

Elementary School Student/Parent Handbook

2021 - 2022



Memorial Early Childhood Center



Mary K. Goode Elementary School

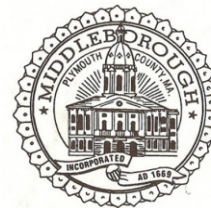


Henry B. Burkland Elementary School



MIDDLEBOROUGH PUBLIC SCHOOLS

30 Forest Street Middleborough, MA 02346
Telephone: (508) 946-2000 Fax: (508) 946-2004



Dear Parents/Guardians,

Middleborough Public Schools is excited to distribute our revised elementary student and parent/guardian handbook. This handbook has been designed to give you program and service information as well as to help answer the questions you may encounter about programs, guidelines, procedures, and/or policies at the Memorial Early Childhood Center, Mary K. Goode Elementary School, and Henry B. Burkland Elementary School.

We hope you will find it informative and easy to use. As always, we welcome your input and suggestions. The information provided within this document was gathered as a result of input from the members of our school community. Each year, the Elementary School Councils review our handbook, explore information from other communities, make appropriate additions, and develop revisions.

This handbook is only one of many instruments that helps form the communication and partnerships between home and school. Please visit our websites, read our newsletters, reference our family calendars, attend our open houses and parent/guardian/teacher conferences, participate in family programs, and/or volunteer.

We welcome your partnership in education with us and know that a strong cooperative relationship between home and school is one of the best means to ensure a quality education for your child. Please find our contact information enclosed and feel free to utilize it as we continue to develop our partnership in education within the Middleborough Public Schools!

Sincerely,

Mr. Jeremy Gobeil

Principal-Memorial Early Childhood Center

Mrs. Lisa White

Principal-Mary K. Goode Elementary School

Mr. Derek Thompson

Principal-Henry B. Burkland Elementary School

"...to foster a culture of excellence within every student, in every classroom every day."

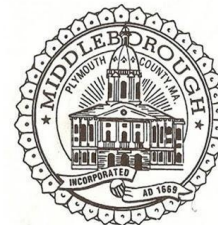
The Middleborough Public School Systems does not discriminate in its educational activities or employment practices on the basis of age, color, creed, disability, ethnicity, gender identity, genetic information, homelessness, marital status, national origin, political affiliation, pregnancy, race, religion, sex, sexual orientation, veteran or military status, or any other basis protected by federal and/or state law.



MIDDLEBOROUGH PUBLIC SCHOOLS

30 Forest Street Middleborough, MA 02346
Telephone: (508) 946-2000 Fax: (508) 946-2004

Brian E. Lynch | **Kathleen C. Piatelli**
Superintendent of Schools | Director of Business & Finance



Elementary Level Handbook and Code of Conduct Verification Form

The Middleborough Public Schools Elementary Handbook including the Code of Conduct represents one of the essential parts of the educational experience in the Kindergarten through fifth grade. To be successful, rules of conduct and procedures must be followed.

Please read and discuss our handbook including the code of conduct with your child so that both you and your child are familiar with it. Please sign and return this sheet so that we know you and your child have received and read this important information.

All verification forms must be returned within two weeks of being issued in the student and parent/guardian handbook.

Student: _____ Grade: _____ Room: _____

We have read the Elementary School Student and Parent/Guardian Handbook and we understand the policies found therein.

Parent/Guardian Signature(s): _____

Date: _____

Student Signature: _____

Date: _____

Additional Handbook and Code of Conduct Verification Forms will be available in each main office.

The Middleborough Public Schools Bullying Prevention and Intervention Plan is available on the district website and can be provided in your native language upon request. El plan de prevención e intervención de intimidación llamado Middleborough Public Schools Bullying Prevention and Intervention está disponible en su idioma a su petición.

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Safe-to-School

The elementary schools of Middleborough have implemented the Safe-to-School Program. The purpose of this program is to ensure that all students are safely accounted for either at school or at home. Parents/Guardians must call to report their child's absence by 9:00 am. At approximately 9:00 am, a school staff member will listen to the messages and document the recorded information. The phone messages will be cross-referenced with class attendance lists to verify a child's whereabouts. If there isn't a message for a student who is absent, the designated staff member will call the parent/guardian numbers provided to confirm their absence and remind Parents/Guardians the importance of complying with this program, whenever possible.

**Please call the appropriate number by 9:00 am
to report your child's absence**

Memorial Early Childhood Center
508-946-8872

Mary K. Goode Elementary School
508-946-8870

Henry B. Burkland Elementary School
508-946-8871

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I. GENERAL INFORMATION

Contact Information

Flora C. Clark Central Administration Building

Mr. Brian E. Lynch - Superintendent
30 Forest Street
Middleborough, MA 02346
Phone: 508-946-2000
Fax: 508-946-2004
<https://www.middleboro.k12.ma.us/>

Memorial Early Childhood Center (Pre K-K)

Mr. Jeremy Gobeil - Principal
219 North Main Street
Middleborough, MA 02346
Phone: 508-946-2032
Fax: 508-946-2023
Safe to School: 508-946-8872
<https://www.middleboro.k12.ma.us/MECC>

Mary K. Goode Elementary School (1-5)

Ms. Lisa M. White - Principal
31 Mayflower Avenue
Middleborough, MA 02346
Phone: 508-946-2045
Fax: 508-946-8851
Safe to School: 508-946-8870
<https://www.middleboro.k12.ma.us/MKG>

Henry B. Burkland Elementary School (1-5)

Mr. Derek Thompson - Principal
41 Mayflower Avenue
Middleborough, MA 02346
Phone: 508-946-2040
Fax: 508-946-2029
Safe to School: 508-946-8871
<https://www.middleboro.k12.ma.us/HBB>

2017 - 2022 Strategy for Continuous District Improvement

Mission		
The mission of the Middleborough Public Schools is to foster a culture of excellence within every student, in every classroom, every day.		
Vision		
Students of the Middleborough Public Schools, with the support of a dedicated community, will think critically, appreciate diversity, demonstrate innovation, value reflection, and develop a growth mindset as active members of our larger community to learn, grow, and finish strong.		
Theory of Action		
If we create, support, and sustain cultures of innovation, achievement, excellence, and well-being within our schools and greater community, then our students will learn to think creatively and independently, appreciate and respect diversity, demonstrate innovation, value reflection, and develop their mindset to learn, grow, and finish strong as active members of our local and global communities.		
Strategic Objectives		
(A) Culture of Innovation and Achievement Continue to make data-informed decisions to improve achievement for all students within an innovative environment supported by 21st Century facilities.	(B) Culture of Excellence Develop and nurture a positive culture wherein high expectations for students, faculty, and staff achievement are articulated, realized, and celebrated by the entire community.	(C) Culture of Well-Being Plan, develop, and implement programs and protocols which will continue to positively impact the social-emotional growth and well-being of all members of the school community.

Strategic Priorities		
(A-1) Develop and enhance horizontally and vertically aligned curriculum, instruction, and assessment systems to support growth in all learners.	(B-1) Celebrate achievement by consistently recognizing milestones achieved and providing opportunities for exposition of developed knowledge and talents.	(C-1) Collaborate with community partners to support students and their families in and out of school.
(A-2) Provide each student with personalized and targeted instruction, practice, assessment, and evidence-based intervention.	(B-2) Create and cultivate supportive, respectful, and positive district and school climates that develop our growth mindset regarding individual student's transition to career and college aspirations.	(C-2) Strengthen practices and procedures that promote access to ensure support for the social and emotional well-being of students, faculty, and staff.
(A-3) Create more flexible learning opportunities, inside and outside the classroom, to help students master academic content and competencies while developing independence and an innovative mindset.	(B-3) Ensure students have access to and are supported by a talented, diverse, and highly qualified faculty and staff by establishing a comprehensive program for recruitment, hiring, development, and retention.	(C-3) Through service to others and community, our students will develop the character and competence they need to be helpful, hopeful, and civically engaged all their lives, regardless of their own life circumstances.
(A-4) Provide and maintain facilities that meet or exceed federal and state guidelines and support instruction that meets 21st century demands.	(B-4) Foster a district culture in which teams of teachers are encouraged and supported to take leadership in developing learning outcomes, designs, pathways, and assessments, grounding their designs in collaborative analysis of evidence.	(C-4) Plan, develop, and implement district-wide systems of support that include proactive strategies for defining, teaching, and supporting appropriate student behaviors and self-advocacy.

Memorial Early Childhood Center 2020-2021 Staff Directory

Principal: Mr. Gobeil

Special Education Coordinator PreK: Mrs. Deutschmann

Special Education Coordinator K: Mrs. Redlon

Secretaries: Mrs. Joyce & Mrs. Monteforte

Health Office: Mrs. Johnson

School Psychologist/School Adjustment Counselor: Mrs. Drugan

Kindergarten:

Mrs. Clements

Mrs. Bradley

Mrs. Condry

Mrs. Fauvell

Mrs. Green

Ms. Paling

Mrs. Lord

Mrs. O'Halloran

Mrs. Quattrucci

Miss. Stoker

Preschool:

Ms. Carifio

Mrs. Ferretti

Ms. Hill-Sturtevant

Special Education:

Mrs. Dubois

Mrs. Galuski

Ms. Henry

Music/Literacy/Computer:

Mrs. Iveson

Art:

Mrs. Oddi-Morrison

Physical Education/Library:

Ms. Stevenson

Instructional Coach/ Reading Specialist

TBD

Speech/Language Pathologists:

Ms. Connolly

Mrs. Fernandes

Mrs. Kearney

Educational Support Personnel:

Mrs. Landers

Mrs. Pina

Mrs. Westgate

Mrs. Ferioli

Mrs. Gunnison

Mrs. Travers

Mrs. Holyoke

Mrs. Kelliher

Mrs. Lawson

Mrs. Nee

Mrs. Morgan

Mrs. Cole

Mrs. Meunier

Ms. Mullen

Miss. McCullough

Ms. Sacchetti

Mrs. Starr-King

Mrs. Cowie

Mrs. Dixon

Mrs. McEachern

Ms. Murray

Ms. Callahan

Custodians:

Mr. Stiner (Head Custodian)

Mr. Covell

Mr. Sousa

Cafeteria Staff:

Ms. Poudrier

Mrs. Cheney

Mary K. Goode Elementary School 2020-2021 Staff Directory

Principal: Mrs. White

Assistant Principal: Mr. Weinberg

Special Education Team Coordinator: Mrs. Redlon 1-3 Mrs. Mansfield 4-5

Health Office: Mrs. Santos

School Psychologist: Mrs. Ruscher School Adjustment Counselor: Mrs. McHugh

Secretaries: Mrs. Cronin and Mrs. Deggendorf

<u>Grade One:</u>	<u>Elementary Instructional Coord.</u>	<u>Education Support Personnel:</u>
Mrs. Burrows	Ms. LeBlanc	Mrs. Bettencourt
Mrs. Cook		Mrs. Boufin
Mrs. Donegan	Title 1:	Mrs. Bukunt
Mrs. J. Hilton	Mrs. Dulin	Mrs. Cobb
Mrs. Randall	Mrs. Phillips	Mrs. Cowan
		Mrs. Garber
Grade Two:	Music:	Mrs. Green
Mrs. Beaudoin	Ms. Fantasia	Ms. Larsen
Mrs. Germano	Mr. Montgomery	Mrs. Maloney
Ms. Gillis		Mrs. Rose
Mrs. A. Hilton	Art:	Mrs. Rusciano
Mrs. Hokanson	Mrs. Newell	Mrs. Solimini
Mrs. Sorrento		Mrs. Stuart
	Inst. Technology:	Mrs. Vigneaux
Grade 3:	Mr. Steinberg	Mrs. Williamson
Mrs. Cornell		
Mrs. Magnett		Maintenance Department:
Miss Nickerson	Physical Education:	Mr. Beech
Ms. Nieuwenhuis	Mrs. Williams (APE)	Mr. Bumpus
Mrs. Silva	Ms. McLaughlin	Mr. Hutchinson
Mrs. Smith	Mrs. Young	
		Custodians:
Grade 4:	Special Education:	Mr. Henderson (Head Custodian)
Mrs. Ehney	Ms. Devine	Mr. Hallgren
Mrs. Grady	Mrs. DiFalco	Mr. Houlihan
Ms. Goldman	Mrs. Duphilly	
Mr. Messier	Mrs. Pavao	
Mrs. Penney	Mrs. Peters	Cafeteria Staff:
Ms. Stebbins	Mrs. Simpson	Ms. Bartlett, Head Cook
	Mrs. Skelly	Mrs. Caswell
Grade 5:		Mrs. Goyette
Mrs. Kuketz	Speech and Language:	Mrs. Hart
Mrs. Marinelli	Ms. Davol	Mrs. Hughes
Mr. O'Brien	Mrs. Graham	Mrs. Shaw
Mr. Williams		
Mrs. Winterbottom		

Henry B. Burkland Elementary School 2020 - 2021 Staff Directory

Principal: Mr. Thompson
Assistant Principal: Mr. Thomas
Health Office: Mrs. Perkins

School Psychologist: Mrs. McDonald School Adjustment Counselor: Mrs. Doak
Secretaries: Mrs. Kavaleski and Mrs. Precourt

Grade 1

Ms. Bartlett
Mrs. Cardarelli
Mrs. Jankowski
Mrs. Lemieux
Mrs. Whynock

Grade 2

Ms. Borrowman
Ms. Ferreira
Ms. Lema
Ms. McLaughlin
Mr. Rooney

Grade 3

Mrs. Cooley
Mrs. Dolan-Silva
Mrs. Enos
Ms. Flood
Mrs. Hickie
Mrs. Reardon

Grade 4

Ms. Beird
Ms. Del Vecchio
Ms. Gorman
Mrs. Letendre
Mrs. Lombardi
Mrs. McNamara

Grade 5

Mrs. Barrett
Ms. Kaufman
Mrs. Lazarovich
Ms. Maclean
Ms. Soell

Art

Mrs. Donovan

Music

Mr. Dawson
Ms McGovern

Physical Education

Mr. Phenix
Mr. Whitelaw

Reading Specialist

Mrs. Maddigan

Instr. Technology

Mrs. Crawford

Instructional Coaches

Mrs. Lakey
Mrs. Trottier

Special Education

Mrs. Adams - Gr 1 / SESS
Mrs. Mahoney - Gr 1
Ms. Pelegrini - Gr 2
Mrs. MacDonald - Gr 3
Mrs. Patti - Gr 4
Mrs. Ignacio Gr 5

Special Education - TLC

Mrs. Brady
Ms. Callahan
Ms. Grant

Language Based

Mrs. Kane

Speech and Language

Mrs. Droulliard

Educational Support Staff

Mrs. Borromeo - TLC
TBD - TLC
Mrs. Galvin - TLC
Mrs. Stebbins - Gr 1
Mrs. Teceno - Gr 2
Mrs. McKenna - Gr 3
Mrs. Hills - Gr 4
Mrs. Nelson - Gr 5
Mrs. Johnson - Library
Mrs. Williams - Lang based

Custodians

Mr. Anderson
Mr. Andrews
Mr. Farley - Head Custodian

Cafeteria Monitors

Mrs. Malloy
Ms. Connors
TBD

Cafeteria Staff

Ms. Golob- Head Cook
Ms. Shaw-Assistant Head Cook
Mrs. Karalus- Assistant Cook
Mrs. Arneson- Assistant Cook
Mrs. Kozloski

Maintenance Dept

Mr. Beech
Mr. Bumpus
Mr. Hutchinson

Entrance Age

To enroll your child within Middleborough Public Schools, parents or guardians must complete an online registration that can be found on the district's website. For registration questions please contact the district registrar at 508 946-9559 ext. 4397. A child entering Kindergarten must be five years old on or before September 1st of that school year. To enter first grade a child must be six years old on or before the following September 1st. Recognizing there are individual differences in children exceptions to these dates, allowing earlier entrance, have been developed. Please contact Central Office or your respective school office for further information.

Required Forms

The following list identifies the required forms for a complete school record. We strongly suggest that Parents/Guardians keep copies of each of these forms for their own files. It is important that Parents/Guardians notify the school of any changes regarding a change of address, phone number or any other significant change.

Forms required upon entering school:

- Immunization Form
- Up-dated Health Record
- Transfer Slips
- Special Education Records/ Individualized Education Program (IEP)
- English Language Learner Identification Form
- Ethnicity

Forms that need to be updated and submitted:

- Pupil Registration Form
- Court Ordered Custody Agreements Legal Decrees (When Appropriate)
- Acceptable Use Policy Forms (Internet Use Permission Forms)
- Media Release Permission Form
- Student-Parent/Guardian Handbook-Code of Conduct Verification Form
- Visual Arts Permission Form

Forms that should be provided as needed:

- Medication Order from Physician
- Universal Dismissal Form/PTA Dismissal Form
- Signed Consent Form to Give Medication
- Free/Reduced Lunch Application (available through your school's main office or online at <http://www.chartwellsschooldining.com/middleboro/content/home.asp>)

Parent/Guardian Permission, Release and Indemnification Agreement

School Day Schedule

Grade Level	AM Arrival Begins	Instruction Begins	Dismissal	PM Arrival	Instruction Begins	Dismissal
Preschool	8:45 am	8:50 am	11:15 am	12:15 pm	12:20 pm	2:30 pm
Kindergarten	8:30 am	8:50 am	3:00 pm			
Grades 1-5	8:40 am	8:50 am	3:20 pm			

Kindergarten (Early Release Day)	8:30 am	8:50 am	12:45 pm			
Grades 1-5 (Early Release Day)	8:40 am	8:50 am	1:00 pm			
*Lunch and Recess: Each school has a 30 minute lunch and a 20-25 minute recess.						
*Indoor Recess: May take place depending on weather conditions.						

School Cafeteria Point of Sales System

Middleborough Public Schools utilizes a point of sales system for students to purchase lunches at each of the schools. Each student is assigned a 4-digit number to enter as they purchase their lunch. Please help your child to memorize their 4-digit pin. Your child will have this same number from Kindergarten to graduation. Families have options for lunch payment under this point of sales system. Families may 1. continue to provide payment for their student's lunches at each register with cash or checks for daily payment or prepayments; 2. pay for lunches on line (www.MyNutrikids.com). Payments may be made through an existing PayPal account or with a major credit or debit card; or 3. continue to apply each school year if a student has qualified for free or reduced meal prices. This information is noted in the system, and the meal will be processed automatically. Families have the ability to print out a copy of their child's purchasing report. This history report shows all the dates and times that the child has purchased a breakfast and/or lunch as well as a la carte items within the past thirty (30) days. Families can access this history report on www.MyNutrikids.com regardless of whether or not they use the system for purchasing. Parents/Guardians may also provide food allergy information to the Food Services Department for inclusion in the MyNutrikids system.

Rebecca Bagnell, *Food Service Director*
 Henry B. Burkland Elementary School
 41 Mayflower Avenue
 508-946-2036 rbagnell@middleboro.k12.ma.us

Arrival and Dismissal Procedures

Supervision begins at 8:40 am; therefore, students must not be dropped off on school grounds before that time. **There will be no adult supervision for students dropped off at school prior to 8:40 am.** Likewise, grade 1-5 students who walk to school should not be on school grounds until 8:40 am. Students must be dropped off between 8:40 am and 8:50 am. **Doors will be secured at 8:50a.m.** Students who arrive to their school after 8:50 am will be marked tardy and Parents/Guardians must sign their child in at the office. Students arriving after 12:15 pm will be considered "Absent/Tardy," and students who are dismissed prior to 12:15 pm are considered "Absent/Dismissed."

All early dismissals are from the main office. The adult picking up the child must sign them out and present a picture ID. Sometimes it is necessary for Parents/Guardians to phone in alternative dismissal instructions during the school day. When this occurs, the school may require verification to confirm the identity of the caller. This is to ensure the safety of the student. Calls for alternative dismissal instructions should be made to the main office prior to 2:00 pm, unless there is an extreme emergency. Early dismissals should be an occasional occurrence for necessary matters. Appointments for doctors, dentists, etc. should be scheduled outside the school day whenever possible. Dismissals for matters of convenience are discouraged. Each student must have an Emergency Dismissal Form on file. This form must provide all information necessary in case of an early school dismissal due to inclement weather or other emergency.

Parents/Guardians are required to send notes for alternative dismissals, which must state the time of the dismissal and the reason. Only the Parents/Guardians and those designated on the Pupil Registration Form will be allowed to dismiss the student. **A separate note is required for each day there is a change in a student's dismissal.**

Parents/Guardians picking up their child must be ready to present a picture ID when dismissing their child. Regular dismissal for the Memorial Early Childhood Center begins at 3:00 pm and students being picked up at the end of the day will congregate in the gymnasium where you may meet them for pick-up. Regular dismissal for the Mary K. Goode and Henry B. Burkland Schools begins at 3:20 pm and students being picked up at the end of the day must exit from the back of the building, (Route 28).

For safety reasons, our elementary age students are not to ride bicycles or scooters to and from school, unless their Parents/Guardians have discussed this with the principal. A decision will then be made at the individual school level regarding the travel distance and student profile so that a safe decision can be made on an individual basis. Walkers and bicyclists are expected to follow all traffic rules as they leave school grounds by staying on the sidewalks and crossing at crosswalks. For safety reasons, as well as legal requirements, bicyclists must wear helmets and walk with their bikes until they have left the school grounds. The term bicyclist also includes those students who ride scooters.

Transportation

Students are required to follow their normal dismissal procedure unless there is communication from the Parents/Guardians as described below.

If a student's bus route must be changed, a note from a parent/guardian is required and needs to include the date, the usual bus number, the new bus number, and a parent/guardian signature with a phone number where he/she can be contacted. Once the teacher receives the dismissal note, he/she will issue a bus pass to the student. If there is an ongoing situation (e.g. every Tuesday a change is needed), only one note is required for the year. It will be kept on file in the classroom. Students will not be allowed to board a different bus unless they have a note stating the designated date of the bus change and drop off location.

Should Parents/Guardians request that their child be dismissed as a "pick-up" instead of taking a bus home, the parent/guardian must send in a note stating the date, reason, and a parent/guardian signature with phone number where he/she can be contacted. All notes for changes in dismissal need to be provided to the teacher in the morning and a dismissal pass will be distributed to the student stating the dismissal change.

Riding the bus is considered a privilege designed to provide safe transportation to and from school. No student will be allowed to change his/her after-school bus transportation except in cases of emergency or because of child care requirements. Bus changes for activities such as birthday parties, athletics, scouts, lessons, visits to friends, etc. will not be allowed because of student safety and the potential of overcrowding on buses. Only students scheduled to ride the bus may ride the bus to and from school.

Any conduct, that may distract the driver and, thus, interfere with the safe operation of the bus, is prohibited. The bus driver will report such conduct and students will be subject to disciplinary action. The same rules and regulations regarding the behavior of students in school apply to the behavior of students on the buses. In addition, school bus rules will be posted in each bus and distributed to students at the beginning of the year. Students who receive bus infractions are subject to receiving suspensions from riding the bus to and from school. Again, riding the bus is a privilege and any dangerous or disruptive behavior may result in temporary or long term removal from the bus.

Cancellations

Middleborough Public Schools occasionally must cancel school or call an early emergency dismissal due to inclement weather or due to an emergency. Announcements will be made on the following radio, television, and Internet sites.

DO NOT CALL MIDDLEBOROUGH FIRE DEPARTMENT OR MIDDLEBOROUGH POLICE DEPARTMENT REGARDING SCHOOL CANCELLATIONS. Parents/Guardians are advised to listen to these stations after 5:30 am on days with inclement weather. This information can also be found on the Middleborough Public School's

website <http://www.middleboro.k12.ma.us>. Parents/Guardians receive a call from the District's Blackboard Connect phone system. If there is no school or early dismissal, all after school and evening activities are cancelled.

Please check the following sources for cancellation information:

- ❖ <http://www.middleboro.k12.ma.us>
- ❖ WBUR 90.9 FM
- ❖ WBZ 1030 AM
- ❖ Television Network Channels 4, 5, 6, and 7
- ❖ Local Cable Channels: 20 and 33
- ❖ NECN

Parking Areas and Restrictions

Visitors must park in the designated "Visitor Parking" spaces that are available. Visitors are not to park in between rows or in the driveway, at any time. There is no parking in the circular drive in front of any of the schools, this area is for school buses or emergency vehicles and must remain clear at all times. Designated handicapped parking spaces are limited so please be respectful and leave these spaces for those with proper permits.

II. ATTENDANCE

Attendance and Truancy-Grades 1-5

State law requires regular attendance at school. If a student accumulates seven unexcused absences within a six month period, the school principal or their designee will make reasonable efforts to meet with the parent/ guardian of the student to develop action steps to address the student's absenteeism. This could include notifying the Division of Children and Families (DCF), Juvenile Probation and/or the local court. It is realized that there are instances when a student may temporarily be absent from school including illness, death of a family member, or religious holidays. Absences for any other reason are not allowed and are not excused.

Any student absent for five consecutive days must provide a physician's certificate to return to school. All notes for absenteeism must be given to the homeroom teacher within two days after a student's return. Parents/Guardians are requested to include the dates and reason for the absence, their child's full name, grade, and classroom number on each absence note.

Planned absences, such as those for family vacations, are discouraged. Teachers will not be required to prepare work in advance for such absences. Parents/Guardians should note that such absences cause students to miss valuable classroom experiences and presentation of new material that cannot be replicated through make-up work; therefore, the quality of the student's school experience may suffer in such cases. The school requests that appointments for doctors, dentists, etc. be scheduled outside the school day, whenever possible.

Parents/Guardians receive attendance letters from the principal for excessive absences, tardies, and/or early dismissals. A copy of the attendance letter is filed in a student's record folder.

Make-up Work-Grades

It is the responsibility of Parents/Guardians to make arrangements for make-up work following student absences. Teachers are not required to provide assignments before absences. In the case of absences, teachers need at

least twenty-four hours in advance to prepare assignments. It is the responsibility of the parents/guardians/guardians to notify the classroom teacher as soon as possible when requesting assignments and/or homework. Extended illnesses will be handled on an individual basis. Should a parent/guardian know ahead of time that their child will be absent for an extended period of time, notification to their child's teacher should take place.

Tardiness

Students who arrive to their classrooms after 8:50 am are considered tardy. If a student is late to school, the adult bringing them to school must sign them in at the main office. The only standard exception to this is when a school bus arrives late; in which case, an announcement will be made excusing the students on that bus from being marked as tardy.

III. HEALTH AND SAFETY INFORMATION

Snacks

During the school day, teachers schedule a snack break for their students either in the morning or the afternoon. Please provide your child with a healthy snack from the A-list acceptable snacks found at <http://www.middleboro.k12.ma.us/Health/2012-13/alist.pdf> and beverage each day along with their lunch and/or lunch money

Celebrations at School

The Middleboro Public School Health and Wellness Policy states that classroom parties for holiday and other special occasions will not include food items. There will be no sharing of food at any time of the school day. Parents/guardians should consider non-food alternative options to celebrate special occasions at schools.

Invitations to parties are to be delivered outside of school. Staff is not allowed to give out student addresses. Individual items for students such as flowers, balloons, etc. will not be delivered to the classrooms; deliveries cause a disruption to the learning environment. Such items are held in the main office until lunchtime or the end of the day, when students are allowed to pick them up.

Parents/guardians are encouraged to present such gifts at home. Latex items are discouraged due to students/staff with latex allergies.

Health Services

The school nurse is on duty from 8:30 am until 3:30 pm. The health office is located in close proximity to the main office in each building. If a child becomes ill he/she is sent to the nurse's office.

In case of illness or accident, first aid is given to the child and, if necessary, Parents/Guardians are notified. The nurse will determine whether communication needs to be made with a parent/guardian or emergency contact regarding student illness or injury. Students are not allowed to call home or leave the building on their own because of illness or injury; they must report to the nurse, who will make arrangements, if necessary.

All student accidents are to be reported to the school nurse. Accident reports are filed for significant incidents and copies are forwarded to the school principal.

It is essential that the information provided on the Pupil Registration Form be current and that all persons listed as emergency contacts are able and willing to take the student home (at least two contacts must be provided). For

safety reasons, students who live within walking distance will not be allowed to walk home, even if a parent/guardian is at home. Other arrangements must be made in such cases. Emergency information is to be completed annually and continually updated by the Parents/Guardians.

Chapter 76, Section 15 of the Massachusetts General Laws requires students to be immunized against certain diseases. If the student does not meet the immunization requirements upon transfer from another school, the Parents/Guardians will be notified by the school nurse and must comply with DPH immunization of students before admission to school, Law 105 CMR 220.000. If the student does not meet these requirements, he/she will be excluded from school until this obligation is met in accordance with state law.

No student, as defined in 105 CMR 220.400, shall attend kindergarten without a certificate of immunization documenting that the student is fully immunized. Two exceptions are: Medical exemption and Religious exemption. Documentation must be provided.

Administration of Medication at School

If a child is required to take any medication, prescription or over-the-counter, during the school day, the school nurse must have a doctor's order stating the name of the medication, the dosage, purpose, and the time(s) it must be taken. This includes all non-medicated lozenges. Written parental/guardian permission is required as well, and an adult must bring the medication to the school nurse only. Students with severe colds or contagious ailments should not be sent to school. **All medication must be in the original container. No baggies are accepted. Students are not allowed to bring any medication to school. On the last day of the school year, all medication not picked up will be disposed of at that time and duly documented. It is the responsibility of the parent/guardian to keep medication supplies up-to-date and to keep the nurse informed of any issues regarding their child's health.**

MIDDLEBOROUGH PUBLIC SCHOOLS HEALTH SERVICES CRUTCH/WHEELCHAIR/TRANSPORTATION PROTOCOL

Any student in the Middleborough Public Schools who requires the temporary use of crutches or a wheelchair must have a safety plan in place. The plan is to be coordinated by the school nurse with input from the physician, the parent/guardian, the student, the staff, and the bus company. The following must be in place: 1. Emergency Plan- A temporary emergency evacuation plan must be initiated by the school nurse. The classroom teacher(s) and the administration will receive a copy of the plan. 2. Classroom Accommodations- Students will be allowed to use the elevator, if necessary, in their building. Students are required to have a pass/key for the elevator prior to use. This is coordinated by the school nurse once receiving documentation from a physician stating the diagnosis (injury) and approximate time of use. Students are not allowed to use the elevator without a pass from the school nurse for obvious safety concerns. Students should not be using the stairways while on crutches, except during a fire drill when elevators are not available. Additional time to get back and forth between classes may be necessary. The school nurse will work with the staff to make any other accommodations needed. 3. Transportation Accommodations- • Students will be allowed to ride the school bus if determined safe. • Parents/Guardians must first meet with the school nurse and provide physician documentation stating the diagnosis (injury) and the approximate number of days/weeks the crutches will be required. • Bus drivers will not allow students on the bus with crutches until the student presents a pass from the school nurse with a parent/guardian signature. • The pass is only valid for the time specified. If additional time is required, the student must meet with the school nurse to receive an extension. • Students on crutches must have the ability to safely maneuver the stairs to the bus and sit in the seat directly behind the bus driver. • Alternative transportation may be provided by the school district if needed. • All students requiring a wheelchair will be provided alternative transportation. • The school nurse should contact Central Office as soon as he/she is notified that a student may need this service so that arrangements may be made. • A physician note specifying that the student needs alternative transportation must be provided to the

school nurse. This note should include the nature of the need, as well as the expected duration. If this is not known, the physician may specify until further notice. • The school nurse will fax the physician note to Central Office. • Parents/Guardians may also provide private transportation. For further information regarding district Health Services, please refer to the Middleborough Public Schools website or call the school nurse. Health forms may also be downloaded on the same website.

Allergies

The nurse must be informed of student allergies and other medical conditions and if/when there is a change in a student's medical status. This information should be documented on the Pupil Registration Form. Students with peanut or nut tree allergies have a peanut safe table in the cafeteria and their classroom is identified as a peanut safe area for the safety of each student with a peanut or nut tree allergy. School administrators and appropriate staff are made aware of students with specific allergies.

Visitors

Visitors are welcome to the Middleborough Public Schools. All visitors must identify themselves prior to gaining entrance to the building. Only authorized office personnel will give visitors entrance to the building. Parents are requested to not hold doors open to maintain security. Upon entering visitors must sign-in at the main office and obtain a security badge. The security badge should be worn at all times while visiting the school. This is for the safety of our students and staff. Unidentified persons in the school will be asked to report to the main office.

Parents/Guardians are not to go directly to classrooms, as this can cause disruptions to important student and teacher tasks. If it is necessary to speak with your child, the office will contact him/her via the intercom. If you would like to speak with a teacher, an appointment should be made so that the teacher's responsibilities are not disrupted.

The Middleborough Public Schools community takes pride in our school environment. The staff asks that Parents/Guardians encourage students to care for our school environment by not littering or doing anything that causes the school to look less than its best.

Safety Information

Our number one priority is to provide a safe and secure learning environment for students and staff. If you have a concern or a suggestion regarding student safety, please make the administration aware of it.

Fire Drill

Fire drills are of paramount importance to the safety and protection of our students, staff and visitors. All fire drills and fire alarms are to be taken seriously. Students are to adhere to the following rules:

1. The prolonged ringing of the fire alarm will be the signal to exit the building.
 - a. Pupils are to leave in an orderly fashion as directed by a teacher. Students are expected to be familiar with the fire drill regulations posted in each room.
 - b. **ABSOLUTE SILENCE** must be maintained throughout the entire drill/alarm. Talking during a fire drill/alarm may result in disciplinary action.
2. Students in the hallways should leave the building by the closest available exit. Once outside, they should remain with their classroom teacher or remain with the nearest teacher that can assist the student for attendance purposes.
3. Students in the cafeteria should follow the directions of the duty teacher, exiting by posted instructions.
4. Close classroom doors. **NO ONE HAS PERMISSION TO REMAIN IN THE BUILDING.** Students and

- teachers in outdoor physical education classes should stop activity until the fire drill has ended.
5. Students return to the building by the same door that was used for exit.
 6. It's against the law to pull a false alarm. False alarms can put fire fighters, students and staff in danger. Serious legal and disciplinary consequences will result.
 7. Students will remain outside the building until the fire department deems the building safe to re-enter.

Stay-Put

A stay-put is called when the evacuation of the building is not appropriate. It is declared when an immediate reaction to a situation is not needed and time is available to evaluate the appropriate response. A stay-put response requires that no one leave his or her designated location or area. Recognizing the unforeseen circumstances that would dictate such action, our Emergency Response Team in conjunction with the Middleborough Police and Fire Departments have developed procedures for such drills.

Lockdown Procedure

A lockdown occurs when in the opinion of the administrator in charge, a situation exists that threatens the safety of students and staff and requires that they position themselves in an identified safe zone within the building. Upon arrival, Middleborough Police Department and other safety personnel will take command of the facility. Recognizing the unforeseen circumstances that would dictate such action, our Emergency Response Team in conjunction with the Middleborough Police and Fire Departments have developed procedures for such drills.

The ABCs of MPS Emergency Response Options

Please note:

1. This is a non-linear list of possible responses that faculty and staff may choose from at their discretion in case of an active threat
2. As the active threat situation changes, your response may change as well

Alert— Based on the threat, Alert can mean many things

- Call 911
- Using any means of communication, teachers will alert school administration immediately providing as much detail as possible
- Administrative Team will offer all real-time information over the Public Announcement (PA) system and continue to offer updates as they are made available
- DO NOT POST INFORMATION ON SOCIAL MEDIA SITES

Barricade and Lockdown

- Based on the threat, a barricade and lockdown may be best
- Use desks, belts, cords, chairs, doorstops, bookcases—anything you can use to prevent an intruder from breaking through the door and crossing the threshold(s) into your classroom
- All staff and students should move toward the classroom “safe spot” away from doors and windows with the lights off, windows and blinds closed, and sit as quietly as possible.

- Administrative Team/Police Representative will provide as much real-time information over the PA system and walkie talkies as possible including the location of the intruder, the nature of the emergency, and anything that might help faculty and staff decide the best course of action to keep students and themselves safe.
 - Information provided may address the threat directly in order to confuse and distract the intruder.
- Faculty and staff should provide as much information as possible to the 911 operator—the threat's location, description, wounded, etc.
- Faculty and staff should use cell phones, classroom phones, texting, walkie talkies, e-mail, tablets—anything that will provide information to the 911 operator or Administrative Team. DO NOT POST INFORMATION ON SOCIAL MEDIA SITES.
- SEE CONTACT LIST FOR CELL PHONE NUMBERS AND E-MAIL ADDRESSES

Distract/Disarm –Worst Case Scenario: The threat has crossed the threshold into your space

- Make every effort to distract the threat by interrupting the OODA loop: Observe, Orient, Decide, Act
 - Make noise
 - Move; run by the threat
 - Create distance
 - Create distractions
 - Throw anything/everything at the threat in their line of sight (head, upper body)
 - Evacuate the area if possible
 - If willing and able, swarm the intruder and subdue him/her using any means necessary
 - If able, secure the intruder's weapon under a trash can or orange emergency bucket DO NOT SECURE THE WEAPON IN HAND

Evacuate/Escape

- Whether planned or not, a mass evacuation will occur during the active threat event
- If, based on the Alert, Communication/Information, the best option is to Evacuate/Escape, staff and students are empowered to GET OUT!
- If needed, single or small groups of those evacuating should zig zag as they run toward the rally point as to become a harder target.
- Staff and students should make every effort to meet as soon as possible at the designated rally points off campus.

- Parents and family members SHOULD NOT COME TO THE SCHOOL, but should meet their loved ones at the designated rally points

Protection of Children

Any student who has reason to believe he/she is a victim of abuse, in any form, by a parent/guardian has the right, by law (Chapter 51A), to report the alleged offense to a physician, medical intern, medical examiner, dentist, nurse, teacher, administrator, guidance counselor, probation officer, social worker, or police officer. These people have a legal obligation to report alleged abuses to the Massachusetts Department of Children and Families (DCF). If any student has any question as to what constitutes child abuse, the student is to contact the school psychologist, adjustment counselor, nurse, or principal. Refer to the procedure for "Reporting Suspicion of Child Abuse and Neglect" in appendix A.

IV. HOME-SCHOOL COMMUNICATION

Blackboard Connect

Blackboard connect is an innovative, school-to-home communication system where Parents/Guardians and staff are notified of emergency communications, school system delays or closings and other important announcements from the superintendent and/or principal via telephone e-mail and/or text message. This system can record and send a personalized voice message to all Parents/Guardians with one recorded phone call. The use of the Blackboard Connect system is intended to enhance the communication between home and school. Parents are encouraged to contact school administration with questions or concerns that may arise.

Appointments

The administration and faculty are available to meet with Parents/Guardians to discuss matters relating to students and their education. Please make an appointment by calling the school secretary, to ensure that appropriate time and attention is given to every matter.

Calendars and Newsletters

At varied intervals throughout the school year, family calendars and newsletters are distributed to all students. The calendars inform families of scheduled events and activities. Further information can be obtained by viewing our school channel (Channel 20 or 33) or by going to our website (www.middleboro.k12.ma.us).

Change of Student Information

Each student must have a Pupil Registration Form on file with the school. This form must list all vital information, including up-to-date addresses and phone numbers for the Parents/Guardians and all others allowed to dismiss the student from school. Please notify the school immediately of any change in student information, for example, address, telephone number, emergency contacts and/or custody status.

The school assumes both Parents/Guardians have legal custody of a student unless notified in writing by the parent/guardian who has custody. In case of a dispute, the parent/guardian claiming custody must provide legal evidence of such. Parent/guardians must provide legal documentation regarding any custodial issues concerning non-custodial Parents/Guardians as well as a copy of any existing restraining order to the principal.

Class Assignments-Grades K-5

In early spring each year, families are made aware of the process regarding the development of class lists for the next school year. Many factors are considered when determining a student's class assignment.

Our classrooms are designed to create heterogeneous groupings that create a classroom environment which includes many different skill levels and abilities. Parents/Guardians have the opportunity to give input regarding their child's learning style and other factors that may affect his or her placement. Parents/Guardians are not to request a particular teacher as specific teacher requests are not accepted. The principal makes the final decision based on parent/guardian input, teacher input, and sound educational principles.

Deliveries for Students

When items are brought in, including school projects, they should be dropped off at the main office and not brought directly to the classroom. The secretary notifies the student to pick up the item at the main office.

When a student brings in a project or an item for a scheduled event, the teacher notifies the office beforehand that such items may be delivered to the room in the morning before school. Large items may not be transported on the school bus. Alternate means must be arranged by Parents/Guardians.

Property

Lockers and closet spaces are not the students' private spaces and are subject to search if reasonable cause is determined. The school is not responsible for the loss or theft of a student's personal property. Regarding damage, loss, or destruction of school property including textbooks and library books, the student will be held responsible for repair or replacement.

Lost and Found

Items of clothing that are found and turned in are kept in the lost and found storage area in the cafeteria for one month. Clothing left over at the end of the year will be donated to local charities. Valuables and books that are found and turned in are kept in the main office. The schools are not responsible for articles lost or stolen on school grounds before school, during the school day, or after school hours.

Parent/Guardian/Teacher Conferences

Opportunities for parent/guardian/teacher conferences are held during the course of the school year. The school provides notification and scheduling of these conferences, which take place in the fall and the spring.

Promotion and Retention

Students will be promoted annually from one grade to another upon satisfactory completion of academics and other requirements. Students experiencing difficulties will be identified as soon as possible and the following procedures will be followed: 1) On-going communication among the principal, teachers, and parents/guardians/guardian of students will occur, 2) Informal observations and meetings by BBST will be conducted by appropriate staff members, followed by recommendations by BBST as to how to help the child, 3) A meeting will be held during the Spring trimester between the teacher, principal or designee and the Parents/Guardians regarding the possibility of non-promotion and 4) If the determination is made by the school that

the student is failing to meet the grade level standards and is likely to be retained, the school will make its recommendation known to parent/guardian by June 1.

Publications of Names and Photographs

At the beginning of each school year, a publicity release form is sent to each parent/guardian requesting their preference regarding information on their child that may be released to the news media, on the school webpage or printed in school newsletter as well as the release of photographs. This is in compliance with the student's record release regulations and the Family Educational Rights and the Privacy Act of 1974.

Report Cards

Report cards are distributed three times each school year and are identified on our school calendar. Preschool students will receive progress reports two times per year. Parents/Guardians are encouraged to contact teachers at any time to discuss their child's progress.

Progress reports are given halfway through the trimester to students struggling academically in grades 3-5.

Student Records and Regulations

The confidentiality of a student's permanent record, as required by state statute (Chapter 71, 34E of 1973) is respected. A parent or legal guardian may inspect the contents of their child's records by filing a written request at the school office. As required by M.G.L. c. 71, §34H, a non-custodial parent/guardian may have access to student records in accordance with the law. The principal will review the student's records with the Parents/Guardians. (See Appendix B, State Laws, Access to Student Records)

Please note that the release of any information contained in student records to a third party (such as for school pictures, newspaper articles, etc.) will not be permitted unless consent is given by the parent/guardian. The media-release form, which provides such consent, is sent home at the start of each school year.

Toys

Students are to keep all toys and electronic devices at home unless requested to be brought in to school by a teacher for a specific project. No items resembling a weapon of any kind are allowed on school premises. Schools are not responsible for any lost, stolen or damaged personal items.

Cell Phones

The use of cell phones is not allowed in school during the instructional day. We discourage students from bringing them to school. Any cell phones that are in school must be turned off during the school day and left in backpacks. Office telephones are always available as needed. Schools are not responsible for any lost, stolen or damaged personal items."

Transfer of Records

When relocation from the Middleborough Public Schools is definite, Parents/Guardians should contact the main office as soon as possible to make appropriate arrangements and complete all necessary forms. Any student transferring into the Middleborough Public Schools must provide the school with a "complete record" including, but

not limited to, “any incidents involving suspension or violation of criminal acts or any incident reports in which such student was charged with any suspended act.” Medical records must be received prior to student admission.

Tuesday Folder

At the beginning of each school year, students receive a Tuesday folder. Each week, the folder goes home on Tuesday and may contain important forms, letters and documents from the classroom teacher, administrators and/or Central Office. The Tuesday folder also has listed important phone numbers, procedures and the school calendar for quick referencing. Our goal is to create a greener environment by providing information via emails and blogs.

Afterschool Programs

Both MKG and HBB offer a variety of afterschool enrichment programs. Sessions are offered in both the fall and spring and sign-up sheets are sent home in the Tuesday Folder. Sign-ups are handled on a first come first serve basis.

V. INSTRUCTIONAL PROGRAMS

Below is a listing of instructional programs and assessments that are available through the elementary schools within the Middleborough Public Schools. Program application, description, and/or availability may differ depending on the school. Please direct any questions regarding instructional programming to your child’s teacher or building administrator.

Science

MPS uses Discovery Ed. Science Techbooks as our core resource for science. The Discovery Ed. Science Techbook is designed to assist teachers change the way students experience real-world phenomena by allowing students to explore science concepts through a combination of digital learning and hands-on opportunities. The digital textbook is a standards-aligned resource for teachers that brings science to life through hands on STEM projects, interactive tools, hands-on labs, model lessons and real time student data.

History and Social Studies

A social studies text, published by Houghton Mifflin, is used as a resource to help students gain knowledge to meet the requirements set forth in the Massachusetts Curriculum Framework for this subject. Third graders use the text, “Massachusetts,” by Gibbs and Smith as their framework for understanding the Bay State’s illustrious history.

Through various Units of Study in ELA, history and social studies is embedded in the curriculum. Students learn the behaviors of readers and writers through different history and social studies content. There are many fiction and informational texts used to enhance learning of this curriculum area.

Social Emotional Learning

MECC, MKG and HBB use a variety of programs to formally teach students grade appropriate, social and emotional skills. Programs used to support learning include Second Step, Steps to Respect, Social Thinking, Responsive Classroom and the SuperFlex Curriculum. Through discussions, role-plays, and practice of strategies, students learn how to get along with one another, how to recognize and acknowledge each other's feelings and apply problem solving skills to reduce student conflict. Additionally, students learn to recognize, refuse and report instances of bullying. These programs help kids feel safe and supported by the adults around them so that they can build stronger bonds to school and focus on academic achievement.

Math

Ongoing Professional Development has been offered to teachers on the implementation of the Math Workshop Model. The program includes problem-based learning, personalized learning, and promoting reasoning and application to ensure that all students show progress. The program helps students develop and eventually master the Standards for Mathematical Practice and develop the fluency and academic vocabulary necessary to be successful.

At the start of the 2018-2019 School Year MECC, MKG, and HBB will be continuing to work with math consultant, Susan Looney. Teachers will learn how to differentiate their math instruction based on student need. Teachers will begin to use the Workshop Model when teaching math. Through this model, students will learn the strategic actions of a mathematician. In this process students are exposed to a focus lesson, independent math practice, math centers/stations, guided math, math conferences, and a sharing session to wrap up the learning.

Math Workshop Model		
Focus Lesson	Independent Work	Share Session
Solve and Share Students use their strategies to solve a math story problem. They then share their strategies and thinking with the class.	Independent Math Practice Students practice math concepts taught during focus lesson	Whole Group/Small Group or Partner Share Discussions occur between teacher and students
Whole Group Instruction Purposeful explicit instruction and modeling followed by a guided practice to teach the strategic actions of a mathematician	Math Centers/Stations Students participate in purposeful practice of math concepts previous taught	Teachers share strategies, review the focus lesson and gain insight into students' understandings
	Guided Math Teachers work with small groups of students on common instructional math practices	
	Math Conferences Teacher confers with individual students and provide feedback for next steps in their math practice	

Literacy

The literacy program at the elementary level is based on balanced literacy. Each Kindergarten classroom has a daily allocation of 60 minutes of uninterrupted instruction in balanced literacy, first and second grade classrooms have a daily allocation of 90 minutes of uninterrupted instruction in balanced literacy, and grades three through five have 60 minutes of uninterrupted instruction in balanced literacy.

Through this approach, students are taught how to be a strategic reader, writer, and word solver. At the elementary level the Workshop Model is used to teach these actions. The Workshop Model is comprised of a focus lesson, small group/independent work, and a share or wrap-up of what was learned for the day.

MECC, MKG, and HBB will continue the partnership with the Lesley University Literacy Collaborative. Through research based instructional models, grounded in authentic literacy experiences that are student centered, language based, process oriented, and outcome based we will ensure high quality literacy instruction and successful achievement for all students.

Through this partnership, teachers will continue to engage in the systematic observation of oral language, reading, and writing behaviors to ground their teaching in the precise strengths of readers and writers. The *Continuum of Literacy Learning* (by Fountas and Pinnell) will be used as a resource and tool and will provide each teacher with the behaviors and understandings to notice, teach for, and support at each grade and reading level. This tool will be used for planning and assessing instruction by all literacy teachers and provides a coherent theoretical base for literacy instruction.

The Partnership with the Lesley University is consistent with all previous work undertaken by the Elementary Schools and will further enhance the prior work done which is described in further detail below.

Writing

The writing program at the elementary level is based on balanced literacy. Units of Study have been developed throughout the grades to incorporate the craft of writing. Through the continued partnership with Lesley University, teachers will continue to develop and revise the current writing units.

A wide variety of mentor texts and professional resources are used to teach the students the strategic actions of a writer.

During balanced literacy, students engage in the process of Writers' Workshop. In this process, children are exposed to a focus lesson, independent writing, guided writing, writing conferences, and a sharing session to wrap up the learning.

Writers' Workshop Model

Focus Lesson	Independent Work	Share Session
Whole Group Instruction Students are taught the craft of writing through explicit instruction where the teacher models a focused strategy or skill. Students are then guided to practice this strategy or skill	Independent Writing Students practice in their own writing what was taught in the focus lesson Guided Writing Teacher works with small groups of students to give additional guided practice for strategies and skills Writing Conferences Teacher confers with students and provides feedback for next steps in their writing	Whole Group/Small Group or Partner Share Discussions occur between teacher and students about what they tried as a strategic writer Teachers share strategies, review the focus lesson and gain insight into students' understandings

Reading

The elementary level continues with balanced literacy with our reading program. Units of Study have been developed at all grade levels to ensure a consistent scope and sequence with standards taught at each grade. A large resource of books are available at various reading levels, allowing teachers to choose selections for the needs of each guided reading group. There are also mentor texts associated with each ELA unit. Through these texts, students are taught the strategic actions of a reader. The five components of reading: phonemic awareness, phonics, vocabulary, comprehension, and fluency are taught both explicitly and implicitly on a consistent basis for all students. Students are taught a variety of reading comprehension strategies as they move through these grades.

During balanced literacy, students engage in the process of Readers' Workshop. In this process, children are exposed to a focus lesson, shared reading, independent reading, guided reading, and a sharing session.

Readers' Workshop Model

Focus lesson	Independent Work	Share Session
Whole Group Purposeful explicit instruction and modeling followed by a guided practice to teach a specific reading strategy, literary element, or management routine	Independent Reading/Literacy Work Students either with partner or alone apply new strategies, hone previously learned skills, and respond to reading in written or verbal format	Whole Group/Small Group or Partner Share Discussions occur between teacher and students about what they tried as a strategic reader
Shared Reading Purposeful explicit instruction using enlarged text (big book, poster, poetry chart, etc.) to teach and model specific skills and strategies	Guided Reading Flexible and short term groups whereby common instructional needs are planned and taught Reading Conferences One-on-one conversations between a student and teacher, focused on the students' individual next steps for being a strategic reader	Teachers share strategies, review the focus lesson and gain insight into students' understandings

Assessment is an integral part of the reading program. Students are assessed with a variety of instruments to help the staff design and teach a program that is customized for the needs of all students. Running records and miscues analysis, along with high-frequency word checks, are also embedded in our reading program.

District and School-Based Assessments

There is a variety of district-wide and school-based assessments administered to kindergarten through grade five students. They are as follows: Diagnostic Reading Assessment 2 (DRA2), Benchmark Assessment System, Dynamic Indicators of Basic Early Literacy Skills (DIBELS), Academic Word Work, Writing Benchmarks, and Star 360 Benchmark Assessments. These assessments are used to determine students' response to intervention and instruction, as well as to identify areas of strengths and weakness within the curriculum.

Art

Students are introduced to a variety of drawing techniques, methods and materials within the visual arts program. Students create two and three-dimensional shapes, identify primary and secondary colors, and use a variety of line patterns. Through these lessons, students design and interpret their own artwork and develop a greater awareness and appreciation of the arts. Students are introduced to a variety of drawing techniques, methods and materials within the visual arts program. Students create two and three-dimensional shapes, identify primary and secondary colors, and use a variety of line patterns. Through these lessons, students design and interpret their own artwork and develop a greater awareness and appreciation of the arts. The visual arts program is also integrated with the academic curriculum, when possible.

Health and Physical Education

Elementary age students participate in a high-quality physical education program once a week in Kindergarten and twice every six days in grades one through five. Physical education classes consist of lessons that promote game skills, fitness, and movement skills in dance and gymnastics with an emphasis on individual effort and cooperative participation. Classes also include physical fitness and cardiovascular exercises to assist students with maintaining healthy physical fitness levels.

Music

The music program seeks to foster love and appreciation of music through singing, instrument playing, listening and movement activities designed to build performance and music literacy skills. Students are exposed to a varied repertoire of American folksongs and folk dances, as well as music from around the world. Additionally, there are beginner instrument lessons and a recorder program for upper elementary age students.

Performances

Musical and dramatic performances are held periodically in the respective auditoriums of each building, both during the school day and, at times, in the evening. Parents/Guardians will be notified of these events in advance. Families are encouraged to attend whenever possible.

Homework

Homework is an important component of education. It strengthens and reinforces concepts, and skills taught at school. It also provides an opportunity for families to monitor and participate in their child's academic progress while helping them develop organizational skills, responsibility, and ethics. Parents/Guardians are responsible for making homework a family priority; providing a quiet, distraction-free, well-lit, well-supplied place to work; motivating children; and supporting them through the successful completion of tasks. Homework is not meant to be a time where parents are teaching new skills but rather an opportunity for students to develop responsibility. Generally, homework should only take include 10 minutes per grade (first grade- 10 minutes, second grade- 20 minutes etc). Your child should not become stressed and spend more than this amount of time completing their homework. Reading, in either shared or in an individual experience, should be part of every child's daily routine.

Instructional Technology

Instructional Technology is offered to all students as a core special. Through the instructional technology class students will be taught the skills required to safely and efficiently access the technology tools available throughout the building. Skills taught through this class will include, but not be limited to, Internet safety, keyboarding, conducting research and coding. The curriculum for this program will continue to be developed and will be aligned to the Massachusetts Curriculum Frameworks for Technology.

Technology available to students includes Bright Links Projectors and Document Cameras for all classes. Each class also has access to computers connected to a high-speed school-wide network as well as a networked printer.

There is a variety of software programs that support the curriculum and learning, available to all staff and students.

Technology Assistance is available through the Technology Department when requested in advance by classroom teachers. All students and staff are asked to have an Authorized User Policy (AUP) on file prior to using the Internet. Students who do not adhere to regulations as stated in the AUP might have computer privileges revoked.

Field Trips

Some field trips require a fee which must be submitted with a money order. No student would be denied access to a field trip due to financial constraints. All field trips are linked to the school's curriculum standards. Field trips are used to extend a student's knowledge and understanding of a specific topic or skill being studied. A field trip also may be used to build background knowledge and/or introduce students to future areas of study.

Notification, appropriate information, expectations for behavior, and permission forms will be sent to Parents/Guardians in advance of scheduled field trips. All eligible students are expected to attend. While it is intended that all students take part in these activities, there may be some instances when certain students may be excluded from a trip. Students whose behavior or attitude is considered to pose a threat to their own safety or safety of others, and/or whose discipline record indicates insolent, insubordinate, or disruptive behaviors may be excluded. Decisions regarding a student's participation in a field trip will be made after consultation with the teachers involved, the student's adjustment counselor, Parents/Guardians, and administration. The principal will make the final decision.

VI. STUDENT SUPPORT SERVICES

Family Resource Center

The Family Resource Center was launched during the 2015-2016 School Year and is available to all families at MKG, HBB and MECC. The mission of the Family Resource Center is to engage, serve and inform families about the wealth of resources in the Middleboro area. The Family Resource Center Staff works diligently to establish and maintain relationships with community partners to collect and share accurate resources with families.

Building-Based Support Team (BBST) and Child Study Team (CST)

The Building-Based Support Team (BBST) provides assistance and guidance to the classroom teacher in supporting his/her students. It also serves as an early intervention team before a referral for special education is made. If a student experiences difficulties academically, socially, and/or behaviorally, the BBST suggests and monitors accommodations or strategies to meet the student's needs within the regular education program. The BBST is comprised of regular education teachers, special education teachers, and principal. Teachers, administrators, school psychologist, and/or adjustment counselors may refer students to the BBST. If a student continues to have significant difficulty, beyond the intervention of the BBST, the student may be referred for a Team evaluation. Parents/Guardians who have questions and concerns regarding this process may contact the BBST, through the building principal.

The Child Study Team consists of the school psychologist, adjustment counselor, school nurse, and principal. The team members meet as needed to discuss and review any concerns they may have regarding a student's social, emotional and behavioral well-being. The team makes suggestions and devises a plan to assist the classroom

teacher in meeting the needs of the student. In many cases, Parents/Guardians are contacted and offered suggestions and/or support.

The Curriculum Accommodation Plan (CAP) is a plan to assist principals and teachers to ensure that all efforts have been made to meet students' needs in regular education. The plan shall be designed to assist the regular classroom teacher in analyzing and accommodating diverse learning styles of all children in the regular classroom and in providing appropriate services and support within the regular education program including, but not limited to, direct and systematic instruction in reading and provision of services to address the needs of children whose behavior may interfere with learning. The curriculum accommodation plan shall include provisions encouraging teacher mentoring and collaboration and parental involvement. A curriculum accommodation plan shall also provide curriculum accommodations for students who are high-end learners.

Counseling Services

As students' progress through the Middleborough Elementary Schools, they receive assistance from teachers, administrators, and the school adjustment counselor. The services of the adjustment counselor are offered to all students in need. The adjustment counselor helps to support personal development in pro-social situations. If a student is in need of a counseling screening, the Parents/Guardians will be asked for their approval, prior to the screening.

English Language Learners (ELL)

Upon entering the Middleborough Public School District, Parents/Guardians are asked to complete a home language survey identifying their child's primary language. Potential English Language Learners will be eligible for an ELL referral evaluation. The school district must provide children who are English Language Learners appropriate services to overcome language barriers in order to ensure that they can fully participate in the district's educational programs.

McKinney-Vento Homeless Education Assistance

The Middleboro Public Schools complies with the Department of Elementary and Secondary Educations advisory criteria of the federal McKinney-Vento Homeless Education Assistance Act. The Middleboro Public Schools shall ensure that every effort is made to comply with this legislation and to ensure that each homeless child or youth has equal access to the same, free and appropriate public education, including a public preschool education as provided to other children and youth.

The Middleboro Public Schools will:

1. Designate a staff person(s) to serve as the Homeless Education Liaison(s) whose role it is to assist homeless students enroll in school, and to ensure they receive the educational supports and services for which they are eligible.

**MPS' Homeless Liaison
Director of Pupil Personnel Services
508-946-2013**

2. Immediately enroll homeless students in school, even if they do not have the documents usually required for enrollment – such as school records, medical/immunization records or proof of residency.
3. Ensure that transportation is provided, at the request of the parent, area shelters, agencies, other school districts, guardian or unaccompanied youth, to and from the school of origin.
4. Afford homeless preschoolers the same opportunity to enroll, attend and succeed in preschool as non-homeless preschoolers, thereby minimizing their educational disruption due to homelessness.
5. Collaborate with the Department of Child & Family Services and other area agencies to identify and service (1) unaccompanied youth (youth who are homeless and not in the physical custody of a parent/guardian; and not in the custody of a state agency); and (2) children and youth in state care or custody (foster children) who have been placed out of their homes into temporary, transitional, or emergency living placements.
6. The Department of Education's Homeless Assistance Office has revised its interpretation of the term "school of origin" under McKinney-Vento. The new Homeless Education Advisory 2015-9 replaces prior advisories 2004-9 and 2007-9A and may be accessed here: <http://www.doe.mass.edu/mv/haa/15-9.html>.
 - a. School of Origin - not District of Origin "School of origin" is defined as the school the child or youth last attended when permanently housed or the school in which the child or youth was last enrolled. Under McKinney-Vento, homeless children and youth have the right to choose between continuing to attend their school of origin or enrolling in the local school where they are temporarily residing. However, "school of origin" does not apply to the entire school district where the child last attended.
7. Adopt the Department of Elementary and Secondary Education's dispute resolution procedures and forms. In the event of a school selection or enrollment dispute, the students shall immediately be enrolled in the school in which enrollment is sought, pending resolution of the dispute. The parent or guardian shall be informed of the district's decision and their appeal rights in writing. The MPS' Homeless Liaison will **carry out dispute resolution as provided by state law.**

Educational Rights of Students Who Are In Foster Care

District Foster Care Point of Contact: Dr. Melanie Gates

- I. School of Origin
 - Same application as Homeless Process
- II. Transportation
 - Some students who remain in school of origin will need transportation
 - Districts must collaborate with DCF to establish policies and procedures to ensure students who need transport get it
- III. Best Interest Determination
 - A. Decisions about which school a student will attend should be made "collaboratively"
 - B. Should include those in the best position to understand the student's needs:
DCF, student, family/foster family, ANY EDUCATIONAL DECISION MAKERS, District of origin, school personnel, LEA
 - C. Consider the unique needs of the student and relevant factors:
 - Age, grade level, student's preference, student's attachment to school, placement of the siblings, distance/length of time to travel to/from school, time of academic year, academic performance/skills,

anticipated length of placement, family reunification, number of placements to date, ability to maintain family relationships and engagement

- Clinical and bx issues, influence of school climate on student, availability and quality of services of the school, availability of special education and/or 504 services

D. Parties may want to consider whether the school of origin is in the best interest but only for a limited duration of time. Parties may wish to revisit the question of best interest.

E. Transportation costs should not be a factor in determining best interest

IV. Immediate Enrollment

- Once it's determined that best interest means our school, we enroll immediately
- With or without documentation including guardianship, health... everything
- Notice to LEA forms (from DCF) will include emergency contact, record release, transportation needs

Response to Intervention (Rtl)

Response to Intervention (Rtl) is based on the concept of providing evidence-based instruction by highly-qualified staff i.e.: classroom teachers, special education teachers, and/or Title 1 teachers that is matched to student needs and monitored on a frequent basis. (Rtl) is a way to monitor a student progress and provide additional support to those children requiring intervention in the area of phonics, phonemic awareness and fluency, which support comprehension. The information gathered is used to make decisions regarding the student's educational program. Classroom teachers monitor all children throughout the year to make sure that they are learning in the instructional environment. If not, they are offered a level of support needed to learn. Again, progress is monitored continually. Children are identified for support based on their current performance level and needs. Rtl offers three tiers of support to assist students based on their need.

Tiers of Support- A tier is the level of assistance a student receives in the general educational setting. As the student progresses through the tiers, the interventions or support increases at each tier. Parents/guardians are notified if their child is to be receiving Rtl services.

Tier One- Instruction at this tier includes evidence-based instruction that is differentiated according to student's needs. Teachers use progress monitoring to guide and inform instruction.

Tier Two- Tier two instruction focuses on needs-based instruction and learning. Tier two includes preplanned interventions that should be in place for students who are not being sufficiently successful. Tier two interventions are provided to students who have been identified through progress monitoring evaluation data.

Tier Three- Instruction at this tier focuses on more time and intensity of instruction. It is for students who continue to be unsuccessful using tier one and two interventions and strategies. Progress monitoring occurs more frequently. If insufficient progress is made in Tier 3, a referral for an evaluation may be requested. Parent/Guardian consent would be required for this.

Section 504

Section 504 of the Rehabilitation Act, 29 U.S.C. 794(A), is an anti-discrimination statute that prohibits discrimination against people with disabilities, including students, employees, and other member of the school community.

This law applies to all school districts that receive federal funding aid and it covers all programs and activities that the school district offers. The responsibility of the district is to identify, evaluate, and provide appropriate services to those individuals who meet the criteria set forth by the Act.

Who is a disabled person under the law?

A disabled person under Section 504 and the ADAA:

- Has “a physical or mental impairment that substantially limits one (1) or more major life activities of such individual, has a record of such impairment; or being regarded as having such an impairment.”

Referral Process:

A referral may come from parents, professional staff, students, and/or community agencies. A pre-evaluation meeting will be held by the 504 Team to review any previous actions taken to address the concerns and determine whether a request to conduct an evaluation is warranted.

The Middleborough High School will notify the parents or guardians, in writing, of the school’s reason and intent to conduct an evaluation. The notice will include a description of the evaluation(s) and procedural safeguards.

This process will include an initial determination of whether the problem identified at referral, suggests an impairment of a major life activity. The Team then decides further course of action (i.e. to evaluate or not).

In interpreting evaluation data and making placement decisions, teams shall draw upon information from a variety of sources, including aptitude and achievement test, teacher recommendations, physical conditions, social or cultural background and adaptive behavior.

If the student is found eligible, a 504 Plan will be written and implemented containing accommodations appropriately determined by the 504 Team. Section 504 requires schools to make necessary accommodations, but not substantial or fundamental alterations (modifications) to its programs to allow disabled students to participate or to lower its standards as an accommodation for a student with a disability.

All students are expected to meet the requirements for behavior as set forth in the student handbook. Suspensions of more than 10 days are subject to special rules under Section 504: 34 CFR 104.35(a). Under Section 504, students with identified disabilities cannot be expelled or suspended from school for more than 10 school days for misconduct that was a manifestation of the student’s disability. The 504 coordinator, prior to the 10th day of suspension, will hold a manifestation determination meeting.

Special Education Program

Federal and state laws require that students who are found eligible for special education services will receive such services at school at no expense to the parent/guardian. The special education department offers a variety of support services to eligible students who have an Individualized Education Program (IEP). Parents/Guardians that have a concern or question regarding their child’s IEP should contact their child’s special education teacher or contact person.

When a parent/guardian makes a request for an initial evaluation in writing, the Parents/Guardians will receive the Consent for Evaluation, the Proposal to Act (N1) letter, and a Notification of Procedural Safeguards within five school days of their request, in accordance with state regulations. Parents/guardians may also receive the “Principal’s Letter to Parents/guardians” seeking additional information about the nature of the suspected disability(ies). This letter helps the evaluation team develop a better understanding of the

parents/guardians'/guardians' concerns. When the Consent for Evaluation form is signed by Parents/Guardians and returned to the Special Education Department, the evaluation process begins. The referral documents will be reviewed and the student will be assessed in the identified area(s) of suspected disability within 30 school days.

Within 45 school days of receipt of the Consent for Evaluation, the Special Ed Coordinator will coordinate a Team meeting with Parents/Guardians and school personnel to review the results of the evaluation. If there are any questions regarding the referral process, parents/guardians are encouraged to contact the Special Education Coordinator at each building. Contact information Mary K. Goode 508-946-2045 and Henry B. Burkland Schools at 508-946-2040 and Memorial Early Childhood Center at 508-946-2032.

Speech and Language Services

Students who have been through the referral process and have been identified as needing speech and language services receive direct instruction and/or consultation with their classroom teacher in relationship to their needs, during the school day. Students receive services as stated in their IEP or in their remedial articulation accommodation plan. Articulation services are designed for students who have a difficult time producing specific sounds. For example, children with articulation disorders might distort some of the sounds they say, substitute the incorrect sound and/or omit some sounds completely. Children who receive speech and language therapy may have difficulties with auditory processing, short-term memory, problem solving and reasoning skills, understanding or creating questions, sentence formulation, and/or appropriate use of grammar. A child also may receive speech and language therapy if he/she has a voice disorder or is dysfluent (which is also known as stuttering).

Title 1 Program-Grades K-5

The Title 1 Program in the elementary schools is designed to provide supplemental instruction for students who are at-risk for meeting the district standards in the area of English/language arts. The goals of the program are as follows:

- Accelerating students toward proficiency in reading, and writing by providing supplemental instruction beyond the classroom teacher's instruction.
- Providing students at a more significant risk level a tertiary level of instruction to support specific skill development over a short period of time, and
- Providing students with reading and writing skills along with strategies that will help them achieve the district's ELA standards and thus develop confident readers and writers.

The overall program is one, which is reviewed by both administration and Title 1 staff. The Title 1 staff and classroom teachers pride themselves in collaborating for the purpose of curriculum planning and instruction. Students are selected to participate in this program through a process that combines various assessments along with teacher judgment about each student's reading and writing performance. The process of identifying students is on-going throughout the school year to best meet the needs of all learners.

Our program serves students through direct instruction up to five days a week. The Title 1 teachers use a variety of instructional strategies and materials to provide this supplemental instruction to selected students. Again, this instruction is in addition to explicit reading and writing instruction provided by the classroom teacher.

Parents/Guardians may contact their respective school's main office for any questions or concerns regarding this program in grades one through five.

Tutoring

The Massachusetts regulation requiring educational services in the home or hospital is 603 CMR 28.03(3)(c). (See Appendix B for detailed Protocol and Procedure for Home & Hospital Instruction Program). It reads as follows:

Upon receipt of a physician's written order verifying that any student enrolled in a public school or placed by the public school in a private setting must remain at home or in a hospital on a day or overnight basis, or any combination of both, for medical reasons and for a period of not less than fourteen school days in any school year, the principal shall arrange for provision of educational services in the home or hospital. Such services shall be provided with sufficient frequency to allow the student to continue his or her educational program, as long as such services do not interfere with the medical needs of the student. The principal shall coordinate such services with the Department of Pupil Personnel Services for eligible students. Such educational services shall not be considered special education unless the student has been determined eligible for such services, and the services include services on the student's IEP.

Any questions about the provision of educational services in the home or hospital should be directed to the principal.

VII. SCHOOL SUPPORT ORGANIZATIONS

Middleborough Parent Advisory Council (MPAC)

The Middleborough Parent Advisory Council is a district-wide organization of Parents/Guardians that support the special education community. The members provide guidance and assistance to Parents/Guardians, staff, the community and students with special needs. You may contact the Department of Pupil Personnel Services at 508-946-2013.

Parent/Guardian Volunteers

The school wishes to maintain and further develop its relationship with the Middleborough community. Our parent/guardian volunteers provide many hours of support for our students and staff. A large number of volunteers work at the school in a variety of settings. All parent/guardian volunteers must have an approved CORI form on file with the Middleborough Public School District prior to volunteering in the school or chaperoning field trips. Chapter 385 adds another new component to Section 38R of Chapter 71 that requires periodic updates of CORI information. At least every three years, school officials must "obtain all available criminal offender record information from the criminal history systems board on all such employees and volunteers during the term of their employment or volunteer service." Access to updated information ensures that school system managers continue to vigilantly protect children.

Volunteers are encouraged to attend their respective school's Volunteer Orientation-Training Meeting. Parents/Guardians will be informed of all procedures and responsibilities of being a volunteer at their school. Volunteers must respect and maintain confidentiality of all students within the school, at all times. If there is a cause for concern and/or question, volunteers are asked to meet with an administrator. All volunteers must sign-in at the main office and obtain a volunteer security badge when visiting their school.

Parent-Teacher Association (PTA)

The Parent-Teacher Association (PTA) is a volunteer organization made up of parents/guardians, teachers, and community members who work with the Middleborough Public Elementary Schools to promote family and community engagement in education. The PTA develops and funds programs and activities that support and enrich student learning and success.

School Council

The School Council is a representative, school building-based committee comprised of the principal,

Parents/Guardians, teachers, a community member and a liaison from the School Committee. Establishment of councils in each school is a requirement of the Education Reform Act of 1993. The PTA elects parent/guardian members to the School Council for one, two or three years.

The function of the School Council is to assist the school principal in the following areas: adopting goals that are consistent with local educational policies and statewide student performance standards; identifying the educational needs of students; reviewing the annual school building budget; formulating a school improvement plan; and reviewing, updating, and approving the student handbook.

VIII. STUDENT EXPECTATIONS

Student Dress

The dress code is governed by health, safety, and good taste. Due to these factors, all students are asked to come to school dressed neatly, cleanly, appropriately, and modestly. Attire considered distracting or potentially dangerous will be referred to the principal and Parents/Guardians will be contacted, as necessary. Students shall wear clothing and accessories that are not distracting to the learning process.

Students should...

- wear clothing and accessories that are not distracting to the learning process;
- wear clothes that are clean, neat, modest, and appropriate for school activities (not inappropriately revealing);
- wear outer wear clothing, such as coats, hats, caps, bandanas, sweatbands and sunglasses out of school;
- wear clothing or items that are safe (no heellies, chains, flip-flops, or open toe shoes without a back) and
- wear clothing or items that have appropriate themes.

Students should come to school dressed appropriately for the weather. If a staff member judges that a student is not dressed appropriately for outdoors that student may be restricted from outside activities, (e.g. recess) and the student's parent/guardian may be contacted.

Please Note: Parents/guardians will be called and asked to bring in suitable clothing or footwear for those who are dressed inappropriately.

Elementary Discipline Purpose and Vision

The Middleborough Public Schools elementary school community strives to provide a safe, supportive, and healthy educational environment for students. The code of conduct is designed to guide student behavior so as to ensure that all members of our school community enjoy the right of safety and the opportunity to learn and succeed. It is our hope that students will, starting at the preschool and Kindergarten level where there are typically the first experiences for children to learn and develop appropriate group social interaction skills, develop self-control and assume responsibility for the common core values and socially appropriate skills necessary to work cooperatively within their school community. When requirements and procedures are set in place, and are fairly and consistently followed, the policies are more liberating than restricting for students.

Principles

We have established the following principles as values that we believe reflect our mission as a school: cooperation and citizenship, attitude and achievement, respect and responsibility, esteem and excellence, consistency and safety.

- Discipline is an essential aspect of a positive school climate.
- Discipline is preventative as well as corrective/instructive.
- Discipline procedures are sensitive to the development and special needs of children.
- Discipline procedures must be consistently enforced but flexible enough to provide for reasonable adjustments in various circumstances.
- Discipline procedures address intervention strategies and responses to be used with students.
- Discipline fosters integrity and dignity, enhancing such critical aspects of self as self-awareness, self-concept, and self-discipline, while promoting the development of accountability and self-management.

Bullying

The district has developed an Anti- Bullying Policy and related procedures, which can be found on the district website (www.middleboro.k12.ma.us). Additionally, the Middleborough Public Schools Bullying Prevention and Intervention Plan is available in your native language upon request. El plan de prevención e intervención de intimidación llamado Middleborough Public Schools Bullying Prevention and Intervention está disponible en su idioma a su petición.

Disciplinary Appeal Process

Student and Parents/Guardians will be provided an opportunity to appeal disciplinary decisions to the principal (if the disciplinary decision is issued by an assistant principal) or to the superintendent (if the disciplinary decision is issued by the principal). Upon notification of the disciplinary action taken by the school, the student will have five days to request an appointment with the appropriate school official. Note, however, that specific appeals procedures for disciplinary decisions issued pursuant to M.G.L. c. 71, section 37H or section 37H.5 are provided for in the pages detailing the Massachusetts General Laws and shall be followed.

Procedure for Suspension of Students with Disabilities

Students who are suspended for ten days or fewer will be informed by an administrator of the charges against them, and provided an opportunity to respond. If a student is suspended, she/he may not appear on school grounds for any purpose during the school day or participate in or attend any extra-curricular activities during the period of suspension. His/her parents and/or guardian will be notified. If a student appeals a suspension, a hearing with the Principal will be held as quickly as possible. A student on suspension will be readmitted to school only after a conference between the school administration, the student, and the parent or guardian has been held.

Students who are suspended for more than ten days will have the right to a formal hearing with representation at the student's expense and with the right to present evidence.

Procedures for Expulsion of Students

Expulsion is herein defined as the permanent expulsion of a pupil from (1) attending a public school in Middleborough and (2) participating in any school associated activity.

Expulsion is a legal procedure which requires action by the Principal. The Principal, acting alone, may expel students for drug violations, weapons possession, or assault on a faculty or staff member. The Middleborough School Committee shall not permanently exclude a pupil from its public schools for alleged misconduct without first giving the student and parents or guardians an opportunity to be heard. Such hearing shall be in accordance with the procedures established by the Committee.

Mass. Gen. Laws Ch.71 sect. 37H

Mass. Gen. Laws Ch. 71, 37H 1/2

Mass. Gen. Laws Ch. 71, 37 H ¾

M.G.L. c.76 s.17

M.G.L. c. 222

Procedure for Recording Suspensions

Middleborough Public Schools closely monitors special education students who are suspended from school. The Pupil Personnel Services office will regularly update Aspen so principals have access to accurate lists of special education students. A suspension log for all students eligible for special education will be maintained by each principal. The log will record the number and duration of any suspensions from any part of the student's IEP, including specialized transportation. Suspension is defined as "any break in service." Every suspension must be for a specified amount of time. On a regular basis, the suspension log will be reviewed by administration and/or the building's Child Study Team (CST) and/or Building Based Support Team (BBST). When it is known that the suspensions of a student eligible for special education will result in removal for more than 10 school days in a year (which constitutes a change in placement), the Team will implement procedures outlined on "The Discipline of Special Education Students Under IDEA 2004 20 U.S.C. § 1415(k) and 34 CFR §§ 300.530-300.536" flow chart on the following pages.

http://www.doe.mass.edu/sped/IDEA2004/spr_meetings/disc_chart.pdf

Discipline Procedures for Students with Special Education Services

1. Students receiving special education services and their parents and/or guardians receive advanced written notice regarding the school's Code of Conduct through the receipt of each building's Student Handbook.
2. Within the Code of Conduct, procedural safeguards are included and explained.
3. When a student on an IEP is suspended, the Principal or Assistant Principal notifies the Special Education Coordinator and/or the Director of Pupil Personnel Services.
4. Often times, this notification is followed by a written summary of the reason for the suspension.
5. Middleborough Public Schools understands that students in special education may be suspended up to 10 days in any school year. A change in placement occurs when a student eligible for special education is removed from school for more than 10 school days in a year which can occur when a student is suspended for more than 10 consecutive school days or when a student has had a series of suspensions that accumulate to more than ten days and these suspensions constitute a pattern. A pattern is established when the length of each removal, total amount of time removed, and proximity of removals lead one to conclude that there has been a change in placement.

6. When the number of suspensions approaches six to eight days, and it appears that a pattern has developed regarding suspensions, the student's special education team reconvenes to determine if the behavior(s) are a manifestation of the student's disability and if an amendment to the IEP is necessary. This consistently occurs prior to any suspension beyond 10 consecutive days or 10 cumulative days.
7. If a student in special education has been suspended for 10 days, any subsequent suspensions must include a provision of special education services for the student during the time of suspension.
8. Prior to the 11th day of suspension or prior to a suspension that constitutes a change in placement, the Team will convene to:
 - a. Discuss the completion of a Functional Behavioral Assessment (FBA). The FBA will result in the development of a Behavior Intervention Plan (BIP). If a BIP is already in place, the Team must meet to review and then potentially adjust the BIP.
 - b. Complete a manifestation determination (MD) by reviewing all relevant information, including the student's file, the IEP, teacher observations, and parent/student input; and make a decision as to the relationship between the student's disability and the student's behavior. At a manifestation determination, the team must determine if the behavior was caused by or has a direct and substantial relationship to the child's disability, or if the behavior was the direct result of the district's failure to implement the IEP. If the Team determines that either prong of this standard is met, then the behavior is determined to be a manifestation of the student's disability.
9. If the behavior is determined to be a manifestation of the student's disability, the Team must conduct a Functional Behavioral Assessment (FBA) if one has not already been completed. The FBA will result in the development of a BIP. If a BIP is already in place, the Team will consider whether it needs to be adjusted.

The district and parent and/or guardian may agree to a change in placement as part of the BIP. Otherwise, the student must return to the placement from which she/he was removed unless "special circumstances" exist.

10. Special Circumstances. Regardless of the manifestation determination, the student may be placed in an Interim Alternative Educational Setting (IAES) determined by the team, for up to 45 school days, if at school, on school premises or at a school function, the student:
 - a. Carries or possesses a weapon (also includes "to" school)
 - b. Knowingly possesses or uses or sells or solicits the same of illegal drugs
 - c. Inflicts "serious bodily injury" upon another person. Serious bodily injury is defined as "bodily injury that involves a substantial risk of death, extreme physical pain, protracted and obvious disfigurement, or protracted loss or impairment of the function of a bodily member, organ, or mental faculty."
11. A student placed in an IAES must still continue to receive a free and appropriate public education (FAPE). In addition, a team must conduct an FBA if one has not already been completed. The FBA will result in the development of a BIP in order to prevent the behaviors from recurring. If a BIP is already in place, the team will meet to review whether it needs to be adjusted.
12. Right to Appeal. If the parent and/or guardian disagrees with the placement decision or the manifestation determination, the parent may request a hearing before the Bureau of Special Education Appeals (BSEA). The District shall arrange for an expedited hearing. While an appeal is pending, the parent and/or guardian and the District may agree to another placement, or the student remains in the IAES.

The district may request a hearing if it is believed that maintaining the student's current placement is "substantially likely to result in injury to the student or others." The hearing officer may either return the student to the previous placement or order a change in placement to an IAES not to exceed 45 days. Placement pending appeals: the student shall remain in the IAES for the duration of the imposed discipline or until the decision of a hearing officer, whichever occurs first. All hearings on disciplinary issues must be expedited.

Should Parents/Guardians have any questions about the discipline procedures for students with disabilities, please contact the Special Ed Coordinator for grades 1-5 for Mary K. Goode and Henry B. Burkland School at 508-946-2040 ext. 103 and Memorial Early Childhood Center at 508-946-2032.

Due Process

Due process is the protection of rights. All students are entitled to full consideration and protection under the law, particularly concerning suspension and expulsion. The due process procedure assures that every aggrieved student receives oral or written notification of any charges and a fair hearing and judgment. (See Appendix C: Federal Laws, Due Process)

Harassment

The Middleborough elementary schools expect to maintain an environment free from all forms of harassment and discrimination. All members of the school community are expected to act in an appropriate manner and to show respect for others.

Harassment includes remarks, gestures, physical contact, bullying, verbal, or physical intimidation, and the display or circulation of materials derogatory to race, ethnicity, religion, age, gender, sexual orientation, and all disabilities. Students who feel they have been subjected to harassment should immediately report the incident to a staff member.

Harassment can result in suspension, legal action, or other disciplinary action. (See Appendix A: School Committee Policies, Harassment)

Progressive Discipline Plan

Middleboro believes that in many circumstances, children's behavior can be modified by using progressive discipline methods. Progressive discipline is described below. Other circumstances may require the administrator to bypass progressive discipline in order to maintain safety and order in the school. The administrator has the discretion to make such determinations on a case-by-case basis.

With progressive discipline, consequences increase upon repeat occurrences. In some circumstances, discipline may be accelerated at the discretion of the administration when the student's conduct is sufficiently serious to warrant greater discipline. Our code includes the following:

Level One: Classroom interventions

Level Two: Call made home from teacher when appropriate

Level Three: Removal from the classroom

Level Four: Call made home from administrator**Level Five: After school detention**

Detention is held for one hour with appropriate prior notification to parents/guardians

Level Six: In-school suspension (as appropriate to infraction) with appropriate prior notification to parents/guardian

Level Seven: Out of school suspension (as appropriate to infraction) with appropriate prior notification to parents/guardian

Search and Seizure

Searches may be conducted based on reasonable grounds including personal observation or a report from a reliable source that a student possesses contraband on school property. In very serious cases, (e.g. possession of a weapon) an anonymous report would be considered reasonable grounds.

The search is conducted in a manner appropriate to its objectives and not excessively intrusive to the age and sex of the student. Searches are conducted by a school administrator and witnessed. If the administrator determines a need for police involvement and requests a police search, a search warrant must be issued. Students choosing not to be searched will be notified that they will be detained until the police arrive with a warrant. Parents/guardians will also be notified. (See Appendix C, Federal Laws, Search and Seizure)

General Rules and Expectations

While the above principles are guidelines, we have established regulations based on those principles to guide specific behaviors. Each teacher will have their own set of requirements in his/her room. However, the following general requirements shall be followed throughout our school, on school grounds, and on buses:

Overarching Requirements

1. Be kind, courteous and take turns
2. Be honest and responsible for your own actions

General Discipline

1. Respect for others
 - a. Respectfully follow adult's directions
 - b. Be at school and class on time and prepared
 - c. Make peers feel safe and avoid physical contact or threatening
 - d. Allow others to remain on task without disruption
 - e. Use appropriate language and voice tone
2. Respect property
3. Respect school property
4. Respect property of others
5. Respect own property
6. Display appropriate social skills
7. Act courteously and politely

8. Display good manners to all
9. Display positive character
10. Observe safety requirements at all times

Specific Rules and Expectations

Our procedure is students will not go outside for recess if the temperature or wind chill is below twenty degrees or the temperature or heat index negatively affects children's health and safety. Each school can vary in weather conditions so the final decision is at the discretion of administration.

Specific regulations have been established for different areas of school and for different times of the school day. These regulations are in place to ensure student safety and to maximize learning for all students.

Before School

- Students should not arrive any earlier than 8:40AM at HBB and MKG and no earlier than 8:30AM at MECC
- Report directly to class or breakfast when the bell rings.
- Enter the building only with permission in a quiet and calm manner

Playground Rules

- Students must not enter the building unless they have adult permission.
- Stay within the boundaries of the school's play areas

Equipment Rules

- Slides - sit, go down only and one at a time
- Playground Structures-watch out for others, do not jump from unsafe distances
- Swings - wait your turn on the grass behind the swings

Hallway Rules

- Walk on the right hand side of the hallway
- Silent passing
- Hands to yourself and respect work displayed in hallways
- Walk with eyes forward

Cafeteria Rules

- Always walk
- Practice being quiet in line
- Quiet, one foot voice at tables
- Stay in your seat and keep table area clean
- Practice good listening while being read to

Restroom Rules

- Only use the restroom when necessary
- Do not vandalize or deface the restroom in any way (payment for repair or replacement will be the responsibility of the student's Parents/Guardians)
- Immediately tell a teacher if there is a problem in the restroom
- Have a pass (unless with a teacher) and sign in and out of your classroom, if required.

In the Auditorium

- Be attentive and courteous during assemblies
- Sit properly in your seat or on the floor

During a Fire Drill or Any Type of Emergency Drill

- Follow the teacher's directions
- *Remain silent. Do not talk.*
- Stay with your class in a single file line the entire time
- Walk quickly, but do not run.
- If you are far away from your class when the alarm sounds, go out the nearest exit and tell the nearest teacher what class you are in so that the teacher can be notified that you are safe

On Our Buses

In addition to the adopted school bus expectations listed below, all language from our school's Code of Conduct applies to bus transportation.

A copy of the bus rules, and consequences will be distributed annually. Infractions, depending upon the severity, may result in the loss (temporary or permanent) of bus riding privileges. Video cameras are located on all school buses. Rules can be found in Appendix A.

In addition to the bus rules listed above, the school has a practice that states that any items too large to be held on a student's lap (i.e. drums, trombones, school projects, etc.) can potentially lead to safety concerns for students on the bus. Consequently, these items should be transported to and from school by other means than the school bus.

Walking To and From School

- When coming to and leaving school grounds, walk on sidewalks and designated areas
- Cross the street at crosswalks only
- If bringing a bicycle or scooter it must be walked in the parking lot and left at the bicycle rack. The school can not be held responsible for bicycles left on school property.
- **All bicycle safety rules and laws must be followed, including the mandatory use of a helmet, principal approval must be obtained before riding to and from school on a bicycle or scooter.** Liability for students who ride a bike or scooter to and from school is on the parent/guardian.

Emergency Removal

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 Principal or his/her designee can remove the student from the school on an emergency basis. If a student is removed on an emergency basis, there will be a hearing to determine if there will be a short or long term suspension and the days count as days of suspension for the purposes of calculating days of suspension over the school year, as do any additional suspension days that result following a full disciplinary hearing.

Suspension

Some infractions are of such a serious nature that immediate and severe action is warranted. Suspension is the temporary separation of students from the regular school program for a specified number of days. The number of suspension days is determined by the administration, depending on the nature of the case. The number of suspension days is determined by the administration, depending on the nature of the case, and the student's disciplinary actions. Suspension shall include: (1) the removal of a student from class; (2) in-school suspension for

part or all of the school day; (3) removal of the student from the school building or balance of the school day (if the student's parent or guardian can be contacted); and (4) continued exclusion of the student from school, school grounds, or attendance or participation in school sponsored activities until the period of suspension has been completed and the student has been readmitted to school. A written notification of the charge(s) in advance of the hearing will be provided in the parent/student's primary language. Suspensions are excused absences from school. Students will be provided with make-up work for out of school suspension and given specific deadlines to submit work and make-up assessments

In-School Suspension (ISS)

As an alternative to out of school suspension, at the discretion of the administration, a student may be assigned to in-school suspension. The purpose of this program is to improve student behavior through the use of a structured environment where students are required to complete assignments, as well as to thoughtfully examine their responsibilities as school citizens. Students are to come to school no later than 8:50 AM on each of the in-school suspension days ready to work. Bus transportation will not be provided to students on that day.

Upon arrival to school, students assigned ISS are to report to the main office.

1. Students will be under the supervision of the assistant principal.
2. Students assigned ISS are not permitted to attend their regularly scheduled classes. They are, however, required to complete their regular class assignments for credit. In addition, students may be given additional assignments related to their particular behavior problem and/or the violation causing the suspension.
3. No talking is permitted during ISS.
4. Lavatory and cafeteria schedules will be determined by the administration.
5. All assigned work **MUST** be completed before the student is dismissed from ISS.
6. It must be noted that the ISS program is designed as a short-term measure to modify behavior. If the above regulations are not followed, students may be asked to remain after school or be suspended out of school.
7. Parents/Guardians and the student must attend a re-entry meeting with administration, following the suspension.

Out-of-School Suspension (OSS)

Students who have been suspended out-of-school will be allowed to make-up the work missed.

Suspension of 10 Days or Less

The procedural rights to which all students in the Middleborough Public Schools are entitled as part of the "due process" is as follows:

For the violation of any school rule or regulation, which is grounds for suspension, the following shall occur:

1. Any student faced with suspension must be given an informal hearing in the form of a conference between the student and the principal or his/her designee. The student shall be informed of the reason for the conference and shall be given the opportunity to present his or her side of the story. The student shall be given a decision within a reasonable amount of time.
2. Prior to putting a suspension into effect, the principal or his/her designee shall make a reasonable effort to telephone and inform the student's parent /guardian of the impending suspension; this shall include

attempts to contact the parent or guardian at home and at work. Parents may contact the principal or his or her designee for additional information regarding the suspension prior to a re-admittal conference.

3. Within 48 hours of the informal hearing referred to above, the principal or his/her, designee shall mail a notice to the parent or guardian of the suspended student and shall provide notification to the Superintendent of Schools and the Attendance Officer. The notice shall contain:
 - the reason for the suspension;
 - the description of the school rule(s) or regulation(s) violated by the student;
 - a statement of the effective date and duration of the suspension.
4. The parent or guardian shall be requested to attend a student re-admittal conference with the principal or his/her designee as soon as possible after the date of suspension. At the principal's discretion, the re-admittal conference may be held by telephone. Conditions for the student's reentry to school shall be outlined at this re-admittal conference.

A more formal hearing is held in any instance where a suspension in excess of 10 days might occur, including instances where a 10-day or less suspension may be extended beyond 10 days. At such a hearing, the student shall be afforded the following additional procedural rights:

1. written notification of the charge(s) in advance of the hearing will be provided in the parent/student's primary language;
2. an opportunity to present a defense;
3. representation by counsel at the student's own expense;
4. a written decision (in English and the parent/student's primary language) stating the basis of any suspension, the effective date and duration of such suspension, and the right to appeal the suspension. This written decision shall become part of the student's record.

As in the case of a suspension of 10 days or less, a re-admittal conference must be held.

During the time of the school suspension, a student may NOT be on school grounds. Parents/Guardians and the student must attend a re-entry meeting with administration, following the suspension.

In an effort to support students who are suspended for more than 10 days one of the following options will be provided.

- Tutoring Services

- In Home Tutoring
- After School (student would still be suspended but may meet with the tutor in the school)
- Before School (student would still be suspended but may meet with the tutor in the school)
- Online supports
- 45 day emergency placement

The option provided will be selected by the principal and a number of factors will be included in the decision making process including feasibility, staffing and student safety. Our goal is to ensure that students are supported educationally and have the opportunity to continue making educational progress despite being out of school. Parents are also free to investigate other school options at their discretion, such as charter schools, school choice or private school (at private expense).

Students are subject to suspension from school for, but not limited to, the following reasons:

Harmful Substances and Objects

- a) Smoking or possession of nicotine related substances, including but not limited to snuff and dip chewing

tobacco

- b) Possession or use of lighters and matches
- c) Possession or use of alcohol or alcohol related substances
- d) Possession or use of any other items containing alcohol, such as breath fresheners
- e) Possession or use of any uncontrolled/controlled substances (drugs)
- f) Possession or use of any prescription or non-prescription drugs
- g) Possession or use of a dangerous weapon

Aggressive Behaviors

- a) Fighting, threatening to fight, encouraging others to fight and/or setting up fights between others
- b) Any physical contact or assault that threatens the health or safety, of any student or staff member
- c) Threatening words or behaviors toward students and/or staff members
- d) Disruptive behaviors in or out of the school building or other related school functions
- e) Other disruptive or inappropriate acts judged serious by the administration

Disrespectful Behaviors

- a) Disrespect toward students and/or staff members
- b) Abusive/vulgar language
- c) Hate crimes, speaking or writing racial or religious slurs
- d) Throwing food
- e) Bullying and/or harassing
- f) Sexual harassment
- g) Repeated office referrals
- h) Insubordination and/or refusal to obey any reasonable request by staff members
- i) Spreading information, whether true or false, which causes student harm and/or disruption of the school environment

Other Inappropriate Behaviors

- a) Stealing
- b) Causing false fire alarms
- c) Cheating and/or plagiarism
- d) Any form of gambling/card playing
- e) Unauthorized selling of items including gum, and candy
- f) Misuse of school equipment
- g) Vandalism-destroying or damaging school, student, and/or staff property
- h) Forgery, i.e., signing a parent/guardian signature to report cards, or any other material requiring a parents/guardians signature

Inappropriate Items

- a) Possession and/or use of inappropriate items for school such as, but not limited to:
- b) Water pistols
- c) Lighters
- d) Cellphones
- e) Radios, CD players, and tape recorders
- f) Smart Watches
- g) Any camera devices are not allowed.
- h) White out/permanent marker
- i) Laser pointer
- j) Fireworks and snaps
- k) Smoke bombs and stink bombs
- l) Other inappropriate items deemed serious by administration

Attendance Concerns

- a. Truancy (not attending school without permission)
- b. Excessive absences or tardiness
- c. Not attending class without permission
- d. Leaving class, the cafeteria or any school activity and/or function without permission
- e. Leaving the building/school property and/or returning without permission
- f. Loitering on school grounds in an unauthorized area which includes before and after school hours

NOTE: SUSPENSIONS MAY ALSO BE ASSIGNED FOR INAPPROPRIATE BEHAVIOR AT ANY SCHOOL FUNCTION, ON THE BUS, AND/OR TO AND FROM SCHOOL.

Truancy

Any student who is truant is subject to disciplinary action. After four or more offenses of truancy, the supervisor of attendance must file a complaint in accordance with Massachusetts General Laws, Chapter 76: Section 2, which requires children under the age of sixteen to attend school.

Vandalism

Students who vandalize, disfigure property, break windows, or do other damage to school property will be expected to pay for the damaged material. In addition, the student will be subject to school disciplinary action.

Students will be respectful and responsible for the proper care of all books, materials, and furniture supplied by the school. Students are responsible for any book (including library books) issued that is lost, stolen or damaged. Money will be returned, if books are found at a later date.

Weapons

According to the Massachusetts Education Reform Act of 1993, students may be expelled for possession of a dangerous weapon on school property, school buses, or at school events. Pursuant to the law, the incident will be reported, in writing, to the Superintendent of Schools, who shall file copies of the report with the Chief of Police, Department of Children and Families, and the School Committee. The student shall be referred to a counseling program, (See Appendix B, State Laws, Expulsion).

Summary

The Middleborough Public Schools elementary level code of conduct is designed to structure student behavior so as to make the educational program as effective as possible. We believe that instructing students in proper behavior is central to our mission as educators. We believe that setting high standards for behavior, modeling those standards, and honoring the achievements of students who reach those standards are the most powerful ways of doing so. We ask that the parents/guardians and community help us by supporting our efforts and, more important, our students' efforts. Thank you.

IX. APPENDIX A:

SCHOOL COMMITTEE AND MIDDLEBOROUGH PUBLIC SCHOOL DISTRICT POLICIES AND PROCEDURES

Middleborough Public Schools Bullying Information (Student Friendly Language)

Bullying Prevention – It is Up To US!

What is BULLYING?

Bullying is when one person has power and the exchange is not two way, that same person is trying to control the other person, and it happens more than once.

- Can BULLYING happen by accident? **No, bullying is done on purpose.**
- What if a bully just SAYS it was an accident, but it wasn't? **Teachers and principals will investigate to get to the truth.**
- What is CYBERBULLYING? -Using a phone or computer through calling, texting, emailing, blogging, tiny chatting, facebook, or any other electronic method **to be mean and hurtful to someone else.**

You can help. If you see someone being a bully you can do something. Bystanders can make all the difference! Here are some things to remember:

- Bystanders who don't encourage or give an audience to a bully will stop the bullying.
- Speaking up and saying, "We don't treat kids like that at school." gives students power to stop mean kids.
- Treat others like you want to be treated.
- Here is a way to stop bullying.
- Remember, **everyone** can see what is on the computer.
- Be the person you would want to be with.

If students act inappropriately there will be consequences.

Consequences

- **First time**-sent to principal –review rules and call parent-warning that this could be considered bullying behavior if necessary. Student will be given strategies to prevent this behavior. Student will be informed up steps 2-4.
- **Second time**-student-parent-teacher-principal meeting required. Student is informed of Steps 3 and 4.
- **Third time**-in-school suspension, student calls parent with principal, if a student **retaliates** against the student who was bullied in steps 1 or 2-there is an immediate in-school suspension.
- Retaliation means talking to anyone about the incident and or blaming others for your actions
- **Fourth time**-parent required to pick up student and remove from school. There will be a short term or long term suspension or expulsion required.
- **There may be times when a student's actions will result in going to steps 3 or 4 if the behavior is severe.**

You make the difference.

- Think first:
 - Would Mom or Dad approve of the way I am acting?
 - How would I feel if someone were doing this to me?

MIDDLEBOROUGH PUBLIC SCHOOLS INTERNET AND NETWORK ACCEPTABLE USE POLICY

(For Students
grades K-5)

I. ACCEPTABLE USE

The Middleborough Public School system provides Internet access for students and staff for educational purposes to transform teaching and learning. The Middleborough Public Schools expects that students and staff will use this access in a manner consistent with this purpose. The Middleborough Public Schools encourages the use of technology to assist staff and students with academic success, preparation for the workplace and lifelong learning therefore ensuring that students develop 21st century skills. Users are digital citizens and use information and technology in safe, legal, and responsible ways.

Digital Citizens follow these guidelines:

Digital Citizenship-Respect

Respect yourself by selecting and posting appropriate names, images, and information online. Keep personal details (name, address, and phone numbers), personal schedules, and contact information private.

Respect Others: Do not bully, stalk, or harass anyone. Abuse and inappropriate use of technology must be reported. Do not share personal account information with anyone, use an account that belongs to someone else, or leave your account open and unattended. Do not edit or delete files belonging to someone else. Do not post photos of any person without their express permission. Images of confidential materials such as tests are prohibited.

Respect intellectual property by citing all sources including websites, books, and media produced by others, including graphics and music.

Digital Citizenship –Responsibility

Users are expected to be respectful and ethical. Each user represents Middleborough Public Schools and will communicate with language and gestures that are appropriate and not profane, racist, sexist, or discriminatory.

Digital Citizenship- Integrity

Access to the Internet, other electronic resources and the hardware is a privilege, not a right, and carries with it responsibilities for safe and respectful use.

Using district-owned technology equipment outside of the school day constitutes an extension of the school day, similar to a field trip or sporting event. Users are expected to adhere to rules outlined in the school and faculty handbook and district policies.

Because information technology is constantly changing, not all situations can be anticipated or addressed in a policy. All users are expected to understand and comply with both the "letter" and the "spirit" of this policy and show good judgment in their use of these resources.

See Nine Themes of Digital Citizenship for more information at http://digitalcitizenship.net/Nine_Elements.html

Middleborough Public Schools filters the Internet in compliance with the Children's Internet Protection Act (CIPA). The combination of the filter, appropriate student use, and teacher supervision ensures safe access to the Internet. However, we still cannot guarantee that your child will not find material on the Internet that may be considered objectionable. Student use of the network is restricted to educational purposes only. Personal electronic devices are subject to the same restrictions.

II. UNACCEPTABLE USE

The following is a list of prohibited behaviors. The list is not exhaustive but illustrates unacceptable uses of the Middleborough Public Schools Internet Service.

- Using the Internet to bully. This includes bullying through the use of technology or an electronic device that is not owned, leased or used by a school district or school, if the bullying creates a hostile environment at school for the target, infringes on the rights of the target at school or materially and substantially disrupts the education process or the orderly operation of a school in accordance with Chapter 92 of the Acts of 2010. Please see <http://www.mass.gov/legis/laws/seslaw10/sl100092.htm> and the Middleborough Public Schools Anti-bullying policy for a definition of bullying and more information.
- Using the Internet service for any illegal activities such as gaining unauthorized access to other systems, arranging for the sale or purchase of drugs or alcohol, participating in criminal gang activity, threatening others, transferring obscene material;
- Vandalizing school computers by causing physical damage, reconfiguring the computer system, attempting to disrupt the computer system, or destroying data by spreading computer viruses or by any other means;
- the use of anonymous proxies to get around content filtering is strictly prohibited and is in direct violation of this agreement and CIPA.

III. BLOGGING/PODCASTING

The use of blogs, podcasts or other Web 2.0 tools is considered an extension of the classroom. Whether at home or in school, any speech that is considered inappropriate in the classroom is also inappropriate in all uses of blogs, podcasts, or other web 2.0 tools.

IV. CARE OF EQUIPMENT

Users are responsible for the care of any physical technology equipment, including but not limited to tablets, cables, servers, computers and printers. Broken or damaged equipment should be reported to the technology office immediately.

Technology equipment should never be left unattended or in an unlocked locker.

Users should not loan technology equipment signed out to them to another student, teacher, friend or family member.

V. INTERNET SAFETY

Use of the Internet has potential dangers. Users are encouraged to visit the website of the Massachusetts Plymouth County District Attorney's Office regarding Internet safety. Internet Safety Tips are available online at <http://www.mass.gov/da/plymouth/protection/tipskids.html>.

Things You Never Should Do:

- Never, ever, agree to get together with someone you "meet" online.
- Never give out your personal information, including your age!
- Never send pictures of yourself, your friends, your family or any other personal material to a friend you meet online
- Never give your e-mail address to anyone on the Internet without first asking permission of your parents

Beware that people online may not be who they seem! ***Because you can't see or hear a person who is online, it's easy for them to pretend they are someone they are not!***

VI. PRIVACY

- Users should not have an expectation of privacy or confidentiality in the content of electronic communications or other computer files sent and received on the school computer network or stored in the user's directory or on a disk drive.
- The Administration of the Middleborough Public Schools reserves the right to examine all data stored on district-owned storage media involved in the user's use of the Middleborough Public School System Internet or Network service.
- Internet messages are public communication and are not private. All communications including text and images may be disclosed to law enforcement or other third parties without prior consent of the sender or the receiver. Network administrators may review communications to maintain integrity system-wide and ensure that users are using the system responsibly.

VII. VIOLATIONS

Violation of this policy may result in immediate loss of use of the technology and/or disciplinary action up to and including legal action. Your signature on this document is legally binding, and indicates that you have read the terms and conditions carefully and understand their significance and consequences. This policy is further supported by the rules and regulations found in each school's student handbook and discipline policies.

PLEASE RETAIN THIS COPY FOR YOUR RECORDS. RETURN PAGE 5 TO YOUR CHILD'S SCHOOL.

Failure to submit a completed form will adversely affect your child's ability to participate in computer-based activities as of October 1.

Student Internet and Network Acceptable Use Policy Return Form

This form is signed once for your enrollment at _____
(Name school here)

We have read the Middleborough Public Schools' Internet Acceptable Use Policy and agree that the student user identified below will abide by its provisions. We also:

- understand that violations of this policy may result in disciplinary action;
- that the Middleborough Public Schools filters the Internet but that no filter is perfect and, in rare instances, there may be unintentional access to inappropriate material; and
- agree to hold harmless the school district and its representatives for materials acquired through the Middleborough Public Schools' Internet service and for the way the student user chooses to use the access to the Internet.

Student Name:

PARENT OR GUARDIAN:

(please print name)

(signature)

/ /

(date)

Child Abuse/Neglect

The school recognizes a need to be aware of and sensitive to children who may be in danger. Effective learning becomes difficult for a child coping with the strain of family turmoil and basic needs, which are not being met. School personnel are in a position to notice the needs of a child and have a responsibility under law, to make a report to the school adjustment counselor/principal, if they feel a child is in jeopardy. The goal of intervention is to strengthen family life and use available resources towards this end.

Reporting Suspicion of Child Abuse and Neglect

The following school procedures will be followed for reporting suspicion of child abuse/neglect:

- 1) The situation will be reported to the School Adjustment Counselor or School Psychologist
- 2) The school adjustment counselor or school psychologist will determine if a formal team should be convened or if notification to the team is sufficient, in accordance with Middleborough Public Schools' Child Abuse Reporting Procedures.
- 3) If the school adjustment counselor or school psychologist is not available, the report must go to the school nurse or principal. The principal or nurse will follow the same procedures as the school adjustment counselor or school psychologist as outlined in the Middleborough Public Schools Child Abuse Reporting Procedures.
- 4) The referring person will call the Department of Children and Families (DCF) Plymouth Office.
- 5) The referring person will complete and file required forms within 48 hours of the initial phone call. The school adjustment counselor or school psychologist will keep a copy of that report. No other copy will be made except under extenuating circumstances.

The complete Middleborough Public Schools Child Abuse Reporting Procedure is available on the Middleborough Public School's website.

Communicable Diseases M.G.L. 71:55

The District is required to provide educational services to all school age children who reside within its boundaries. However, law may deny admission to school to any child diagnosed as having a disease whereby attendance could be harmful to the welfare of other students and staff, subject to the District's responsibilities to handicapped children under the law.

The School Committee recognizes that communicable diseases, which may afflict students' range from common childhood diseases, acute and short-term in nature, to chronic, life-threatening diseases such as Acquired Immune Deficiency Syndrome (AIDS).

Management of common communicable diseases shall be in accordance with Massachusetts Department of Health guidelines. A student who exhibits symptoms of a communicable disease may be temporarily excluded from school attendance. The District reserves the right to require a physician's statement authorizing the student's return to school.

The educational placement of a student who is medically diagnosed as having a life-threatening communicable disease shall be determined on an individual basis in accordance with this policy and accompanying administrative procedures. Decisions about the proper educational placement shall be based on the student's behavior, neurological development, and physical condition; the expected type of interaction with others in school setting; and the susceptibility to other diseases and the likelihood of presenting risks to others. A regular review of the placement decision shall be conducted to assess changes in the student's physical condition, or based on new information or research that may warrant a change in a student's placement.

In the event of a student with life-threatening communicable disease qualifies for services as a handicapped child under state and federal law, the procedures for determining the appropriate educational placement in the least restrictive environment shall be used in lieu of the procedures designated above.

Neither this policy, nor the placement of a student in any particular programs shall preclude the administration from taking any temporary actions including removal of a student from the classroom as deemed necessary to protect the health, safety, and welfare of the student, staff, and others.

In all proceedings related to this policy, the District shall respect the student's right to privacy. Only those persons with a direct need to know shall be informed of the specific nature of the student's condition. The Superintendent shall make the determination of those who need to know.

District Curriculum Accommodation Plan, Ch. 71 of the Massachusetts General Laws, Section 39Q1/2

"A school district shall adopt and implement a curriculum accommodation plan to assist principals in ensuring that all efforts have been made to meet students' needs in regular education. The plan shall be designed to assist the regular classroom teacher in analyzing and accommodating diverse learning styles of all children in the regular classroom and in providing appropriate services and support within the regular education program including, but not limited to, direct and systematic instruction in reading and provision of services to address the needs of children whose behavior may interfere with learning. The curriculum accommodation plan shall include provisions encouraging teacher mentoring and collaboration and parental involvement. A curriculum accommodation plan shall also provide curriculum accommodations for students who are gifted and talented."

(Revised 3/2007)

Introduction

General education is the door to learning through which all students are expected to enter; it should be the goal of every school district to make the general education environment the appropriate placement for all students.

In 2001, Ch. 71 of the Massachusetts General Laws was amended to add Section 38Q1/2. This section requires the adoption and implementation of a district curriculum accommodation plan (DCAP) to assist school principals in ensuring that all efforts have been made to meet students' needs in the general education environment. The DCAP is intended to assist the regular classroom teacher in addressing the diverse learning needs of all students, including those who are gifted and talented, in the general education classroom and in providing appropriate services and support within the general education program. Further, Section 59C of Ch. 71 was amended to require the involvement of the school council in the development and evaluation of the DCAP.

Working together, general and special educators can provide professional support to each other to address student learning. Schools can provide a rich curriculum, differentiated instructional practices, and varied programs of services geared to individual needs, including opportunities for strong family involvement and awareness of the educational services available in the school.

School communities must believe and expect that all students can learn because expectations play an important role in student success. The mission of the Middleborough Public Schools is to prepare all students to excel as educated, responsible, global citizens. With high expectations comes respect for different approaches to learning, acknowledgement of cultural and linguistic differences, and recognition of the potential effects of disabilities and developmental variations.

(Adapted from "Is Special Education the Right Service? A Technical Assistance Guide," MA DOE, March 2001)

Fundraising Policy

The Middleborough School Committee believes the primary function of the town's schools is to educate the youth of the community. All other activities or initiatives must bow to and be relegated to a lesser priority when it comes to the education of students attending the local school. With specific reference to this policy, the school committee's approval of a fundraiser will always be guided by the value of the activity to the mission of public education. Approved fundraisers must have a direct benefit to the development of the student or must support an objective that enhances educational opportunities for the young people attending the Middleborough Public Schools.

MIDDLEBOROUGH PUBLIC SCHOOLS
Middleborough, Massachusetts

HARASSMENT POLICY

The Middleborough Public School Systems does not discriminate in its educational activities or employment practices on the basis of age, color, creed, disability, ethnicity, gender identity, genetic information, marital status, national origin, political affiliation, pregnancy, race, religion, sex, sexual orientation, veteran or military status, or any other basis protected by federal and/or state law. The School Committee will take seriously all complaints of harassment based on race, color, national origin, age, sex, religion, gender identity, sexual orientation, homelessness, or disability and will investigate complaints thoroughly and as quickly as possible through its designated Title IX and Title VI Coordinators. Condoning harassment and retaliation for providing information relative to a harassment claim will not be tolerated.

SCOPE OF POLICY:

- ☐ This policy extends to all persons employed by the Middleborough Public Schools.
- ☐ This policy extends to all students in the Middleborough Public Schools.
- ☒ This policy also pertains to those firms and individuals who are contracted to perform work for the Middleborough Public Schools or those individuals who volunteer in the Middleborough Public Schools.

HARASSMENT WITHIN THE SCHOOL ENVIRONMENT

IF SEXUAL HARASSMENT IS REPORTED OR SUSPECTED, REFER TO THE MIDDLEBOROUGH PUBLIC SCHOOLS SEXUAL HARASSMENT POLICY.

The Middleborough Public Schools expects that its employees and/or students respect the rights of co-workers and/or fellow students to a harassment-free school and work environment. To work toward this level of mutual respect and understanding, an employee/student is encouraged to let another employee/student know when that person's behavior or activity is considered offensive and/or leads to uncomfortable work/learning conditions. Once made aware that such a condition exists, such behavior or activity shall cease immediately and permanently. Employees and students may also report harassing conduct to the school administration as set forth in the "PROCEDURES" section below.

The Middleborough Public Schools is committed to the elimination and prevention of harassment in order to maintain a safe and positive working and learning environment. To reach this goal, the district will provide staff development for identification and prevention of harassment. Initial training will include:

- a. definition of harassment;
- b. explanation of the district policy and policy procedures;
- c. legal prohibitions and consequences of harassment;
- d. pertinent examples of harassment; and
- e. overview of harassment identification and prevention curriculum for students. New employees and others who come into contact with students will receive initial training soon after they begin their responsibilities with the district.

PROCEDURES

If an employee and/or student believes that he/she has been harassed based on sex, race, color, national origin, religion, age, disability or sexual orientation, or that he/she has witnessed such harassment, he/she shall report it, preferably in writing, immediately to his/her supervisor, to his/her teacher, to his/her Principal, to the Superintendent

or to the Title IX and Title VI Investigator. It shall be the responsibility of the supervisor, teacher, principal, or the Superintendent to report the incident(s) to the Investigator.

Informal Procedures

Upon notification of a harassment complaint or incident, the Investigator will initially attempt to resolve the dispute through informal procedures. Use of informal procedures makes the assumption that both parties perceive a problem (although they may define that problem differently); both share a common interest in solving that problem; and that together they can resolve the problem in a mutually satisfactory way.

Examples of informal strategies include:

- A. The complainant writing a letter to the accused offender.
- B. Investigator can talk to the accused offender on the complainant's behalf.
- C. The offender and victim might participate in mediation, in which a third party (i.e. the Investigator) helps them to resolve issues between the parties.

Formal Procedures

When informal procedures are not appropriate to resolving harassment disputes, the harassment investigator shall immediately begin the investigation.

An important aspect of the Harassment Policy formal procedures is the right of bargaining unit members involved in any role in matters pertaining to this policy to have association representation present and a commitment to adjust meetings accordingly. If any portion of the policy is in conflict with collective bargaining agreements, the agreement will prevail, provided the provisions of such agreements are not found to be contrary to the law.

- ☐ The investigation shall consist of interviewing both the complainant and the alleged harasser, individually and privately. The investigator shall document the statements of both the complainant and the harasser.
- ☐ The alleged harasser shall be informed of the complainant's identity. The alleged harasser will also be informed that retaliation against the complainant in violation of the policy will not be tolerated.
- ☐ If there are any witnesses to the incident of harassment, they shall be interviewed, individually or privately, without either the complainant or the alleged harasser present. The investigator shall document the statements of the witnesses.
- ☐ Within seven (7) workdays the Investigator will provide to the complainant and the alleged harasser an update on the investigation. If not completed within seven workdays, both the complainant and the alleged harasser will be given an expected date of completion of the investigation.
- ☐ After the investigation is completed, the Investigator shall file a written report with the Superintendent and/or the School Committee. If it has been determined by the investigation that harassment has occurred, the harasser shall be subject to discipline, up to and including termination. The discipline shall be filed in the harasser's personnel file. Also, corrective action shall be taken. Both the disciplinary action and the corrective action shall be taken as quickly as possible.
- ☐ If the investigator does not substantiate the complaint of harassment, then nothing is placed in the accused harasser's personnel file.

NOTE: Retaliation against complainant and/or witnesses after a "finding" or "non-finding" will not be tolerated. Both parties shall be provided with a copy of the investigator's report.

If either the complainant or the alleged harasser is dissatisfied with the results of the investigation of the accusation of harassment, he/she may discuss his/her dissatisfaction directly with the Investigator. If still dissatisfied, he/she may discuss his/her dissatisfaction with the Superintendent of Schools. Members of the collective bargaining unit may also turn to the grievance procedure set forth in the applicable collective bargaining agreement.

Students should refer to procedures outlined in the student handbook regarding incidents of harassment. In addition, students and employees should be aware that they may have further recourse under the law governing harassment.

Identification Of Appropriate State And Federal Employment Discrimination Enforcement Agencies And Directions As To How To Contact Such Agencies.

- Office for Civil Rights, U.S. Department of Education, 33 Arch Street, Suite 990, Boston, MA 02210-1491
- Massachusetts Commission Against Discrimination, 1 Ashburton Place, Boston, MA (617) 727-3990
- Equal Employment Opportunity Commission, 150 Causeway Street, Suite 1000, Boston, MA 1-800-669-3362

Approved by Middleborough School Committee on August 14, 2008.

Contact Information:

Title IX Coordinator/Harassment Investigator

Ms. Carolyn Lyons
Director of Pupil Personnel Services
112 Tiger Drive
Middleborough, MA 02346
Telephone: 508-946-2013

Title VI Coordinator

Mrs. Ellen Driscoll
Chief Technology Officer
41 Mayflower Avenue
Middleborough, MA 02346
Telephone: 508-946-9559

**MIDDLEBOROUGH PUBLIC SCHOOLS
Middleborough, Massachusetts**

SEXUAL HARASSMENT POLICY – STUDENTS

POSITION

The School Committee takes the position that all employees and students in the Middleborough Public Schools have the right to work and learn in an environment free from any type of harassment. Sexual harassment is against the law and will not be tolerated by the Middleborough Public Schools. All complaints of sexual harassment will be taken seriously and will be investigated thoroughly and as quickly as possible. Condoning sexual harassment will not be tolerated.

DEFINITION

Sexual harassment is defined as unwelcome sexual advances and/or requests for sexual favors, unsolicited remarks, gestures or physical contact, display or circulation of written materials or pictures derogatory to either gender, sexual advances and/or request for sexual favors. In addition, other verbal or physical conduct of a sexual nature constitutes sexual harassment when:

1. submission to such conduct or communication is made a term or condition either explicitly or implicitly of an individual's success as a student; or
2. submission to or rejection of such conduct or communication by an individual is used as a factor in educational decisions affecting such individual; or
3. such conduct or communication has the purpose or effect of substantially interfering with an individual's educational performance or creating an intimidating, hostile or offensive educational environment.

Sexual innuendoes, jokes, comments, pictures, or displays of sexually suggestive materials may constitute sexual harassment depending upon the totality of the circumstances and the severity of the conduct. The policy applies equally between the sexes.

General Considerations

The Middleborough Public Schools expects that each and every student respect the rights of fellow students in a comfortable and harassment-free school environment. Sexual harassment of students, teachers, staff or volunteers occurring in school or at school-sanctioned activities is unacceptable, unlawful and will not be tolerated. Any person aware of such harassment is required to report it to a teacher, the principal, the sexual harassment investigator or the superintendent.

Explanation of Sexual Harassment

In its simplest expression, sexual harassment is unwelcome verbal or non-verbal actions or physical contact of a sexual nature that impacts on the conditions of the school environment. Generally there are two types of sexual harassment:

1. There is the "quid pro quo" form of sexual harassment which occurs when the harassment is used by the harasser as the basis for educational decisions affecting the victim.
 - a) Demanding sexual favors accompanied by overt threats concerning one's individual success; or
 - b) Engaging in reprisals (assigning undesirable tasks, making negative statements about the victim's conduct, etc.) as a result of an individual's refusing to engage in social/sexual behavior.
2. The other form of sexual harassment in the school environment is when a staff member's or student's actions are thought to be hostile, intimidating, abusive or offensive.

Some examples of this form of sexual harassment include the following:

- a) Verbal harassment or abuse of a sexual nature;
- b) Making negative or offensive comments, jokes, innuendoes, or suggestions about another person's gender or sexuality;
- c) Using slang terms, names or labels that others find offensive;
- d) Offensive and unwelcome touching of any kind;
- e) Displaying sexually suggestive pictures, objects, cartoon, posters or pornographic materials;
- f) Continuing to ask a person to socialize when that person has verbally indicated no interest in such activities;
- g) Subtle pressure for sexual activities, e.g., continuing to write suggestive notes or letters after being informed they are unwelcome.

COMPLAINT PROCEDURES

If a student believes that he/she has been sexually harassed, or that he/she has witnessed such harassment, he/she shall report it, preferably in writing, immediately to his/her Teacher, to his/her Principal, to the Superintendent to the Sexual Harassment Investigator Carolyn Lyons or to the EEO Coordinator Ellen Driscoll. It shall be the responsibility of the Teacher, Principal, or Superintendent to report the incident(s) to the Sexual Harassment Investigator. When a school employee becomes aware that a teacher or staff member is sexually harassing a student, a 51A should be filed with the Department of Children and Families.

Informal Procedures

Upon notification of a sexual harassment complaint or incident, an investigation will be initiated to attempt to resolve the dispute through informal procedures. Use of informal procedures makes the assumption that both parties perceive a problem (although they may define that problem differently); both share a common interest in solving that problem; and that together they can arrive at an agreement that will be satisfactory to all involved. The purpose of an informal procedure is to end the harassment of the complainant rather than judge the offender.

Examples of informal strategies include:

- a) An investigator helping the student to write a letter to the alleged harasser.

- b) An investigator talking to the alleged harasser on the complainant's behalf.
- c) An investigator bringing the alleged harasser and victim together to discuss and resolve the problem.

Formal Procedures

When informal procedures are not appropriate to resolving sexual harassment disputes, a formal investigation shall begin promptly.

1. The investigation shall consist of interviewing both the complainant and the alleged harasser separately. The investigator shall document the statements of both the complainant and the harasser.
2. The alleged harasser shall be informed of the complainant's identity. The alleged harasser will also be informed that recriminations/reprisals against the complainant will not be tolerated. If there are any witnesses to the incident of harassment, they shall be interviewed without either the complainant or the alleged harasser present. The investigator shall document the statements of the witnesses. In all cases involving sexual harassment, all parties involved will be afforded as much privacy as possible without jeopardizing the investigation.
3. Within seven (7) workdays of the submission of the complaint to the Sexual Harassment Investigator, he/she will provide to the complainant and the alleged harasser an update on the investigation. If not completed within seven workdays, both the complainant and the alleged harasser will be given an anticipated date of completion of the investigation.
4. After the investigation is completed, the investigator shall file a written report with the Sexual Harassment Investigator and the Superintendent. If the determination in the written report is that sexual harassment has occurred, the harasser, if a student, shall be subject to discipline, up to and including suspension or expulsion. The discipline shall be filed in the harasser's student file. Corrective action shall also be taken to eliminate future harassment and to correct the discriminatory effects on the complainant and/or others. Both the disciplinary action and the corrective action shall be taken as quickly as possible. If the investigator does not substantiate the complaint of sexual harassment, then nothing shall be placed in the alleged harasser's student file.
5. If either the complainant or the alleged harasser is dissatisfied with the results of the investigation of the harassment charge, he/she may discuss his/her dissatisfaction directly with the investigator. He/she may also discuss his/her dissatisfaction with the District Sexual Harassment Investigator. If still dissatisfied, he/she may discuss his/her dissatisfaction with the Superintendent.

In addition, students should be aware that they may have further recourse under the law governing sexual harassment. A formal complaint may be filed with:

- Office for Civil Rights, 33 Arch Street, Suite 900, Boston, MA 02110-1491 (617) 223-9662
- Massachusetts Commission Against Discrimination, 1 Ashburton Place, Boston, MA (617) 727-3990
- Equal Employment Opportunity Commission, 150 Causeway Street, Suite 1000, Boston, MA 1-800-669-3362

NOTE: Recrimination/reprisal against complainant and/or witnesses after a finding or non-finding of sexual harassment will not be tolerated. Both parties shall be provided with a copy of the written report.

Sexual Harassment Investigator
 Ms. Carolyn Lyons
 Director of Pupil Personnel Services
 112 Tiger Drive
 Middleborough, MA 02346
 Telephone: 508-946-2013

Memorandum of Understanding with the Middleborough Police Department



Brian E. Lynch
Superintendent of Schools

MIDDLEBOROUGH PUBLIC SCHOOLS

Flora M. Clark Administration Building
30 Forest Street
Middleborough, Massachusetts 02346
Telephone: 508-946-2000

Kathleen Piatelli
Director of Business and Finance

Memorandum of Understanding with the Middleborough Police Department 2016 - 2017

Statement of Purpose:

We agree that student violence, alcohol and other drug abuse are national and societal problems reaching into our community of Middleborough. To maximize the effectiveness of our efforts to achieve a violence-free and drug-free community, we recognize that the coordination and cooperation of the community as a whole are essential. Therefore, the Chief of Police, with the support of the Superintendent of Middleborough Public Schools, and the Middleborough Public Schools School Committee Members, pledge to follow the agreed upon procedures for communicating incidents of verbal and physical assault, intimidation, bullying, cyber-bullying, threats, harassment, hate crimes, weapons and the use, possession, and distribution of drugs and alcohol.

We agree to establish an effective line of communication between the school and police departments; to establish a clear procedure regarding the reporting of verbal and physical assaults, intimidation, bullying, cyber-bullying, threats, harassment, hate crimes, weapons, and the use, possession, and distribution of drugs and/or alcohol within the schools, on school grounds, and at school sponsored events; and to reaffirm with parents, students and the public that violence in schools will not be tolerated, and that culpable individuals will be held responsible to the full extent of the law.

We further agree to coordinate our efforts, when appropriate, with the District Attorney for Plymouth County and the Massachusetts Department of Elementary and Secondary Education.

An agreement such as this is necessary as administrators, teachers, and other staff members are increasingly relied upon to recognize and to report incidents of violent behavior or use, possession or distribution of alcohol and drugs. The role of the police officers, school officials, parents and students toward our goal of a violence-free and drug-free community must be clearly understood by all parties.

Reportable Acts:

This memorandum of understanding addresses the reporting by school officials of reportable acts. Incidents requiring law enforcement notification and response include acts of violence, or any deliberate act, serving no legitimate purpose, which causes injury or which could reasonably be expected to cause injury to another person. a) To be considered reportable, the conduct should be either intentional and/or reckless in nature. b) Many factors may be taken into consideration when determining whether it is appropriate to notify law enforcement, including motivation, victim, potential for escalation, or parental request for law enforcement involvement (a parent's request that law enforcement not be involved shall *not* be binding on the school entity). Reportable acts shall also include, but are not limited to, threats to commit violent acts, verbal and/or physical assaultive behavior (e.g., intimidation, bullying,

zens.
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threats, harassment, and hate crimes), weapons, property destruction or thefts. In addition to the reportable acts listed would be situations in which there is a reasonable suspicion to believe (1) a student, regardless of age, is under the influence of drugs, including alcohol or steroids; (2) a student, regardless of age, is in possession of any controlled substance (G.L.c94c), including prescription drugs, without specific permission of the Principal or his or her designee and alcohol; (3) where there is a reasonable suspicion to believe that a student, regardless of age, has sold, offered for sale, distributed, or possessed with intent to distribute any controlled 'substance' (G.L.c94c), including prescription drugs and alcohol.

Directive:

Acts of violence will be reported to the Juvenile/School Resource Officer (SRO) or Middleborough Police Department when the SRO is not available. Appropriate administrative action also will be taken by local school officials. Criminal or legal action will be determined by the Middleborough Police Department and/or District Attorney's Office.

It should be noted here that certain school officials are not protected under the confidentiality statutes of the Commonwealth and, if called on to testify in court, they would be obligated to reveal any information relating to violence or drugs and alcohol. This memorandum of understanding also concerns the response of law enforcement agencies in a school setting to acts of delinquency within the scope of G.L.c119: Section 52, and to incidents which constitute reportable acts as defined herein.

Procedures and Responsibilities:

1.0 The Superintendent of the Middleborough Public Schools designates the Principals or his/her designee as the responsible school official in each school for handling reportable acts and the Chief of Police designates the Juvenile/School Resource Officer or Middleborough Police Department when the SRO is not available the police official responsible for handling all reportable acts. (The term "drugs" as used herein, shall include controlled substances as provided by M.G.L.c94c, including drug paraphernalia and alcohol.)

2.0 The parties and personnel referred to in this memorandum of understanding agree to the following:

- a. All school officials are required to report any an all reportable acts, as defined herein, by students to the Principal or designee.
- b. The Principal or his/her designee will be responsible for reporting all reportable acts to the Juvenile/School Resource Officer as soon as possible and the parents or guardians of the student or students involved, both verbally and in writing.
- c. The Juvenile/School Resource Officer will notify the Principal on any day he/she is unavailable or out of the district. The Principal or his/her designee will on these occasions phone directly to the police department any 'reportable acts' as soon as possible. A response will be made by the police department to the location of the incident as soon as possible.
- d. Reports of findings from a police investigation involving students or staff in Middleborough Public Schools will be forwarded to the Superintendent at the conclusion of that investigation with the approval of the Police Chief. A decision will be made at that time if further school department action is warranted.

- e. The Middleborough Police Department will notify Middleborough Public Schools when they receive information that an enrolled student has been charged with or convicted of a felony.
- f. To Maintain clear/open lines of communication in school related matters, a liaison will be assigned for each department. The Superintendent of Middleborough Public Schools (or designee) and the Chief of Police (or designee) will respond to the press on school-related matters. Please note, as it relates to the school department personnel only dealing with the press, the rights of employees, students and parents to do process, confidentiality, and benefits of collective bargaining may preclude School Committee members and school administration from giving answers to press questions on highly newsworthy matters.
- g. The Middleborough Police Department and Middleborough Public Schools agree to review on an annual basis the Memorandum of Understanding and each school's Comprehensive Safety Plan.
- h. In an effort to enhance cooperation and communication between the Middleborough Police Department and Middleborough Public Schools, both agencies agree to share information and resources for the purpose of professional development that will create a safe and healthy school environment.

3.0 Violence: Any act of assaultive behavior, battery, intimidation, bullying, threats, property destruction, theft, harassment, hate crime or a pattern of behavior that is likely to lead to harm are violations of school rules and the law if they occur in the school building, on school grounds, at school sponsored events, on school buses, and at or around the school bus stops, during loading and unloading procedures. Any aforementioned act at a school or at a school event, regardless of location or time, will result in consequences as outlined in the student handbook.

4.0 Use, manufacture, distribution, dispensing, possession, and/or trafficking in controlled substances are violations of school rules and the law if they occur in the school building, on school grounds, or within one thousand (1,000) feet of the real property of the school grounds, on school buses, and at or around the school bus stops, during loading and unloading procedures.

4.1 Alcohol/Drugs: Any student with alcohol or drugs in his/her possession, except those prescribed by a licensed physician, or who there is a reasonable suspicion to believe is under the influence of these drugs, will be sent directly to either the school nurse or to the office as deemed appropriate under the circumstances of each incident. The student's parent/guardian will be contacted, the Middleborough Police Department will be notified, and corrective action, which may include a clinical risk assessment, will be required prior to the re-admission, to the regular school program. A review for re-admission will follow suspension, as set forth below, provided that the parent/guardian has come into school for a conference and a corrective plan and school representative. Use, possession or being present when and where there is use of drugs or alcohol while under school supervision or at a school event regardless of quantity, location or time will result in consequences as outlined in the student handbook.

- a. Use, possession or sale of drugs or alcohol will be reported to the police, as mandated by State Law.
- b. The law pertaining to a drug-free school zone is stated in the student handbook. Disciplinary action pertaining to substance abuse, sale and/or possession may be taken against students under Chapter 766, in connection with participation in educational programs and activities. As is permitted, circumstances may require a drug/alcohol – testing program as a component of delivery of education services.

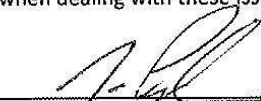
4.2 According to the Educational Reform Law, any student who is found on school premises, or at school sponsored or school related events, including athletic games, in possession of a dangerous weapon, including, but not limited to a gun or a knife, or a controlled substance as defined in chapter ninety-four C, including, but not limited to, marijuana, cocaine, and heroin, may be subject to expulsion from school by the Principal.

4.3 For incidents involving drug/alcohol use beyond school property at non-school supervised events, the Middleborough Police Department, through the Juvenile/School Resource Officer, will report any student arrested or taken into protective custody for violation of any drug law by any student in Middleborough Public Schools to the Superintendent and the Principal of the students' respective school. Such notifications shall take into consideration Police Department Policy, the provisions of the Educational Reform Act, and applicable laws concerning juvenile justice.

A police officer may take into protective custody for not more than four hours any person whom the officer reasonably believes is under seventeen (17) years of age if that person is found present where controlled substances in Class A, Class B, or Class C are kept or possessed and the child knows of the presence or possession of the controlled substance. Chap 94 C, section 36 -- If a person under the age of seventeen is taken into protective custody under these circumstances, every reasonable effort shall be made to notify the child's parent or guardian or other person having lawful custody.

4.4 To deter student's drug/alcohol use, any student found to be present where underage drinking or drug use is taking place, the Middleborough Police Department will record the names, addresses, ages, and telephone numbers of all youths found to be present at the scene and notify the parents as soon as practical after the incident to offer resource information and assist in the design of a plan to modify the behavior and prevents a re-occurrence. The Juvenile/School Resource Officer will notify Middleborough Public Schools of the incident where a student was present where alcohol or drugs were found, and the identity of the student(s) involved.

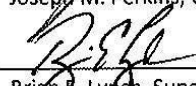
To the extent possible, precaution must be taken by both police and school officials at all times to insure that the educational process is not disrupted, that the student is provided his/her applicable "due process" rights and that every attempt is made to offer counseling, resource information, and support when dealing with these issues.



Joseph M. Perkins, Chief of Police, Middleborough

6-16-2016

Date



Brian L. Lynch, Superintendent of Schools

6-16-2016

Date

MIDDLEBOROUGH PUBLIC SCHOOLS

NOTICE OF EQUAL OPPORTUNITY

The Middleborough Public Schools reaffirms that they do not discriminate on the basis of race, color, national origin, age, sex, religion, gender identity, sexual orientation, homelessness, or disability in admission to, access to, treatment in or employment in its programs or activities. Consistent with M.G.L. 76:5, the Middleborough School District also affirms the commitment to maintain a school and work environment free of harassment based on race, color, national origin, age, sex, religion, gender identity, sexual orientation, homelessness, or disability. Any harassment on the basis of race, color, national origin, age, sex, religion, gender identity, sexual orientation, homelessness, or disability will not be tolerated and will be punishable to the full extent of the law.

If you should have any questions about the district's policy, please feel free to contact the office of the Superintendent.

If you should have a complaint or concern that there has been discrimination, you may also utilize the following procedure:

1. Report the violations to any staff member in the Middleborough Public Schools. He/she will notify the building Principal. The building Principal will meet with you and others persons who might have information about the issue promptly and will attempt to resolve the issue. Any additional investigation will be commenced by the school district investigators in each area, within a reasonable period of time. The building Principal will issue his/her decision in writing to you within ten (10) days of the conclusion of the investigation.
2. If the complaint is not resolved, it can then be appealed to the district's Equal Opportunity, Title IX, Section 504, ADA Coordinator. This appeal must be in writing, describing the circumstances, and the relief you seek. This appeal should be taken within one week after receipt of the Principal's decision.
3. The Equal Opportunity, Title IX, Section 504, ADA Coordinator will meet with you within a reasonable time. Following a review of the materials presented to the Principal and any additional investigation which will be conducted promptly, the Coordinator will make a final determination on whether there has been a violation of the district's policy within ten (10) days after the conclusion of any additional investigation. If there has been a violation, the Coordinator will indicate the steps to be taken to correct it.

Inquiries concerning the application of nondiscrimination policies may also be referred to the Regional Director, Office for Civil Rights, U.S. Department of Education, J.W. McCormack POCH, Room 222, Boston, MA 02109-4557.

LEGAL REFS.: Title VI, Civil Rights Act of 1964

Title VII, Civil Rights Act of 1964, as amended by the Equal Employment Opportunity Act of 1972

Executive Order 11246, as amended by E.O. 11375

Equal Pay Act, as amended by the Education Amendments of 1972

Title IX, Education Amendments of 1972

Rehabilitation Act of 1973

Education for All Handicapped Children Act of 1975

M.G.L. 71B:1 et seq. (Chapter 766 of the Acts of 1972)

M.G.L. 76:5; Amended 2011

M.G.L.76:16

CROSS REFS.: ACA- ACE, Subcategories for Nondiscrimination
GBA, Equal Employment Opportunity
JB, Equal Educational Opportunities

School Bus Rules

1. The bus contractor will establish bus stops/routes with consideration of Middleborough Police Safety Officer, as appropriate. The Superintendent of Schools or his/her designee will have the final determination in dispute cases.
2. The bus driver is not required to wait beyond his/her scheduled time for picking up students. It is the responsibility of Parents/Guardians to have pupils at the assigned stop when the bus arrives. The bus driver will inform the students and Parents/Guardians as to the time he/she will pick up the riders.
3. Buses are for the transportation of pupils to and from school only. No pupil can be permitted to leave the bus at any point enroute to school in the morning or enroute home at the close of the school day. The entire trip to and from school must be completed.
4. No student will be permitted to change his regularly scheduled transportation except in cases of emergency with approval from school administration. In such cases, a pupil wishing to change his regular bus for a specific day must present a written request from the parent/guardian giving the date, reason, and telephone contact for the request.
5. The assignment of seats is left to the discretion of the bus driver and/or school authorities. When entering a bus, students are to go immediately to a seat. Changing seats may be allowed with the driver's permission and at his/her discretion, but only when the bus is not in motion. Seat belts, where provided, must be worn at all times when the bus is in motion.
6. Students are expected to conduct themselves in exactly the same way they are expected to conduct themselves in school while waiting for and riding on the bus. All school discipline rules will extend to the bus ride. The bus driver has the authority to judge conduct, to maintain discipline, and to report pupils to the respective school administrator when necessary.
7. No large items such as musical instruments, school projects, etc., skateboards, live animals, or hazardous materials of any kind may be transported on school busses.
8. Shouting, profanity, and vulgarity will not be tolerated on the bus.
9. Use or possession of weapons, tobacco, alcohol, drugs or other controlled substances, will not be tolerated on the bus.
10. Eating, drinking, or gum chewing will not be permitted on the bus.
11. The opening of bus windows and doors is left to the discretion of the bus driver: arms, hands, and heads are to be kept inside the bus at all times.
12. Tampering with emergency equipment, including the emergency door and/or bus equipment, will not be tolerated.
13. Disciplinary Procedures for non-compliance with School Bus Rules:
 - a) On the first reported offense, the bus driver will notify the appropriate school administrator who will notify the parent/guardian.
 - b) On the second reported offense, the offender may be suspended from the bus for up to three school days.

- c) On the third reported offense, the offender may be suspended for up to five school days at the discretion of the Principal or his/her designee and based on the severity of the offense.
 - d) Repeated offenses may result in suspension of bus privileges for the remainder of the school year.
 - e) In cases of serious offenses affecting the safety of the school bus and/or its occupants, the offender may lose his/her bus privilege immediately.
14. Parents/Guardians of any student(s) proven to have done damage to a bus will be held financially responsible.
15. A copy of these rules is to be posted in each bus and published in each school's student handbook.
16. The Superintendent of Schools reserves the right to modify any of these rules.

MIDDLEBOROUGH PUBLIC SCHOOLS

WELLNESS POLICY

General Policy Statement:

The Middleborough Public Schools are committed to providing a school environment that promotes and protects children's health, well-being, and ability to learn by supporting nutrition and physical activity education that promotes lifelong wellness while still providing healthy choices. This correlates with our district mission "to prepare all students to excel as educated, responsible, global citizens". We also believe that a staff that engages in a healthy lifestyle supports our objective of a healthy school community. The district believes that we will achieve success in this endeavor through the combined efforts of the school community, parents, and the community at large.

- Communication with parents/guardians, staff, students, and the community regarding policy goals and guidelines is essential to the success of our policy.
- The district will establish a Health and Wellness Committee which will meet regularly to develop, implement, monitor, review, and, as necessary, revise school nutrition and physical activity policies.
- Physical activity education and goals for the school community will encourage activities that support an active, healthy community of learners. These activities will consist of both structured (K-12 Physical Education/curriculum frameworks) and co-curricular (recess, intramurals, sports teams, after school) activities.
- As the types of food and beverages made available to students influence lifelong eating habits, the district will continue to increase the availability of and sale of nutritious selections and discourage the sale and consumption of beverages and foods of low nutritional value on school grounds up to 30-minutes before the beginning of the school day until 30-minutes after the end of the school day.
- Nutrition education will aim to teach, encourage, and support life-long healthy nutritional behaviors. Opportunities for staff in-service education to share best practices, which incorporate nutrition, physical activity, and wellness across the curriculum, will be pursued.

The following Wellness Policy Procedural Directive is approved for implementation and monitoring by the Middleborough School Committee.

Wellness Policy Procedural Directive Guidelines

Health and Wellness Committee

The Health and Wellness Committee will serve as a resource to the school community in the implementation of school nutrition, physical activity, and wellness policies and procedures. The Committee will consist of a group of individuals from the schools and community that is representative of school staff, educators, students, parents, health professionals, and community members. They will plan to organize and subsequently meet regularly during the academic school year.

Setting Nutrition Education Goals:

The primary goal of nutrition education is to encourage students and staff to make lifelong healthy food choices.

The Middleborough Public Schools will:

- Adhere to the revised Nutrition Standards for Competitive Foods and Beverages in Public School regulations (105 CMR 225.000) effective August 1, 2012.
- Provide nutrition education for all students K-12 in accordance with the Massachusetts Health Curriculum Frameworks.
- Work to integrate physical activity and nutrition lessons into other subject areas.
- Work to develop collaboration among physical education/ health/consumer science teachers, health services staff, and food service providers in developing on-going nutrition education and activities for students, staff, and the community. These programs will address nutrition and physical activity as components of overall wellness.
- Send home nutrition information, post nutrition information and relevant web links on the school website, and promote healthy and acceptable food choices consistent with dietary guidelines and Action for Healthy Kids recommendations.
- Pursue professional development opportunities and events for all food service staff and teaching staff in the areas of physical education, nutrition, and wellness.
- Provide the Middleborough School Committee a compiled body mass index (BMI) report showing by grade the number of students screened and the percentage of students in each category. BMI measurements

are compiled annually for grades 1, 4, 7, and 10 and comparison charts will be presented annually in March to measure the effectiveness of this directive.

Setting Physical Activity Goals

The primary goal of physical education is for all students to develop the skills and knowledge necessary to not only participate in specific physical activities, but to understand the short and long-term benefits of a physically active and healthy lifestyle.

The Middleborough Public Schools will:

- Ensure that District policy for physical education is consistent with Massachusetts Curriculum Frameworks for Physical Education.
- Continue to provide students opportunities for physical activity through P.E. classes, recess opportunities for elementary school students, extra-curricular activities at the secondary level, and encourage incorporation of physical activity into the academic curriculum (short activity breaks between lessons/classes when appropriate).
- Support curriculum/programs that include health-related physical fitness concepts such as target heart rate, aerobic activity, injury prevention, emotional health and growth, and tobacco cessation and drug/alcohol prevention.
- Encourage all students to consult with their parents/guardians and primary care physician to establish individual personal fitness goals.
- Continue to provide students opportunities for additional physical activity through a range of before and after school programs including, but not limited to, intramurals, interscholastic athletics, and physical activity clubs.
- Ensure that all playgrounds/equipment/physical activity facilities meet current safety standards and incorporate age appropriate physical fitness opportunities into new designs as equipment is replaced.
- Explore ways to further encourage parents and guardians to support their children's participation in physical activity, to be physically active role models, and to include physical activity in family activities.
- Allow the MIIA to continue the development of activities for all staff that promote and encourage a healthy lifestyle.

Establishing Nutrition Standards for All Foods Available on School Campus during the School Day

Students' lifelong eating habits are greatly influenced by the types of food and beverages available to them. The goal of establishing nutrition standards is to ensure the availability of healthy food choices sold or served in the school setting.

The Middleborough Public Schools will:

- Ensure that all school meals meet, as a minimum, the applicable requirements of federal and state standards and regulations (see attached regulations).
- Establish nutrient standards for all foods sold to students in our schools in accordance with federal and state guidelines.
- Encourage all children to have breakfast at home or participate in the school breakfast program in order to meet their nutritional needs and enhance their ability to learn. Creative ways to promote the importance of breakfast will be encouraged in each school (posters, contests, daily announcements, etc.).
- Encourage all staff to model healthy eating by offering healthier choices at school meetings and events, and refrain from using food as rewards to students. A list of alternatives will be provided to all staff and its use encouraged.

- There will be no sharing of food at any time of the school day.
- Classroom parties for holidays and other special occasions will not include food items for Preschool through grade 8. Special events involving food may be allowed at the High School level only with prior approval from the principal in consultation with the Food Service Director and the School Nurse/School Nurse Leader. All foods provided during the school day must be in compliance with the Nutrition Standards for Competitive Foods and Beverages in Public Schools regulations (105 CMR 225.000).
- Schools will not use food or beverages as rewards for good behavior or academic achievement unless it is part of a student's Individual Educational Plan or directed by a Medical Professional.
- Courses offered at the High School level involving food will comply with DESE standards. The principal and school nurse will be consulted to provide a safe learning environment for student's with life-threatening allergies or medical concerns.
- Prohibit the sale of low nutritional food items on school grounds up to 30-minutes before the beginning of the school day until 30-minutes after the end of the school day. This exemption shall not apply to competitive foods sold through vending machines, which shall comply with these standards at all times.
- Encourage parents/guardians to send lunches/snacks from home that are based on healthy food guidelines. This information will be available on the school website or in paper form if requested by a parent/guardian.
- For the purpose of this Directive, "low nutritional food" is defined as any food not found on the current A-list developed by the John C. Stalker Institute at Framingham State University.

Setting Goals For Other School-Based Activities Designed to Promote Student/Staff Wellness

The purpose of setting goals for other school based activities is to create an environment that provides consistent wellness messages, is conducive to healthy lifestyle choices, and supports social, mental, and emotional well-being in order to promote academic success.

Middleboro Public Schools will:

- Encourage fundraisers that promote physical activity.
- Enable the Health and Wellness Committee to research and make available a list of alternative fundraising activities while encouraging fundraisers that minimize the focus on food items.
- Allow the promotion of healthy foods, including fruits, vegetables, whole grains, and low-fat dairy products.
- Encourage parents, teachers, staff, administrators, students, and community members to serve as role models in practicing healthy nutrition and physical activity, both in school and at home.
- Develop and promote activities for school staff that encourage healthy eating, physical activity, and other elements of a healthy lifestyle.
- Encourage students and staff to balance work and recreation and help them become aware of stressors that may interfere with healthy development and lifestyles. Resources will be available upon request.
- Support an environment where students, parents/guardians, and staff are respected, valued, and accepted with high expectations for personal behavior and accomplishments.
- Work with staff, students, and the community in conjunction with local law enforcement agencies to maintain a school environment that is tobacco, alcohol, and drug free.

Setting goals for Measurement and Evaluation

Implementation of the revised Wellness Policy Procedural Directive will commence on March 1, 2014 upon approval of this directive by the Middleborough School Committee.

Middleborough Public Schools will:

- Establish membership on the Health and Wellness Committee and set meeting dates two to four times annually.
- Enable the Health and Wellness Committee to convene on a regular schedule to develop, implement, and evaluate the activities and goals set forth in the Middleborough Public Schools Wellness Policy.
- Enable the Health and Wellness Committee to offer revisions to the policy to the School District Administration and School Committee as needed.
- Will convey clearly and consistently to all concerned (with the support of the Health and Wellness Committee and The School Administration) that all activities involving food, nutrition, and/or physical activity must be consistent with the goals and guidelines set forth in this policy.
- Ensure that compliance with policy guidelines is monitored at the building level by the Principal and at the district level by the Superintendent of Schools and the Health and Wellness Committee.
- Report annually in March to the Middleborough School Committee the effectiveness of this directive as previously outlined.

Policy Review and Revision:

Review and revision of this policy shall occur by the Health and Wellness Committee and the Middleborough School Committee.

References

Nutrition Regulations 105 CMR 225.000

Section 204 of Public Law – June 30, 2004: Child Nutrition and WIC Reauthorization Act of 2004

A-list - John C. Stalker Institute at Framingham State University

X. APPENDIX B: MASSACHUSETTS STATE LAWS

Chapter 71: Section 37H. Policies Relative to Conduct of Students

- (a) Any student who is found on school premises or at school sponsored or school-related events, including athletic games, in possession of a dangerous weapon, including, but not limited to, a gun or a knife a controlled substance as defined in chapter ninety-four C, including, but not limited to, marijuana, cocaine, and heroin, may be subject to expulsion by the school, school district or by the principal.
- (b) Any student who assaults a principal, assistant principal, teacher, teacher's aide or other educational staff on school premises or at school- sponsored or school-related events, including athletic games, may be subject to expulsion from the school or school district by the principal.
- (c) Any student who is charged with a violation of either paragraph (a) or (b) shall be notified in writing of an opportunity for a hearing; provided, however, that the student may have representation, along with the opportunity to present evidence and witnesses at said hearing before the principal. After said hearing, the principal may, in its discretion, decide to suspend rather than expel a student who has been determined by the principal to have violated either paragraph (a) or (b).
- (d) A student who is suspended for more than 10 consecutive days shall be entitled to continue to receive educational service pursuant to the school's educational service plan during the time of removal.
- (e) Any student who has been expelled from school district pursuant to these provisions shall have the right to appeal to the superintendent. The expelled student shall have ten days from the date of the expulsion in which to notify the superintendent of his appeal. The student has the right to counsel at hearing before the superintendent. The subject matter of the appeal shall not be limited solely to a factual determination of whether the student has violated any provisions of this section.
- (f) When a student is expelled under the provisions of this section, no school or school district within the commonwealth shall be required to admit such student or to provide educational services to said student. If said student does apply for admission to another school or school district, the superintendent of the school

district to which the application is made may request and shall receive from the superintendent of the school expelling said student a written statement of the reasons for said expulsion.

General Laws of Massachusetts Chapter 71: Section 37H1/2

Felony complaint or conviction of a student; suspension; expulsion; right to appeal.

Section 37H1/2. Notwithstanding the provisions of section eighty-four and sections sixteen and seventeen of chapter seventy-six:

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

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

- (2) A student who is suspended for more than 10 consecutive days shall be entitled to continue to receive educational service pursuant to the school's educational service plan during the time of removal.
- (3) Upon a student being convicted of a felony or upon an adjudication or admission in court of guilt with respect to such a felony or felony delinquency, the principal or headmaster of a school in which the student is enrolled may expel said student if such principal or headmaster determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school. The student shall receive written notification of the charges and reasons for such expulsion prior to such expulsion taking effect. The student shall also receive written notification of his right to appeal and the process for appealing such expulsion; provided, however, that the expulsion shall remain in effect prior to any appeal hearing conducted by the superintendent.

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

General Laws of Massachusetts Chapter 71: Section 37L. Reports of Students Possessing or Using Dangerous Weapons on School Premises; Transferred Students' School Records

In addition, any school department personnel shall report in writing to their immediate supervisor an incident involving a student's possession or use of a dangerous weapon on school premises at any time.

Supervisors who receive such a weapon report shall file it with the superintendent of said school, who shall file copies of said weapon report with the local chief of police, the Department of Children and Families, the office of student services or its equivalent in any school district, and the local school committee. Said superintendent, police chief, and representative from the Department of Children and Families, together with a representative from the office of student services or its equivalent, shall arrange an assessment of the student involved in said weapon report. Said student shall be referred to a counseling program; provided, however, that said counseling shall be in accordance with acceptable standards as set forth by the board of education. Upon completion of a counseling session, a follow-up assessment shall be made of said student by those involved in the initial assessment.

A student transferring into a local system must provide the new school system with a complete school record of the entering student. Said record shall include, but not be limited to, any incidents involving suspension or violation of criminal acts or any incident reports in which such student was charged with any suspended act.

Chapter 76: Residency Requirements

In accordance with Chapter 76 of the General Laws of the Commonwealth of Massachusetts, students shall attend the public schools of the town where they actually reside. Students, who are not residents of Middleborough, may attend the schools with the proper approval of the superintendent of schools. Such students may be required to pay tuition.

Chapter 76: Section 1. School Attendance

GL c76, s1 requires that every child, with certain expectations, between ages established by the State Board of Education, must attend a public day school, or some other approved school, during the times when public schools are in session. The school committee is charged with the duty to provide for and enforce the school attendance of all children actually residing in the city or town. Home schooling must be approved by the superintendent. Absences by a student may not exceed 7-day sessions or 14 half-day sessions in any six-month period.

Every child between the minimum and maximum ages established for school attendance by the board of education, except a child between fourteen and sixteen who meets the requirements for the completion of sixth grade of the public school as established by said board and who holds a permit for employment in private domestic service or service on a farm, under section eighty-six of chapter one hundred and forty-nine, and is regularly employed thereunder for at least six hours per day, or a child between fourteen and sixteen who meets said requirements and has the written permission of the superintendent of schools of the town where he resides to engage in non-wage-earning employment at home, or a child over fourteen who holds a permit employment in a cooperating employment, as provided in said section eighty-six, shall, subject to section fifteen, attend a public day school in said town, or some other day school approved by the school committee, during the number of days required by the board of education in each school year, unless the child attends school in another town, for said number of days, under sections six to twelve, inclusive, or attends an experimental school project established under and experimental school plan, as provided in section one G of chapter fifteen, but such attendance shall not be required of a child whose physical or mental condition is such as to render attendance inexpedient or impracticable subject to the provisions of section three of chapter seventy-one B or of a child granted an employment permit by the superintendent of schools when such superintendent determines that the welfare of such child will be better served through the granting of such permit, or of a child who is being otherwise instructed in a manner approved in advance by the superintendent of the school committee. The superintendent of schools may transfer to any specialized type of school on a full-time basis any child who possesses the educational qualifications enumerated in this section and in the opinion of the superintendent would be benefited by such transfer. The superintendent, or teachers in so far as authorized by him or by the school committee, may excuse cases of necessary absence for other causes not exceeding seven day sessions or fourteen half day sessions in any period of six months. Absences may also be permitted for religious education at such times as the school committee may establish:

provided, that no public funds shall be appropriated or expended for such education or for transportation incidental thereto: and provided, further, that such time shall be no more than one hour each week. For the purposes of this section, school committees shall approve a private school when satisfied that the instruction in all the studies required by law equals in thoroughness and efficiency, and in the progress made therein, that in the public schools in the same town; but shall not withhold such approval on account of religious teaching, and, in order to protect children from the hazards of traffic and promote their safety, cities and towns may appropriate money for conveying pupils to and from any schools approved under this section.

Except as herein provided, pupils who attend approved private schools and elementary and high school grades shall be entitled to the same rights and privileges as to transportation to and from school as are provided by law for pupils of public schools and shall not be denied such transportation because their attendance is in a school which is conducted under religious auspices or includes religious instruction in its curriculum. Each school committee shall provide transportation for any pupil attending such an approved private school within the boundaries of the school district, provided, however, that the distance between said pupil's residence and the private school said pupil attends exceeds two miles or such other minimum distance as maybe established by the school committee for transportation of public school students. Any school committee which is required by law to transport any pupil attending an approved private school beyond the boundaries of the school district shall not be required to do so further than the distance for the residence of such pupil to the public school he is entitled to attend.

The school committee of each town shall provide for and enforce the school attendance of all children actually residing therein in accordance herewith.

The terms "permit for employment" and "employment permit", as used in this chapter, shall mean an employment permit referred to in section eighty-six of chapter one hundred and forty-nine.

Chapter 150: An Act Relative to Weapons Carried on School Grounds

Whoever not being a law enforcement officer, and notwithstanding any license obtained by him under the provisions of chapter one hundred and forty, carries on his person a firearm or hereinafter defined, loaded or unloaded, in any building or on the grounds of any elementary or secondary school, college or university without the written authorization of the board or officer in charge of such elementary or secondary school, college or university, shall be punished by a fine of not more than one thousand dollars or by imprisonment for not more than one year, or both. For the purpose of this paragraph, "firearm" shall mean any pistol, revolver, rifle, or smoothbore arm from which a shot, bullet, or pellet can be discharged by whatever means.

Chapter 150: Possession of a Weapon

Chapter 150, an act relative to weapons carried on school grounds. (Pursuant to M.G.L. Chapter 269 Section 10U), the possession of a firearm or other dangerous weapon in any building or on the grounds of a secondary school is a crime punishable by a fine of not more than one thousand dollars or by imprisonment for not more than one year, or both. This is a serious breach of school regulations and will result in suspension, police will be notified, and the person/student will be arrested and prosecuted. Refer to Appendix B, MGL, Section 37H regarding expulsion proceedings. The Superintendent of Schools will be notified for expulsion proceedings.

Chapter 209A: An Abuse Prevention Order

An Abuse Prevention Order, sometimes called a "209A order", "protective order" or "restraining order", is a civil court order that seeks to provide protection from physical or sexual harm caused by force or threat of harm from a family or household member. The Abuse Prevention Order has recently been expanded to include substantive dating relationships.

Unless there are specific conditions excluding contact on school grounds or in specific classes from the terms of the order, a 209A order must be obeyed by the abuser during school hours and on school grounds. A violation in any way of certain terms of a Temporary or Permanent 209A Protective Order is a criminal offense and the proper authorities will be notified. Once the school is notified that a Protective Order exists between students, a separate meeting will be scheduled by administration, with each student involved to review the order and outline the steps that will be taken by the school to implement the order.

A "Safety Plan" will be established with the victim to address his/her needs, including "Safety Stops", and staff to report to if concerns arise or a violation occurs. Schedule changes and other adaptations such as changes of lockers, seating assignments, etc. may need to be made to avoid face-to-face contact with the defendant. In such cases, the victim's schedule will be accommodated, not the abuser's.

The local police will be notified immediately if it is believed that any violation has occurred.

Massachusetts General Law (MGL) Chapter 71 Sections 37H and 37 H ½ of 2010 have been amended to include Chapter 222 of the Acts of 2012.

Chapter 222 ensures opportunity for students to make academic progress while suspended or expelled:

- Amends sections 37H and 37H½ to require districts and charter schools to continue to provide educational services to any student suspended or expelled under these sections;
- Requires principals and headmasters to create a "school-wide education service plan" for all students who are suspended or expelled for more than 10 consecutive school days, whether in or out of school, so that students have an opportunity to make academic progress. Education service plans may include, but are not limited to, tutoring, alternative placement, Saturday school, and online or distance learning;
- States that students who are suspended from school for 10 or fewer consecutive school days, whether in or out of school, must be provided an opportunity to make academic progress during the period of suspension, to make up assignments, and earn credits missed;
- Establishes that if a student moves to another district during a period of suspension or expulsion, the new district must either admit the student or provide educational services to the student during the period of suspension or exclusion;
- Provides for partial reimbursement under G.L. c 71B, § 5A, the circuit breaker provision, for the instructional costs of providing alternative educational services to suspended and expelled students. First payments will be made in fiscal year 2016, partially reimbursing eligible costs incurred in the 2014-15 school year.

Middleborough Public Schools Process & Procedures for Adherence to Chapter 222 Requirements

The process for securing academic supports and home instruction are the same as for all other reasons. Please refer to the **Protocol and Procedure for Home & Hospital Instruction Program** for further instructions.

Chapter 227: Drug Free School Zone

The controlled substance act provides that any person convicted of possessing, selling or using drugs within 1,000 feet of public or private school (elementary, vocational, middle or secondary) whether or not in session shall be punished by a minimum of a two-year term of imprisonment. The registrar shall suspend, without a hearing, the license or right to operate a motor vehicle of a person who is convicted of violation of this statute, however, that the period of such suspension shall not exceed five years; provided further that any person who is under the age of eighteen (18) and who has violated this provision shall not be licensed to operate a motor vehicle until such person reaches the age of 21 years.

Chapter 269: An Act Prohibiting the Act of Hazing

Massachusetts General Laws (Ch. 269 section 19) requires the distribution of Ch. 269, sections 17-19 to the following groups and individuals:

- Every student group and every member, pledge or applicant for membership in that group or organization
- Every non-school affiliated organization of which the school has knowledge

Chapter 269: Section 17 Hazing; organizing or participating; hazing defined

Whoever is a principal organizer or participant in the crime of hazing, as defined herein, shall be punished by a fine of not more than three thousand dollars or by imprisonment in a house of correction for not more than one year, or both such fine and imprisonment.

The term “hazing” as used in this section and in sections eighteen and nineteen, shall mean any conduct or method of initiation into any student organization, whether on public or private property, which willfully or recklessly endangers the physical or mental health of any student or other person. Such conduct shall include whipping, beating, branding, forced calisthenics, exposure to the weather, forced consumption of any food, liquor, beverage, drug or other substance, or any other brutal treatment or forced physical activity which is likely to adversely affect the physical health or safety of any such student or other person, or which subjects such student or other person to extreme mental stress, including extended deprivation of sleep or rest or extended isolation.

Notwithstanding any other provisions of this section to the contrary, consent shall not be available as a defense to any prosecution under this action.

Chapter 269: Section 18. Failure to report hazing

Section 18. Whoever knows that another person is the victim of hazing as defined in section seventeen and is at the scene of such crime, shall, to the extent that such person can do so without danger or peril to himself or others, report such crime to an appropriate law enforcement official as soon as reasonably practicable. Whoever fails to report such crime shall be punished by a fine of not more than one thousand dollars.

Chapter 269: Section 19. Issuance to students and student groups, teams and organizations; report

Section 19. Each institution of secondary education and each public and private institution of post secondary education shall issue to every student group, student team or student organization which is part of such institution or is recognized by the institution or permitted by the institution to use its name or facilities or is known by the institution to exist as an unaffiliated student group, student team or student organization, a copy of this section and sections seventeen and eighteen; provided, however, that an institution's compliance with this section's requirements that an institution issue copies of this section and sections seventeen and eighteen to unaffiliated student groups, teams or organizations shall not constitute evidence of the institution's recognition or endorsement of said unaffiliated student groups, teams or organizations.

Each such group, team or organization shall distribute a copy of this section and sections seventeen and eighteen to each of its members, plebes, pledges or applicants for membership. It shall be the duty of each such group, team or organization, acting through its designated officer, to deliver annually, to the institution an attested acknowledgement stating that such group, team or organization has received a copy of this section and said sections seventeen and eighteen, that each of its members, plebes, pledges, or applicants has received a copy of sections seventeen and eighteen, and that such group, team or organization understands and agrees to comply with the provisions of this section and sections seventeen and eighteen.

Each institution of secondary education and each public or private institution of post secondary education shall, at least annually, before or at the start of enrollment, deliver to each person who enrolls as a full time student in such institution a copy of this section and sections seventeen and eighteen.

Each institution of secondary education and each public or private institution of post secondary education shall file, at least annually, a report with the board of higher education and in the case of secondary institutions, the board of education, certifying that such institution has complied with its responsibility to inform student groups, teams or organizations and to notify each full time student enrolled by it of the provisions of this section and sections

seventeen and eighteen and also certifying that said institution has adopted a disciplinary policy with regard to the organizers and participants of hazing, and that such policy has been set forth with appropriate emphasis in the student handbook or similar means of communicating the institution's policies to its students. The board of higher education and, in the case of secondary institutions, the board of education shall promulgate regulations governing the content and frequency of such reports, and shall forthwith report to the attorney general any such institution, which fails to make such report.

Chapter 385 of the Acts of 2002: An Act Further Protecting Children

Section 1: Chapter 6 of the General Laws is hereby amended by inserting after section 172F the following sections:

Section 172H: Notwithstanding section 172 or any other general or special law to the contrary, any entity or organization primarily engaged in providing activities or programs to children 18 years of age or less that accepts volunteers, shall obtain all available criminal offender record information from the criminal history systems board prior to accepting any person as a volunteer. Any entity or organization obtaining information under this section shall not disseminate such information for any purpose other than to further the protection of children.

Section 172I: Notwithstanding section 172 or any other general or special law to the contrary, taxicab companies that have contracted to provide transportation of pupils pursuant to section 7A of chapter 71 shall submit the names of any employee who may have direct and unmonitored contact with pupils to the appropriate school committee or school superintendent prior to transporting any pupil. The school committee or superintendent shall obtain all available criminal offender record information on such employees from the criminal history systems board pursuant to section 38R of chapter 71.

Section 2: Chapter 71 of the General Laws is hereby amended by striking out section, 38R, as appearing in the 2000 Official Edition, and inserting in place thereof the following section:

Section 38R: The school committee and superintendent of any city, town, or regional school district and the principal, by whatever title the position be known, of a public or accredited private school of any city, town or regional school district shall have access to and shall obtain all available criminal offender record information from the criminal history systems board of any current or prospective employee or volunteer of the school department, who may have direct and unmonitored contact with children, including any individual who regularly provides school related transportation to children. Such school committee, superintendent or principal shall periodically, but not less than every 3 years, obtain all available criminal offender record information from the criminal history systems board on all such employees and volunteers during their term of employment or volunteer service. Said school committee; superintendent or principal shall also have access to all criminal offender record information of any subcontractor or laborer commissioned by the school committee of any city, town, or regional school district to perform work on school grounds, and who may have direct and unmonitored contact with children. Access to such information shall be obtained in accordance with sections 167 to 168, inclusive of chapter 6. A school committee, superintendent or principal obtaining information under this section shall prohibit the dissemination of such information for any purpose other than to further the protection of school children.

Section 5: Within 90 days of the effective date of this act, any entity or organization primarily engaged in providing activities or programs to children 18 years of age or less shall obtain all available criminal offender record information for any person than providing volunteer service, as a condition of continued service. Any entity or organization obtaining information under this section shall not disseminate such information for any purpose other than to further the protection of children.

603 CMR 46.00: Physical Restraint

The purpose of 603 CMR 46.00 is to ensure that every student participating in a Massachusetts public education program is free from the unreasonable use of physical restraint. Physical restraint shall be used only in emergency situations, after other less intrusive alternatives have failed or been deemed inappropriate, and with extreme caution. School personnel shall use physical restraint with two goals in mind:

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

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

POLICY ON RESTRAINT OF STUDENTS

The Middleboro Public Schools complies with the Department of Elementary and Secondary Education (hereinafter "DESE") regulations governing the use of restraint, which can be found at 603 CMR 46.00 et seq. (hereinafter "Regulations"). According to their terms, the Regulations apply not only at school but also at school-sponsored events and activities, whether or not on school property. A brief overview of the Regulations is provided below.

Purpose. The purpose of this policy is to ensure that every student attending the Middleboro Public Schools is free from the unlawful use of physical restraint. Physical restraint shall be used only in emergency situations of last resort, after other lawful and less intrusive alternatives have failed or been deemed inappropriate, and with extreme caution. School personnel shall use physical restraint with two goals in mind:

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

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

Use of Restraint. Physical restraint¹ shall be considered an emergency procedure of last resort, and shall be prohibited in public education programs except when a student's behavior poses a threat of assault, or imminent, serious, physical harm to self or others and the student is not responsive to verbal directives or other lawful and less intrusive behavior interventions and/or alternatives or such interventions and/or alternatives are deemed to be inappropriate under the circumstances. Prone restraint² is prohibited except in limited circumstances set forth in the 603 CMR 46.03. All physical restraints, including prone restraints where permitted, shall be administered in compliance with 603 CMR 46.05.

Physical restraint shall not be used:

- (a) as a means of discipline or punishment;
- (b) when the student cannot be safely restrained because it is medically contraindicated for reasons including, but not limited to, asthma, seizures, a cardiac condition, obesity, bronchitis, communication-related disabilities, or risk of vomiting;
- (c) as a response to property destruction, disruption of school order, a student's refusal to comply with a policy or directive, or verbal threats when those actions do not constitute a threat of assault, or imminent, serious, physical harm;

¹

²

(d) as a standard response for any individual student. No written individual behavior plan or individualized education program (IEP) may include use of physical restraint as a standard response to any behavior. Physical restraint is an emergency procedure of last resort.

The Regulations do not limit the protection afforded publicly funded students under other state or federal laws, including those laws that provide for the rights of students who have been found eligible to receive special education services.

Proper Administration of Physical Restraint. Only Middleboro Public Schools personnel who have received training pursuant to the Regulations shall administer physical restraint on students. Whenever possible, the administration of a restraint shall be witnessed by at least one adult who does not participate in the restraint. Nothing in this policy shall preclude a teacher, employee or agent of the Middleboro Public School from using reasonable force to protect students, other persons or themselves from assault or imminent, serious, physical harm. When administering a physical restraint, trained staff shall comply with the requirements regarding use of force, method, duration of the restraint, and safety, as set forth in the Regulations.

Staff Training. All school staff must receive training with respect to the district's restraint prevention and behavior support policy and requirements when restraint is used. Training shall include information on the role of various individuals in preventing restraint, the restraint prevention and behavior support policy and procedures, interventions that may preclude the need for restraint, types of permitted physical restraints and related safety considerations, and administering physical restraint in accordance with medical or psychological limitations, known or suspected trauma history, and/or behavioral intervention plans applicable to an individual student.

Additionally, the school must identify specific staff that is authorized to serve as school-wide resources to assist in ensuring proper administration of physical restraint. These individuals must participate in in-depth training in the use of physical restraint and implementation of the Regulations.

Reporting Requirements. Program staff shall report the use of any physical restraint, as required by the Regulations. The staff member who administered the restraint shall notify the principal verbally as soon as possible and in writing no later than the next school working day. The report shall be maintained by the school and made available for review by the Parent(s) or the DESE upon request.

The principal or designee shall make reasonable efforts to inform the Parent(s) of the restraint within 24 hours of the event, and shall notify the Parent(s) by written report within three school working days of the restraint. The information in the report shall be in conformance with 603 CMR 46.06(4). The written restraint report must be provided to the Parent(s) in the language in which report cards and other necessary school-related information are customarily provided.

The Principal or designee shall review restraint data weekly to determine whether one or more students may have been restrained multiple times during the week. If so, the Principal shall convene one or more teams as deemed appropriate to assess the students' progress and needs, with the goal of reducing or eliminating the need for restraint. The Principal shall also conduct a monthly review of school-wide restraint data and take steps to reduce or eliminate the use of restraint within the school where appropriate.

All physical restraints that result in injury must be reported to DESE. In addition, the district will collect and annually report data relating to the district's use of restraints to DESE.

Prevention of Dangerous Behavior. As set forth in the Regulations, the Middleboro Public Schools shall develop methods for preventing student violence, self-injurious behavior, and suicide, including individual crisis planning,

behavior intervention plans, and de-escalation of potentially dangerous behavior occurring among groups of students or with an individual student.

Parent Engagement. In accordance with the regulations, the Middleboro Public Schools shall engage Parents in discussions about restraint prevention and the use of restraint solely as an emergency procedure.

Complaints. Complaints and investigations regarding restraint practices are covered by District Policy Office of Pupil Personnel Services who can be reached at 508-946-2013.

Additional information, including a copy of the regulations, can be obtained from the Office of Pupil Personnel Services who can be reached at 508-946-2013. A copy of the regulations may also be obtained at www.doe.edu/lawsregs/603cmr46.html.

23.05: Privacy and Security of Student Records

Regulatory Authority: 603 CMR 23.00: M.G.L. c. 71, 34D, 34F

1. The school principal or his/her designee shall be responsible for the privacy and security of all student records maintained in the school.
2. *The superintendent of schools or his/her designee shall be responsible for the privacy and security of all student records that are not under the supervision of a school principal, for example, former students' transcripts stored in the school department's central administrative offices or student records of school-age children with special needs who have not been enrolled in a public school.*
3. The principal and superintendent of schools shall insure that student records under their supervision are kept physically secure, that authorized school personnel are informed of the provisions of 603 CMR 23.00 and M.G.L. c. 71, § 34H and are educated as to the importance of information privacy and confidentiality; and that any computerized systems employed are electronically secure.

23.06: Destruction of Student Records

Regulatory Authority: 603 CMR 23.00: M.G.L. c. 71, 34D, 34F

- (1) The student's transcript shall be maintained by the school department and may only be destroyed 60 years following his/her graduation, transfer, or withdrawal from the school system.
- (2) During the time a student is enrolled in a school, the principal or his/her designee shall periodically review and destroy misleading, outdated, or irrelevant information contained in the temporary record provided that the eligible student and his/her parent are notified in writing and are given opportunity to receive the information or a copy of it prior to its destruction. A copy of such notice shall be placed in the temporary record.
- (3) The temporary record of any student enrolled on or after the effective date of 603 CMR 23.00 shall be destroyed no later than seven years after the student transfers, graduates, or withdraws from the school system. Written notice to the eligible student and his/her parent of the approximate date of destruction of the record and their right to receive the information in whole or in part, shall be made at the time of such transfer, graduation, or withdrawal. Such notice shall be in addition to the routine information letter required by 603 CMR 23.10.
- (4) In accordance with M.G.L. c 71, section 87, the score of any group intelligence test administered to a student enrolled in a public school shall be removed from the record of said student at the end of the school year in which such test was so administered.

23.07: Access to Student Records

Regulatory Authority: 603 CMR 23.00: M.G.L. c. 71, 34D, 34F

- (1) **Log of Access.** A log shall be kept as part of each student's record. If parts of the student record are separately located, a separate log shall be kept with each part. The log shall indicate all persons who have obtained access to the student record, stating: the name, position and signature of the person releasing the

information; the name, position and, if a third party, the affiliation if any, of the person who is to receive the information; the date of access; the parts of the record to which access was obtained; and the purpose of such access. Unless student record information is to be deleted or released, this log requirement shall not apply to:

- (a) authorized school personnel under 603 CMR 23.02(9)(a) who inspect the student record;
- (b) administrative office staff and clerical personnel under 603 CMR 23.02(9)(b), who add information to or obtain access to the student record; and
- (b) school nurses who inspect the student health record.

(2) **Access of Eligible Students and Parents/guardians.** The eligible student or the parent, subject to the provisions of 603 CMR 23.07 (5), shall have access to the student record. Access shall be provided as soon as practicable and within ten days after the initial request, except in the case of non-custodial parents/guardians as provided in 603 CMR 23.07 (5). Upon request for access, the entire student record regardless of the physical location of its parts shall be made available.

- (a) Upon request, copies of any information contained in the student record shall be furnished to the eligible student or the parent. A reasonable fee, not to exceed the cost of reproduction, may be charged. However, a fee may not be charged if to do so would effectively prevent the parents/guardians or eligible student from exercising their right, under federal law, to inspect and review the records.
- (b) Any student, regardless of age, shall have the right pursuant to M.G.L. c. 71, section 34A to receive a copy of his/her transcript.
- (c) The eligible student or the parent shall have the right upon request to meet with professionally qualified school personnel and to have any of the contents of the student record interpreted.
- (d) The eligible student or the parent may have the student record inspected or interpreted by a third party of their choice. Such third party shall present specific written consent of the eligible student or parent, prior to gaining access to the student record.

1) **Access of Authorized School Personnel.** Subject to 603 CMR 23.00, authorized school personnel shall have access to the student records of students to whom they are providing services, when such access is required in the performance of their official duties. The consent of the eligible student or parent shall not be necessary.

2) **Access of Third Parties.** Except for the provisions of 603 CMR 23.07(4)(a) through 23.07(4)(h), no third party shall have access to information in or from a student record without the specific, informed written consent of the eligible student or the parent. When granting consent, the eligible student or parent shall have the right to designate which parts of the student record shall be released to the third party. A copy of such consent shall be retained by the eligible student or parent and a duplicate placed in the temporary record. Except for information described in 603 CMR 23.07(4)(a), personally identifiable information from a student record shall only be released to a third party on the condition that he/she will not permit any other third party to have access to such information without the written consent of the eligible student or parent.

- (a) A school may release the following directory information: a student's name, address, telephone listing, date and place of birth, major field of study, dates of attendance, weight and height of members of athletic teams, class, participation in officially recognized activities and sports, degrees, honors and awards, and post-high school plans without the consent of the eligible student or parent; provided that the school gives public notice of the types of information it may release under 603 CMR 23.07 and allows eligible students and parents/guardians a reasonable time after such notice to request that this

- information not be released without the prior consent of the eligible student or parent. Such notice may be included in the routine information letter required under 603 CMR 23.10.
- (b) Upon receipt of a court order or lawfully issued subpoena the school shall comply, provided that the school makes a reasonable effort to notify the parent or eligible student of the order or subpoena in advance of compliance.
 - (c) A school may release information regarding a student upon receipt of a request from the Department of Children and Families, a probation officer, a justice of any court, or the Department of Youth Services under the provisions of M.G.L. c. 119, sections 51B, 57, 69 and 69A respectively.
 - (d) Federal, state and local education officials, and their authorized agents shall have access to student records as necessary in connection with the audit, evaluation or enforcement of federal and state education laws, or programs; provided that except when collection of personally identifiable data is specifically authorized by law, any data collected by such officials shall be protected so that parties other than such officials and their authorized agents cannot personally identify such students and their parents/guardians; and such personally identifiable data shall be destroyed when no longer needed for the audit, evaluation or enforcement of federal and state education laws.
 - (e) A school may disclose information regarding a student to appropriate parties in connection with a health or safety emergency if knowledge of the information is necessary to protect the health or safety of the student or other individuals. This includes, but is not limited to, disclosures to the local police department and the Department of Children and Families under the provisions of M.G.L. c. 71, section 37L and M.G.L. c. 119, section 51A.
 - (f) Upon notification by law enforcement authorities that a student, or former student, has been reported missing, a mark shall be placed in the student record of such student. The school shall report any request concerning the records of the such child to the appropriate law enforcement authority pursuant to the provisions of M.G.L. c. 22A, section 9.
 - (g) Authorized school personnel of the school to which a student seeks or intends to transfer may have access to such student's record without the consent of the eligible student or parent, provided that the school the student is leaving, or has left, gives notice that it forwards student records to schools in which the student seeks or intends to enroll. Such notice may be included in the routine information letter required under 603 CMR 23.10.
 - (h) School health personnel and local and state health department personnel shall have access to student health records, including but not limited to immunization records, when such access is required in the performance of official duties, without the consent of the eligible student or parent.

Chapter 71: Section 34H. Non-custodial parents/guardians; receipt of information for child enrolled in public elementary or secondary schools; notice to custodial parent

Each public elementary and secondary school shall provide student records, including, but not limited to, the following information, in a timely and appropriate manner to the parents/guardians of a child enrolled in the school if the parents/guardians are eligible for information under this section and request the information in the manner set forth in this section: report cards and progress reports; the results of intelligence and achievement tests; notification of a referral for a special needs assessment; notification of enrollment in an English language learners program established under chapter 71A; notification of absences; notification of illnesses; notifications of any detentions, suspensions or expulsion; and notification of permanent withdrawal from school. Each school shall also make reasonable efforts to ensure that other written information that is provided to the custodial parent but not specified in the preceding sentence be provided to the requesting parent if that parent is eligible for information under this section. All electronic and postal address and telephone number information relating to either the work or home

locations of the custodial parent shall be removed from information provided under this section. Receipt of this information shall not mandate participation in any proceeding to which notification pertains, nor shall it authorize participation in proceedings and decisions regarding the child's welfare, which are not granted through the award of custody. For purposes of this section, any parent who does not have physical custody of a child shall be eligible for the receipt of information unless: (1) the parent's access to the child is currently prohibited by a temporary or permanent protective order, except where the protective order, or any subsequent order which modifies the protective order, specifically allows access to the information described in this section; or (2) the parent is denied visitation or, based on a threat to the safety of the child, is currently denied legal custody of the child or is currently ordered to supervised visitation, and the threat is specifically noted in the order pertaining to custody or supervised visitation. All such documents limiting or restricting parental access to a student's records or information which have been provided to the school or school district shall be placed in the student's record.

A parent requesting information under this section shall submit a written request to the school principal.

Upon receipt of a request for information under this section, the school shall review the student record for any documents limiting or restricting parental access to a student's records or information which have been provided to the school or school district and shall immediately notify the custodial parent of the receipt of the request. Notification must be made by certified mail and by first class mail in both the primary language of the custodial parent and in English. The notification shall also inform the custodial parent that information requested under this section shall be provided to the requesting parent after 21 days unless the custodial parent provides to the principal of the school documentation of any court order which prohibits contact with the child, or prohibits the distribution of the information referred to in this section or which is a temporary or permanent order issued to provide protection to the child in the custodial parent's custody from abuse by the requesting parent unless the protective order or any subsequent order which modifies the protective order, specifically allows access to the information described in this section.

At any time the principal of a school is presented with an order of a probate and family court judge which prohibits the distribution of information pursuant to this section the school shall immediately cease to provide said information and shall notify the requesting parent that the distribution of information shall cease.

The Department of Education shall promulgate regulations to implement the provisions of this section. Said regulations shall include provisions, which assure that the information referred to in this section is properly marked, to indicate that said information may not be used to support admission of the child to another school.

23.08: Amending the Student Record

Regulatory Authority: 603 CMR 23.00: M.G.L. c. 71, 34D, 34F

- (1) The eligible student or the parent shall have the right to add information, comments, data, or any other relevant written material to the student record.
- (2) The eligible student or the parent shall have the right to request in writing deletion or amendment of any information contained in the student record, except for information which was inserted into that record by an Evaluation Team. Such information inserted by an Evaluation Team shall not be subject to such a request until after the acceptance of the Evaluation Team Educational Plan, or, if the Evaluation Team Educational Plan is rejected, after the completion of the special education appeal process. Any deletion or amendment shall be made in accordance with the procedure described below:
 - (a) If such student or parent is of the opinion that adding information is not sufficient to explain, clarify or correct objectionable material in the student record, either student or parent shall present the objection in writing and/or have the right to have a conference with the principal or his/her designee to make the objections known.
 - (b) The principal or his/her designee shall within one week after the conference or receipt of the objection, if no conference was requested, render to such student or parent a decision in writing, stating the reason or reasons for the decision. If the decision is in favor of the student or parent, the

principal or his/her designee shall promptly take such steps as may be necessary to put the decision into effect.

Chapter 622: Discrimination

Chapter 622 of the Massachusetts General laws, an act prohibiting discrimination in school reads as follows: "No person shall be excluded from or discriminated against admission to a public school of any town, or in obtaining the advantages, privileges and courses of study of such public school on account of race, color, sex, religion or national origin."

An Act to Protect Children and Families from Harmful Pesticides

Pesticides shall not be applied indoors while children are on the property, except for antimicrobial pesticides such as bleach; rodenticides placed in tamper resistant baits; insecticidal baits; ready-to-use dusts, gels, or powder formulations; and certain lower risk pesticides. Until November 1, 2001 other pesticides can be applied indoors when children are NOT present on the property.

Pesticides shall not be applied on the outdoor property of a school, day care center or school age child care program while children are located in, on or adjacent to the area of the pesticide application.

All parents/guardians, staff and children will have to be provided with standard written notification of any pesticide application that is made outdoors on school property. The notification will also have to be posted in a common area. The information to be contained in the standard written notification will be obtained from the licensed pesticide applicator that performs the work.

Tobacco Products

In accordance with the Massachusetts Education Reform Act of 1993, the use of any tobacco products within school buildings or facilities or on school grounds or buses by any individual is prohibited.

Discipline of Students with Disabilities

All students are expected to meet the requirements for behavior as set forth in this discipline code. Chapter 71B of the Massachusetts General Laws, known as Chapter 766, requires that additional provisions be made for students who have been found by an evaluation TEAM to have special needs and whose program is described in an Individualized Education Program (IEP).

The following additional requirements apply to the discipline of students with disabilities:

- a. The IEP for every student with disabilities will indicate whether the student can be expected to meet the regular discipline code or if the student's handicapping condition requires a modification. Any modification will be described in the IEP.
- b. The principal or designee will notify the Special Education Office of the offense warranting a suspension of a special need student and a record will be kept of such notices.
- c. When it is known that the suspension(s) of a student with disabilities will accumulate to ten (10) days in a school year, a review of the IEP as provided in Section 333 of the Chapter 766 Regulations will be held to determine the appropriateness of student's placement program. The TEAM will make a finding as to the relationship between the student's misconduct and his or her handicapping condition and either:
 1. Design a modified program for the student or
 2. Write an amendment to provide for the delivery of special education services during the suspension and any needed modification of the IEP relative to discipline code expectations.

Protocol and Procedure for Home & Hospital Instruction Program 603 CMR 28.03(3)(c) and 28.04(4)

Background:

The Home and Hospital Instruction Program provides on-going educational instruction to students who are unable to attend the regular school day for a period of two weeks (14 days) or longer due to a temporary illness, psychiatric

placement, surgery, chronic medical condition or adherence to Chapter 222 regulations. Home/Hospital serves all students (general education and special education) enrolled in the Middleborough Public Schools.

The Home & Hospital Instruction process begins at the student's school in one of several ways: school administrator determination, request by a parent/guardian, notification from a physician or hospital (for psychiatric or medical reasons).

The Home & Hospital Process takes up to five school working days to initiate depending on each situation.

- A) For students who will miss two weeks of school or less, classwork/homework should be provided by the classroom/subject teachers and arrangements made with the parents/guardian for these materials to be picked up and dropped off in some manner.
- B) Students who are placed in a psychiatric or medical facility receive tutoring services each day. The facility is responsible for setting up the tutoring (typically thru Education Inc.) and notifying the school department. Once notification is received, the PPS Department will inform the school and request work be compiled for the student to complete during their hospitalization. This should be completed and ready for the parent/guardian to pick up within two school working days.
- C) Students with chronic illnesses who have recurring home/hospital stays of less than 14 consecutive school days, when such recurrences have added up to or expected to add up to more than 14 school days in a school year, are eligible for services if they are requested and the medical need is documented by the physician.
- D) Students who are home-bound and unable to attend school for more than two weeks (14 days) must provide the school with a signed Physician's Statement for Temporary Home or Hospital Education form prior to any services being provided.

For students who will be absent for longer than two weeks, the following procedure should be followed:

- 1.) It is the responsibility of the school to notify the school's Special Ed Coordinator of Pupil Personnel Services of all requests received by the school.
- 2.) The Special Ed Coordinator will notify the Director of Pupil Personnel Services to discuss each situation. The amount of tutoring services will be determined on an individual basis dependent upon the severity of the student's needs and/or special circumstances.
- 3.) It is the responsibility of the school to obtain all required documentation for any and all Home Tutoring request and submit it to the Office of Pupil Personnel Services within 48 hours of the request having been received by the school.

Simultaneously, the school should work on finding an appropriate/licensed tutor for the student. School-based teachers should be asked first, preferably a teacher who knows the student. If there are no available school-based teachers, the district will contract with Education Inc. Regardless of the provider, the school is responsible for completing a Master Student Report which indicates the subject areas, special assignments, and amount of time required; in addition to collecting needed books and materials for the student.

4.) Once all of the required paperwork has been received by the Office of Pupil Personnel Services, notification will be sent to the Superintendent of Schools.

5.) The Special Ed Coordinator should inform the school (Principal, Nurse, Guidance Counselor, etc.) and the parent of the number of tutoring hours and determine (for students with disabilities) if the TEAM must reconvene to discuss the change in placement and consider evaluation needs. The need for a TEAM meeting is dependent upon the length of the required home-bound instruction (more than sixty (60) school days in any school year).

a. Safety should be discussed to determine the most appropriate location for tutoring to occur.

Tutoring can take place in the home if appropriate or a community-based location such as the library.

6.) It is the tutor's responsibility to:

- 1) Contact the parent/guardian to schedule tutoring sessions,
- 2) Inform the Special Ed Coordinator of the scheduled days, times and location of tutoring services,
- 3) Notify the Special Ed Coordinator of any concerns or issues that may occur (including cancellations, no shows, etc.),
- 4) Submit completed work to the school on a weekly basis.

* Tutors are Mandatory Reporters of suspected abuse and neglect and must inform the school immediately if they obtain any information regarding the student and/or any individual under the age of 16 years in the student's home. The Tutor, along with a school representative, will work together to file a needed 51A with the Department of Child & Family Services.

Please note the following:

1. Home/Hospital instruction is not considered "special education" unless the student has been found eligible for special education.
2. Tutoring should not commence until after all of the required paperwork has been completed and approval has been given by the Office of Pupil Personnel Services.
3. In most cases, instruction should commence no sooner than the 11th day of absence and no later than five school working days after the paperwork has been submitted and approved by the Director of Pupil Personnel Services.
4. It is the parent/guardian's responsibility to contact the student's school to request and obtain work to be completed for any illness lasting less than fourteen school days OR for the period of time PRIOR TO the commencement of any approved Home Instruction.
5. Tutoring is only to occur on days that school is in session.
6. Tutoring does not occur during school vacations or the summer break.
7. If the student/parent cancels a tutoring session it will not be made up. Missed hours cannot be "saved" and used as additional hours in the future.
8. If a student misses three (3) tutoring sessions, the tutor should notify the school Special Ed Coordinator of Pupil Personnel Services) to discuss issues and concerns and determine the appropriateness of continued services.
9. Home-bound instruction is not intended to assist students in preparing for standardized testing.
10. A new application packet (including a new signed Physician's Statement) is required every school term (each semester or every two quarters).
11. A new application packet (including a new signed Physician's Statement) is required each school year if services will extend into the following school year.

04/22/16

XI. APPENDIX C: FEDERAL LAWS

Due Process

The discipline code of the Early Childhood Center and Elementary Schools is administered within the guidelines set by the U.S. Supreme Court with regard to due process for students. The Supreme Court holds that the Due Process Clause of the Fourteenth Amendment to the United States Constitution requires that a student facing

temporary (up to ten days) suspension from a public school be given oral or written notice of the charge(s) against him or her. Explanation for the basis for the accusation(s) and an opportunity to present his or her version of the facts is given. In addition, the Court holds that unless the student's continued presence at school endangers persons or property or "threatens disruption of the academic process," the hearing must precede rather than follow his or her suspension. The Court points out that due process does not require that hearings in connection with suspension be trial-like in nature. Therefore, school officials are not required to give the student an opportunity to secure counsel, to confront and cross examine witnesses supporting the charges, or to call his or her supporting witnesses.

Massachusetts Granted Flexibility from Portions of No Child Left Behind Act to Focus on Innovative Methods for Ensuring All Students Achieve at High Levels.

No Child Left Behind Waiver

Level 1: On track to college and career readiness

Level 2: Not meeting gap closing goals

Level 3: Focus: Lowest performing 20% of schools (including schools with the largest gaps)

Level 4: Priority: Lowest performing schools

Level 5: Priority: Chronically underperforming schools

For more detailed information see the article from the Department Of Elementary and Secondary Education at <http://www.doe.mass.edu/news/news.aspx?id=6666>

Qualified Teacher

Compliance with P.L. 107-110, Section 1111(h) (6) (A)

The Federal *No Child Left Behind* Act of 2001 requires school districts that receive federal Title 1 funding to notify parents/guardians of their right to know the professional qualifications of the classroom teachers who instruct their child. As a recipient of these funds, Middleborough Public Schools will provide you with this information in a timely manner if you request it. Specifically, you have the right to request the following information about each of your child's classroom teachers:

- Whether the teacher meets the state qualifications and licensing criteria for the grades and subjects he or she teaches.
- Whether the teacher is teaching under emergency or provisional status because of special circumstances.
- The teacher's college major, whether the teacher has any advanced degrees, and the field of discipline of the certification or degree.
- Whether paraprofessionals provide services to your child and, if so, their qualifications.

The Middleborough Public Schools is committed to providing quality instruction for all students and does so by employing the most qualified individuals to teach and support each student in the classroom. If you would like to receive any of the information listed above for you child's teacher, please contact Holly Hargraves, Director of the Memorial Early Childhood Center.

The second "right to know" provision centers on notifying Parents/Guardians in Title 1 schools when their child is taught for four or more weeks by a teacher who is not highly qualified. The Middleborough Public Schools shall provide each individual parent/guardian timely notice that their child has been assigned or has been taught for four or more consecutive weeks by a teacher who is not highly qualified.

Searches

Both the Fourth Amendment to the United States Constitution ("Fourth Amendment") and Article 14 of the Declaration of Rights of the Massachusetts Constitution hold that school administrators are subject to the

constitutional prohibition on unreasonable searches and seizures. School administrators may search students only when there is reason to believe that the student has violated the law or school rules and when the search, as conducted, is reasonably designed to produce evidence of the violation. These constitutional provisions state the following:

Fourth Amendment

The right of the people to be secure in their persons, houses, papers, and effects, against unreasonable searches and seizures, shall not be violated, and no warrants shall issue, but upon probable cause, supported by oath of affirmation, and particularly describing the place to be searched, and the persons or things to be seized.

Article 14

Every subject has a right to be secure from all unreasonable searches, and seizures of his person, his houses, his papers, and all his possessions. All warrants, therefore, are contrary to this right, if the cause or foundation of them be not previously supported by oath or affirmation; and if the order in the warrant to a civil officer, to make search in suspected places, or to arrest one or more suspected persons, or to seize their property, be not accompanied with a special designation of the persons or objects of search, arrest, or seizure; and no warrant ought to be issued but in cases, and with the formalities prescribed by the laws.

Family Educational Rights and Privacy Act (FERPA)

The Federal law protects the privacy rights of students' educational records under the Family Educational Rights and Privacy Act. Parents/Guardians have certain rights to their child's educational records and these same rights transfer to the student when he/she reaches the age of eighteen. Once the student is of age, he/she is now defined as the "eligible student." Parents/Guardians and eligible students have the right to inspect and review the educational records and can request the school to correct any records they believe are inaccurate or misleading. Schools may disclose "directory" information without consent; however, the school must inform Parents/Guardians and eligible students about the directory information and allow them adequate time to decide if they do not want to disclose "directory" information.

Title IX

Title IX of the Federal Education Amendment of 1972, requires non discrimination on the basis of sex in its education programs, activities or employment policies as required by Title IX of the 1972 Education Amendments. Inquiries regarding compliance with Title IX may be directed to; Carolyn Lyons, c/o Middleborough Public Schools, 112 Tiger Drive, Middleborough, MA 02346, 508-946-2013 or to the Director Health, Education and Welfare, Washington, D.C.

Important Notice

Student handbooks are published and issued free of charge to all Middleborough Public Schools students each year. Extra copies are always available at your respective main office(s). The handbook can also be found on each school's webpage. This handbook shall be on file with the Department of Education for the Commonwealth of Massachusetts and the Office of the Superintendent for the Middleborough Public Schools.

The Middleborough Elementary Schools do not discriminate on the basis of race, color, national origin, age, sex, religion, gender identity, sexual orientation, homelessness, or disability.