The student must be fever free (less than 100 degrees) **without fever reducing medication** for at least 24 hours before returning to school. If the student is sent home by the nurse due to fever, the student will not be permitted to return to school the following day.
2. Any student diagnosed with a contagious illness requiring an antibiotic should be on the antibiotic for a period of 24 hours or more before returning to school. Depending on the condition, the school nurse may require a note from the health care provider confirming that the child is no longer contagious and may return to school.
3. A student with vomiting or diarrhea should stay at home and return to school only after being symptom-free for at least 24 hours.
4. Students with rashes of unknown cause should be examined by a health care provider before returning to school.

Please contact the school nurse if your child develops a medical problem or an existing medical problem changes.

### **DISMISSAL & DUE TO ILLNESS/INJURIES**

The school nurse will determine whether a student who presents with signs/symptoms of illness or injury may remain in school or must be dismissed. If dismissal is necessary, the school nurse will contact the parents/guardians. If they cannot be reached, their emergency contacts will be called. Students dismissed by the school nurse must be signed out in the school's main office by the parent/guardian.

### **MEDICATION ADMINISTRATION**

The following is an overview of the medication policies that are in place to ensure the health and safety of students that may need to take medications in school.

These forms must be on file in the school nurse's office before medication can be administered in school:

1. Signed Medication Order – A written order from a licensed provider is required for prescription medications, including over the counter medications.
  - a. Special medication situations – For short term medications requiring administration for 10 or less school days, the pharmacy labeled container may be used in lieu of a signed medication order. Whenever possible, short term antibiotics should be given at home.
  - b. Standing orders – Our school nurses may administer certain over the counter medications such as acetaminophen, under our school physician's directive, when the parent/guardian authorizes this on the Annual Health Update card.

2. Medication Administration Authorization must be completed and signed by parent / guardian for all medications. This form may be accessed at any school health office or at the MPS Nursing Department website:  
<https://www.milfordpublicschools.com/nursing>
3. Medication Administration Plan – The parent/guardian should arrange to meet with the school nurse when delivering medication for the first time to complete any necessary forms and discuss the medication administration plan.

## **GENERAL INFORMATION REGARDING MEDICATIONS**

- Medication is to be delivered directly to the school nurse by parent or a responsible adult. Students may not bring medication into school or to school sponsored events.
- Under certain circumstances, a student may be allowed to self-carry specific medications in accordance with state and/or federal regulations with prior approval by both the school nurse and parent/guardian. Upon parent/guardian request a student in Grade 5-12 may be evaluated by the school nurse for self administration of certain medications.
- Medication must be in a pharmacy labeled or manufacturer's labeled container.
- No more than a 30-day school day supply of unexpired medicine will be accepted.
- Upon parent/guardian request information regarding emergency medication during bus transport will be provided.
- As there are no nurses present before or after school hours, parents should contact the school nurse to discuss plans for accessing medications, such as inhalers and epinephrine by auto-injector, if the student will be participating in school sponsored programs during these times.

## **MEDICAL AWARENESS POLICY**

The Milford School Committee is committed to the development of practices that will help to create an environment as safe as reasonably possible for all individuals in the school community.

The Milford School Committee will follow, to the extent such is deemed appropriate to the Milford School System, the Massachusetts Department of Education guidelines, Managing Life Threatening Allergies in Schools published in 2002.

A complete copy of this policy (File: JLCE) is contained in the Milford Public Schools Policy Manual and can be accessed in any school office throughout the district or at the Milford Public Schools' website [www.milfordpublicschools.com](http://www.milfordpublicschools.com).

## **PREVENTIVE HEALTH SCREENINGS**

1. Physical exams are required upon enrollment, Pre-K and Kindergarten entry and grades 4, 7 and 10.
2. The Massachusetts Department of Public Health requires that schools conduct health screenings of students in certain grades. Parents will be notified of any abnormal findings with recommendation for follow up care with an appropriate health care provider. **Notify the school nurse in writing** if you choose not to have your child screened.

Vision Screening	Grades K-5, <b>7</b> , 10
Hearing Screenings	Grades K-3, <b>7</b> , 10
Height and Weight	Grades 1, 4, 7, 10
Postural Screening	Grades 5-9
<b>SBIRT</b>	<b>Grade 10</b>
3. Oral Health- A Fluoride Rinse Program is offered to all students in grades 1 through **3**. It is optional and funded through the Milford Board of Health.
4. School Physician-The Milford Public Schools employs a school physician for medical consultation and required physical exams as needed.

## **MEDICAL EXCUSES**

A physician's note is required when your child is unable to fully participate in physical education classes and/or recess, or has been diagnosed with a concussion. The note will be dated and signed, and specify the duration of the absence or restrictions.

A physician's note is also required for admittance to school following an absence of 5 or more consecutive school days due to illness, surgery, hospitalization or following any absence related to a communicable disease. \*\*Please refer to Attendance Policy regarding required documentation for excused absences.

## **HEAD LICE PROTOCOLS**

The Milford Public Schools supports the recommendations outlined by the American Academy of Pediatrics, Center for Disease Control, National Association of School Nurses and the Department of Public Health with regards to management of head lice in the school setting.

Head lice are tiny, wingless insects that survive by feeding on human blood. They cannot jump or fly, and they do not burrow under the skin. They are not known to transmit disease. Head lice can be spread by direct head-to-head contact with hair of other people who may have head lice. For example: during play, slumber parties, sports activities, or camp. Head lice are not associated with poor hygiene. Nits (eggs) are not transmissible.

*Weekly head checks by parents, resulting in early detection, treatment, and removal of lice and nits, is the most reliable method of controlling head lice infestation.*

The school nurse is the key health professional to provide education and anticipatory guidance to the school community regarding best practice guidance in the management of head lice. The school nurse's goals are to facilitate an accurate assessment of the problem, control infestation, provide appropriate health information for treatment and prevention, and minimize school absence. (NASN, 2014)

The management of head lice should not disrupt the educational process and therefore the following procedures will be followed:

- School nurses will screen any student who exhibits signs and symptoms of head lice.
- If the school nurse suspects evidence of head lice, the student's parent/guardian will be notified and collaborate with the school nurse and/or primary care provider for treatment options. Dismissal will be determined at the discretion of the school nurse with the intent that a child demonstrating an active lice infestation shall be dismissed.
- Students will be allowed to return to school after appropriate treatment has been given and they are checked by the school nurse.
- The presence of nits will not prevent a child from attending school.
- An informational fact sheet on head lice management will be provided to the parent of a student who has head lice infestation.

## **FOOD SERVICES**

The Milford Public Schools Food Policy went into effect on April 13, 2005. This adopted policy is entitled "Medical Emergency Response Preparedness Policy." This policy was heavily researched and its intent is to prevent tragedy and "create an environment as safe as is reasonably possible for all individuals in the school community" (file ILCE-1).

This policy limits the distribution of food within the school day to:

- Food sent in by parents for their child's personal consumption
- Food served by the cafeteria

This means that parents are no longer able to send in food for Birthdays or celebrations. However, teachers may ask that parents send a "special snack" for their child for a specific celebration.

All staff members within the Milford Public Schools have been trained on this new policy. Teachers will find other ways to celebrate Birthdays and special events without the use of food.

### **SCHOOL LUNCH**

All families who have a child(ren) enrolled in our full day classes will have the opportunity to purchase (no charge to those who qualify for free or reduced lunch) a school lunch. Monday through Thursday families have the choice of purchasing a sandwich or yogurt lunch for their child(ren). Every Friday, families will have the opportunity to purchase a hot pizza lunch. Participation in this program is voluntary.

The lunch menu for SSECC will remain the same throughout the school year. The School menu will be distributed from the school at the beginning of the year. The menu is also published on the district website at [www.milfordpublicschools.com](http://www.milfordpublicschools.com) within the Shining Star Early Childhood Center tab.

All full day students are expected to bring or buy a school lunch. The cost for a school bought lunch is \$2.75. The cost of a reduced lunch is \$.40. Students who qualified for free/reduced lunch during the previous school year will continue to receive a free/reduced lunch until new forms are updated. ***Parent/guardian(s) are responsible for all lunch charges accrued prior to being approved for free/reduced lunch benefits.***

**PLEASE NOTE THAT THESE FORMS AND GUIDELINES ARE SENT HOME DURING THE FIRST WEEK OF SCHOOL. TO RECEIVE THE FREE/REDUCED LUNCH BENEFIT ALL STUDENTS/FAMILIES MUST SUBMIT A NEW APPLICATION EACH AND EVERY YEAR.**

**SNACKS/LUNCH from HOME**

Families are responsible for providing a snack for their child from home. **Teachers are not permitted to provide snacks for children who may have forgotten one.**

Food should be kept in a lunch box/bag with the child's name on it. Please do not send food in glass containers. There is no sharing of food among children. There is no facility for warming or refrigerating any food. We recommend using ice packs and thermoses. We ask families for their cooperation in sending nutritious and healthy lunch and snacks for their children. A small, healthy snack - bite sized fruit (apples, oranges, etc) vegetables (carrot, celery sticks), whole grain bread or crackers, milk, fruit juice or water are some suggestions to consider. We will follow parental or physician's orders in relation to special diets.

**SCHOOL SAFETY  
DISTRICT WIDE POLICY  
MILFORD PUBLIC SCHOOLS POLICY FILE: ACE**

**Emergency Evacuation Plans**

The primary purpose of the Milford Public Schools Evacuation Plan is to provide for the safety and welfare of our school population. Such a plan will be in effect when students and staff need to evacuate the school building due to a fire, bomb threat, or any emergency announced by the administration or public officials.

Our schools maintain an evacuation plan that has been designed by the administration of the building in concert with the Milford Police and Fire Departments. This plan is on file in the office of the Principal and is reviewed annually by the building administration with all building personnel.

**Fire Drills**

Fire drills, at regular intervals, are required by law and are an important safety precaution. A loud bell will sound to indicate that a fire drill has begun. Students should line up at the classroom door with the teacher and quietly walk to the exit as directed. Once the students leave the building, they are to remain quiet with their

class. Remaining quiet and calm is imperative during a fire drill so that directions may be clearly heard. Each teacher will review the fire drill procedure with his/her class throughout the year. Fire routes and alternative routes are posted in each classroom.

### **LOCKDOWN DRILLS**

A Lockdown Procedure has been established for the safety of the Milford Public Schools students and staff in the event that a crisis occurs that does not warrant building evacuation. As a matter of safety, details about the lockdown procedure cannot be detailed within this document as the safety initiative could be compromised. The Lockdown procedure has been approved by the Superintendent of Schools and the Milford Police and Fire Departments.

## **SCHOOL SPONSORED EVENTS**

### **CORRESPONDENCE**

Families will receive bi-monthly newsletter from the Preschool Director's Office highlighting programs, important dates and school activities that will take place at Shining Star. Suggestions for improving this monthly bulletin are always welcome.

All teachers will send home monthly curriculum newsletters/reports on what's taking place in your child's classroom. This newsletter highlights curriculum content and any special programs taking place in the classroom.

### **ORIENTATION/OPEN HOUSE**

Shining Star Early Childhood Center will have an **orientation** for parents in the evening at the beginning of the school year. There will also be an **Open House** during the day for both parents and students prior to the start of school. Notification will be sent home prior to each event. Please take advantage of this opportunity to meet with your child's teacher.

### **PARENT/TEACHER CONFERENCES**

A spirit of cooperation is encouraged between parents, teachers and the school administration. Conferences with teachers are encouraged, but should be arranged at times other than instruction. The Shining Star teachers will schedule Parent/Teacher conferences twice a year. Ample notification will be sent home before such conferences take place. If you wish to schedule a conference at a different time, please speak directly to your child's teacher.

## **SCHOOL PICTURES**

Children's pictures are generally scheduled in March. It is not mandatory that you purchase either an individual or class picture. More details regarding this process will be provided well in advance of picture-taking days.

## **FIELD TRIPS**

At the discretion of the director, each class may take one field trip during the school year. Parent(s) will be notified of any field trips that are planned and parents must sign a permission slip. The classroom teacher reserves the right to not allow a student to attend a field trip because of inappropriate behavior and/or if the teacher feels that the student may be a danger to himself/herself and other students. The teacher will notify the parent(s) and consult with the director. Students not attending the field trip should report to school.

If you would like to attend a field trip with your class, it is district policy that you have completed a CORI background check. Clearance of the CORI form usually takes about 2-3 weeks. Therefore, it is best to fill out this form at the beginning of the school year so that you do not miss out on any of your child's classroom yearlong events. This background check is also required if you intend to be a classroom parent volunteer. The CORI check is valid for a one year period.

The classroom teacher will send a notice home to all families requesting chaperones for the field trip. The teacher will then use a lottery system to assign parent chaperones. The classroom teacher reserves the right to determine the number of chaperones needed for the field trip.

## **SCHOOL FORMS**

During the school year necessary information regarding our students must be obtained so that we are kept informed of address changes, emergency notification, call back information, etc. Your cooperation in completing such forms and returning them to school in a timely manner is essential if we are to maintain an accurate accounting of the students at our school. Please review all of your child's papers and encourage your child to take the responsibility in taking home and returning all relevant information.

***It is critical that we have a current email address for every student and***

*family. It is also important to frequently review the school's Twitter page via the district web -site.*

### **CHANGE OF ADDRESS AND/OR TELEPHONE NUMBER**

Parents should notify the school of any change of address, telephone number (home, work or cell), email address, emergency dismissal procedure or other pertinent information as soon as possible. Written notification is preferred.

### **CHANGE OF NAME, CUSTODY AND GUARDIANSHIP**

The school should be notified immediately of any changes which affect your child's permanent records and transcript. The original court document must be brought to the principal's office where a copy will be made and placed with the student's records.

According to Massachusetts law we cannot acknowledge a name change without legal documentation. If your child can only be dismissed to certain people, we must have written confirmation from the legal parent or guardian.

### **CUSTODIAL/NON-CUSTODIAL PARENT INFORMATION ANNUAL RENEWAL**

The school encourages all parents to be actively involved and informed in the education of their children and sees parents as a vital link to the success of their children in school. However, many parents may not be aware of the Massachusetts Law (General Laws Chapter 71, Section 34-H) that specifies detailed procedures that govern access to student records by parents who do not have physical custody of their children.

The school principal (or designee) can answer questions you may have regarding access to student records as well as the procedural and notification process involved. Please contact the school office as this LAW REQUIRES ANNUAL REVIEW. No information may be released to a non-custodial parent who has not filed under provisions of MGL Chapter 71, Section 34-H.

### **REPORT CARDS**

Report cards are issued twice a year at Shining Star Early Childhood Center. After reviewing the report card carefully with your child, please sign and return the report card envelope to your child's teacher (you may keep the entire contents of the report card). Conferences may be scheduled at this or at any other time by calling the school to schedule an appointment.

## **SUMMARY OF REGULATIONS PERTAINING TO STUDENT RECORDS**

This self explanatory summary of the regulations may be used to fulfill the notice requirement of 603CMR 23.10(1) (b) of the regulations. Such notice must be disseminated to students and parents at least once during every school year.

The State Board of Education has adopted Regulations Pertaining to Student Records. The development of these regulations, which have the force of law, was mandated by state laws enacted 1972 and 1974. The regulations apply to all public elementary and secondary schools (they also apply to all private schools which have state approval to provide special education services under Chapter 766, the Special Education Act.). They are designed to insure parents' and students' rights of confidentiality, inspection, amendment and destruction of student records, and to assist school authorities in their responsibilities for the maintenance of student records.

The regulations apply to all information kept by a school committee on a student in a manner such that he or she may be individually identified. The regulations divide the record into two sections: the transcript and the temporary record. The transcript includes only the minimum information necessary to reflect the student's educational progress. This information includes name, address, course title, grades, credits, and grade level completed. The transcript is kept by the school system for at least sixty days 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 Regulation 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 a 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 part 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 OF 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 the 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 RECORD**

The regulations require that certain parts of the student record, such as 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. The above is only a summary of some of the more important provisions of the Regulations Pertaining to Student Records that relate to student and parent rights. If more detailed information is desired, a copy of the regulations may be received from your school.

### **SCHOOL SUPPLIES**

The Milford Public Schools values the partnership between home and school and appreciates the support offered by families where the purchase of school supplies is concerned. Please be advised, however, that no student enrolled in the Milford Public Schools is to receive a list of required supplies for any academic subject or classroom.

Teachers may recommend a reasonable supply list (e.g., binders, notebooks, markers, index cards, etc.) to guide families who wish to purchase items for their child. It is the position of the Milford Public Schools that supplies will be provided, by the school, for students who are unable to provide such.

### **LOST AND FOUND**

There is always a multitude of items left in the "Lost and Found" area that is located in the Family Resource Center. Please label your child's name on all backpacks, clothes, etc. This will enable us to return lost items to the rightful owner. If your child has lost his/her backpack, mittens, hat, coat, boots, etc., please come to the "Lost and Found" area to look for them. **All unclaimed items will be given to the Salvation Army after a reasonable length of time.**

## **SCHOOL/DISTRICT ORGANIZATIONS/ COUNCILS**

### **PARENT TEACHER ORGANIZATION (PTO)**

The PTO at Shining Star Early Childhood Center is a dynamic and active organization. The PTO meets once a month at the preschool. Through the fundraising efforts of all the PTO members, the children are able to participate in annual field trips. The PTO also sponsors several Enrichment events for the children at Shining Star. Additional funds have been used to purchase various classroom items. We urge you to become a member of the PTO!

### **SCHOOL COUNCIL**

The Education Reform bill requires school systems to establish individual school councils that meet regularly with the preschool director to assist in the identification of the educational needs of the school. The council is comprised of the director of the program, Shining Star teachers, Shining Star parents and community members.

### **MILFORD SPECIAL EDUCATION PARENTS ADVISORY COUNCIL (SEPAC)**

It is the mission of the Milford Special Education Parents Advisory Council (SEPAC) to assist the special education department, parents and school committee in delivering the highest quality education to ensure that every Milford special education student has the opportunity to reach his/her maximum potential. In addition, SEPAC provides support to parents with special education children and enhances community awareness,

understanding, and acceptance of special education issues. If you are interested in obtaining additional information about this organization contact: SEPAC, c/o Special Education Office, Milford High School, 31 West Fountain Street, Milford, MA 01757.

## **REGISTRATION**

### **Returning Students**

Children who are presently enrolled at Shining Star and are age eligible to return the following year are offered the option to do so prior to a public registration. In January, a letter and registration form are mailed home with specific dates and payment information.

### **New Students**

Information pertaining to preschool registration for the coming school year is announced via the newspaper, radio and cable television by the beginning of February.

**\*Students in all programs must have independent toileting skills.**

### **Enrollment Process for Special Education Students**

Children with special needs are enrolled in the preschool through an evaluation process following state and federal mandates for children 2 years, 6 months to 5 years of age. Children are referred for an evaluation by parents, teachers, physicians, Early Intervention, and other professionals and preschool screenings. Preschool screenings are offered to all 3 and 4 year old children living in Milford. Screenings are completed by Shining Star staff. Screenings are provided on an ongoing basis. Parents can call the Preschool Office at (508)478-1135, ext. 0608 to schedule a screening.

Following an evaluation, a team meeting is held and recommendations are made based on assessments and the needs of the child. If a child has special needs, the team makes a recommendation for services based on his/her individual needs and develops an Individualized Education Plan. The process and all information are within the confidentiality policy established by the Milford Public Schools and state/federal regulations.

### **Classroom Placement and Teacher Requests**

During the month of June, the staff will be working on student placement for next year. Students will be assigned to heterogeneous classroom groups. We consider many

factors as balanced groups are prepared, for example, the range of academic abilities, social mixture, gender balance, individual learning styles, student personalities and interaction, students benefiting from being together or separated from another, overall student behavior, student/teacher considerations and class size. The objective of the process is to produce the most workable heterogeneous combination of student groups. This important task contributes significantly to the creation of a positive class environment that enables students to function to the fullest of their abilities. Staff members are assigned to these classes based upon the best possible match of teaching skills and interpersonal needs of the students. Families will be informed of their child's teacher in August.

### **Teacher Change Request**

The following procedure will be carried out regarding the transfer of a student from an assigned teacher to a different teacher within the building:

- All requests for a change must be in writing and brought directly to the attention of the Director;
- Your request must indicate the reason(s) the change is being sought;

A meeting will be arranged by the office with the parent/guardian, teacher, and the Director. If it is determined that the change will enhance the academic, social, and emotional well-being of the child then a transfer will take place. The final decision will rest with the Director.

## **STANDARDS OF BEHAVIOR**

The goal of our school is to develop self-discipline within each student. All school staff members are committed to providing an optimum learning environment for all children. Parents/guardians are encouraged to support us in order to help create educational and social experiences that foster academic and personal growth for all students in a challenging, caring, and safe environment.

We believe that a positive school climate is one in which students and staff practice respect, kindness, compassion, and politeness to others. Our preschool and elementary schools will continue to implement Positive Behavioral Interventions and Support (PBIS). Our PBIS mission statement states that at Shining Star Early Childhood Center we treat each other with respect, take responsibility for our own learning, and strive for a safe and positive school for all. Therefore, our students will be taught what it looks like to **be safe, be responsible and be respectful** throughout our school building. When there are uniform school-wide standards, students know exactly what is expected of them at all times and the result is a safer, more positive learning environment for everyone. Students must assume responsibility for their own behavior. This plan recognizes and acknowledges positive behavior and assists students in problem solving the daily choices and decisions that they make. All students are encouraged and taught to be responsible for their own school behavior. Student behavior expectations in the school environment are communicated by the administration and staff during the first week of school and are reinforced throughout the school year.

The staff at Shining Star Early Childhood Center appreciate that childhood is a unique and valuable stage in the human life cycle and strive to provide an educational setting that is nurturing and safe for each child. The Shining Star Staff is committed to supporting each child's development and learning, respecting individual differences, helping children learn to live, play and work cooperatively, while also promoting self-awareness, competence, self-worth, resiliency, and physical well-being.

The Staff at Shining Star Early Childhood Center care for and educate children in positive emotional and social environments. All staff members sign the NAEYC Code of Ethical Conduct and Statement of Commitment and abide by the following principles that they will not participate in practices that are emotionally damaging, physically harmful, disrespectful, degrading, dangerous, exploitative, or intimidating to children.

## **School-wide Expectations: Be Safe, Be Responsible, Be Respectful**

Students will:

- not bully, hurt, embarrass, or humiliate other students, physically or verbally
- keep hands, feet, and objects to themselves and respect others' personal space
- respect the rights, person, and property of others
- settle disputes with words
- follow adults' directions
- take responsibility for their words and actions
- be truthful, honest, and cooperative
- enter and leave a room or the building in an orderly fashion
- talk without using inappropriate language

## **Playground Expectations:**

Students will:

- treat everyone in a safe and respectful way
- stay within the playground boundaries
- use equipment safely
- display positive sportsmanship
- avoid puddles, mud, and snow
- not pick up snow, sticks, or rocks
- follow directions the first time they are given
- stand in line **quietly** until escorted into the building

## **CONSEQUENCES FOR INAPPROPRIATE BEHAVIOR**

Consequences teach students that their actions have results and show them that they are responsible for what they do. Students who demonstrate inappropriate behavior will have consequences for their misbehavior. Such consequences will be appropriate to the behavior demonstrated.

All infractions will be documented on the Shining Star Discipline Reporting Form. A log of these forms will be kept in the Director's office. The following consequences will be given for breaking school rules, as deemed appropriate:

- verbal warning and discussion of the incident with student(s) to determine a more appropriate behavior
- communication with the parent
- loss of other privileges

## **SUSPENSION**

A suspension is a short-term or long-term removal from regular classroom activities. Short-term suspension is the removal of a student from the school premises and regular classroom activities for 10 consecutive days or less.

Long-term suspension means the removal of a student from the school premises and regular classroom activities for more than 10 consecutive days, or for more than 10 days cumulatively for multiple disciplinary offenses in any school year. A suspended student is restricted from entering the school buildings, or coming onto school grounds; and a suspended student may not participate in any school sponsored activities or functions during the suspension period. It is also recommended that parents restrict the activities of a student during the suspension period to reinforce the importance of the disciplinary consequence and to demonstrate cooperation between the school and family.

The Director or his/her designee has the sole responsibility for determining who is suspended. The suspended student may not be permitted to return to school until a parental conference has been held.

## **IN-SCHOOL SUSPENSION**

At the discretion of the Principal, an In-School suspension may also be imposed where a student is determined to have committed a suspendable offense. In-School suspension means the student is removed from regular classroom activities, but not from the school premises, for no more than ten (10) consecutive days. In-School suspension for less than ten (10) days shall not be considered a short-term suspension. An In-School suspension of more than ten (10) days shall be deemed a long-term suspension.

Students will be subject to limitations on their activities as determined by the Principal, including the privilege of field trip participation.

*Approved MSC: 1/8/15*

## **STUDENT DUE PROCESS RIGHTS**

In administering discipline, school officials will be careful to observe the right to due process under the law for each student. The nature of the violation determines the due process that school officials follow.

**1. DUE PROCESS RIGHTS FOR STUDENTS CHARGED WITH POSSESSION OF A DANGEROUS WEAPON, POSSESSION OF A CONTROLLED SUBSTANCE, ASSAULT ON SCHOOL STAFF AND/OR STUDENTS WHO HAVE BEEN CHARGED WITH OR CONVICTED OF A FELONY (M.G.L. C. 71, §37H and M.G.L. C. 71, §37H1/2).**

**Short-Term Disciplinary Sanctions:** Prior to the imposition of any disciplinary sanction that might result in a student's suspension from school for ten (10) consecutive school days or less, the student will be given oral notice of the offense with which he/she is charged and an opportunity to respond. In the event that the Director or designee determines that the student will be suspended from school, the student's parent(s)/guardian(s) will be notified by telephone and in writing.

**Long-Term Disciplinary Sanctions:** Prior to the imposition of any disciplinary sanction that might result in the student's suspension from school for more than ten (10) consecutive school days or expulsion, the parents/guardians will be given written notice of a hearing at which they may be represented by an attorney at their expense and may examine and present witnesses and documentary evidence. Following this hearing, a written decision will be issued. The parent(s)/guardian(s) will have the right to appeal any decision imposing a long term suspension or expulsion from school to the Superintendent. Where the student is excluded in accordance with M.G.L. c. 71, 837H, the student shall have ten (10) days from the effective date of the exclusion to file a written appeal with the Superintendent of Schools. For exclusions imposed pursuant to M.G.L. c. 71, 837H1/2, the student shall have five (5) days from the effective date of the exclusion to file a written appeal with the Superintendent. For exclusions imposed by the School Committee in accordance with M.G.L. C. 76, §17, the student shall have the right to file a written request for reconsideration by the committee within ten (10) days of the effective date of the exclusion. Pending the outcome of any such appeal, the disciplinary sanction imposed shall remain in effect. M.G.L. C. 76, §17, M.G.L. c. 71, 837H and M.G.L. C. 71, 837H1/2.

**2. DUE PROCESS RIGHTS FOR STUDENTS CHARGED WITH OTHER VIOLATIONS (M.G.L. c. 71, §37H3/4)**

### **Notice and Director's Meeting**

For any suspension under this section, the director or a designee shall provide notice of the charges and the reason for the suspension or expulsion to the parent(s)/guardian(s) in English and the primary language spoken in the student's home. The student shall receive written notice of the charges and the opportunity to meet with the director or designee to discuss charges and reasons for the suspension and/or exclusion prior to suspension/exclusion taking effect.

The director or designee shall make reasonable efforts to notify the parent orally of the opportunity to attend the hearing. The meeting may take place without the student's parent(s)/guardian(s) so long as if the director has sent written notice and has documented at least two (2) attempts to contact the parent in the manner specified by the parent for emergency notification.

The purpose of the director's hearing is to hear and consider information regarding the alleged incident for which the student may be suspended, provide the student an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident, determine if the student committed the disciplinary offense, and if so, the consequences for the infraction.

The director shall determine the extent of the rights to be afforded the student at a disciplinary hearing based on the anticipated consequences for the disciplinary offense.

#### **a. Short-term Suspension**

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

Based on the available information, including mitigating circumstances, the director shall determine whether the student committed the

disciplinary offense, and, if so, what remedy or consequence will be imposed.

The director shall notify the student and parent of the determination and reasons for it, and, if the student is suspended, the type and duration of suspension. The determination shall be in writing and may be in the form of an update to the original written notice.

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

**b. Long-term Suspension**

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

If present, the Parent shall have an opportunity to discuss the student's conduct and offer information, including mitigating circumstances that the director should consider in determining consequences for the student.

Based on the evidence, the director shall determine whether the student committed the disciplinary offense, and, if so, after considering mitigating circumstances and alternatives to suspension, what remedy or

and the parent/guardian's consent to, a new placement, or unless the District obtains an order from a court or from the Bureau of Special Education Appeals (BSEA) authorizing a change in the student's placement. The Student's Team shall also review the student's IEP, and modify as appropriate, any existing behavioral intervention plan or arrange for a functional behavioral assessment.

5. If a student with a disability possesses or uses illegal drugs, sells or solicits a controlled substance, possesses a weapon, or causes serious bodily injury to another on school grounds or at a school function, the District may place the student in an interim alternative educational placement (IAES) for up to forty-five (45) school days. A court or BSEA hearing officer may also order the placement of a student who presents a substantial likelihood of injury to self or others in an appropriate interim setting for up to forty-five (45) school days.

## **VISITATION POLICY**

The safety of our students and staff is of paramount importance in the Milford Public Schools. We thank you in advance for your cooperation with the following district visitation protocol (revised August 31, 2015)

- During school hours, all school doors will remain locked and all visitors must use the main entrance at each of the schools;
- Staff members will use their employee-assigned access keys to enter the buildings;
- Under no circumstances is a staff member allowed to open any door in the school building to let visitors in without following the appropriate protocol;
- Visitors will not be allowed into the building during school hours without a scheduled appointment;
- Staff members and administrators, including managers and directors, are required to utilize the digital calendar to schedule and record all visitor and vendor appointments;
- Facilities Manager and Food Services Director will provide a roster of authorized, scheduled vendors/employees to Building Administrators, Administrative Assistants, and Volunteers (when and where applicable) and will provide regular updates to Building Administrators, Administrative Assistants, and Volunteers as changes occur;

- Authorized vendors must have an employer-issued ID in order to access any Milford Public School building;
- Authorized vendors without an employer-issued ID or who are not listed on the visitor authorization list must present their driver's license or picture ID to verify their identity before they will be granted access to the building. Once verified, a numbered Visitor Pass will be issued. Visitor Passes must be returned upon exiting the building. Visitors who fail to return the Visitor Pass may be excluded from all Milford Public School buildings until such time as the Visitor Pass is returned;
- School Visitors must sign in at the front desk and present their driver's license or picture ID to verify their identity before they will be granted access to the building. Once verified, a numbered Visitor Pass will be issued. Visitor Passes must be returned upon exiting the building. Visitors who fail to return the Visitor Pass may be excluded from all Milford Public School buildings until such time as the Visitor Pass is returned;
- To the extent practically possible, all visitors (including vendors, parents, etc.) are to be personally escorted by security staff (where applicable), building administrator, staff member, or volunteer to/from their scheduled appointment;
- Building administrators and/or other support shall immediately be called to aid security staff, staff members, and/or volunteers who encounter any issues related to visitor access;
- Families are expected to call ahead or send a note if they need to have their child dismissed as cited in the district attendance policy and in handbooks;
- When arranging a dismissal, include the name of the person who will be dismissing the child so that identification can be verified;
- Please do not use email to communicate last-minute or emergency messages;
- If You have changed any of your contact information, please be sure to update that information and promptly return the updated emergency contact form issued at the start of the school year to the school office.

Please be advised that visitors who arrive without an appointment, proper identification, and/or prior notice will experience significant delays and may not gain access to the building.

### **School Use Permits**

If your group (Boy Scouts, Brownies, etc) wishes to use any part of our facility either after school or for a weekend function, a permit must be obtained from the Central Office.

## **District Wide Policies and Procedures**

### **SERVICE OF COMPLAINTS Adopted by the Milford School Committee, September 1, 1994**

1. Parents are invited to present any concern relative to student safety or welfare in writing and submit it to the Principal or Building School Council Co-Chair.
2. The Principal or Building School Council Co-Chair shall place the concern on the agenda of the next scheduled meeting of the Council.
3. It is not mandatory for parental representation at the Council meeting when the concern is scheduled but is recommended. The Council Co-Chair or Principal will present the issue if the parent(s) is not present.
4. The Council shall establish a plan of action for the concern which shall include a reasonable schedule and periodic view of the plan at future meetings of the Council.
5. The Council shall retain as part of its regular records a copy of the concern and all acts taken or information obtained in relation to the stated concern. The School Newsletter will periodically inform parents about such concerns and the status.
6. Any parents not satisfied with the Building School Council plan of action shall present the concern to the Superintendent or Assistant Superintendent of schools who shall respond to the parent regarding the concern within thirty days.
7. Any parent not satisfied with the response of the Superintendent or Assistant Superintendent of School shall request that either the Superintendent or Chairman of the School Committee meet to present said concerns.

### **SMOKING POLICY Adopted by the Milford Public Schools, December 2, 1993**

At its meeting of June 23, 1987, the Milford School Committee adopted a Smoking Policy for all Milford Public School employees, students and visitors. The policy was developed by a planning team of the MASS Coalition for a Healthy Future. This Smoking

Policy is motivated by the philosophy that every staff person, student, and visitor should have the right to breathe clean air in the school and work environment and that, based on the most recent report of the Surgeon General, the School Committee should utilize its unique role to promote good health practices in this regard. This "clean-air policy" applies to all school department facilities including school buildings, administrative offices, athletic fields, gymnasiums, supply room, warehouse facility and school department vehicles. For complete details, please visit the District Policy Handbook found at [www.milfordpublicschools.com](http://www.milfordpublicschools.com)

### **CITIZENS**

Citizens who are observed smoking in school buildings shall be asked to refrain from smoking. If the individual fails to comply with the request, his or her violation of policy may be referred to the building principal or other school supervisory personnel responsible for the area or program during which the violation occurred. The supervisor shall make a decision on further action which may include a directive to leave school property. Repeated violations may result in a recommendation to the Superintendent to prohibit the individual from entering the school property for a specified period of time. If deemed necessary by school administration, the local law enforcement agency may be called upon to assist with enforcement of this policy. Your cooperation in the implementation of Smoking Policy is appreciated. Any questions regarding this policy may be directed to Assistant Superintendent of Schools.

### **SEXUAL HARASSMENT POLICY**

Adopted by the Milford School Committee

#### **I. POLICY**

The Milford Public Schools, in accordance with the provisions of Title IX of the Education Amendments of 1972 and State law, prohibits discrimination on the basis of sex in educational programs and activities of the public schools. This policy applies to both educational and employment opportunities.

All persons associated with the Milford Public Schools including, but not necessarily limited to the Committee, the administration, staff, and students are expected to conduct themselves so as to provide an atmosphere free from sexual and gender-based harassment and discrimination. The Milford Public Schools prohibits sexual and gender-based harassment while on school grounds, while going to or coming from

school, while at school activities on or off school grounds, while on District transportation, or while otherwise in a District program or activity.

Because the Milford Public Schools takes allegations of sex-based harassment seriously, it will immediately acknowledge as soon as possible and respond promptly to complaints of sex based harassment and where it is determined that such inappropriate conduct has occurred, it will act promptly to eliminate the conduct and impose such corrective action as is necessary, including disciplinary action, where appropriate, as outlined in the Milford Public Schools' Non-Discrimination and Anti-Harassment Procedures. Further, any retaliation against an individual who has complained about sexual or gender-based harassment or retaliation against individuals for cooperating in an investigation of a sexual or gender-based harassment complaints is similarly unlawful and will not be tolerated.

Milford Public Schools is committed to providing employees and students an environment that is free from hostility and intimidation or from a sexually offensive work and learning environment. Milford Public Schools understands that members of certain student groups, such as students with disabilities, students who are gay, lesbian, bisexual, or transgender, and homeless students may be more vulnerable to becoming targets of harassment. Milford Public Schools will take specific steps to create a safe, supportive environment for vulnerable populations in the school community, and provide all students with skills, knowledge, and strategies to prevent or respond to sexual and gender-based harassment.

Please note that while this policy sets forth our goals of promoting a workplace and school environment that is free of sex-based harassment, the policy is not designed or intended to limit the Milford Public Schools' authority to discipline or take remedial action for workplace or school conduct which the District deems unacceptable, regardless of whether that conduct satisfies the definition of sexual or gender-based harassment.

The Milford Public Schools is committed to working with students, staff, families, law enforcement agencies, and the community to prevent issues of violence, discrimination, or harassment, which may include, but not be limited to sex-based harassment. Policies and procedures have been developed to respond in a confidential, impartial, and equitable manner to all complaints, whether formal filing or informal identification of harassment has occurred, by employees and students, as outlined in the Milford Public Schools' Non-Discrimination and Anti-Harassment Procedures.

The Milford Public Schools requires that any staff member who receives a complaint, observes or otherwise learns or becomes aware of sex-based harassment report the incident to the principal at the respective school site or the Title IX Coordinator with the assurance that the investigation process will take place promptly and be consistent with the policies and procedures as outlined.

Harassment is banned not just at school, during school hours, but also before or after school hours on all school property, including the school bus, school functions, or school events held at other locations. The policy also applies to any off-campus conduct that causes or threatens to cause a substantial and material disruption at school, or interferes with the rights of students or employees to be free from a hostile school environment taking into consideration the totality of the circumstances on and off campus. Some examples of off-campus conduct that spill over into school are as follows:

- A student alleges that she was sexually assaulted by another student off school grounds and that, upon returning to school, she was taunted and harassed by other students who are the assailant's friends.
- While at home, a student posts a song that contains statements about a fellow student's sexual orientation on social media for his 1,000 "friends," many of whom are students at his school. The song goes "viral" and is the primary topic of conversation at school for weeks, and results in the harassed student staying home and missing school. An example where off-campus conduct does not have a continuing effect at school (so that the school is not in a position to impose consequences);
- At a neighborhood party on a Saturday night, two students called each other names based on gender-identity and a fight broke out between the students. There were no repercussions at school following the incident.

## **II. DEFINITION**

Sex-based harassment includes both sexual harassment and gender-based harassment. Sexual harassment consists of unwelcome sexual advances; requests for sexual favors; or other verbal or physical conduct of a sexual nature may constitute sexual harassment where:

1. Submission to such conduct is made either explicitly or implicitly a term or condition of a person's employment or educational development.

2. Submission to or rejection of such conduct by an individual is used as the basis for employment or education decisions affecting such individuals.

3. Such conduct has the purpose or effect of unreasonably interfering with an individual's work or educational performance or creating an intimidating, hostile or offensive working or educational environment.

Sexual harassment may include, but is not limited to:

- unwelcome sexual advances - whether they involve physical touching or not;
- sexual epithets, jokes, written or oral references to sexual conduct, gossip about one's sex life, comment about an individual's sexual activity, deficiencies, or prowess;
- displaying sexually suggestive objects, pictures and cartoons; -unwelcome leering, whistling, brushing against the body, sexual gestures, suggestive or insulting comments;
- inquiries into one's sexual experiences; and
- discussion of one's sexual activities.

Gender-based harassment includes acts of verbal, nonverbal, or physical aggression, intimidation, or hostility that are based on sex, although they are not necessarily sexual in nature, including harassment based on gender identity and expression. Gender-based harassment includes, but is not limited to, harassment based on the person's nonconformity with gender stereotypes, regardless of the actual or perceived sex, gender identity, or sexual orientation of the harasser or target of the harassment.

Sexual assault is the act of committing unwanted physical contact of a sexual nature, whether by an acquaintance or by a stranger. Such contact is unwanted when it occurs without the consent of one or both individuals, when one of the individuals is incapacitated or incapable of giving consent, or occurs with the use of force.

Hostile environment is unwelcome conduct that is sufficiently severe, persistent, or pervasive to interfere with or limit one or more students' abilities to participate in or benefit from the education program or creates a threatening, intimidating or abusive environment or sufficiently severe or pervasive so as to alter the conditions of the victim's employment and create an abusive working environment.

Retaliation is any form of intimidation, threatening, coercion or discrimination, directed against a student/staff/third party who reports a sex-based harassment, provides

information during, assists in or participates in an investigation of sex-based harassment, or witnesses or has reliable information about sex-based harassment.

**III. Title IX Officer** The Milford Public Schools has appointed a Title IX officer who will be vested with the authority and responsibility of processing all sex-based harassment complaints in accordance with the Milford Public Schools' Non-Discrimination and Anti-Harassment Procedures. The Title IX Officer is Dr. Kevin McIntyre, Superintendent of Schools. At each school building, the principal will serve as the building Title IX Coordinator.

#### **IV. STANDARDS OF CONDUCT**

Sexual harassment is a violation of an individual's right to privacy and personal dignity. Anyone who engages in sexual harassment violates school policy. The Milford Public Schools will investigate and respond to complaints of sex-based harassment in accordance with Milford Public Schools' Non-Discrimination and Anti-Harassment Procedures.

***Approved MSC:***

***11/7/1997***

***Amended MSC:***

***11/16/17***

## **NON-DISCRIMINATION ON THE BASIS OF DISABILITY**

Adopted by the Milford School Committee

Title II of the Americans with Disabilities Act of 1992 and Section 504 of the Rehabilitation Act prohibit discrimination on the basis of a person's disability. The Milford Public Schools is committed to maintaining an educational environment and workplace where individuals are not discriminated against on the basis of disability. The Milford Public Schools strives to create an environment where all students and staff feel welcome. To meet this end, the Milford Public Schools will not tolerate the denial of access to activities, programs, or services to individuals with disabilities (as defined in Section 504 of the Rehabilitation Act 29 U.S.C. 9705(20)).

The Milford Public Schools does not discriminate against an individual with a disability with regards to job application procedures, hiring, advancement, or discharge of employees, employee compensation, job training, or other conditions of employment.

The Milford Public Schools is committed to supporting students who qualify under Section 504 of the Rehabilitation Act and to ensuring that such students are not denied admission or access to the activities, programs and services offered by the Milford Public Schools because of disability.

As well, the Milford Public Schools is committed to ensuring that students with disabilities are not treated differently because of disability. The Superintendent of Schools shall take the necessary steps to inform parents/guardians and students of their rights under Section 504 of the Rehabilitation Act, including the right to receive reasonable accommodations if the student is found to be qualified under Section 504 of the Rehabilitation Act. Additionally, the Superintendent of Schools shall take the necessary steps to ensure parents/guardians and students are informed of their procedural rights under Section 504 of the Rehabilitation Act.

### **Reasonable Accommodations**

The Milford Public School District shall make reasonable accommodations in policies, practices, or procedures when the accommodations are necessary to avoid discrimination on the basis of disability, unless the District can demonstrate that making the accommodations would fundamentally alter the nature of the service, program, or activity.

A request for an accommodation should be made in writing to the 504 Coordinator. Alternative means of filing a request will be made available if needed, such as large print or audiotape. Requests should include the name, address and telephone number of the individual requesting the accommodation, the location where the accommodation is required and why the accommodation is needed. For public meetings and hearings, the 504 Coordinator should be notified at least seventy-two (72) hours in advance.

For students, the 504 Coordinator will respond to such a request in accordance with the 504 Coordinator's Section 504 Policies and Procedures or Special Education Policies and Procedures. For all other individuals, the 504 Coordinator will respond within two (2) school days of receipt of the request.

### **Communications**

The Milford Public Schools shall take the appropriate steps to ensure that communications with applicants, participants, and members of the public with disabilities are as effective as communications with members of the public without disabilities. To this end, the District shall furnish appropriate auxiliary aids and services where necessary to afford an individual with a disability an equal opportunity to participate in, and enjoy benefits of, a service, program, or activity conducted by the District. In determining what type of auxiliary aide or service is necessary, the District shall give due consideration to the requests of the individuals with disabilities.

### **Auxiliary Aids and Services**

"Auxiliary aids and services" includes:

1. Qualified interpreters, note takers, transcription services, written materials, assisted listening systems, and other effective methods for making aurally delivered materials available to individuals with hearing impairments
2. Qualified readers, taped texts, audio recordings, Braille materials, large print materials, or other effective methods for making visually delivered materials available to individuals with visual impairments
3. Acquisition or modification of equipment or devices
4. Other similar services and actions

### **Limits of Accommodations**

The Milford Public Schools is not required to take any action that would result in a fundamental alteration in the nature of a service, program, or activity or undue financial

and administrative burdens. A decision that a request would fundamentally alter the service, program, or activity or unduly burden the District shall be made by the Superintendent after considering all resources available for use in funding and operating the program, service, or activity. The decision shall be accompanied by a written statement of the reasons for reaching that conclusion.

### **Notice**

The Milford Public Schools shall make available to applicants, participants, beneficiaries, and other interested persons information regarding the provisions of Title II of the American with Disabilities Act (ADA) and its applicability to the services, programs, or activities of the District. The information shall be made available in such a manner as the Milford School Committee and Superintendent find necessary to apprise such persons of the protections against discrimination assured them by the ADA.

### **Website Accessibility**

The Milford Public Schools is committed to providing all users of their websites, including users with disabilities, with meaningful accessibility in this online environment. The Milford Public Schools follow standards that are generally based on the standards used by the federal government for technology accessibility for individuals with disabilities and web content accessibility guidelines developed by the World Wide Web Consortium (W3C). The Milford Public Schools websites are regularly tested and reviewed by users to verify that the websites are compliant with applicable standards. If an individual needs assistance in accessing materials, such a request should be made to the webmaster.

### **Compliance Coordinator**

The Milford Public Schools shall designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title II of ADA, including any investigation of any complaint communicated to it alleging its noncompliance or alleging any actions that would be prohibited under ADA. The District shall make available to all interested individuals the name, office address, and telephone number of the employee(s) so designated and has adopted Non-Discrimination and Anti-Harassment Policies and Procedures. The Milford Public Schools receives federal financial assistance and must comply with the above requirements. Additionally, the Milford School Committee is of the general view that: 1. Discrimination against a qualified person with a disability solely on the basis of disability is unfair and unacceptable; and 2. To the extent possible, qualified individuals with a disability should

be included within the school community. Accordingly, employees of the Milford Public Schools will comply with the above requirements of the law and policy statements of this committee to ensure nondiscrimination on the basis of disability.

MSC Approved File ACF: Policy Concerning Americans with Disabilities Act: 2/7/02Policy  
Sub-Committee Reviewed Revision of Policy: 2/1/18

## **NON-DISCRIMINATION ON THE BASIS OF GENDER IDENTITY**

The Milford Public Schools has a commitment to maintaining a safe, respectful and supportive working and learning environment in which all students and employees can thrive and succeed. Discrimination on the basis of gender identity or gender expression is not tolerated and any form of intimidation, threat, coercion and/or harassment that insults the dignity of others and interferes with their freedom to learn or work is unacceptable.

"Gender expression is the manner in which a person represents or expresses gender to others, often through behavior, clothing, hairstyles, activities, voice, or mannerisms.

"Gender identity" is a person's gender-related identity, appearance or behavior, whether or not that gender-related identity, appearance or behavior is different from that traditionally associated with the person's physiology or assigned sex at birth.

"Gender nonconforming" encompasses people whose gender expression differs from stereotypic expectations. The terms "gender variant" or "gender atypical" are also used.

"Transgender" is a person whose gender identity or gender expression is different from that traditionally associated with the assigned sex at birth.

The Milford Public Schools strictly enforces a prohibition against harassment and discrimination, sexual or otherwise, of any of its students or employees by anyone, including any fellow student, teacher, supervisor, co-worker, or vendor, as such conduct is contrary to the mission of the Milford Public Schools and its commitment to equal opportunity in education and employment. The school district does not and will not discriminate on the basis of gender identity, sex, sexual orientation, or gender expression in the educational programs and activities of the public schools, and strives to create an environment where all students and staff feel safe, welcome and included. The Milford Public Schools will not exclude any person from admission to a public school or from obtaining the advantages, privileges, and courses of study of such public school

on account of gender identity,

The Milford Public Schools takes allegations of discrimination and harassment seriously and will respond promptly to complaints. It is the responsibility of each school and the District and all staff to ensure that all employees and students, including transgender and gender-nonconforming employees and students, have a safe school environment. Where it is determined that inappropriate conduct has occurred, the Milford Public Schools will act promptly to eliminate the conduct and will impose corrective action as necessary, including disciplinary action where appropriate, which may include termination of employment or school-related discipline. The provisions of the Milford Public Schools' Non-Discrimination Policy and Prohibition Against Sexual Harassment, Non-Discrimination on the Basis of Sex, Anti-Bullying, Bullying Prevention and Intervention Plan, Equal Educational Opportunities and Equal Employment Opportunity policies provide the procedures for investigating and addressing these complaints, and are incorporated herein as if fully set out and set forth.

To help create a safe and supportive environment for all students, and consistent with applicable laws and guidance, the school district will take the following steps:

### **Names/Pronouns**

An employee or student has the right to choose a name and pronoun appropriate to the employee's or student's gender identity, regardless of the assigned birth sex and name that appears on the birth certificate. Schools should accurately record and use the employee's or student's chosen name and the pronouns that are consistent with the employee's or student's gender identity. Court orders are not required to update records to reflect changes in a name and gender markers. Schools will work with an employee or a student and the parents/guardians of the student if they are involved in the process, or, in the case of a younger student, with the student and the student's parents/guardians, to develop a plan for communicating any name and pronoun change within the school.

Schools will question a student's asserted gender identity only when school personnel believe that the student's gender-related identity is being asserted for some improper purpose.

### **Transitions**

When an employee transitions, the school shall hold a meeting with the employee to provide a safe and supportive working environment and to address any concerns that may arise. When a student transitions, the school shall hold a meeting with the student and the parents/guardians of the student if they are involved in the process, or in the case of a younger student, with the student and the student's parents/guardians, to develop a transition plan to provide a safe and supportive educational environment for the student and to address any concerns that may arise.

### **Privacy, Confidentiality and Student Records**

All persons, including students, have a right to privacy, and this includes the right to keep one's transgender status private at school. Records with an employee's or student's assigned birth name and sex, name change for gender identity purposes, gender transition, medical information related to gender identity or other information of a similar nature, if such records exist, will be maintained in a separate, confidential file. The school district shall ensure that all information related to an employee's or student's gender identity shall be kept confidential in accordance with applicable federal, state and local privacy laws and regulations. Information that may reveal an employee's or student's gender identity to others will not be disclosed unless the school is legally required to do so, or unless the disclosure has been authorized by the student or employee, or in the case of a younger student, by the student's parents/guardians. Schools will consult with an employee or a student and the parents/guardians of the student if they are involved in the process, or, in the case of a younger student, with the student and the student's parents/guardians, when determining whether any such information should be disclosed, and if so, how much information should be disclosed and to whom. Schools will also consult with the student before discussing a student's gender nonconformity or transgender status with the student's parent or guardian.

### **Accessibility to Restrooms, Locker Rooms and Changing Facilities**

An employee or student may access the restrooms, locker rooms and changing facility that corresponds to the employee's or student's gender identity. Upon an employee's or student's request, any employee or student who is uncomfortable using a shared facility, regardless of the reason, shall be provided with a safe and non-stigmatizing alternative. Based upon availability and the appropriateness to address privacy concerns, accommodations that may be offered to an employee or student who desires increased privacy may include, but are not limited, to: (a) use of a nearby private area (such as a gender neutral restroom, gender neutral changing room, nurse's restroom,

or a nurse's office); (b) a separate changing schedule, or (C) use of private area within a public area (such as, an area separated by a curtain, or a bathroom or changing stall with a door). Schools will consult with an employee or a student and the parents/guardians of the student if they are involved in the process, or, in the case of a younger student, with the student's parents/guardians, to ensure accessibility and address any concerns that may arise.

### **Physical Education Classes and Athletic Activities**

In those instances where there are gender-segregated classes or activities as opposed to co-educational classes and activities, a student must be allowed to participate in a manner consistent with the student's gender identity.

### **Dress Codes**

An employee or student must be permitted to dress in compliance with the school district's dress code in a manner consistent with the student's or employee's gender identity. School staff shall not enforce a school's dress code more strictly against transgender and gender nonconforming employees or students than other employees or students.

### **Other Gender-Based Activities, Rules and Practices**

Schools should review and evaluate any gender-based activities, rules and practices currently being utilized, and replace such gender-based activities, rules and practices with non-gendered alternatives. If there is a clear and sound pedagogical purpose to retain a gender-based activity, rule or practice, an employee or student must be allowed to participate in the activity, rule or practice in a manner consistent with the employee's or student's gender identity.

### **Overnight Housing for Field Trips**

Students must be allowed to be housed according to their gender identity. If a student requires specific accommodations, the student or parent/guardian will contact Administration at the school to make these arrangements.

### **Education and Training**

The school district shall incorporate training about transgender and gender-nonconforming students into its anti-bullying and non-discrimination curriculum, student leadership training and staff professional development in order to promote a

safe and supportive environment for all students and staff. Consistent with this policy and applicable laws and guidance, the Superintendent of Schools shall promulgate administrative procedures to address steps that school staff should take to create a culture where transgender and gender-nonconforming students feel safe, supported and fully included. The administrative guidelines should, at a minimum, address the following areas: gender transition, names and pronouns, privacy, confidentiality and student records, gender markers on student records, restrooms, locker rooms and changing facilities, physical education classes, intramural and interscholastic athletic activities, dress codes, and other gender-based activities, rules, policies and practices, and education and training.

MSC Adopted: 3/18/18

## **NON-DISCRIMINATION NOTICE AND CIVIL RIGHTS AND SAFETY INFORMATION FOR SCHOOL PERSONNEL, PARENTS AND STUDENTS**

The Milford Public Schools have been working on a variety of strategies to ensure the safety of all of our school community. One of those strategies is to build an increasing awareness and understanding in all of us of those civil rights granted to us by law, such as those summarized below:

- Title I of the Americans with Disabilities Act of 1990: Prohibits discrimination, exclusion from participation, and denial of benefits on the basis of disability in the areas of employment.
- Title II of the Americans with Disabilities Act of 1990: Prohibits discrimination, exclusion from participation, and denial of benefits on the basis of disability in the areas of educational programming.
- Title IX of the Education Amendments of 1972: Prohibits discrimination, exclusion from participation, and denial of benefits in educational programs on the basis of sex.
- Title VI of the Civil Rights Act of 1964: Prohibits discrimination, exclusion from participation, and denial of benefits based on race, color or national origin.
- Section 504 of the Rehabilitation Act of 1973: Prohibits discrimination, exclusion from participation and denial of benefits based on disability.

As an educational institution, the Milford Public School district is committed to creating and maintaining schools preventing discrimination of all types, at the same time ensure the health and safety of all who work and learn within our schools.

### **STATEMENT**

It is the role of the Milford Public Schools to provide a safe and secure learning

environment for all its students without distinction based on race, religion, ethnicity, disability, gender or sexual orientation. Discrimination, sexual and bias-motivated harassment and violations of civil rights disrupt the educational process and will not be tolerated.

It shall be a violation for any pupil, teacher, administrator or other school personnel to engage in sexual or bias-related harassment (referred to as "wrongful harassment") or violate the civil rights of any pupil, teacher, administrator, or other school personnel. Any conduct rising to the level of a particularly serious infraction will result in referral to law enforcement agencies.

The School will act to investigate all complaints, formal or informal, verbal or written, of sexual or bias-related harassment or violations of civil rights and to take appropriate action against any pupil, teacher, administrator or other school personnel who is found in violation.

### **SCOPE OF APPLICATION**

This notice applies to bias crimes, civil rights violations, bias incidents and bias-related harassments occurring on school premises or property, or in the course of school-sponsored activities, including those outside of school if there is a detrimental effect on the school or educational environment.

### **COMMITMENT TO PREVENTION**

This institution is committed to prevention, remediation and accurate reporting of bias incidents and civil rights violations, to the end that all students can enjoy the advantages of a safe and tolerant learning environment where individual differences are respected. The school undertakes to engage in activities and programming such as training of all school personnel, intended to foster respect for diversity, civil rights and nonviolence in school settings.

### **LOW TOLERANCE FOR KNOWN CIVIL RIGHTS VIOLATIONS: REQUIRED REPORTING AND INTERVENTION TO STOP HARASSMENT**

a. School employees must intervene in ongoing civil rights violations and episodes of wrongful harassment whenever witnessed or reported; to the extent intervention can be done safely. School employees must report a civil rights violation or episode of wrongful harassment to the building civil rights administrator. Once reported, the building civil rights administrator will prepare written documentation of the event. The building civil

- rights administrator must intervene in ongoing matters of civil rights violations and episodes of wrongful harassment, summoning assistance as necessary.
- b. The primary objective of school intervention in a civil rights matter is to put a swift end to, and prevent any recurrence of, any wrongful conduct, so as to ensure the safety of all students and a school environment free of wrongful harassment and civil rights violations. Intervention should be undertaken immediately, as needed on a short term basis, and more comprehensively once a civil rights violation has been found to occur. The school will take all necessary steps within its authority to implement the objective of stopping continuing civil rights violations and wrongful harassment, and restoring and preserving an environment free of such conduct.
- c. Effective, and if need be escalating, measures should be used to definitively stop harassment and violence. School officials should immediately consider and use regular administrative actions to defuse a civil rights or wrongful harassment situation wherever possible. Relevant school disciplinary hearings should begin and proceed on an expedited basis where there is a threat of ongoing interference with civil rights. Disciplinary action appropriate to the offender's conduct should be taken when a violation is found. Potential criminal conduct should be reported to law enforcement and legal remedies pursued as necessary to protect civil rights.

### **DESIGNATION OF CIVIL RIGHTS ADMINISTRATORS**

The Principal (herein referred to as the designee) of each school in the Milford Public Schools will have the responsibility to respond to matters of civil rights that arise in the school setting. The Principal shall accept the responsibility to receive reports and complaints of civil rights violations from students, faculty or staff. In conjunction with the Assistant Superintendent of Schools, the Principal will take responsibility for upholding school civil rights and safety policies. The Principal will also serve as a liaison with law enforcement agencies and assist the Superintendent of Schools in making referrals of possible criminal matter to law enforcement.

### **IDENTIFICATION OF PROHIBITED CONDUCT**

#### **A. DEFINITIONS**

- i. **BIAS INCIDENT** means any act, including conduct or speech, directed at or which occurs to a person or property because of actual or perceived race, religion, ethnicity, disability, gender, or sexual orientation. A bias incident may or may not be a criminal act.
- ii. **BIAS INDICATORS** are objective facts and circumstances, which suggest that an action was motivated in whole or in part by a particular

- type of bias.
- iii. **BIAS MOTIVES** recognized by Massachusetts's law as causing hate crimes include prejudice based on race, religion, ethnicity, disability, gender and sexual orientation.
  - iv. **CIVIL RIGHTS VIOLATIONS** involve interfering by threats, intimidation, or coercion, with someone's enjoyment of constitutional or statutory rights. Rights protected against interference include nondiscrimination in access to advantages and privileges of a public school education. The term "civil rights violation" also covers bias-related and sexual harassment and bias crimes.
  - v. **DISCRIMINATION** consists of actions taken against another(s), which treat them unequally because of race, religion, national origin, disability, sexual orientation or gender.
  - vi. **HARASSMENT** consists of unwelcome verbal, written or physical conduct targeting specific person(s), which is sufficiently severe, persistent, or pervasive to create an intimidating, hostile, humiliating, offensive school environment, or substantially interferes with the progress of a student's education:
  - vii. **BIAS-RELATED HARASSMENT** will present bias indicators, most commonly epithets: name calling derogatory to a particular racial, religious, or sexual orientation group; viii. **SEXUAL HARASSMENT** covers instances of physical or verbal conduct of a sexual nature, not limited to but including sexual advances, which foster a hostile educational environment for the victim.
  - ix. **HATE CRIMES** include any criminal acts, as defined in M.G.L. C 22C, sec 32, to which recognized types of bias motives is an evident contributing factor. Criminal bias motivated conduct entails, at a minimum, threats. Criminal conduct includes acts putting someone in fear of immediate physical harm (assaults), and actual physical violence (assault and battery), and grows most serious if a victim suffers any bodily injury.
  - x. **HOSTILE ENVIRONMENT** exists when a student has been or is subjected to threats, intimidation, or coercion by another (or others) or is reasonably in fear for his or her safety. Whether a school environment has become hostile must be evaluated based on the totality of the circumstances. Repeated instances of bias-related and sexual harassment create a hostile environment for the victim. A single act of harassment can

- also create a hostile or intimidating environment if sufficiently severe. A hostile environment does not necessarily entail that a student exhibits quantifiable harm, such as a drop in grades.
- xii. **STALKING**, as prohibited by M.G.L. C265, sec 43, consists of intentional conduct involving (1) two or more acts directed at a specific person, (2) which would cause a reasonable person substantial distress, (3) where the perpetrator has more threats causing the targeted person fear of death or injury.

## **B. COMMON BIAS INDICATORS**

- i. Bias-related comments or epithets
- ii. Bias-related markings, drawings, or graffiti
- iii. Use of bias-related symbols
- iv. No clear economic motive for an assault and battery
- v. Crime involving disproportionate cruelty or brutality
- vi. Offender history of crimes with similar motives and victims of the same group

## **C. EXAMPLES OF CIVIL RIGHTS VIOLATIONS AND BIAS INCIDENTS**

- i. Unwelcome verbal, written, or physical conduct directed at the characteristics of a person's race or color, such as nicknames emphasizing stereotypes, racial slurs, comments on manner or speaking, and negative references to racial customs (racial and color harassment).
- ii. Unwelcome verbal, written, or physical conduct, directed at the characteristics of a person's religion, such as derogatory comments regarding surnames, religious tradition, or religious clothing, or religious slurs, or graffiti. (religious harassment)
- iii. Conduct directed at the characteristics of a person's national origin, such as negative comments regarding surnames, manner of speaking, customs, language, or ethnic slurs. (national origin harassment)
- iv. Conduct directed at the characteristics of a person's sexual orientation - actual, perceived, or asserted - such as negative name calling and imitating mannerisms. (sexual orientation harassment)
- v. Conduct directed at the characteristics of a person's disabling condition, such as imitating manner of speech or

- movement, or interference with necessary equipment (disability harassment).
- vi. Physical conduct putting someone in fear of imminent harm, coupled with name calling of a bigoted nature (crime of assault) vii. Repeated, purposeful following of someone, coupled with evident bias against the victim's actual or perceived group status (civil rights violation or crime of stalking)
- viii. Painting swastikas on walls or other public or private property (crime of vandalism.)
- ix. Hitting someone because of his or her actual or perceived group status (crime of battery).

## **PROCEDURES FOR RESPONDING TO AND INVESTIGATING INCIDENTS**

- a. Whenever a staff person witnesses, or some third party reports a possible civil rights violation, the school's designated civil rights administrator must be notified. The school's civil rights designee, in conjunction with school safety personnel and the principal, should immediately begin an investigation. In an emergency, 911 must be called.
- b. A student coming forward to report a civil rights or wrongful harassment violation s/he has experienced should be directed to the school's designated civil rights administrator, after any emergency needs are attended. Consideration should be given to whether any immediate or interim steps are necessary to ensure the safety of and avert retaliation against the complainant.
- c. The investigation must determine whether a civil rights or wrongful harassment violation has in fact occurred. An immediate aim of the investigation should be preservation and gathering of evidence from the scene of an incident. Bias-related graffiti should be photographed then removed. The investigator should seek to interview all victims and witnesses at the scene, or as soon thereafter as possible, then interview others who may have relevant knowledge as well. The investigation may also consist of any other methods and documents deemed relevant and useful.
- d. All the circumstances as found should be carefully evaluated for the presence of bias indicators that would characterize the matter as a civil rights violation. The investigation should make a finding as to whether a

civil rights or wrongful harassment infraction in violation of this policy has occurred.

## **CONSEQUENCES FOR CIVIL RIGHTS VIOLATIONS AND FAILURES TO ACT AS REQUIRED**

- a. Nondisciplinary corrective actions: Potential civil rights or wrongful harassment violations can be addressed with steps that are not punitive in character, without the necessity of disciplinary proceedings. These steps generally lie within the ordinary discretion of principals and school officials. Examples of nondisciplinary actions that may be appropriate in some instances include counseling, assignment to participate in a diversity awareness training program, separating offender and victim, parent conferences and special work assignments such as a composition on a civil rights related subject.
- b. Disciplinary Proceedings Violations of the civil rights or wrongful harassment of a student or school employee which are found to have occurred may warrant the imposition of sanctions up to and including suspension and expulsion (for students), and suspension or termination (for employees). Disciplinary actions will be taken toward the goals of eliminating the offending conduct, preventing recurrence and reestablishing a school environment conducive for the victim to learn. The school may consider completion of a youth diversion program as a sanction for student violators, standing alone or in conjunction with other disciplinary actions, for violations of civil rights or wrongful harassment.

## **FAILURE TO ACT BY ADMINISTRATORS AND TEACHERS**

Administrators and teachers have a duty to act to stop witnessed sexual or bias harassment and hate crimes, as safely as can be done; and report occurrences to the civil rights administrators and sometimes the police. A clear failure to act as this policy would directly result in dismissal action. The school administration will develop further sanctions and actions to address repeated instances of a failure to act in accordance with this policy.

## **COMMITMENT TO NON-RETALIATION**

To secure the unimpeded reporting of bias activity called for in this notice, the Milford Public Schools will deal seriously with any and all threats or acts of retaliation for the good faith filing of a complaint. Actual or threatened retaliation for the reporting of a

civil rights matter constitutes a separate and additional disciplinary infraction warranting corrective actions. Staff will monitor the situations of victims/complainants carefully to ensure that no threats or acts of reprisal are made. Appropriate and immediate nondisciplinary administrative actions to mitigate possible or actual retaliation may also be taken; to the extent administrators have discretion to act.

### **REFERRAL TO LAW ENFORCEMENT**

Whenever a school employee has reason to believe that a potential hate crime has been, or is about to be committed, s/he should notify the school civil rights designee and, especially in an emergency, the local police. The civil rights designee has chief responsibility for notifying the police of potential hate crimes in non emergency situations, the referral is mandatory whenever a probable hate crime is at issue.

### **DOCUMENTATION REQUIREMENTS**

- A. Record Keeping The designated civil rights administrator will be responsible for keeping records of all civil rights violations and hate crimes reported. These records shall be confidential and grouped according to school year and grade. In addition to recording the particulars of the incident itself, the system should record the actions 55 taken in response and the results of the investigation and intervention. The civil rights administrator shall keep this information gathered at a central place. The retention of records will be consistent with the M.G.L. on student records.
- B. Monitoring and Tracking to Identify Patterns Records should be maintained so as to permit administrators to detect patterns in civil rights violations, repeat offenders and problem locations. Responsive action should be tailored based on the pattern information that records reveal.
- C. Dissemination of Information and Training
  - a. This notice shall be conspicuously posted throughout each school building in areas accessible to pupils and staff members.
  - b. This notice shall appear in the faculty and student handbook.
  - c. The School District will provide instruction in the provisions of this notice to teachers, other employees and students.
  - d. This notice shall be reviewed at least annually for compliance with state and federal law.

## **ADDITIONAL INFORMATION: SECTION 504 OF THE REHABILITATION ACT**

Adopted by the Milford School Committee

Section 504 of the Rehabilitation Act of 1973 prohibits discrimination against persons with a disability in any program receiving federal financial assistance. In order to fulfill obligations under Section 504, the Milford Public School District has the responsibility to avoid discrimination in policies and practices regarding its personnel and students. No discrimination against any person with a disability should knowingly be permitted in any program and practices of the school system.

The Milford Public Schools has the responsibility under Section 504 to identify, evaluate, and if the student is determined eligible under Section 504, to afford access to appropriate educational services.

If the parent or guardian disagrees with the determination made by the professional staff of the school district, s/he has the right to a hearing with an impartial officer.

The Family Educational Rights and Privacy Act (FERPA) also specify rights related to educational needs. This Act gives the parents or guardian the right to: (1) inspect and review his/her child's educational records; (2) make copies of these records; (3) receive a list of the individuals having access to those records; (4) ask for an explanation of any item in the records; (5) ask for an amendment to any report on grounds it is inaccurate, misleading, or violates the child's rights; and (6) request a hearing on the issue if the school refuses to make the amendment. Questions should be directed to the designated Section 504 Coordinator.

## **ADDITIONAL INFORMATION: NOTICE OF NONDISCRIMINATION**

Adopted by the Milford School Committee

The Milford Public School district is committed to compliance with the Americans with Disabilities Act (ADA). The district intends to ensure that individuals with disabilities whether they are employed, apply for a position, or visit facilities within the schools are treated fairly and given an equal opportunity to access facilities, programs, activities, and employment.

It is unlawful for the Milford Public School district to discriminate on the basis of

disability against a qualified individual with a disability in regard to:

- (a) recruitment, advertising job application, and employment procedures;
- (b) hiring, upgrading, promotion, award of tenure, demotion, transfer, layoff, right of return from layoff, and rehiring;
- (C) rates of pay or any other form of compensation and changes in compensation;
- (d) job assignments, job classifications, organizational structures, position descriptions, lines of progression, and seniority lists;
- (e) leaves of absence, sick leave, or any other leave;
- (f) fringe benefits availability by virtue of employment, whether administered by the covered entity;
- (g) selection and financial support for training including apprenticeships, professional meetings, conferences, and other related activities and election for leaves of absence to pursue training;
- (h) activities sponsored by a covered entity including social and recreational programs; and
- (i) any other, condition, or privilege of employment.

The Milford Public Schools will not isolate individuals with disabilities, discriminate on the basis of disabilities through contracts, avoid using qualification standards, criteria, me administration or tests that discriminate against individuals with disabilities, avoid making unreasonable accommodation to an otherwise qualified individual with a disability.

The ADA requires that the district focus on the ability not the disability of the individual. The Milford Public School district will consider reasonable accommodations providing the individual can perform essential functions of the position, It is not required , however, to give preferential treatment to individuals with disabilities or lower the expected standards of performance.

The Milford Public Schools are committed to meeting the intent and spirit of ADA. All employees are urged to help meet this goal. If anyone believes that the MIlford Public Schools has discriminated against him/her or someone on the basis of disability, or if anyone has questions or concerns about the school system's responsibilities in this

regard, please contact the Section 505/ADA Coordinator.

## **APPENDICES TO POLICY**

### **Responsibility of School Personnel and Students in Relation to witnessed or Reported Bias Incidents.**

#### **1. All Personnel and Students**

- i.) ***Report bias incidents and civil rights violation*** to school civil rights administrator.
- ii.) ***Be familiar with basic facts about hate and hate crimes,*** so as to be able to identify bias incidents and have an understanding of dynamics.
- iii.) ***Challenge biased attitudes and behavior*** whenever encountered in school and outside.
- iv.) ***Reports hate crimes to police,*** and summon help in emergency.
- v.) ***Uphold school civil rights and safety policies*** and remain vigilant and alert for violations.
- vi.) ***Take responsibility*** so as to make a difference in stopping hate, finding and creating individuals and group opportunities for action and involvement.

#### **2. Teachers Only**

- i.) ***Set guidelines for classroom behavior*** to avoid hurt feelings and promote respect.
- ii.) ***Respond to and challenge insensitive behaviors*** like name calling and exclusion of children who are different.
- iii.) ***Instruct against hate and prejudice,*** where this message is apropos to classroom subjects and lessons.
- iv.) ***Look for and implement proactive programs and strategies*** to promote tolerance and stop hate conduct.

#### **3. School Staff Specifically**

- i.) ***Challenge and try to stop bias incidents*** when witnessed or encountered in progress if a safe opportunity is presented.

4. **Civil Rights Designees Specifically**
  - i.) ***Be available to receive reports of civil rights violations*** from students, faculty and other administrators.
  - ii.) ***Respond promptly to a report of a civil rights violation*** by intervening if possible, ensuring that students are safe and free from harassment, and by starting an investigation.
  - iii.) ***Put a stop to ongoing harassment*** immediately and effectively, and refer victims to support services and resources available in the area.
  - iv.) ***Take remedial, corrective, and disciplinary action*** as the circumstances established by the investigation, school policies, and the Code of Conduct, warrant.
  - v.) ***Take steps to avert retaliation*** against students who report civil rights violations, and act immediately to ensure student safety and freedom from harassment.
  - vi.) ***Communicate and coordinate efforts with police*** on a regular, ongoing basis, and develop a working partnership with police officers assigned to schools and civil rights rights issues.
  - vii.) ***Undergo specialized training*** to maintain knowledge of hate crimes and civil rights issues as they affect schools.
  - viii.) ***Coordinate school prevention programming and activities,*** drawing on available resources and tools.

#### **Federal and Massachusetts Laws Bearing on Harassment and Bias Crimes in School Settings.**

- (a) Title VI, 42 U.S.C. Sec. 2000 et seq. (prohibition of discrimination based on race, color or national origin)
- (b) Title IX, 20 U.S.C. Sec. 168 et seq. (prohibition of discrimination based on sex or gender)
- (c) Title II of the Americans with Disabilities Act, 42 U.S.C. Sec. 12134 (prohibition of discrimination based on disability)
- (d) G.L. c. 71, Sec 37H (student handbooks required to state disciplinary measures applicable to "violations of other students' civil rights")

- (e) G.L. c. 76, Sec 5 (prohibition of discrimination "on account of race, color, sex, religion, national origin or sexual orientation", in access to "advantages, privileges and course of study of [local] public school".)
- (f) G.L. c. 151C (Fair Education Practices Act, includes prohibition of sexual harassment)
- (g) G.L. 214m/sec,1B (right of privacy)
- (h) G.L. c. 214 Sec 1C (right of freedom from sexual harassment)
- (i) G.L. c. 12, Sec 11H and 11I (prohibition of threats, intimidation, or coercion interfering with someone's legal rights)
- (j) G.L. c. 265, Sec. 37 (criminal penalties for the use of force or threats to interfere with someone's legal rights)
- (k) G.L. c. 265, Sec. 39 (increasing penalties for assaults, batteries, and property damage motivated by bias on grounds of race, religion, ethnicity, disability and sexual orientation)
- (l) G.L. c. 266, Sec. 127A (Criminal penalties for vandalism of a school)

***Approved MSC: 6/7/01***

***Revised MSC: 3/17/11***

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***Reviewed by Policy Subcommittee: 6/21/18***

***Amended & Approved MSC: 9/6/18***

***Amended & Approved MSC: 10/4/18***

***MSC Approved: 2/15/18***

## **NON-DISCRIMINATION AND ANTI-HARASSMENT PROCEDURES**

**Adopted by the Milford School Committee**

It is the policy of Milford Public Schools to maintain a learning environment that is free from harassment or discrimination of any kind, including sex-based harassment. It is a violation of this policy for any member of the school community to harass or discriminate against another individual as outlined in this policy. Any allegation of harassment or discrimination will be investigated, and, if a violation of this policy is substantiated, disciplinary action will be taken. All reports of harassment or discrimination shall be investigated promptly, impartially and in a manner which will preserve the confidentiality of all concerned to the extent practicable under the circumstances.

Any employee, student or third party who believes that he or she has experienced harassment or discrimination on the basis of his or her actual or perceived race, color, creed, ethnicity, religion, national origin, sex/gender, homelessness, disability, sexual orientation, gender identity or age or who has witnessed or learns about the harassment or discrimination against, another person in the school environment, should inform the principal of the relevant school site or appropriate discrimination/harassment complaint official immediately or as soon as possible.

Harassment and discrimination is banned not just at school, during school hours, but also before or after school hours on all school property, including the school bus, school functions, or at school events held at other locations. The policy also applies to any off-campus conduct that causes or threatens to cause a substantial and material disruption at school, or interferes with the rights of students or employees to be free from a hostile school environment taking into consideration the totality of the circumstances on and off campus.

Problems and complaints regarding discrimination and harassment should be resolved in a prompt and equitable manner. When possible, such problems and complaints should be resolved in an informal manner.

### **I. Reporting Responsibilities**

Everyone in the school community is responsible for immediately reporting incidents of

harassment, discrimination and/or retaliation, by anyone, in any form, that are directed at or witnessed by them at school or at a school sponsored event or of which they otherwise learn. Failure to cooperate with an investigation of such an incident will result in disciplinary action. Deceptive reporting may also be subject to a disciplinary response.

An individual may report to either the principal of the relevant school site or appropriate discrimination/harassment complaint official at his or her discretion. Students may additionally report incidents that they believe involve harassment or discrimination to their guidance counselor, any teacher, administrator or any member of the support staff, and the staff member will refer the complaint to the principal or the discrimination/harassment complaint official. If a School Guidance or Adjustment Counselor, School Nurse, or any member of the teaching staff, is contacted concerning a complaint or possible complaint, he/she should refer the matter to the principal immediately. Staff who observe conduct which violates this policy are to report the conduct to the principal immediately.

Employees who need help or wish to talk about harassment should contact the school principal, the appropriate discrimination/harassment complaint official, the perpetrator's immediate supervisor or any other school administrator immediately.

If one of the discrimination/harassment complaint officials is the person alleged to be engaged in discrimination/harassment, the complaint may be filed with one of alternate officials or any other school employee the student or employee chooses.

The discrimination/harassment complaint officials for the Milford Public Schools are the following individuals on a district wide level:

Title II/ Section 504 (disability):

Ms. Lisa Kingkade, 504  
Coordinator, 508-478-1186  
x3260  
[Ikingkade@milfordma.com](mailto:Ikingkade@milfordma.com)

Title VI (race, color, national origin) and Title VII (employment discrimination based on race, color, religion, sex, national origin): Mr. Craig Consigli, Assistant Superintendent 508.478.1102 [cconsigli@milfordma.com](mailto:cconsigli@milfordma.com)

Title IX (sex): Ms. Kathleen Perry,  
Assistant Superintendent 508.478.1107  
kperry@milfordma.com

**Age Discrimination** The school principals will serve as the building level coordinators for this category. **II. Procedures for Investigating** The procedures set forth in this policy may be invoked even if other appeals and adjudication procedures have been provided by state law or federal law. Retaliation in any form for the filing of a complaint or reporting of harassment or discrimination is prohibited and will result in serious disciplinary action.

When a complaint of harassment or discrimination is received by the District, that allegation will be promptly investigated in a fair and expeditious manner. The investigation will be conducted in such a way as to maintain confidentiality to the extent practicable under the circumstances and to the extent consistent with the law and collective bargaining agreements. The grievance officer or discrimination/harassment complaint official will inform witnesses and others involved in the resolution process of the importance of maintaining confidentiality.

The investigation will include a private interview with the person filing the complaint and with witnesses. The investigation will also include an interview with the person alleged to have committed the harassment or discrimination. Each party will have the opportunity to provide evidence and witnesses.

In certain cases, the harassment of a student may constitute child abuse under state law. The Milford Public Schools will comply with all legal requirements governing the reporting of suspected cases of child abuse and will report suspected criminal activity to the appropriate authorities.

The specific procedures to be followed in conducting the investigations are set forth more fully below.

1. Any staff member who receives a complaint verbally or in writing concerning harassment or discrimination or observes conduct which he/she believes may constitute harassment or discrimination is required to document the complaint and refer it to the school principal or discrimination/harassment complaint official immediately. Although the Milford Public Schools encourages a written complaint, use of a formal written

complaint is not required. Oral reports will be considered complaints as well. The principal or discrimination/harassment complaint official shall ensure that the report is documented in writing and acknowledge within two (2) school days of receiving the complaint. The principal must send copies to the relevant discrimination/harassment complaint official within two (2) school days.

2. A student who has a complaint against another student may, if he or she chooses, use the informal process in order to resolve the complaint on a personal level, unless the complaint involves allegations of sexual assault. An employee who has a complaint against another employee may use the informal process, unless it involves an allegation of sexual assault. A student who has a complaint against an employee may only use the formal process. The Milford Public Schools will determine within forty-eight (48) hours whether the alleged victim wants to utilize informal procedures.
3. If the alleged victim or the alleged perpetrator chooses not to utilize the informal procedure, or feels that the informal procedure is inadequate or has been unsuccessful, he or she may proceed to the formal procedure. The informal process is completely voluntary and individuals can opt-out at any time.
4. The informal process will be a voluntary conversation between the alleged victim and the alleged perpetrator, which is facilitated by a school employee or by a designated discrimination/harassment complaint official. If the alleged victim or alleged perpetrator is a student under the age of eighteen (18), the facilitator will notify the student's parent(s)/guardian(s) if, after initial consultation with the student, it is determined to be in the best interest of the student. If the alleged victim and the alleged perpetrator feel that a resolution has been achieved, then the conversation remains confidential and no further action needs to be taken. The voluntary conversation must occur within five (5) work days after receiving the complaint of discrimination or harassment. The results of an informal resolution shall be maintained by the facilitator, in writing.
5. If the alleged victim does not want to deal directly with the alleged perpetrator, or if the matter is not resolved informally, the complainant should immediately notify the school principal or the discrimination/harassment complaint official for formal resolution.
6. For a formal complaint, the alleged victim (or complainant, if not the alleged victim) will be asked to complete the incident form which begins the formal investigation process conducted by the school principal or the discrimination/harassment complaint official. If the alleged victim is not able to complete the form, the principal or

discrimination/harassment complaint official will complete it and ask the alleged victim to sign it. If requested, a Guidance / Adjustment Counselor, a School Nurse, or a School Psychologist may assist a student in completing the incident form.

7. During the investigation, the school principal or discrimination/harassment complaint official will:

- Keep the investigation group as small as possible to protect the rights of all parties and to prevent the investigation from becoming overly publicized and to protect the alleged victim (in addition to the complainant, if not the alleged victim) from retaliation.
- Complete the investigation as soon as possible from the date that it is reported, but no later than thirty (30) work days from the date of the complaint or report, unless impracticable. The investigation will include interviewing the complainant, the alleged victim (if different than the complainant), the alleged perpetrator and such other person(s) named by the complainant, alleged victim (if different than the complainant), or the alleged perpetrator who may have witnessed or have information pertaining to the incident. An opportunity will be provided for all parties to be heard and present witnesses.
- Throughout the investigation the District will maintain on-going contact with the alleged victim. In determining whether the alleged conduct constitutes a violation of this policy, the school principal or discrimination/harassment complaint official shall consider the age and level of understanding of the student(s) involved, surrounding circumstances, any relevant documents, the nature of the behavior, past incidents or past or continuing patterns of behavior, the relationships between the parties involved, and the context in which the alleged incidents occurred. Whether a particular action or incident constitutes Milford Public Schools a violation of the District's policy prohibiting discrimination or harassment based on the actual or perceived protected class status of a student, employee or third party, requires a determination based on all of the facts and surrounding circumstances. Given that victims often experience continuing effects of harassment in the educational setting, during the investigative process the District will consider off-campus conduct to determine whether there is a hostile environment on campus.

8. After completing the investigation, the school principal or discrimination/harassment complaint official will conclude whether a violation of the policy has occurred or not; complete the written investigation report form and send copies of the report to the discrimination/harassment complaint official, if the school principal is conducting the investigation, the superintendent, the alleged victim in addition to the complainant, if not the alleged victim) and the alleged perpetrator. The report shall include:

- a statement of the allegations investigated;
- a summary of the steps taken to investigate the allegations;
- the findings of fact based on a preponderance of the evidence gathered;
- the District's conclusion of whether discrimination or harassment did or did not occur;
- the disposition of the complaint;
- the rationale for the disposition of the complaint; and
- if the District concluded discrimination or harassment occurred, a description of the District's response.

The school principal or the discrimination/harassment complaint official shall determine whether the allegations have been substantiated as factual and whether they appear to be violations of this policy, using a preponderance of the evidence standard. A "preponderance of the evidence" means that it is more likely than not that the alleged conduct occurred.

If the complaint is supported, the report should recommend what action, if any, is required and will identify what steps the District is going to take to prevent recurrence of any discrimination or harassment and to correct its discriminatory effects on the complainant and others, if appropriate.

9. Formal disciplinary actions shall be imposed in the event that the preponderance of the evidence indicates that the alleged conduct occurred. Any disciplinary action will be in accordance with due process rights under State law and any applicable collective bargaining agreement. The seriousness of the offense, including the nature and degree of harm caused, shall be considered when deciding the appropriate disciplinary action.

- If the person alleged to have violated this policy is a staff member, possible discipline includes, but is not limited to, letters of reprimand, reassignment, and other disciplinary actions, including suspension or job termination.

- If the person alleged to have violated this policy is a student, possible discipline includes reprimand, classes or instruction on appropriate behavior, counseling, class transfer, detention, suspension or expulsion, consistent with the Student Code of Conduct.

- Any discipline of students will focus on changing behavior and ensuring that students learn about the impact of their behaviors and attitudes. Possible remedial action includes:

- Interventions for the alleged victim, such as counseling, academic support, health services, assigning an escort to allow the student to move safely between

classes, and instruction on how to report other incidents of harassment or discrimination.

- Training or other interventions for the larger school community to ensure that students, staff and parents understand the types of behavior that constitute harassment or discrimination, and how to report it.
- Interventions for the individual who engaged in the conduct, such as parent notification, counseling, guidance, education about the impact of the conduct, positive behavior support, referral to a student success team, transfer to alternative programs, denial of participation in extracurricular or co-curricular activities or other privileges, and discipline.

- If it is established that the conduct involves a violation of law, report the matter immediately to the appropriate law enforcement authorities.

10. Appeal Procedure - The alleged victim (or complainant if different than the alleged victim) or alleged perpetrator has the right to appeal the decision of the Superintendent in writing within two (2) school days after the decision is formally made. The Superintendent of Schools will respond in writing to the alleged victim (or complainant if different than the alleged victim) or alleged perpetrator within ten (10) school days.

### III. Interim Measures

The Milford Public Schools shall take immediate steps to protect the alleged victim, alleged perpetrator, witnesses, and the larger school community pending the completion of an investigation or the informal process and address any ongoing harassment or discrimination. The District will take interim measures to prevent retaliation against the reporting student and minimize the burden of such measures on complainants. Examples of interim measures include, but are not limited to:

- Providing counseling services via the school adjustment counselor and/or school psychologist for both the alleged victim and the alleged perpetrator;
- Providing academic support services;
- Ensuring no contact between the alleged victim and alleged perpetrator in District programs and activities (e.g., through stay away orders); the District will take care to minimize the burden of such steps on the alleged victim;
- Providing an alternate schedule to ensure that the alleged victim and alleged perpetrator do not attend the same classes;
- Informing the alleged victim of how to report any recurring conduct or

- retaliation; Providing the alleged victim with alternative movement between classes and activities;
- Making community based referral to medical and counseling services.

In the case of alleged sexual assault, the school principal or the discrimination/harassment official will take additional steps as necessary to ensure the alleged victim is safe. This may include, for example, referring the student to a rape crisis center, creating a safety plan and designating an individual at the site level to act as a support person during the investigation. If the circumstances suggest a threat to others, the school principal or the discrimination/harassment complaint official will ensure that the District informs relevant members of the school community. This may include, for example, notifying parents and employees, if a student is sexually assaulted on the way home from school, or notifying employees of areas where harassment or discrimination frequently occurs.

#### **IV. Referral to Law Enforcement and Other Agencies**

Some alleged conduct may constitute both a violation of District policies and criminal activity. The school principal or the discrimination/harassment complaint official will refer matters to law enforcement and other agencies as appropriate under the law or District policy, and inform the complainant of the right to file a criminal complaint.

The school principal or the discrimination/harassment complaint official will follow this procedure regardless of whether the alleged conduct is also being investigated by another agency, unless the fact finding process would impede a law enforcement investigation. In such cases, the school principal or the discrimination/harassment complaint official will determine whether interim measures to protect the well-being of the complainant and the school community and prevent retaliation are needed while the law enforcement agency's fact-gathering is in progress. Once notified that law enforcement has completed its gathering of evidence (not the ultimate outcome of the investigation or the filing of any charges), the school principal or the discrimination/harassment complaint official will promptly resume and complete the investigation.

Additionally, several behaviors listed as sexual harassment may also constitute physical or sexual abuse. Sexual abuse is defined as any act or acts by any persons involving sexual molestation or exploitation of a child, including, but not limited to incest, prostitution, rape, sodomy, or any lewd or lascivious conduct involving a child. Thus,

under certain circumstances, alleged harassment may also constitute physical and/or sexual abuse under Massachusetts law. Such harassment or abuse is subject to the duties of mandatory reporting and must be reported to the Department of Children and Families within twenty-four (24) hours of the time the educator becomes aware of the suspected abuse. All school personnel are identified as being mandatory reporters.

## **V. Conflict of Interest**

If there is a conflict of interest with respect to any party affected by this policy, appropriate accommodations will be made, such as, but not limited to, appointing or contracting with a neutral third-party investigator to conduct the investigation, or recusing from the process the person for whom a conflict or potential conflict of interest exists.

## **VI. Retaliation**

Retaliation in any form for the filing of a complaint, the reporting of discrimination, including harassment, or participating in an investigation is prohibited. Retaliation includes, but is not limited to, any form of intimidation, reprisal or harassment. If retaliation is established, it can be considered grounds for disciplinary action. Any allegations of reprisal will be subject to the same kind of investigation and disciplinary action as described above. The school principal or the discrimination/harassment complaint official will inform all involved individuals that retaliation is prohibited, and that anyone who feels they have experienced harassment, coercion, intimidation, or discrimination for filing a complaint or participating in the resolution process should inform the school principal or the discrimination/harassment complaint official.

## **VII. Right to Alternative Complaint Procedures**

In addition to the remedies set forth above, if you believe you have been subjected to harassment or discrimination, you may file a formal complaint with the government agency or agencies set forth below. Using the District complaint process does not prohibit you from filing a complaint with these agencies. Each of the agencies has a short time period for filing a claim.

### **A. Students**

If you believe you have been subjected to harassment or discrimination, you may file a formal complaint with:

Massachusetts Department of Elementary and Secondary Education

Program Quality Assurance Services 75 Pleasant Street, Malden, MA 02148-4906 Phone:

(781) 338-3700 FAX: (781) 338-371 Email: [compliance@doe.mass.edu](mailto:compliance@doe.mass.edu) The time period for filing a claim is one year from the action.

United States Department of Education Office for Civil Rights ("OCR") 5 Post Office Square Boston, MA 02109 tel. (617) 289-0111 The time period for filing a claim with the United States Department of Education Office for Civil Rights is 180 days.

## **B. Employees**

If you believe you have been subjected to harassment or discrimination, you may file a formal complaint with either or both of the government agencies set forth below:

1. United States Equal Employment Opportunity Commission ("EEOC") JFK Federal Building, Room 475 Boston, MA 02203 tel. (800) 669-4000 The time period for filing a claim with the EEOC is 180 days.
2. Massachusetts Commission Against Discrimination ("MCAD") Boston Office Springfield Office One Ashburton Place, Rm. 601 436 Dwight Street, Rm. 220 Boston, MA 02108 Springfield, MA 01103 (617) 994-6000 (413) 739-2145 The time period for filing a claim with the MCAD is 300 days.

Approved MSC: 2/7/02 Amended MSC: 11/16/17

## **BULLYING**

### I. Policy

A. It is the policy of the Milford Public School District to take pro-active, reasonable measures designed to provide a learning and working atmosphere for students, employees and other members of the school community that is free from sexual harassment, bullying, and hazing intimidation. These terms are referenced herein as "harassment," which is more particularly defined below. The District in the strongest possible terms condemns harassment, whether based on race, color, religion, national origin, age, gender, sexual orientation, disability, or any other reason.

B. It is a violation of policy for any administrator, teacher or other employee, or any student or other member of the school community, to engage in or condone harassment in school, on school grounds, or at or in a school-related function, activity, communication or contact, or to fail to report or otherwise take reasonable corrective measures when they become aware of an incident of harassment

C. This policy is not designed or intended to, nor shall it, limit the school's authority to take disciplinary action or to take remedial action when such harassment occurs out of school, but otherwise has a sufficient nexus to school under applicable law, or is disruptive to an employee's or student's work or participation in school-related activities.

Harassment, including but not limited to cyber-bullying by electronic or other means, occurring in or out of school will be reviewed, and, when there has been established a sufficient nexus to school or school-related work, may result in discipline.

D. It is the responsibility of every employee, student, and parent to recognize acts of harassment and take reasonable action to see that the applicable policies and procedures of this school district are implemented. All members of the school community are and must act as partners in such efforts if we are to have any reasonable chance of success in preventing or minimizing activity of this type, which is harmful to both the victim and the perpetrator. The children attending our schools are in critical, formative stages of their lives. To the extent that we, working together, are able to show them a better way, they will reap immeasurable, lifelong benefits.

E. Any employee or student who believes that he or she has been subjected to harassment has the right to file a complaint and to receive reasonably prompt and

appropriate handling of the complaint. While proper enforcement of this policy foreseeably may require disclosure of any or all information received, all reasonable efforts will be made to maintain confidentiality to the extent consistent with such enforcement and applicable provisions of law and regulations.

F. The Building Principal shall be responsible for assisting employees and students seeking guidance or support in addressing matters relating to any form of harassment.

## II. Prohibition and Definitions

Harassment, including bullying, may take a variety of forms. It is utterly unacceptable in a school or work environment. As a result, no student, employee or other member of the Milford School community shall be subjected to harassment, intimidation, bullying, or cyber-bullying.

- A. "Harassment," including "Bullying," the latter including but not limited to "cyber-bullying," as used in this policy means an unwelcome written, electronic, verbal or physical communication, act or gesture which: (1) reasonably causes a student or employee to feel coerced, intimidated, harassed or threatened and (2) under the circumstances foreseeably may cause: (a) a reasonable person to suffer physical or emotional harm, or (b) damage to a student's or employee's property, or (c) a disruptive or hostile school environment. The behavior must interfere with an employee's ability to perform his or her duties or with a student's academic performance or ability to learn, or interfere with a student's ability to participate in or benefit from services, activities, or privileges:
  1. that are being offered by or through the school district; or
  2. during any district-related educational program or activity; or
  3. while in school, on or using school district property or equipment, in a school vehicle, on a school bus, at school-designated bus stops, at school-sponsored activities, at school-sanctioned events; or
  4. through the use of data, telephone or computer software that is accessed through a computer, computer system, or computer network or any public education institute related to or provided or facilitated by the district; or
  5. in circumstances otherwise having a sufficient nexus with the school district.
- B. Bullying, as defined in M.G.L. c. 71, § 37O, is the repeated use by one or more students or a member of a school staff of a written, verbal, or electronic expression or a physical act or gesture or any combination thereof, directed at a target that:
  - i. causes physical or emotional harm to the target or damage to the target's property;

- ii. places the target in reasonable fear of harm to himself or herself or of damage to his or her property;
  - iii. creates a hostile environment at school for the target;
  - iv. infringes on the rights of the target at school; or
  - v. materially and substantially disrupts the education process or the orderly operation of a school.
- C. Cyberbullying 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 cyberbullying.

### III. Guidelines and Procedures for Investigating and Processing Harassment Claims

Harassment may take many forms. In a school district such could involve an instance of staff member to staff member, staff member to student, student to staff member, or student to student. It conceivably could also include parent to a student other than the parent's child, staff member to parent, or parent to staff member. This listing is illustrative and the procedures set forth herein are not intended to limit the definition of harassment, nor the District's authority to take appropriate action as to same except to the extent that specific subject matter is expressly addressed herein.

Guidelines and procedures for dealing with any charge of harassment are as follows:

- A. Harassment can be defined by the victim's perception in combination with objective standards or expectations. What one person may consider acceptable behavior may be viewed as harassment by another person. Therefore, in order to protect the rights of both parties, it is important that the victim make it clear to the harasser that the behavior is objectionable.
- B. In all charges of harassment, the victim should describe in writing the specifics of the complaint to ensure that the subsequent investigation is focused on the relevant facts. If possible, victims should sign the complaint. Oral and anonymous complaints will be reviewed but are inherently difficult to investigate and may not be procedurally fair; as a result, no disciplinary action shall be taken on anonymous complaints unless verified by what the administration in the good faith exercise of its reasonable discretion deems to be clear and convincing evidence. All other complaints will be reviewed based on a preponderance of evidence standard, namely whether the administration in the exercise of its aforementioned discretion, taking into account all material information and circumstances, concludes that a violation of this policy more likely than not has occurred.
- C. Any school employee who has reliable information that would lead a reasonable person to suspect that a person may be a target of harassment, bullying or intimidation

shall immediately, as a condition of employment report it to the administration. Each school shall document each prohibited incident that is reported and confirmed, and report each such incident and the resulting consequences, including discipline and referrals if any, to the Assistant Superintendent for Business & Human Resources in timely fashion and without any avoidable delay.

D. A good faith report from a staff member is not grounds for any legal liability since such reports are a condition of the staff member's employment, is considered to have been made in the course of the staff member's employment for purposes of the municipal Tort Claims Act, M.G.L. c. 258. As a result, the employee would not be subject to damages simply by reason of making such a report.

E. If an instance of student to student harassment, as defined in Sec. II above, is reported to a staff member other than an administrator, the staff member must inform the Building Principal in timely fashion. If the alleged harasser would otherwise be responsible for conducting an investigation, the Alternate Harassment Coordinator designated by the Superintendent or Milford School Committee, who is presently the Assistant Superintendent of Schools, shall conduct the investigation and report to the alleged harasser's immediate supervisor.

F. If a situation involving a charge of staff member to student harassment, as defined in Sec.II above, is brought to the attention of any staff member, the staff member should notify the Building Principal immediately.

G. Once a charge of harassment has been made, the following course of action should be taken.

1. The Building Principal or Designee will conduct a reasonable, factual investigation by means of discussions with the individuals involved, any other witnesses if any, review of any documents and other, written or electronic materials, etc.

In situations involving allegations against an employee, the employee should be accorded all rights provided by any applicable statute and/or collective bargaining agreement, including but not limited to being informed of his/her right to have a third party present at the time of the discussion if apt, and in the case of a teacher of the right to counsel if the discussion could conceivably lead to a suspension (see, M.G.L. c. 71, sec. 42D).

In situations involving harassment of students, the Principal or Designee should conduct an investigation with the appropriate classroom or special subject area teacher. Parents will be informed of the situation and invited

to participate in resolution discussions, if warranted, by the Principal.

Parents of students alleged to have engaged in harassment as to whom suspension is imposed shall be notified that they, or at least one of them, must attend a meeting at which the behavior, words or images giving rise to the complaint may be reviewed. Before any final decision is made as to whether to impose discipline exceeding ten (10) school days, and the nature of such discipline, the student and his or her parent(s) will be informed in reasonable detail of the factual allegations underlying the complaint and given an opportunity to respond to and provide any information material to same by the Principal.

In the school administration's discretion, depending on its preliminary assessment of the seriousness of a reported incident of alleged harassment, a student accused of harassment may be suspended from school under the procedures for suspension set forth in the student-parent handbook. A ten (10) school day suspension if deemed reasonably necessary by the administration may be imposed prior to such a meeting, but before any such were imposed the student shall be informed of the ground(s) for such possible suspension in sufficient detail to allow the student to respond to the charge(s). A conference with the student and his or her parent(s) or legal guardian(s) should occur prior to the student's readmission. It is important that each situation be resolved as confidentially and as quickly as circumstances reasonably permit.

2. At any stage of the proceedings the alleged harasser and the victim may discuss the matter at a resolution meeting in the presence of the Principal and/or parent, when appropriate.

During this discussion, the offending behavior should be described by the victim and the administration. If warranted, a request for a change in behavior should be made, and a promise should be made that the described behavior will stop and not recur. If circumstances do not permit a face to face meeting, the administration will present the victim's position. Follow-up verification procedures will be explained. Failure to comply after a resolution, if any, is voluntarily reached at such a meeting will result in appropriate discipline. The Principal at the close of the meeting shall prepare a written summary of the discussion held at the meeting and of resolution, if any, agreed to at same, and shall ask the parties attending the meeting to review, date and sign the memorandum. The administrator shall sign the summary, and if any party to the meeting

refuses to sign shall note that fact thereon. No such memorandum must be included in a student's school record or an employee's personnel file unless otherwise required by law, but the Principal shall keep a copy of same in her or his records.

H. If after a resolution meeting with the involved parties, the Building Principal determines that further disciplinary action must be taken, the following may occur:

1. In instances involving student to student or student to staff member harassment, subject to applicable law and the disciplinary procedures set forth in the student-parent handbook, the student may be subject to mandatory counseling and/or discipline, including but not limited to suspension or expulsion.
2. In instances involving staff member to student and staff member to staff member harassment, findings will be reported to the Assistant Superintendent of Schools for further action. Personnel action, up to and including discharge from employment, may also be initiated at this point, consistent with applicable law and collective bargaining agreement.
3. In all cases where in the good faith judgment of the Principal or Superintendent so warrant, a referral to law enforcement will be made. School officials will coordinate with law enforcement agencies to identify liaison for harassment cases.

#### IV. Retaliation

In the event of retaliation, in any form, against any person who has made or filed, or provided any information as to a complaint relating to harassment, any employee or student found to have engaged in same shall be subject to discipline in accordance with applicable law or policy. In the case of an employee, up to and including dismissal from employment; in the case of a student, up to and including expulsion. If warranted a referral to law enforcement shall also be made.

#### V. Confidentiality

Reports of harassment should be kept completely confidential to the extent consistent with necessary investigation procedures, with the goal of protecting the victim and stopping the behavior. Age appropriate, progressive discipline procedures are included in building-based student/parent/family/staff handbooks.

#### **Milford Public Schools**

Guidelines and Procedures for Reporting and Responding to Bullying and Retaliation

To support efforts to respond promptly and effectively to bullying and retaliation, the Milford Public Schools has developed policies and procedures for receiving and responding to reports of bullying or retaliation. These policies and procedures ensure that members of the school community – students, parents, and staff – know what will happen when incidents of bullying occur.

A. Reporting bullying or retaliation.

Reports of bullying or retaliation may be made by staff, students, parents or guardians, or others, and may be oral or written. Oral reports made by or to a staff member shall be recorded in writing. A school or district staff member is required to report immediately to the principal or designee or to the superintendent or designee when the principal or assistant principal is the alleged aggressor or to the school committee or designee when the superintendent is the alleged aggressor, any instance of bullying or retaliation the staff member becomes aware of or witnesses. Reports made by students, parents or guardians, or other individuals who are not school or district staff members, may be made anonymously. The school or district will make a variety of reporting resources available to the school community including, but not limited to, an Incident Reporting Form, a voicemail box, a dedicated mailing address, and an email address.

Use of an Incident Reporting Form is not required as a condition of making a report. The school or district will: 1) include a copy of the Incident Reporting Form in the beginning of the year packets for students and parents or guardians; 2) make it available in the school's main office, the counseling office, the school nurse's office, and other locations determined by the principal or designee; and 3) post it on the school's website. The Incident Reporting Form will be made available in the most prevalent language(s) of origin of students and parents or guardians.

At the beginning of each school year, the school or district will provide the school community, including, but not limited to, educators, administrators, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to extracurricular activities, paraprofessionals, students, and parents or guardians, with written notice of its policies for reporting acts of bullying and retaliation. A description of the reporting procedures and resources, including the name and contact information of the principal or designee, and the superintendent or designee when the principal or the assistant principal is the alleged aggressor, will be incorporated in student and staff handbooks, on the school or district website, and in information about the Plan that is made available to parents or guardians.

## 1. Reporting by Staff

A staff member will report immediately to the principal or designee, or to the superintendent or designee when the principal or the assistant principal is the alleged aggressor, or to the school committee or designee when the superintendent is the alleged aggressor when he/she witnesses or becomes aware of conduct that may be bullying or retaliation. The requirement to report as provided does not limit the authority of the staff member to respond to behavioral or disciplinary incidents consistent with school or district policies and procedures for behavior management and discipline.

## 2. Reporting by Students, Parents or Guardians, and Others

The school or district expects students, parents or guardians, and others who witness or become aware of an instance of bullying or retaliation involving a student to report it to the principal or designee, or superintendent or designee when the principal or assistant principal is the alleged aggressor. Reports may be made anonymously, but no disciplinary action will be taken against an alleged aggressor solely on the basis of an anonymous report. Students, parents or guardians, and others may request assistance from a staff member to complete a written report.

Students will be provided practical, safe, private, and age-appropriate ways to report and discuss an incident of bullying with a staff member, or with the principal or designee, or superintendent or designee when the principal or assistant principal is the alleged aggressor.

## B. Responding to a report of bullying or retaliation – Allegations of Bullying by a Student.

### 1. Safety

Before fully investigating the allegations of bullying or retaliation, the principal or designee will take steps to assess the need to restore a sense of safety to the alleged target and/or to protect the alleged target from possible further incidents. Responses to promote safety may include, but not be limited to, creating a personal safety plan; pre-determining seating arrangements for the target and/or the aggressor in the classroom, at lunch, or on the bus; identifying a staff member who will act as a "safe person" for the target; and altering the aggressor's schedule and access to the target. The principal or designee will take additional steps to promote safety during the course of and after the investigation, as necessary.

The principal or designee will implement appropriate strategies for protecting

from bullying or retaliation a student who has reported bullying or retaliation, a student who has witnessed bullying or retaliation, a student who provides information during an investigation, or a student who has reliable information about a reported act of bullying or retaliation.

## 2. Obligations to Notify Others

- a. Notice to parents or guardians. Upon determining that bullying or retaliation has occurred, the principal or designee will promptly notify the parents or guardians of the target and the student aggressor of this, and of the procedures for responding to it. There may be circumstances in which the principal or designee contacts parents or guardians prior to any investigation. Notice will be consistent with state regulations at 603 CMR 49.00.
- b. Notice to Another School or District. If the reported incident involves students from more than one school district, charter school, non-public school, approved private special education day or residential school, or collaborative school, the principal or designee first informed of the incident will promptly notify by telephone the principal or designee of the other school(s) of the incident so that each school may take appropriate action. All communications will be in accordance with state and federal privacy laws and regulations, and 603 CMR 49.00.
- c. Notice to Law Enforcement. At any point after receiving a report of bullying or retaliation, including after an investigation, if the principal or designee has a reasonable basis to believe that criminal charges may be pursued against the aggressor, the principal will notify the local law enforcement agency. Notice will be consistent with the requirements of 603 CMR 49.00 and locally established agreements with the local law enforcement agency. Also, if an incident occurs on school grounds and involves a former student under the age of 21 who is no longer enrolled in school, the principal or designee shall contact the local law enforcement agency if he or she has a reasonable basis to believe that criminal charges may be pursued against the student aggressor. In making this determination, the principal will, consistent with the Plan and with applicable school or district policies and procedures, consult with the school resource officer, if any, and other individuals the principal or designee deems appropriate.

- C. **Investigation.** The principal or designee will investigate promptly all reports of bullying or retaliation and, in doing so, will consider all available information known, including the nature of the allegation(s) and the ages of the students involved.

During the investigation the principal or designee will, among other things, interview students, staff, witnesses, parents or guardians, and others as necessary. The principal or designee will remind the alleged student aggressor, target, and witnesses of the importance of the investigation, their obligation to

be truthful and that retaliation against someone who reports bullying or provides information during a bullying investigation is strictly prohibited and will result in disciplinary action.

Interviews may be conducted by the principal or designee, other staff members as determined by the principal or designee, and in consultation with the school counselor, as appropriate. To the extent practicable, and given his/her obligation to investigate and address the matter, the principal or designee will maintain confidentiality during the investigative process. The principal or designee will maintain a written record of the investigation

Procedures for investigating reports of bullying and retaliation will be consistent with school or district policies and procedures for investigations. If necessary, the principal or designee will consult with legal counsel about the investigation.

**Determinations.** The principal or designee will make a determination based upon all of the facts and circumstances. If, after investigation, bullying or retaliation is substantiated, the principal or designee will take steps reasonably calculated to prevent recurrence and to ensure that the target is not restricted in participating in school or in benefiting from school activities. The principal or designee will: 1) determine what remedial action is required, if any, and 2) determine what responsive actions and/or disciplinary action is necessary. Depending upon the circumstances, the principal or designee may choose to consult with the students' teacher(s) and/or school counselor, and the target's or student aggressor's parents or guardians, to identify any underlying social or emotional issue(s) that may have contributed to the bullying behavior and to assess the level of need for additional social skills development.

The principal or designee will promptly notify the parents or guardians of the target and the aggressor about the results of the investigation and, if bullying or retaliation is found, what action is being taken to prevent further acts of bullying or retaliation. All notice to parents must comply with applicable state and federal privacy laws and regulations. Because of the legal requirements regarding the confidentiality of student records, the principal or designee cannot report specific information to the target's parent or guardian about the disciplinary action taken unless it involves a "stay away" order or other directive that the target must be aware of in order to report violations.

The principal or designee shall inform the parent or guardian of the target about the Department of Elementary and Secondary Education's problem resolution system and the process for accessing that system, regardless of the outcome of the bullying determination.

LEGAL REFERENCES:

1. Title VII of the 1964 Civil Rights Act, Section 703
2. Title IX of the 1972 U.S. Civil Rights Act
3. Chapter 151C, Massachusetts General Laws
4. M.G.L. Chapter 76 §5
5. M.G.L. Chapter 269 §17, 18, 19
6. M.G.L. chapter 71, §82, 84

Amended MSC – 6/10/10

Revised MSC – 10/4/12

Amended MSC - 12/19/14

## **MEMORANDUM OF UNDERSTANDING.**

### **RE: COMMUNICATION PROTOCOL INVOLVING THE SCHOOLS AND THE POLICE**

#### **GENERAL PROCEDURES**

The Milford Public Schools and the Milford Police agree to coordinate their response to violent criminal acts, serious delinquent behavior and improper alcohol drug use, that occur on school premises or at school-sponsored or school-related events. This initiative is designed to ensure a safe and secure school environment for all students, to foster a "zero tolerance" attitude regarding the illegal use of drugs or alcohol, weapons, and violence and to provide teachers and parents with confidence that there is a consistent, cooperative effort by appropriate officials to prevent crime in the Milford School system.

It continues to remain the sole prerogative of school officials to impose discipline for infractions of school rules and policies.

The school agrees that reference to this Memorandum shall be made in the school handbook providing a written code of conduct pursuant to M.G.L. Chapter 71, Section 37H.

Schools, police, prosecutors, probation officers and social service professionals must share information so that the Criminal Justice System can prioritize prosecution of those cases involving individuals most likely to pose a threat to the community and identify other children in the court system who are in need of support services.

#### **OBJECTIVES**

- A. To provide a system of prompt reporting to law enforcement of any violent criminal acts or serious delinquent behavior.
- B. To implement a court team approach for sharing information regarding the behavior and background of students appearing before the court system and to coordinate responses to criminal/delinquent behavior.
- C. To provide available programs for at-risk youths.
- D. To establish and work with an advisory committee which can include representatives of the school age population, local police, clergy, parents,

teachers, school administrators and community agency representatives which shall make recommendations to appropriate school officials and parent groups regarding more effective ways to promote an awareness of the dangers of drug abuse and sound preventative measures.

## **PROCEDURES**

While acknowledging that school officials are not agents of the police or the Commonwealth and that the Commonwealth and the police are not agents of the school, the school and police agree to coordinate their efforts for reporting criminal/delinquent behavior.

- A. The Superintendent of Schools and the school principals are responsible for reporting acts. The Police Chief shall designate an officer (or officers) to coordinate all reported acts.

**A mandated reportable act** shall include:

1. Any serious incident of assault, destruction of property, or theft;
2. Violation of a restraining order;
3. Possession of a firearm or other illegal weapon;
4. Illegal possession, actual or constructive, or the sale or distribution of what is reasonably believed to be a controlled substance as defined by state law;
5. The sale or distribution of a drug which is believed to be a controlled substance under state law.

**A discretionary reportable act** shall include, but not limited to:

1. Any student's violation of a state criminal statute which warrants reporting, but is not as serious as a mandatory reportable act; and
  2. Finding any student, regardless of age, who is reasonably believed to be under the influence of alcohol or drugs.
- B. Any teacher or other school employee who has reasonable grounds to believe that a student has committed a mandatory or discretionary reportable act, as defined above, shall report the student to the Principal or Superintendent.
- C. The Principal/Superintendent shall inform the student and his/her parent or guardian of the nature of the offense and that certain offenses must be reported to the police. The Principal/Superintendent may offer the student the opportunity to respond to the report.
- D. The Principal/Superintendent shall in the case of a mandatory reportable act notify the police of the incident and the existence of any physical evidence. In addition, the Principal/Superintendent will comply with M.G.L. Chapter 71; section 37L, requiring that an incident involving a student

- E. possession or use of a dangerous weapon on school premises at any time be reported in writing to the Chief of Police.
- F. Any incident which involves the possibility of serious injury should be reported immediately to the Police Department by reporting directly to an officer assigned to the school or calling 911 and notifying the department that it is an emergency school incident.
- F. In a non-emergency situation, where there is no threat of serious physical harm, the crime/delinquent behavior should be reported to the Police Department. The department will then investigate the incident. After this investigation, where appropriate, an application for a delinquency complaint will be made to the Milford Juvenile Court (or in some cases to the Milford District Court, adult session.)
- G. It is often that school personnel cooperate further with police after a complaint is made. This may require giving a statement to the police and, on occasion, testify in court.
- H. School personnel are permitted to search a student's clothing, personal possessions, or locker at the direction of the Principal/Superintendent if there is a reasonable basis for believing that the student is concealing material the possession of which is prohibited by federal, state or local law, or the provisions of the School Discipline Code.
- I. The Principal/Superintendent shall inform students in writing at the beginning of each school year of this practice. The Principal/Superintendent should keep record of such searches, detailing time, place, reasons, and witnesses.
- J. Upon notification from the Principal/Superintendent, police shall respond in cases of mandatory reportable acts and may respond in other cases.
- K. Those student offenders who have reached their seventeenth birthday will be prosecuted through the regular court system. Non-students involved in such behavior occurring in school premises or at school events are also to be reported pursuant to this agreement.

## **CONCLUSION**

The Milford Police Department and the Milford Public Schools are committed to safe schools. The immediate reporting, prompt investigation and speedy prosecution of serious criminal conduct will help to provide the secure environment which each student deserves and will send Milford students and their families an appropriate message that criminal behavior will not be tolerated.

## **Milford Public Schools Mass Communication Policy**

### **Statement of Purpose:**

The Milford Public School District, through the utilization of a mass communication service, strives to achieve the following goals:

- Quickly and accurately inform families and staff of any emergency situations such as lockdowns or immediate evacuations due to weather-related early dismissals;
- Quickly and accurately inform families and staff of school cancellations due to weather or utility failures;
- Quickly and accurately inform families of their child's absence from school on a daily basis;
- Enhance communications within the school community among families, administrators and staff.

The Milford Public School District recognizes the importance of keeping families informed and, equally, the need to respect the privacy of the members of our school community. The Milford Public Schools will attain these goals and protect these ideals by developing a limited-use policy. If all parties understand the uses for a mass communication system it will be a positive and powerful communication tool for the district and provide families a new level of involvement in the education process as well as peace of mind regarding their child's well being.

### **Requirements:**

Outlining specific uses within the district and individual schools will enable the system to be closely monitored preventing overuse and the resulting decrease of its effectiveness. Appropriate uses include, but are not limited to the following:

District Use	Individual Use
Emergency Messages	Back to School Message
Weather Related Information	Parent Conferences
Staff Notifications	Attendance/Absence Notification

Early Release Reminders	Report Card Distribution
Transportation Issues	Special Events
Special Events	PTO/School Council Events
Surveys	

All users are expected to plan the messages to be delivered, consider what the most important events are, then make a list grouping the events together. More than four messages per month from any one school will dilute the effectiveness of the system. When used appropriately, the system will be a valuable communication tool for the district and families. If used improperly or overused, mass notification may result in public relation problems.

#### Milford Public Schools Emergency Notification Policy

All schools that have an emergency will be responsible for notifying the Superintendent or Assistant Superintendent at the time of the event for authorization to launch an emergency announcement. In the event that the Superintendent or Assistant Superintendent cannot be reached, the building principal will be authorized to launch the emergency message.

Upon the launch of an emergency alert, the Central Administration Office will be notified. There are two types of messages that constitute an emergency situation and help to define an emergency: a response message and a recovery message.

**Response:** During a lockdown, evacuation, or relocation it is necessary that every parent knows the situation at the school(s) and what they, as a parent, will need to do and when. Accurate and timely information to families will prevent confusion and chaos.

**Recovery:** In the aftermath of an emergency, a carefully crafted message should be delivered from the Superintendent that details the actual events and how the school and district responded. Accurate and reassuring information needs to be provided to families.

Emergency messages can be delivered from the district main account using the routine process or by any one of the authorized users having access to the emergency contact information stored in the system. Assistance with the launching of an emergency

message will be provided by the Director of Technology. In the event of a building based emergency, whenever possible, the principal will record the emergency notification message.

#### Reporting Procedure:

The school official authorized to deliver an emergency message must have the following information to relay prepared:

1. Details of situation
2. What the school is doing to respond to the situation
3. What the families need to do
4. Language(s) the message is to be sent

#### Milford Public Schools Routine Notification Policy

All building Principals will have access to the contact information for their school. They will have the ability to store unlimited groups in the system and they will have full access to the mass communication web application to deliver messages from any computer with internet access, cell phone, or landline. Individual school-based messages are limited to the topics outlined on page 1 of this document or those additional topics approved by the Superintendent, which approval shall not be unreasonably withheld and provided in a timely manner. Building Principals must notify the District Administration regarding the content and scheduling of routine building-based notifications prior to launching the message.

All users are encouraged to plan the messages to be delivered. Consider what the most important events are then make a list grouping the events together. More than four messages per month from any one school will dilute the effectiveness of the system. When used appropriately, the system will be a valuable communication tool for the district and families.

#### Guidelines When Creating and Recording Messages

All Milford Public School Principals and District Officials should adhere to the following guidelines when using the mass communication system:

- Write all messages and rehearse before recording;
- Be as brief as possible. Edit excess words. Try to keep the recording to less than one (1) minute in length;
- If possible, always use a landline phone to record messages. This will

- ensure the best quality recording;
- Any time that a message is recorded, the caller should identify himself/herself and the school first;
- At the conclusion of any message, repeat all information that the recipient would need to write;
- ALWAYS listen to the recorded message to verify content and quality of the recording;
- Make sure the recording is delivered to the correct audience, (e.g. grade or school).

*Approved MSC: 3/20/08*

*Reviewed by the MSC Policy Subcommittee: 5/12/2014*

*Approved MSC: 6/5/2014*



## **IMPORTANT PHONE NUMBERS**

Dr. Corrie Masterson	Preschool Director	478-1135 ext. 0513
Ms. Michelle Costa	Administrative Assistant	478-1135 ext. 0608
Lee Waingortin	School Nurse Director of Nursing	478-1135, ext. 1167
Mrs. Shannon Overdahl	Special Education Team Chair	478-1135 ext. 0606
Dr. Kevin McIntyre	Superintendent	478-1125
Mr. Craig Consigli	Assistant Superintendent of Curriculum, Instruction and Assessment	478-1101
Mrs. Kathleen Perry	Assistant Superintendent of Business and Human Resources	478-1101
Mrs. Lucy Jenkins	Special Education Director	478-1122
Mr. Len Morcone	Transportation Director	478-1133
Vendetti Bus Company		478-9491