

MARSHFIELD
PUBLIC SCHOOLS
ELEMENTARY
HANDBOOK

2021-2022



MARSHFIELD PUBLIC SCHOOLS

MARSHFIELD, MASSACHUSETTS 02050

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MARSHFIELD PUBLIC SCHOOLS

ELEMENTARY SCHOOL BUILDING ADMINISTRATION

Sara MacNeil, Principal	Daniel Webster School	781-834-5045
Jennifer Jackson, Elementary Assistant Principal		
William J. Campia, Principal	Eames Way School	781-834-5090
Jean Milch, Elementary Assistant Principal		
Karen Hubbard, Principal	Governor Winslow School	781-834-5060
Mark McNulty, Elementary Assistant Principal		
Jill Cotreau, Principal	Martinson Elementary School	781-834-5025
Jeffrey Dunn, Elementary Assistant Principal		
Emily Baird, Principal	South River Elementary School	781-834-5030
Amy Fultz, Elementary Assistant Principal		

CENTRAL ADMINISTRATION

Superintendent	Mr. Jeffrey Granatino	781-834-5000 x 40119
Asst. Supt. of Schools	Dr. Ellen Martin	781-834-5000 x 40101
Dir. Special Education/Pupil Personnel	Ms. Amy Scolaro	781-834-5000 x 40114
Asst. Supt. Business & Finance	Mr. Thomas Miller	781-834-5000 x 40103
Director of Technology PK-12	Mr. David Cawthorne	781-834-5000 x 40120
District Data Specialist	Ms. Lisa Portolese	781-834-5000 x 40224
School Nutrition Director	Ms. Irene Ekstrom	781-319-3812 x 45813

SCHOOL COMMITTEE MEMBERS

RICHARD GREER 244 Winslow Street Marshfield, MA 02050 Term expires: 2022 Email: richard.greer@mpsd.org	SEAN COSTELLO 229 Winslow Street Marshfield, MA 02050 Term expires: 2024 Email: sean.costello@mpsd.org
KENDRA STETSON CAMPBELL 255 Flaggler Drive Marshfield, MA 02050 Term expires: 2024 Email: kendra.campbell@mpsd.org	LARA BRAIT 24 Grace Lane Marshfield, MA 02050 Term expires: 2022 Email: lara.brait@mpsd.org
BRIGID BOYD P.O. Box 394 Marshfield Hills, MA 02051 Term Expires: 2023 Email: brigid.boyd@mpsd.org	

MARSHFIELD PUBLIC SCHOOLS

DANIEL WEBSTER SCHOOL

1456 Ocean Street
Marshfield, MA 02050

Sara MacNeil
781-834-5045
FAX 781-834-5072

EAMES WAY SCHOOL

165 Eames Way
Marshfield, MA 02050

William J. Campia
781-834-5090
FAX 781-834-5094

GOVERNOR WINSLOW SCHOOL

60 Regis Road
Marshfield, MA 02050

Karen Hubbard
781-834-5060
FAX 781-834-5075

MARTINSON SCHOOL

257 Forest Street
Marshfield, MA 02050

Jill Cotreau
781-834-5025
FAX 781-834-5003

SOUTH RIVER SCHOOL

Hatch Street
Marshfield, MA 02050

Emily Baird
781-834-5030
FAX 781-834-5071

FURNACE BROOK MIDDLE SCHOOL

530 Furnace Street
Marshfield, MA 02050

Maureen Kemmett
781-834-5020
FAX 781-834-5899

MARSHFIELD HIGH SCHOOL

167 Forest Street
Marshfield, MA 02050

Robert Keuther
781-834-5050
FAX 781-834-5040

MARSHFIELD PUBLIC SCHOOLS DISTRICT MISSION STATEMENT

Marshfield provides a safe, healthy and collaborative learning environment that fosters respect and responsibility,
empowering all to achieve their maximum potential

CORE VALUES

- **Respect** self and others
- Hold and reach **high standards**
- Promote **collaboration** in the school community
- Employ comprehensive approach to **continuous learning**
- Embrace **innovative** practices
- Demonstrate **responsibility**
- Ensure a **safe and healthy** environment



Marshfield Public School

76 South River Street – Marshfield, MA 02050 ■ (781)834-5000 ■ FAX (781)834-5070

Jeffrey W. Granatino **Ellen M. Martin, Ed. D.** **Thomas J. Miller** **Amy C. Scolaro**
Superintendent Asst. Superintendent Asst. Supt. Business & Finance Director of Special Education / Pupil Personnel

August 2021

Dear Elementary School Families,

On behalf of all elementary school staff, we would like to welcome you to a new school year. Our school community takes pride in providing a safe, academically challenging environment which allows each child to grow at his/her own pace. Together, we strive to make our schools the best they can be for children. We can assist students in maximizing their potential through a belief that the home-school partnership is vital. Educational goals are best met through good communication. Your insight and skills as parents/guardians are valued and respected as we move through this educational journey together. We invite you to support your child through your involvement in the Marshfield Public Schools. Your feedback is essential to ensure we are meeting the needs of all students and their families.

The Elementary School Handbook is designed to keep you informed of the programs and policies of the Marshfield Public Schools. Each individual elementary school's information and procedures are located in the Appendix. We encourage you to review the handbook with your child and refer to it during the school year. Upon completion of your initial review, please sign the signature page and have your child return it to his/her teacher. As always, feel free to contact your child's school if you should have any further questions or concerns.

Once again, welcome to a new and exciting school year! As principals, we are most fortunate to work in such outstanding schools with dedicated and caring students, parents, and staff. We look forward to a very successful school year.

Sincerely,

William J. Campia
Principal
Eames Way School

Karen M. Hubbard
Principal
Governor Winslow School

Sara MacNeil
Principal
Daniel Webster School

Emily R. Baird
Principal
South River School

Jill Cotreau
Principal
Martinson Elementary School

PeaceBuilders- “We Are Not Complete Without Your Peace.”

The goal of **PeaceBuilders** (an inclusive school-climate program creating peaceful learning environments) is to ensure all schools will become peaceful learning environments where everyone learns, acquires and practices the skills to ensure positive and respectful behaviors in order for all students to achieve academic, as well as, personal and interpersonal success. There are **six essential peace-building behaviors** that are practiced: **Praise People, Give Up Put-Downs, Seek Wise People, Notice Hurts, Right Wrongs and Help Others.**

- | | |
|--------------------------|---|
| Praise People | Teach children how to look for the good in themselves and also in each other. Learn how to give and receive compliments. Can you be a positive member of our school? |
| Give Up Put-Downs | Teach children how to give up put-downs (insults of all kinds) Learn how to speak respectfully with each other. Can you be a respectful member of our school? |
| Seek Wise People | Discuss what makes a person “wise,” have students identify wise people in their lives and in the School Community. Can you be counted on to make wise choices at our school? |
| Notice Hurts | Teach children to observe how someone feels by watching the way they look. Can you recognize when others' feelings are hurt or if you caused them to hurt? Can you be a kind and caring member of our school? |
| Right Wrongs | Teach children how to apologize for their behavior or do something to right the hurt they have caused. Can you accept the consequences of inappropriate behavior and make it right? Can you make our school a better place? |
| Help Others | Finish the school year by looking for ways to help others or learn to self-advocate and ask for help when you need it. Can you help others in your class, grade or our school? |

Marshfield Public Schools

September 2021 – June 2022

Academic Calendar

SEPTEMBER

Mon	Tues	Wed	Thurs	Fri
30	31	1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

TEACHER ORIENTATION: August 30

SCHOOL OPENING: August 31

KINDERGARTEN BEGINS: September 1

CLOSED LABOR DAY: September 5, 6, 7

FEBRUARY

Mon	Tues	Wed	Thurs	Fri
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28				

21 - 25 FEBRUARY VACATION

OCTOBER

Mon	Tues	Wed	Thurs	Fri
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

11 COLUMBUS DAY

MARCH

Mon	Tues	Wed	Thurs	Fri
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

NOVEMBER

Mon	Tues	Wed	Thurs	Fri
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

2 PROFESSIONAL DEVELOPMENT

11 VETERANS' DAY OBSERVANCE

24 THANKSGIVING BREAK (EARLY RELEASE)

APRIL

Mon	Tues	Wed	Thurs	Fri
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

13 GOOD FRIDAY

15 - 22 APRIL VACATION

DECEMBER

Mon	Tues	Wed	Thurs	Fri
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

25 EARLY RELEASE FOR DECEMBER VACATION

26 - 31 DECEMBER VACATION

MAY

Mon	Tues	Wed	Thurs	Fri
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

30 MEMORIAL DAY

JANUARY

Mon	Tues	Wed	Thurs	Fri
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

5 CLASSES RESUME 17 MARTIN LUTHER KING DAY

JUNE

Mon	Tues	Wed	Thurs	Fri
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

June 14 = 180 days (Assuming no snow days)

SHADED AREAS REFLECT NO SCHOOL

Marshfield Public Schools

District Calendar: 2021 - 2022

Holidays / Vacation

District-Wide Early Release

180 Days

September 202121 days

s	m	t	w	t	f	s
29	30	31	1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

September 2021

Aug 30: Teacher Orientation

Aug 30: Elementary Meet & Greet

Aug 31: School opening

Aug 31: Kindergarten Orientation

Sept 1: Kindergarten Begins

SEPT 7: PRE K BEGINS

Sept 9: MHS Open House

Sept 14: FBMS Open House

Sept 15: District-Wide Early Release

October 202120 days

s	m	t	w	t	f	s
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

October 2021

Oct 1: MHS/FBMS Term 1 Mid Term

OCT 5: Elementary curriculum night

Oct 6: District-Wide Early Release

Oct 11: Columbus Day - No School

Oct 20: District-Wide Early Release

November 202118 days

s	m	t	w	t	f	s
31	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

November 2021

Nov 2: No School for students: PD for teachers

Nov 5: MHS/FBMS Term 1 Ends

Nov 11: Veterans' Day Observance - No School

Nov 12: MHS/FBMS Term 1 Report Cards

Nov 15: MHS Conferences - Evening (A-K)

Nov 17: FBMS Conferences - Evening (A-K)

Nov 22: MHS Conferences - Evening (L-Z)

Nov 23: FBMS Conferences - Evening (L-Z)

Nov 25, 26: Thanksgiving Break (Close at Noon on 11/24)

December 202117 days

s	m	t	w	t	f	s
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

December 2021

Dec 3: Elementary Trimester 1 Ends

Dec 10: MHS/FBMS Term 2 Mid Term

Dec 10: Elementary Trimester 1 Report Cards

Dec 13: Elementary Trimester 1 Conferences - Evening

Dec 15: District-Wide Early Release

Dec 15: Elementary Trimester 1 Conferences - Afternoon

Dec 23-Jan 2: Holiday Break (Close at Noon on 12/23)

January 202220 days

s	m	t	w	t	f	s
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

January 2022

Jan 3: Classes Resume

Jan 12: District-Wide Early Release

Jan 17: Martin Luther King Day - No School

Jan 21: MHS/FBMS Term 2/Semester 1 Ends

Jan 28: FBMS Semester 1 Report Cards

Jan 28: MHS/FBMS Term 2 Report Cards

GENERAL INFORMATION & PROCEDURES

SCHOOL HOURS

Daniel Webster School 8:20 a.m. – 3:00 p.m.
Wednesday Early Release 8:20 a.m. – 12:45 p.m.

Eames Way School 8:20 a.m. – 3:00 p.m.
Wednesday Early Release 8:20 a.m. – 12:45 p.m.

Governor Winslow School 8:20 a.m. – 3:00 p.m.
Wednesday Early Release 8:20 a.m. – 12:45 p.m.

Martinson Elementary School 8:50 a.m. – 3:30 p.m.
Wednesday Early Release 8:50 a.m. – 1:15 p.m.

South River Elementary School 8:50 a.m. – 3:30 p.m.
Wednesday Early Release 8:50 a.m. – 1:15 p.m.

Please note that every Wednesday is early release for the elementary schools for teacher planning, conferences and staff development.

EARLY DISMISSAL

Staff and parents will receive a “**ConnectEd**” message from the Superintendent of Schools as soon as a decision has been made due to unforeseen circumstances. This announcement will also be on television and radio stations. This is especially crucial for working parents who cannot be reached at home. Please instruct your child(ren) as to where they are to go in the event that you cannot be at home (i.e., neighbor’s house, etc.) Announcements may be heard on the stations listed below under ‘School Cancellations’

SCHOOL CANCELLATIONS

Cancellation of school in Marshfield is based on existing circumstances (STREET CONDITIONS, UNPLOWED SCHOOL YARDS, BUILDING PROBLEMS), as well as weather forecasts at 5:00 a.m. on the day of cancellation. Cancellation of school the previous evening is based upon projected conditions for the next day. Depending on weather and road conditions, the Marshfield Public Schools may exercise the option of a delayed opening. Sidewalks may NOT be cleared in the event of a delayed opening. Should there be a 1 hour or 2 hour delay, morning preschool will be cancelled.

Parents are urged to use their discretion in sending their children to school in adverse weather. Parents should be prepared with contingency plans if their children are dismissed early because of snow, flooding, or other emergencies.

Staff and parents will receive a “**ConnectEd**” message from the Superintendent of Schools as soon as a decision has been made to either cancel school or delay the normal beginning of the school day. This announcement will also be on television and radio stations usually by 6:00 a.m. Radio and TV stations carrying the Marshfield no school announcements include:

WATD 95.9

WBZ Channel 4

WCVB Channel 5

WFXT Fox 25

WHDH Channel 7

Each year the Marshfield Police, Fire, School Offices, and local radio stations are seriously handicapped because of the many calls from individuals inquiring about the closing/delay of schools on stormy days. **Please do not call the police station, the fire station, the radio stations, or the school offices** for “no school” announcements. Listen to one of the radio/TV stations listed above for the public closings or delays.

Note: In the event of a delayed opening for one hour or more, the MORNING SESSION of Preschool is cancelled.

DAILY ATTENDANCE

Marshfield Public Schools recognizes that the maximum educational benefits to the students and the community of Marshfield can be attained only if students attend school daily. The classroom experience cannot be replicated, and we believe that students being present and on time each day is essential to school success. Daily attendance is the responsibility of the student and the parent, together with the best efforts of teachers and administrators. A maximum cooperative effort from all will result in a positive academic experience for the student.

In accordance with Chapter 76, Section I of Massachusetts General Law, Marshfield Public Schools is required to notify the parent/guardian of a student who has reached five (5) unexcused absences in a school year. Parents/Guardians will be notified by a letter when five (5) unexcused absences have been reached.

In the event that a student exceeds ten (10) unexcused absences, a parent/guardian is required to meet with an administrator to discuss his/her child's attendance issues.

Excused Absences:

- Death in the immediate family
- Illness or medical appointment, verified by professional note
- Religious Holidays
- Court appearances
- School sponsored and/or approved activities that fall within the guidelines of the time on learning regulations of the Department of Elementary and Secondary Education

Documentation of an excused absence must be received no later than five (5) school days following the student's return to school. The decision on the validity of an absence relative to the ten (10) day rule will be made by an administrator.

Unexcused Absences:

- Illness, not verified by a professional note
- Medical appointments, not verified by a professional note
- Family vacations/trips
- Tardiness and/or dismissals that result in the loss of more than half of the school day, not verified by a professional note
- Truancy
- Out-of-School Suspensions

Upon returning to school after any absence, a note from a parent/guardian is required. A doctor's note is required if a student is out five (5) or more consecutive days. If an absence is due to a communicable disease, a doctor's note is required the day the student returns to school.

TARDY / DISMISSAL

A child is considered TARDY if he/she arrives ten (10) minutes after the start of school. When a student arrives late, he/she must be accompanied by a parent/guardian and must report to the office before going to his/her classroom. This will allow the office staff to correct the classroom teacher's attendance report which will have the student listed as absent.

A student arriving three (3) hours after the start of school will be considered absent for that school day and will not be permitted to participate in extracurricular activities on that day. Students dismissed more than three (3) hours before the end of the school day will be marked absent for that school day.

Should a student miss his/her school bus, it is the parent's responsibility to see that the child arrives at school on time. If a school bus is late, students are not considered tardy.

PARENT / TEACHER CONFERENCES

The purpose of the parent-teacher conference is to foster successful student learning and maximize student potential. The conference between parents/guardians and educators may cover student progress, successes, academic growth, and social/emotional development.

SAFE TO SCHOOL

The “**Safe to School Program**” was initiated to ensure a child’s safe arrival to school. Parents/guardians are requested to call in a child’s absence each day within 30 minutes after the start of the school day. If we do not receive a call, we will try to reach the parent or guardian to account for the child. **In all cases, telephone calls do not eliminate the requirement for a written absence note when your child returns to school.**

Safety and security is the responsibility of all staff members in the building. It is also indirectly the responsibility of parents and students.

1. All persons should enter/exit the building through the front door of the school. All other doors to the outside will be locked.
2. Anyone entering the building **MUST** report to the office before going to other parts of the building. It is appropriate and indeed the responsibility of adults to ask visitors if they have been to the office.
3. All visitors are asked to sign in the logbook on the office counter when entering/leaving the building and you must wear a “visitors/volunteer” badge during your stay.

It is important for children to be taught at home to assume responsibility for their own safety. School children should know their full name, address and telephone number. They should also know how to obey traffic and bus rules, be encouraged to go directly to and from school and be taught never to accept rides from, candy from, or talk to strangers.

SCHOOL VISITORS

Any individual visiting or volunteering in the school for any reason must report to the principal’s office to sign in and pick-up a visitor badge. The badge should be returned when the visitor/volunteer signs out. If it should be necessary for a visitor to speak to a student or a teacher, the office personnel will make such arrangements. All school doors are locked at all times. Visitors must ring the doorbell to be admitted. A camera and intercom system is set at the front door so that school personnel can see the visitor on a computer screen in the office and speak with him/her before unlocking the door. For the safety of all students and staff, please be patient if we do not recognize you and ask questions of you before unlocking the door. We want to continue to foster a welcoming atmosphere at our school and at the same time provide a safe environment for your child to grow and thrive.

DRESS CODE

School is a special place and how your child dresses should reflect this. Students should come to school neat, clean, and dressed appropriately for the elementary learning environment. Students’ attire, including their footwear, should allow for their participation in the numerous physical and academic activities that comprise a school day. Hats and other head apparel, except when worn for religious or medical reasons, are not allowed in the building.

Students’ clothing should neither contain messages or images that disrupt the educational process, nor be inappropriately revealing. Students go out daily for recess unless the weather dictates otherwise. It is important to dress appropriately for the weather.

The principal and/or designee are responsible for determining whether a student’s attire meets these expectations. They will work with and contact the families of students whose dress does not meet these expectations.

ELECTRONIC DEVICES

Electronic devices used for personal communications can disrupt normal school activities and can distract both students and teachers. Such devices must be powered off and put away during the school day. Electronic devices may be used for academic purposes at the discretion of the teacher and/or building administrator. The school cannot be held responsible for the disappearance of or damage to electronic equipment or any other non-school related personal items brought to school. Teachers and/or administrators may confiscate cell phones or other electronic devices that they consider disruptive to their class or the educational environment.

VAPING & TOBACCO

Based on Massachusetts State Law M.G.L. C 71, Sec 2A, prohibiting the use of tobacco in public schools. Smoking, smoking related materials, vaping, electronic cigarettes or chewing tobacco are prohibited in all areas or on school property at any time. Students found to be using or in possession of tobacco or smoking materials, including matches/lighter or vaping materials, regardless of form, on school grounds, within school facilities, or at any school event, shall be referred to the administration. This policy extends to the use of electronic cigarettes and vaporizing ('vaping') regardless of the contents of the electronic cigarette/vaporizer.

SCHOOL DISMISSAL

ALL CHILDREN WILL GO HOME ON THEIR ASSIGNED SCHOOL BUS UNLESS THE OFFICE RECEIVES A PARENTAL NOTE THAT INDICATES THE CHILD WILL BE PICKED UP.

Anyone other than a parent/guardian who picks up a child at dismissal must have a note from the parent/guardian that should be sent to the front office. If children are picked up or dismissed early from school, **please send a note to the classroom teacher**. This note will then be sent to the office. Parents or guardians need to come into the office to sign the child out in the dismissal portion of the logbook. Proper identification may be requested. The child will be called to the office when you arrive. Children may remain after school for any approved school activity (after school help, Brownies, Scouts, etc.), but must bring a note of permission from home. When applicable, current copies of court documents such as restraining orders, custody agreement, etc., need to be on file in the school office so your child is released only to the parent who has legal custody.

Important Reminder: Do not forget to send notes to the school office if your child(ren) is/are changing his/her after school schedule. If we **DO NOT** have written verification of the change, we will send your child home on his/her regular bus, or to the usual after school location for that day; home, to a daycare location, to a scout meeting location, etc. By following this practice, the school office can ensure that each student is being sent to a "safe" location and you will know where to pick up your son/daughter.

FIRE DRILL

At regular intervals during the year, fire drills are held as part of our safety preparedness program. These drills are conducted under the supervision of the Marshfield Fire Department. Fire Drill procedures are posted in all classrooms and offices. Children are to leave the building immediately, not taking any items with them, and exit quietly as soon as the alarm is rung. NO TALKING is allowed while passing so students may hear the directions of their teacher.

LOCKDOWN DRILL

At regular intervals during the year, lockdown drills are held as part of our safety preparedness program. These drills are conducted under the supervision of the Marshfield Police Department.

SCHOOL NUTRITION DEPARTMENT Marshfield Public Schools operates on a Point of Sales System (POS) which enables parents to deposit funds for lunch into their child's account. Each student receives a picture ID card that is kept at each elementary school. During lunch students simply swipe their ID card and the amount will be subtracted from their account. This card helps the line move quicker, but a child will still receive a meal if he/she does not have a card. The School Nutrition Department will look up their name in our POS database. Lunches offering multiple selections are served daily at all schools. Children may purchase a lunch using cash or through the Point of Sales System (My School Bucks) that allows the parent/guardian to pre-pay for their child's lunches or ala carte items. **For the 2021-22 school year, all students are eligible for one free lunch through funding provided by the United States Department of Agriculture.** A la carte items are milk \$.50, bottled water \$.50 and ice cream \$.75.

How to Deposit Money: There are two options for payment:

1, Pay on-line: www.myschoolbucks.com or visit www.mpsd.org and click on School Nutrition and the My School Bucks link. My School Bucks charges a \$1.95 fee to pay on-line. Please allow up to 24 to 48 hours for funds to be posted to your child's account. Please send your child to school with money or a lunch until funds are posted to the account.

You can set up automatic payments: Visit www.myschoolbucks.com, select 'Make a Payment', 'Add to Basket', under your child's name, click 'Set up a payment schedule'. Then select the option that will trigger automatic payment based on account balance or time period. Your child will always have money in their account.

2. Have your child bring a check into school payable to the Town of Marshfield. Please make sure your child's name is on the check for proper credit to his/her account. Funds will be deposited directly into the respective student accounts. It is your responsibility to check balances online. If a student's account goes into a negative balance, the student will be limited to specific menu choices until the negative balance is paid in full.

Pay monthly, quarterly, daily, or put any amount down on your child's account. To obtain information regarding your child's account balance, log onto www.myschoolbucks.com. If you need your child's ID number, please email or call the School Nutrition Department.

Forgotten or Lost Money & Negative Balances:

If your child forgets his/her lunch money, a lunch will be provided and will be charged to you. A letter will be sent home with your child for reimbursement to the School Nutrition Department.

- No ice cream will be served to a child that carries a negative balance.
- Negative balances that are not paid promptly will result in your child being offered only a sandwich (along with milk & fruit) during their lunch period.

Free or Reduced: For the 2021-22 school year, all students are eligible for one free lunch through funding provided by the United States Department of Agriculture. Despite this, the Marshfield School Committee still encourages all families who may qualify to submit an application regardless of participation in the school lunch program. The percentage of those that qualify directly impacts Marshfield Public Schools amount of Federal Grant Funding. All applications are kept 'confidential' at all times.

Applications for free or reduced lunches can be found on line at www.mpsd.org press the School Nutrition button, then click on Free and Reduced Form. Application forms can also be obtained in the front office at every school, or by calling 781-319-3812 for the forms to be mailed to you.

Kindergarten

Milk is \$.75 a day. A doctor's note is required for lactaid milk.

Lunch: For the 2021-22 school year, all students are eligible for one free lunch through funding provided by the United States Department of Agriculture. Ala carte items are milk \$.75; ice cream \$.75; and water \$.50. You may prepay your Kindergartener's lunch instead of sending in \$2.75 with your child every day. You may pay cash, online at www.myschoolbucks.com or by check made out to the Town of Marshfield.

LOST AND FOUND

Throughout the year, many articles are left on the school grounds or in the school. MPSD policy is to display these items for easier identification. At the end of the school year all unclaimed items are donated to charity. It is recommended that children's clothing, backpacks, and lunch bags be labeled for quick identification. If children do come home without their personal belongings, it is always best to come in to check the 'lost and found' at school.

USE OF TELEPHONE

Use of cell phones is not permitted. Students are allowed to use the school telephone in emergencies and with the permission of the classroom teacher and office staff.

PLACEMENT OF CHILDREN IN CLASSES

Marshfield Public Schools attempts to create balanced classrooms each school year. Teams at each grade level usually include the current classroom teacher, reading specialist, special education teacher and the principal. Some teams include the school nurse or other support staff. Many factors are considered in the determination of classes, such as balance by gender, academic and other talents, and the special education needs of children. Each elementary school will be following the process noted below in notifying you of your child's placement.

- In April/May, parents receive a letter from the principal seeking written input regarding their child's learning style, social emotional needs, specific relationships with peers, and past experiences.
- In May/June, tentative class placements will be developed.

- During the beginning of August, kindergarten families will be notified of placement and their child's Kindergarten Orientation (meet the teacher) date/time.
- Approximately the middle of August, Grade 1-5 families will be notified of placement..

PTO

PTO is an organization which provides enrichment for MPSD students and staff by helping organize and coordinate social and fund-raising events to enhance MPSD existing school programs. The PTO sponsors family events to promote a sense of community within our school. The PTO consists of parents and work with principal/assistant principal and teacher representatives. All parents and teachers are encouraged to participate in this organization.

SCHOOL COUNCIL

A school council is a representative school building-based committee composed of the principal, parents, teachers, staff, community members and, at the secondary level, students. Teachers, staff, parents, and community members become more committed to improving the schools and more supportive of the public school system when they serve on a school council that helps improve school programs. The school council is a site-based decision making organization designed to improve student learning by uniting those closest to the teaching-learning relationship. The council creates, through the development of a shared vision and planning, a school environment which unites all members of the school community in a sense of belonging, commitment and growth.

SEPAC-SPECIAL EDUCATION PARENT ADVISORY COUNCIL

The Massachusetts State Special Education Law requires that each district's School Committee establish a Special Education Parent Advisory Council (sometimes referred to as SEPAC). Membership is offered to all parents of children with special needs and other interested parties. Membership should include families whose children are receiving Special Education services. This may include children who have an Individual Education Plan (IEP) or a Section 504 Accommodation Plan. For more information and to join the SEPAC distribution list please go to the Marshfield Public School Special Education website.

BIRTHDAYS & HOLIDAY CELEBRATIONS

Healthy classroom celebrations are a goal of Marshfield Public Schools. Classroom party celebrations need not involve food but FUN! Classroom teachers may have the 'special' boy or girl be the teacher's assistant for the day, give the class extra recess time, or have students create arts and crafts projects to decorate the classroom or bring home to their families. Other fun ideas can include sharing a special item with classmates (book, song, stuffed animal, souvenir), or invite a special visitor to class to read a story.

SELLING OF ITEMS

In addition to the laws against selling harmful materials such as cigarettes, drugs, etc., it is also prohibited for students to sell any items in school for personal profit. Failure to obey this rule may lead to the confiscation of the item(s) and/or money involved in the transaction and potential disciplinary action.

FAMILY VACATIONS DURING SCHOOL TIME

Parents/Guardians are STRONGLY discouraged from taking students out of school for family vacations. Classroom instruction cannot be duplicated. Family vacations during school time are unexcused absences.

CODE OF BEHAVIOR

GENERAL SCHOOL CODE OF BEHAVIOR

A school is a place of learning and growing, academically, socially, and emotionally. Marshfield Public Schools is dedicated to providing a safe and secure learning environment of mutual respect. To achieve this goal, All students are required to meet the following code of behavior.

- RESPECT EACH OTHER AT ALL TIMES BY BEING KIND, CONSIDERATE AND POLITE.
- RESPECT EACH OTHER'S PROPERTY, SCHOOL PROPERTY, AND KEEP OUR SCHOOL BUILDINGS AND GROUNDS CLEAN.
- BE RESPONSIBLE FOR WHATEVER YOU DO, AND TAKE PRIDE IN YOUR WORK.
- BE GOOD LISTENERS AT ALL TIMES.

- BE QUIET IN THE HALLWAYS, AND ALWAYS WALK, DON'T RUN, IN SCHOOL.
- STUDENTS WILL RESOLVE PROBLEMS TOGETHER IN A POSITIVE MANNER.
- HONESTY IS THE BEST POLICY.

The behavior code applies to all students at all times – in the library, art and music classes, gym, and all school-sponsored activities before and after school.

Students Who Violate The Behavior Code:

On occasion when behavior is detrimental to another student or class, the following procedures may be followed:

1. Discuss the specific incident with the child or children, who are involved, using the language and procedures of PeaceBuilders.
2. Exclude the student from a specific activity.
3. Notify parents/guardians via a note or a phone call of the specific incident under discussion.
4. Referral to the school principal and further reinforcement with parents/guardians coming to the school for an in-school conference.

EXPECTATIONS FOR STUDENTS

GENERAL GUIDELINES

Students are expected to:

- Treat all others the way they expect to be treated.
- Be Respectful and use appropriate language at all times.
- Use restrooms in an appropriate and responsible manner. Lack of respect could mean the loss of using the boys/girls room and temporary use of the clinic or office facilities. (In addition, restitution for damages caused by a student may be sought.)

BUS SAFETY GUIDELINES

Students are expected to:

- Be at their bus stop on time.
- Wait in line for the bus and not play in/near the street.
- Wait for the bus to stop completely then, enter in a single file using the handrail.
- Always find a seat quickly, stay seated and talk quietly with friends.
- NOT eat or drink on the bus for any reason! More importantly, there are children who may have food allergies. Exposure to certain foods such as peanuts or foods containing peanut products is very dangerous for some children.
- Always listen to the bus driver.
- Never put their head or arms out the window.
- Know where the emergency exits are and not to play with the exit equipment.
- Never throw things while on the bus.
- Wait for the bus to stop completely before leaving their seat and then get off in a single file.
- Walk a safe distance away from the bus so the driver can see them.
- Wait for the driver's signal to cross in front of the bus and remember to look both ways and walk.

LUNCHROOM GUIDELINES

Students are expected to:

- Remain in assigned lines unless lunchroom staff designate otherwise.
- Maintain respectful safety considerations by refraining from bringing glass containers, soda or chewing gum to school.
- Follow allergy free table rules if eating at that table(s). Duty Staff monitor these tables.
- Use an "indoor voice," be polite and use appropriate table manners. If the noise level goes beyond conversation, teachers may signal for a period of no talking.
- Only bring items to read or activity sheets to complete when done eating.
- Raise their hands to signal adults for permission to leave the lunch table for necessary reasons.
- Refrain from talking when signaled by staff.
- Leave the dining room tidy and exit in an orderly fashion as directed by the lunchroom staff.
- Not leave the lunchroom for any reason without adult supervision.

HALLWAY GUIDELINES

Students are expected to:

- Walk at all times and proceed on the right side of the corridors.
- Not talk above a soft whisper in the halls.
- Pass the door to the person behind them if it is not held open.
- Always respect each other, displays of student work and the general school environment.

RECESS GUIDELINES

On full days, students will have a brief 30 minutes of recess break. Unless the weather is severely inclement or unusually cold, we attempt to have recess outside for fresh air and exercise. Please be sure your child comes to school each day dressed appropriately for the weather.

MAKE UP WORK

All students are responsible for making up missed work in order to receive a grade. With respect to extended absences, the student's parent should submit a letter to the school principal in advance and the principal will notify the teacher. A student absent from school because of a family trip will be expected to have all work completed soon after his/her return to school. Teachers are not responsible for providing work in advance for students who miss school due to vacations taken during school time. Teachers will maintain a collection of assignments done in class during the child's absence and will provide a reasonable period of time for the work to be made up.

Each student is expected to attend school daily unless there are medical or legal reasons for the absences. Students must bring a note to school from home with the dates and the reasons for their absence upon their return to school. Students may have two days' time in which to make up work due to absences. Students who are tardy or dismissed must also provide a note signed by the parent/guardian. Students recovering from a prolonged illness may receive home instruction upon the school's receipt of a "Physician's Statement for Temporary Home or Hospital Education."

COMMUNICATION BETWEEN HOME AND SCHOOL

Student success is dependent on good home / school cooperation and collaboration. Ongoing communication between you and your child's teachers is an essential part of this process. There is a plethora of communication tools available for use today. To ensure that parents and teachers are able to reach each other in a timely manner, your child's teacher(s) will inform you of the best form of communication to be used in making contact. Due to both the sensitivity of some of the information parents and teachers discuss and the concerns about privacy, teachers have been advised to be very cautious in using email as a form of communication for issues of a private or sensitive nature.

WEBSITE

All elementary school's websites can be accessed through <http://www.mpsd.org>. Elementary school websites provide enhanced communication between school & home. Look here for our school handbooks.

ACADEMIC PROGRAMS

GENERAL CURRICULA

All elementary schools follow the subject curricula of the Marshfield Public Schools written to reflect the Massachusetts Curriculum Frameworks (<http://www.doe.mass.edu/frameworks/current.html>). We have a strong focus on reading, writing and mathematics across all content areas. Our intent is to teach and encourage children to become enthusiastic readers and writers, while stressing the importance of critical thinking and problem solving. We also want children to be proficient and comfortable in the understanding of numeration as well as in computation, and we teach children to work with each other in pairs and in groups both respectfully and

productively. We set high standards for work habits and educational excellence, and teach children to take pride in putting forth their best efforts in all areas.

KINDERGARTEN

Children residing in the Town of Marshfield may be admitted to kindergarten only if they are five (5) years of age on or before August 31st of that school year.

Registration - Kindergarten registration is held annually. The registration date is posted in local newspapers and school websites, usually the month before. Specific documentation is required.

Preschool (3 and 4 year olds) screening for special needs is provided by the Marshfield Public Schools. If you have concerns and would like your preschooler screened, contact the Early Childhood Office, at 781-834-5048.

ART PROGRAM

The Art Program presents experiences designed to develop and enhance perceptual and observational skills, thinking, imagination and creative problem solving. Marshfield Public Schools connects and integrates art into grade level curricula and uses art to further explore enrichment activities using age-appropriate activities and materials. Through these experiences, during one 45-minute period each week, the students learn about creating, looking and living with art in their world. The program focuses on expression and the process of making art so that the children can confidently give form to their own ideas, dreams and perceptions, in their own special ways.

MUSIC PROGRAM

All students attend a music class of 45 minutes each week. In addition, there is a string instrumental program for students in grades 4 and 5. Band students in grades 4 and 5 meet one day each week for small group lessons designed to teach the basic skills of the chosen instrument. The band and strings ensemble practice weekly and perform at least twice yearly. Grade 5 students who have had one year of band lessons begin morning band rehearsals in the fall. These band rehearsals meet outside of the school day to prevent absence from class. Transportation is the responsibility of the parent/guardian. These rehearsals provide an important opportunity for band students to meet as a group and work on ensemble music for the Winter and Spring concerts. All fifth grade students are involved in the 5th Grade Chorus which meets weekly.

LIBRARY PROGRAM

All students attend a 45-minute library class each week. During this time, students are able to check out and return books, share a variety of literature, learn library skills, or do research (print and technology) on subjects being studied in class. Students may not check out new books until all other books have been returned. In many instances, the library staff will allow students to return library books the next morning so they can check out a new title (at the discretion of the classroom teacher and always before library classes begin). Students are encouraged to use the library whenever library classes are not in progress to do research and additional reading.

DAMAGED OR LOST BOOKS: All students have the opportunity to borrow a book from the Library on a weekly basis. Students are expected to return or renew their books on the day of the Library class. If a library book or text book is damaged or lost while on loan, the student/family will be expected to replace the book upon making a satisfactory financial arrangement with the librarian.

PHYSICAL EDUCATION

All children participate in a 30-minute physical education class twice a week Grades K-5. At all grade levels, the focus of each class is geared toward maximum participation with an emphasis on the values of self-respect for others and their efforts. The curriculum itself flows developmentally from Kindergarten through fifth grade. The emphasis at the primary level, K-2, is one of movement, exploration, and fundamental skill development. The concepts of safety, self-pacing, and sharing space are continually reinforced. The transitional year of third grade builds upon the child's gross motor and basic skill development. This begins to prepare them for the individual and team sport activities in the fourth and fifth grades. Physical fitness, rhythmic activities, and gymnastics are fundamental to both the primary and upper elementary grades.

All children must be properly prepared for physical education classes with sneakers and comfortable clothing suitable for active play. A parent/guardian note for exclusion due to health reasons is required.

READING / LITERACY SUPPORT

Reading specialists supplement the reading program for students who have needs beyond the regular program. Reading specialists serve as a resource for classroom teachers. Services can be provided through in-class, group, and individual instruction as well as interfacing with “at risk” readers. Marshfield Public Schools goal is for children to develop effective reading strategies so they can read challenging texts independently. In certain instances, students can also be seen in pullout sessions where a more systematic, specialized multisensory approach to reading proves to be more beneficial for an individual student.

MCAS TESTING

Students in grades three, four and five will participate in the Massachusetts Comprehensive Assessment System (MCAS) during the spring of each school year. MCAS test sessions will be scheduled between April 2022 and May 2022. Specific dates by grade level are to be determined.

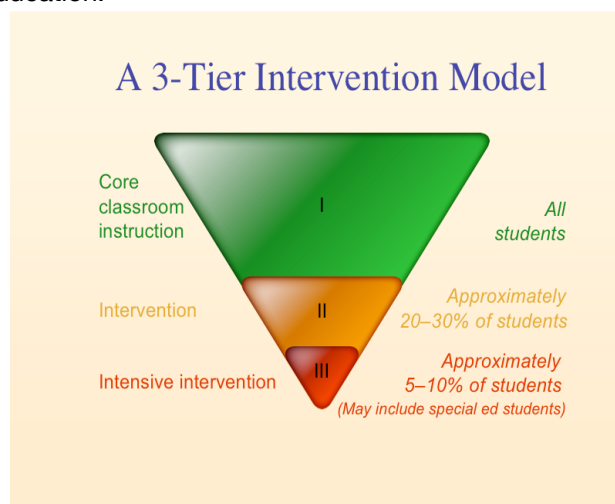
Grade 3	ELA Reading Comprehension Math
Grade 4	ELA Reading Comprehension ELA Long Composition Math
Grade 5	ELA Reading Comprehension Math Science & Technology/Engineering

GENERAL EDUCATION SERVICES AND PROGRAMS

Marshfield Public Schools provides a wide range of services for children with learning difficulties.

Response to Intervention (RTI): In an effort to identify students at risk and provide early targeted interventions, the District continues to implement Response to Intervention (RTI) at the elementary level. RTI is a general education initiative: RTI is a process of determining appropriate support and interventions to supplement the core curriculum to meet the needs of all learners. This framework for instruction bases decisions on benchmark and progress monitoring data that is research based to improve achievement. RTI can be used for any content area as well as behavioral supports. The Student Teacher Assistance Team (STAT) utilizes the RTI model noted above.

- **A Problem-solving Philosophy** - The practice of making important educational decisions about students using a problem-solving philosophy involves a strategic decision making process based on data about student achievement and rate of learning.
- **A Shared Responsibility** - The practice of providing supports and services as part of a problem solving process. This model ensures that student needs are identified early, appropriate instruction/interventions are implemented and student progress is monitored for program efficacy and decision making.
- **An Intervention System** - Using interventions that are targeted based on student needs. The interventions are designed to be coordinated with and enhance the comprehensive curriculum that is provided in general education.



Curriculum Accommodation Plan

A student may receive screening/observation from one of our therapists. This could result in a student participating in regular education small group support services for academics (reading, math, etc.) speech, fine motor skills, etc. In this instance, an Individual Curriculum Accommodation Plan (ICAP) would be written for the child and implemented by the classroom teacher. The ICAP documents the accommodations and/or modifications a child may need in order to be as successful as possible in the classroom.

504 General Education Accommodation Plan

Section 504 is a civil rights law that protects the rights of individuals with disabilities. A student may be eligible for a 504 General (Regular) Education Accommodation Plan if he/she has a physical or mental impairment that substantially limits one or more major life activities.

English Language Learners

Districts with low-incidence populations of ELL (districts in which most students are English proficient) are required to provide sheltered English instruction for their English learners. Parents will be asked to complete a survey upon enrollment and any student found eligible will receive services.

Home Tutoring In the event of surgery, accident, or prolonged illness, home instruction provided by Marshfield Public Schools may be available for major subjects. Inquiries may be addressed to the principal or school psychologist. A medical statement signed by a physician is required for this service. The assigned tutor will coordinate all assignments and materials with the classroom teacher. Home tutoring is a temporary measure with the expectation that the home-bound student works on his/her own studying the materials provided.

SPECIAL EDUCATION SERVICES AND PROGRAMS

Individual Educational Program (IEP)

Students who continue to experience difficulty in the classroom will be assessed (team evaluation) and, if found eligible, an Individual Educational Program (IEP) will be developed with services provided in areas of identified need. For those students determined to be eligible for special education based on a disability or lack of effective progress in regular education, a variety of services are available, including speech and language therapy, occupational therapy, physical therapy, and school psychologist.

HEALTH INFORMATION

SCHOOL CLINIC / NURSE The role of your building school nurse includes providing health assessments, health screenings as mandated by the Massachusetts Department of Public Health, health counseling and education. Please refer to the "Administration of Medication in School" section. The nurse also provides first aid in the event of an injury and provides for student's special health care/medical needs. In the event of a serious emergency, EMS (911) will be contacted and the child will be transported to a local hospital. Parents will also be contacted; please designate a relative or friend as an emergency contact person. Parents or parent designees are responsible for the transportation of a student who needs to be dismissed from school due to illness or injury. When a student is absent from school a note from a parent is required for the classroom teacher upon the student's return to school. A doctor's note is required in cases of an absence from school due to an injury, communicable disease or an extended absence due to illness. Marshfield Public Schools asks that the health care provider specify any restrictions that need to be accommodated in school along with the date when full participation in the physical education program may resume.

STATE MANDATED SCREENINGS A parent or guardian may opt out of any mandated screening for their child. The procedure is written, signed notification to the School Nurse (no email). Opt out letters must be submitted annually. Please contact your building School Nurse or Jane Landry, School Nurse Director at 781-319-3814 ext. 43502 with any questions.

Screenings per grade:

- Hearing: Grades K -3
- Vision: Grades K- 5
- Postural: Grade 5
- BMI (height & weight): Grades 1 and 4

PROTOCOL AND GUIDELINES FOR STUDENTS WITH LIFE-THREATENING ALLERGIES (LTA's) IN THE MARSHFIELD PUBLIC SCHOOLS:

PURPOSE AND GOAL The Marshfield Public School District cannot guarantee to provide an allergen-free environment for all students with life threatening allergies, or prevent any harm to students in emergencies. The goal is to minimize the risk of exposure to allergens that pose a threat to those students, educate the community, and maintain and regularly update a system-wide protocol for responding to their needs. A system-wide effort requires the cooperation of all groups of people within the system.

BACKGROUND Allergic reactions can span a wide range of severity of symptoms. The most severe and potentially life threatening reaction is anaphylaxis. This protocol is to be used for students who are at risk for anaphylaxis and in circumstances where a previously undiagnosed life-threatening allergic response occurs. Anaphylaxis is a potentially life-threatening medical condition occurring in allergic individuals after exposure to their specific allergens. Anaphylaxis refers to a collection of symptoms affecting multiple systems in the body, the

most dangerous of which are breathing difficulties and a drop in blood pressure or shock, which are potentially fatal. The most common causes of anaphylaxis include allergies to:

- Foods (most commonly: peanuts, tree nuts, sesame, milk, dairy products; soy, wheat, fish and shellfish)
- Insect stings (yellow jackets, bees, wasps, hornets)
- Medications
- Latex

Anaphylaxis can occur immediately or up to two hours following allergen exposure, so it is important to:

- Identify the student at risk
- Have appropriate preventative policies
- Be prepared to handle an emergency

RESPONSIBILITIES OF DISTRICT ADMINISTRATION

The Superintendent and her/his staff shall be responsible for the following:

- Maintain a system-wide emergency plan for addressing life threatening allergic reactions.
- Provide adequate certified school nurse staffing in each of the district schools.
- Maintain current MDPH Registration for the delegation of EpiPen administration to trained non-licensed personnel.
- Provide for annual in-service training and education on reducing allergy risks, recognizing LTA symptoms, and emergency procedures for all district staff.

RESPONSIBILITIES OF BUILDING PRINCIPAL

- Assure that adequate LTA training is provided to all building personnel at the beginning of each school year.
- Assure access to communication devices for personnel who oversee students with LTAs.
- Provide a peanut/tree nut free table in the cafeteria for children with peanut/tree nut allergies, if necessary.
- Encourage a non-food based reward system throughout the district.
- Encourage a "**NO FOOD SHARING**" and "**NO UTENSIL SHARING**" policy in all schools.
- Request all parents to participate in the support and implementation of this policy. Review for completion district "Use of Food at School Approval Form" process and guidelines for any type of food items to be used in the classroom.

RESPONSIBILITIES OF SCHOOL NURSE

- Meet/discuss with parent/guardian of a student, and other team members, with a LTA to develop an Emergency Action Plan / Individual Health Care Plan (EAP/IHCP) for the student, attach to plan a recent picture of the student.
- Obtain all emergency medications and treatments as well as signed physician's orders and parent consent/medication administration plan forms.
- Familiarize teachers with the EAP/EHCPs of their students as well as any other staff member who has contact with the student on a need to know basis. Review for completion district "Use of Food at School Approval Form" process and guidelines for any type of food items to be used in the classroom.
- Provide annual in-service training and education for staff regarding LTAs, symptoms, risk reduction procedures, and emergency procedures.
- Train specified non-licensed personnel on the emergency administration of EpiPen as allowed by a current MDPH certification.
- Inform the transportation company of students with LTAs or diabetes.
- Leave information in an organized, prominent, and accessible format for a substitute nurse.
- Inform the principal and parents if any student experiences an allergic reaction.
- Call the local EMT service to transport any child who has been treated with an EpiPen to the nearest emergency room for further treatment and evaluation.
- Submit a Report of Epinephrine Administration form to the MDPH each time EpiPen is administered.

RESPONSIBILITIES OF PARENT(S)/GUARDIAN(S)

- Inform the school nurse of your child's allergies prior to the opening of school (or as soon as possible after diagnosis).
- Participate in the development of an EAP/IHCP with the school nurse.

- Provide the school nurse with all emergency medications as well as signed physician's orders and parent consent/medication administration plan forms.
- Contact the Director of Food and Nutrition Services with regard to menu choices and dietary accommodations.
- Inform after-school activity director/coach of their child's LTA and emergency plan.
- Inform the bus/van driver and any substitute driver, when possible, of the child's food allergy.

RESPONSIBILITIES OF TEACHERS

- Receive and review the EAP/IHCP, in collaboration with nurse and student's parent, for all classrooms with students with LTAs.
- Provide for substitute teachers, necessary information identifying all students with LTA information in an organized, prominent and accessible format.
- Participate in in-service training regarding students with LTAs.
- Teacher, in collaboration with the nurse and with input from the parents, will set a classroom protocol regarding the management of food in the classroom, with consideration of Food Allergy Awareness signage. Complete district 'Use of Food at School Approval Form' process and guidelines for any type of food items to be used in the classroom.

RESPONSIBILITIES OF FOOD SERVICE PERSONNEL

- Isolate all peanut/tree nut products served in the cafeteria into a dedicated, labeled area separate from the other school prepared foods.
- Provide in-service to food service personnel (including substitutes) regarding safe food handling practices to avoid cross-contamination with potential food allergens.
- Assure that all food service staff attend training on food allergy management and display a Food Allergy Awareness poster within the cafeteria.
- Maintain student's AAP/IHCP and picture in food service area.
- Food service personnel will wear non-latex gloves.
- Maintain a peanut/nut-free table and assure that this table is labeled for use and cleaned between each use by trained adults, using disposable cloths.

RESPONSIBILITIES OF LUNCHROOM AIDES

- Attend training at the start of each school year regarding the life threatening food allergy protocols.
- Assure that the peanut/tree nut free table is clearly marked.
- Monitor that students at the peanut/tree nut table do not have lunches containing food allergens.

RESPONSIBILITY OF TRANSPORTATION COMPANY

- Inform each driver/substitute driver that he/she is transporting a child with a LTA.
- Provide emergency response training for all drivers/substitute drivers.
- Provide a functioning emergency communication device on each bus.
- Maintain a policy of no food eating on the bus for routine routes. Exceptions will be allowed for medical necessity: i.e. diabetic reaction.

RESPONSIBILITY FOR FIELD TRIPS

- The school nurse must be notified of all field trips 2 weeks in advance.
- Parents must evaluate potential risks when determining whether their child should attend a field trip.
- Whenever possible, parents of children with LTAs should accompany their child on field trips.
- Lunches should be held in a safe place. Lunches of children with food allergies should be stored separately to minimize cross-contamination.
- Child's prescribed EpiPen and IHCP will accompany the child on field trips, carried by a trained individual.
- Assure that emergency communication devices are readily accessible at all times.

RESPONSIBILITIES OF STUDENT

- Take responsibility for avoiding allergens. Parent, Physician and School Nurse must all agree when the student is developmentally ready to self-carry all life saving medication.
- Do not trade or share foods.
- Wash hands before and after eating.

- Learn to recognize symptoms of an allergic reaction.
- Promptly inform an adult as soon as accidental exposure occurs, if physically able.
- Maintain a relationship with the school nurse and/or another trusted adult in the school to assist in identifying issues related to the management of the allergy while in school.

RESPONSIBILITIES OF ATHLETIC DIRECTOR/COACHES

- Assure that all coaches who oversee students with LTAs attend allergy and EpiPen training.
- Require that a student's EpiPen is available and readily accessible during all practices and games.
- Obtain a copy of student's IHCP with attached picture.
- Establish medical emergency procedures with the local EMS system for all practices and competitions.
- Assure that emergency communication devices are available at all times.

RESPONSIBILITIES OF PERSONS IN CHARGE OF AFTER SCHOOL ACTIVITIES / CHILDCARE

- Assure that all personnel who oversee students with LTAs receive emergency response training.
- Obtain a copy of the students IHCP with attached picture.
- Maintain current emergency contact numbers for parents / guardians.
- Assure that emergency communication devices are available and conveniently located.

MARSHFIELD PUBLIC SCHOOL POLICIES
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NON-DISCRIMINATION

Marshfield Public Schools does not discriminate on the basis of race, color, religious creed, national origin, sex, sexual orientation, age, ancestry or disability in its admission or access to, or treatment or employment in its programs or activities. The Marshfield School Committee is committed to providing all students and employees with a safe and supportive school environment. Members of the school community are expected to treat others with mutual respect. It is the policy of the Marshfield School Committee to oppose and prohibit, without qualification, unlawful discrimination and harassment based on race, color, religion, national origin, gender, gender identify, sexual orientation, disability, homelessness, or age in programs, activities, or employment. Any unlawful discrimination or harassment of any member or guest of the Marshfield school community is a violation of this policy. Marshfield Public Schools will act to investigate all complaints and may discipline or take other appropriate action against any member of the school community who is found to have violated this policy.

STUDENT ABSENCES

Regular and punctual school attendance is essential for success in school. The Committee recognizes that parents of children attending our schools have special rights as well as responsibilities, one of which is to ensure that their children attend school regularly, in accordance with state law. A student's understanding of the importance of day-to-day schoolwork is an important factor in the shaping of his character. Parents can help their children by not allowing them to miss school needlessly.

Student Absence Notification Program

Each Principal, or his/her designee, will notify a student's parent/guardian within 3 days of the student's absence in the event the parent/guardian has not informed the school of the absence. After five unexcused absences, a letter is sent home to the student's parent/guardian.

Each Principal, or his/her designee, shall make a reasonable effort to meet with any student, and that student's parent/guardian, who has missed ten (10) or more unexcused school days as defined in student handbooks in a school year. The meeting shall be to develop action steps to improve student attendance and shall be developed jointly by the Principal or designee, the student, and the student's parent/guardian. The parties may seek input from other relevant school staff and/or officials from relevant public safety, health and human service, housing, and nonprofit agencies.

Dropout Prevention

No student who has been absent from school for ten (10) consecutive days of unexcused absence, and has not graduated from high school shall be considered permanently removed from school unless the Principal has sent notice to the student, and that student's parent/guardian. The notice shall be sent within five (5) days of the tenth

consecutive day of absence and shall offer at least 2 dates and times within the next ten (10) days for an exit interview with the Superintendent or designee, the student, and the student's parent/guardian. The notice shall be in both English and the primary language of the home, if applicable. The notice shall include contact information for scheduling the exit interview and shall indicate the parties shall reach an agreement on the date/time of the interview within the ten (10) day timeframe. The timeframe may be extended at the request of the parent/guardian and no extension shall exceed 14 days.

The Superintendent or designee may proceed with any interview without a parent/guardian present, provided the Superintendent has documented a good faith effort to include the parent/guardian.

The Superintendent or designee shall convene a team of school staff to participate in the exit interview and shall provide information to the student and, if applicable, the student's parent/guardian on the detrimental effects of early withdrawal from school and the alternative education programs and services available to the student.

SOURCE: MASC October 2014

LEGAL REFS.: M.G.L. 76:1; 76:1B; 76:16; 76:18; 76:20

PROGRAMS FOR STUDENTS WITH DISABILITIES

In keeping with the intention of the state of Massachusetts to offer educational opportunities to all students that will enable them to lead fulfilling and productive lives, the District shall provide appropriate educational opportunities to all resident students in accordance with the requirements of state and federal statutes.

CONDUCT, DRUGS/VIOLENCE/ SMOKING

Order and discipline shall be required in all schools and classrooms. Whenever the conduct of any student violates the rules of the school or is a detriment to the morale, welfare or proper education of all students then the Principal shall invoke such methods of discipline as he/she deems just and proper within the limits set by the Committee and under the laws of the Commonwealth. Additional provisions will be made for those students who have been found by an evaluation team to have special needs and whose program is described in an Individual Education Plan (IEP). In order to ensure that our district uniformly administers consequences for illegal drug and alcohol use and violence, our elementary principals will meet annually to review and revise all conduct codes in student handbooks.

Disciplinary actions taken for drug, alcohol, or violence issues should always emphasize fairness and developmentally appropriate consequences which may include suspension from school or other necessary actions. Principals will always work closely with parents when such issues arise to ensure that students who violate school policy around drugs and violence are dealt with in a fair, consistent, and remedial manner.

As established by the MA Education Reform Act of 1993, ALL public school buildings and grounds are smoke-free. NO SMOKING in or around school and school property is permitted.

Students are expected to behave properly on the bus. Appropriate discipline for breaking bus rules may include:

- Assigned seat on the bus.
- Informing parents of misbehavior on the bus.
- Suspension of bus privileges.

A student's mode of dress or appearance must not be disruptive to the teaching/learning process, be unclean or violate the health and safety regulations of the Commonwealth of Massachusetts.

CORI (Criminal Offender Record Information)

It shall be the policy of the Marshfield Public Schools to obtain all available criminal offender record information (C.O.R.I.) from the Criminal History Systems Board of prospective and existing employee(s) or volunteer(s) of the school department including any individual who regularly provides school related transportation to children, who may have direct and unmonitored contact with children, prior to hiring the employee(s) or to accepting any person as a volunteer.

EQUAL OPPORTUNITY

Title IX of the Federal Laws and Chapter 622 of MA General Law requires that MPS guarantees all students from linguistic, racial and ethnic minorities; males; females; sexual orientation, religion; national origin;

homeless; and students with disabilities have access equal to that of students in the general education program and the full range of any occupational/vocational education programs offered in the district. This policy of non-discrimination extends to and includes admission to programs and activities in accordance with Title IX of the Educational Amendments of 1972 and Section 504. The school provides equal opportunities for all students to participate in intramural and interscholastic sports. Extracurricular activities or clubs sponsored by the school do not exclude students on the basis of race, color, religion, national origin, gender, gender identity, sexual orientation, disability, homelessness, or age in programs, activities, or employment. Any equity questions relating to students and programs should be directed to Dr. Ellen Martin, Assistant Superintendent of Schools, Title IX Coordinator, 504 and Chapter 622 Coordinator (781-834-5000 x 40101) or Mrs. Amy Scolaro, Director of Special Education/Pupil Personnel Services, (781-834-5000 x 40114). If you have any questions or concerns regarding Title IX or Chapter 622 and how they affect you and/or your children, feel free to contact the administrators noted above.

FIELD TRIPS

Throughout the year, students will be involved in a number of field trips. The trips are an important part of a child's school experience and every attempt is made to have each child participate. Parents will be notified in writing when a field trip is scheduled. Costs may vary and are paid for by each family. Funds are available for any child needing assistance. Please notify the teacher or Principal if these circumstances apply to you. Students will be accompanied by a sufficient number of chaperones, taking into account the trip scheduling and logistics. All chaperones, including parents and volunteers, must have a CORI check in accordance with M.G.L. c.71s.38R. All participating students must submit a signed parent/guardian form at the beginning of each school year. Such forms shall include appropriate authorization for emergency medical care and administration of medication.

FILM SELECTION

Teachers should use good judgment and employ sound pedagogical, personal and professional practices in order to enrich the academic experiences of our students when showing film or other instructional materials. To the extent consistent with this policy, the responsibility for the selection of films and instructional materials for academic use is delegated to the professionally trained personnel who are familiar with the courses of study, the methods of teaching, and the individual differences of pupils in the schools for which the materials are provided. Regardless, classroom teachers and building administrators are ultimately accountable for the appropriate use of all materials in their classrooms and schools. Any movie, film, video, slide presentation, etc. (excluding educational television and news reports), that will be viewed by students must be viewed in its entirety by the teacher prior to requesting approval of the principal or his/her designee. All materials not shown in their entirety should be edited to maximize instructional time. A film request form will be submitted by the teacher to the principal for full length films and any excerpt containing sensitive or objectionable material.

Guidelines Governing Grades PK-5

Films rated other than "G" that meet the criteria of the guidelines governing the selection of films may be shown only upon the completion of the following:

1. The showing of any such film will be approved, in writing, by the building principal.
2. Parents/guardians have granted written permission for the student to view the material.
3. Films will be edited for classroom use when the staff person showing the film, or the approving building principal, deems it appropriate.
4. Appropriate alternate educational activity is provided to students who are not duly authorized (refer to #2 above).
5. Parents/guardians will be informed of the Policy Governing The Selection of Films and Instructional Materials and the Guidelines Governing The Selection of Films and Instructional Materials.

ADMINISTRATION OF MEDICATION IN SCHOOL

All prescription medication kept in school must be supplied in the original pharmacy labeled container. The label must include the name and telephone number of the dispensing pharmacy, the student's name, prescriber's name, along with the name, dosage, route and frequency that the medication is to be given. All medication must be delivered directly to the school nurse by a parent or responsible adult designated by the parent. Medication must NOT be sent to school with students.

For safety reasons, the parent will inform the school nurse they have designated another adult to deliver the medication. Medication should not be given to the office or other school staff members. All medications must be submitted to the school nurse by a parent or guardian with a Physician Medication Order and Parent Consent and Medication Administration Plan form. No more than a 30 day supply of prescription medication should be stored at school.

- Certain over-the-counter medication also requires a licensed prescriber's medication order, written parental consent and it must also be kept in the original manufacturer's container.
- For short term prescription medication, i.e., that requiring school administration for 10 days or fewer, the pharmacy labeled container may be used in lieu of a Physician Medication Order.

Whenever possible, medication should be scheduled at times other than school hours. All medications must be renewed as needed and at the beginning of each academic year. Medication will be destroyed if it is not picked up within one week following the termination of the order or one day beyond the close of the school year. In the event of a field trip, the school nurse may delegate (with parent/guardian permission) an appropriate person to administer the medication.

LIFE THREATENING ALLERGIES

Marshfield Public School District cannot guarantee that a student will never experience an allergy-related event while at school. MPSD is committed to student safety, and therefore, has created this policy to reduce the risk that children with allergies will have an allergy related event.

There is an increasing prevalence of life threatening allergies in school age children. It is the goal of the Marshfield Public School District to maintain a safe and secure environment for its students. Marshfield Public School District maintains a safe and secure environment for students with life threatening allergies by defining (a) preventative measures and (b) emergency response procedures:

- A. Education and training: The District will provide annual education and training to all appropriate personnel on management of student allergies. The training will address prevention efforts, information about common allergens, and recognition of signs of an allergic reaction, emergency response plan, and EpiPen administration where appropriate.
- B. Individualized planning and accommodations: An Individual Health Care Plan (IHCP) or Emergency Health Care Plan that addresses the management of anaphylaxis will be developed for each student with a medically diagnosed life-threatening allergy.
- C. Classroom management procedures: Appropriate accommodations will be made in the classroom, including designation of the classroom as "allergen-aware" as necessary. The use of food for celebrations and rewards will be minimized and bake sales will not be permitted at schools during school hours
- D. Common Use Areas: The procedures will address foods used in common areas and cleaning of those areas, including use of those areas by groups other than students.
- E. Kitchen and cafeteria procedures: The food service staff must make reasonable efforts to ensure that all food items offered to a student with life-threatening allergies are free of foods suspected of causing the allergic reaction.
- F. Transportation procedures: School buses and vans must have a working means of two-way communication and a plan to check the communication system periodically. Bus and van drivers must have an emergency response plan. The eating and sharing of food will be prohibited on transportation routes unless medically indicated for a student.
- G. Field trip procedures: Planning for field trips will include plans to implement a student's IHCP, and identification of the communication system (cell phone, walkie-talkie etc.). A trained staff member

designated by the school nurse will attend field trips which include a student with a life-threatening allergy in the event that the parent does not attend.

- H. Emergency response procedures: All staff members supervising students with life-threatening allergies must have a means of communication to call for assistance. The school nurse or another school staff member trained to administer epinephrine in accordance with 105 CMR 210 must be available in each school facility during the school day.
- I. Procedures for handling epinephrine: Each school must maintain a current supply of epinephrine by auto-injector (EpiPen/Auvi-Q) and must comply with all Department of Public Health regulations for administration, storage, and record-keeping concerning epinephrine. The school nurse director shall register with the Department of Public Health and shall train other school personnel to administer epinephrine in accordance with 105 CMR 210.

COMMUNICABLE DISEASE CONTROL

Communicable Disease Control is an important function of the school nurse. The Massachusetts Department of Public Health (DPH) mandates that children be immunized at specific intervals during their school years in accordance with the Massachusetts School Immunization Requirements. Please consult with your child's primary care physician if you have questions or concerns. A doctor's letter is to be presented on the student's return to school after a communicable disease.

The following general guidelines may help you determine when your child should stay home from school:

- When your child has a communicable disease such as strep throat, conjunctivitis, impetigo, or ringworm that has not been treated for at least 24 hours with antibiotic medication.
- When your child has had a fever of 100 degrees or greater within the past 24 hours without fever-reducing medication.
- When your child has been vomiting or has had diarrhea within the past 24 hours
- When your child has an active case of head lice. Head lice can occur in elementary school students.

The best way to treat this potential problem is through awareness and prevention. Parent should be on the alert at home and should notify the school immediately if they find a suspect head lice.

WELLNESS

PART I: PURPOSE

The Marshfield Public Schools strives to meet the academic, physical, social, and emotional needs of all of its students and recognizes that a comprehensive school wellness program for all elementary, middle, and high schools supports student success. Components of this wellness program include a nutrition program, nutrition education, wellness/physical education, and other school-based activities that are designed to promote health and wellness for students and faculty.

PART II: SCHOOL WELLNESS ADVISORY COUNCIL

The Marshfield Public Schools will establish a district-wide School Wellness Advisory Council to monitor, review, and, as necessary revise school nutrition and physical activity guidelines. The School Wellness Advisory Council will act as a resource to individual schools for implementing these guidelines. The School Wellness Advisory council will be composed of individuals representing the schools and community, including parents, students, and representatives of the Food Services Department, members of the School Committee, school administrators, teachers, health professionals, and members of the public.

PART III: NUTRITION

All foods available in the Marshfield Public Schools will comply with the current USDA Dietary Guidelines for Americans, the Massachusetts School Nutrition Standards and the Marshfield Public Schools Peanut & Peanut Product & Tree Nut Policy & Procedures / School Health Services. This includes food and beverage items obtained from vending machines, a la carte lines and student stores. Marshfield Public Schools will:

- Assure a la carte and vending machine items available to students will be nutritious and consistent with the Massachusetts A La Carte Food and Beverage Standards. Selections will be made from the John C. Stalker Institute A List. www.iohnstalkerinstitute.org/vending%20project/healthysnacks.htm
- Provide information about the nutritional content of meals for parents, students, and staff.

- Food for classroom celebrations should adhere to the John C. Stalker Institute A List. (Grade K-8)
- Emphasize that food should not be used as a reward or punishment for student behaviors.
- Fundraising should promote physical activity and health enhancing eating habits. The sale of items that meet Massachusetts school nutrition regulations shall be encouraged.

PART IV: NUTRITION PROMOTION

Promoting positive lifelong nutrition and wellness behaviors will be incorporated into curriculum, fundraising, and before and after school activities.

PART V: NUTRITION EDUCATION

The Marshfield Public Schools will teach, encourage, and support health eating by students. Nutrition education shall be offered at each grade level by a certified health educator, physical educator, or school nurse and will be offered as part of a sequential, comprehensive, standards-based program designed to provide students with the knowledge and skills to select a diet that supports health and reduces the risk of illness and future chronic diseases, consistent with the Massachusetts Curriculum Frameworks, 1999.

PART VI: PHYSICAL ACTIVITY

The Marshfield Public Schools acknowledges the importance of physical activity and recognizes the Center for Disease Control (CDC) recommendation for 60 minutes of physical activity for children daily. All students will receive wellness/physical education instruction taught by a certified physical education teacher. In addition, all elementary students will have periods of supervised recess and schools will promote additional opportunities for physical activity through intramural and interscholastic sports programs.

PART VII: MONITORING AND POLICY REVIEW

This policy and guidelines will be reviewed and revised, if necessary, by the School Wellness Advisory Council and the Superintendent or Superintendent's designee every three years following its adoption by the Marshfield School Committee.

HARASSMENT

The policy of the MPS is to provide a learning and working atmosphere for students, employees and visitors free from sexual harassment. This policy affirms federal and state law prohibiting sexual harassment. Complaints of sexual harassment will be promptly and carefully investigated. Retaliations that occur as a result of filing sexual harassment claims will not be tolerated.

The identity of the complaint and the alleged offender, as well as information relating to any investigation of complaint, will be kept confidential and revealed only to those necessarily involved in a thorough investigation of the allegations of sexual harassment.

HAZING

Hazing is prohibited at any school sponsored activity or event. Pursuant to MA General Law, Chapter 536 of the Acts of 1985, it is now a crime to participate in or organize hazing, or for a person at the scene of such a crime to fail to report the incident.

HOMEWORK

The School Committee recognizes homework as a valuable element in the educational process. The frequency, quantity, and content of homework are indicated below.

1. Homework should be given to reinforce specific skills or concepts.
2. Homework should be explained carefully by the teacher.
3. The returning of homework in a timely fashion and correct manner is a major goal of this policy. Contact with the home or the issuance of progress reports is an expected action for repeated failure to turn in assignments.

LENGTH OF ASSIGNMENTS

<u>Grade</u>	<u>Suggested Minimum Time for Homework</u>	<u>Additional Time for Student Reading</u>
K	Occasional	Kindergarten parents are encouraged to read to their children daily
1	10 Minutes	30 Minutes
2	20 Minutes	30 Minutes
3	30 Minutes	30 Minutes
4	40 Minutes	30 Minutes
5	50 Minutes	30 Minutes

Homework assignments should take into consideration individual differences of students such as health, ability, conditions at home, and educational resources at home.

Homework for Special Education students should be commensurate with their strengths and needs as defined in their Individual Educational Plans.

School activities, pursuing cultural interests, participating in family living, and exploring personal interests should be considered by teachers when planning consistent assignments. Homework is not to be used as a form of punishment under any circumstances.

Kindergarten

Homework is not given on a regular basis, but parents are strongly encouraged to READ to their children daily and to reinforce any concepts on which they are working. Occasionally, family projects are requested. Absentees are asked to do missed class work for homework.

Grade One (10 minutes)

Take-home books (pre-read in school) are sent home weekly with students to be shared with the family. A weekly theme-related paper-pencil activity is also sent home to be shared with the family. Parents are encouraged to READ nightly with/to their first graders.

Grade Two (20 minutes)

Assignments will vary in nature among math, language arts (reading or spelling), social studies, and science. There will also be occasional "at home" family projects assigned. If there is no assigned homework for a given evening, children are expected to READ and/or have a parent or other sibling read to them.

Grade Three (30 minutes)

Each child is expected to read at least 30 minutes each night. Fifteen-minute assignments will be given in one or two other subject areas. Some variation in assignments is to be expected on occasion. Additionally, book reports, social studies and/or science projects will also be assigned at certain times throughout the year.

Grade Four (40 minutes)

Assignments will be given in different subject areas nightly and should require at least 40 minutes. If a child finishes his/her homework early, she/he is expected to READ for the remaining portion of the 40-minute time period.

Grade Five (50 minutes)

Assignments will total 50 minutes minimum in social studies, math, science, and language arts. Special projects each month may carry over through weekends or vacations.

CHILD INTERNET PROTECTION ACT (CIPA)

Marshfield Public Schools is required to monitor all students' in-school use of email, chat rooms, hacking, and other electronic communications such as instant messaging. This monitoring will occur as part of the normal classroom routine. Any and all violations of this policy by a student shall be subject to school discipline up to and including expulsion. Any unauthorized activity or unauthorized disclosure, use or dissemination or personal information by a student or others will be dealt with through the appropriate disciplinary procedures as outlined in the student handbook. Repeated proven infractions may result in discipline up to and including suspension or expulsion. Marshfield Public Schools will use appropriate "CIPA" compliant filters and firewalls through our current Internet service provider and will make its best effort to maintain and update a list of blocked websites.

All student users are prohibited from attempting to override the filtering system and/or firewall. Such action will result in the loss of the privilege to use the Internet and may result in further disciplinary action up to and including suspension or expulsion. The use of chat rooms by students is strictly prohibited unless authorized by a building

principal. All students are prohibited from using email unless under the guidance of teachers and with parental permission. All permitted emails will be monitored by a teacher in charge.

NON-CUSTODIAL PARENT NOTIFICATION

As required by MA General Law Chapter 71, Section 34H, a non-custodial parent may have access to the student record in accordance with law and DESE regulations. A non-custodial parent is eligible to obtain access to the student record, by submitting a written request for the student record to the school principal, unless the non-custodial parent has been denied legal custody, denied visitation or ordered to supervised visitation or there is a temporary or permanent protective order. Access will be given after 21 days unless the custodial parent provides the principal documentation that the non-custodial parent is not eligible to obtain access. Additional information regarding this state law may be obtained from the DESE at:

www.DOE.mass.edu/mailings/090199/sturecordmemo.html

SECURITY AND VIDEO SURVEILLANCE

The School Committee recognizes the value of electronic surveillance systems in monitoring activity on school property and in school vehicles in protecting the health, welfare and safety of its students and staff. Security devices and measures such as, but not limited to, video cameras, motion detectors and alarms may be installed and maintained at each school building. Parents/guardians are hereby notified that video surveillance may occur at their child's school or on any transportation vehicle.

SEX EDUCATION: PARENT NOTIFICATION

At the beginning of each year, the Superintendent of Schools/Principal will notify each family, in writing, of the curriculum that primarily involves human sexual education or human sexuality issues. If the planned curriculum changes during the school year, to the extent practicable, parents will be notified of this fact in a timely manner before implementation. Parents may exempt their child from this curriculum by writing a letter to the principal. The student may be given an alternative assignment. Parents may also inspect and review materials at the school for this curriculum by setting up an appointment with their child's teacher.

STUDENT BUS TRANSPORTATION

Transportation Coordinator (781-834-5000)

Marshfield students qualify for bus transportation to and from Marshfield Public Schools pursuant to state law (M.G.L. Chapter 71, Section 68) as most recently amended, i.e., if they are enrolled in grades K-6 and live two or more miles from school as measured along a commonly traveled route. Transportation may be provided to students residing in "hazardous areas" which are less than two miles from their schools. Disputes over identification of hazardous areas which cannot be resolved at the administrative level will be resolved by the Transportation Coordinator, Asst. Supt. of Business and Finance, and ultimately, the Superintendent. (Hazardous areas are areas without access to sidewalks.)

Students may only ride their assigned buses.

Requests to change a student's permanent bus assignment may be approved by the Principal, or designee, if the request is **received in writing a minimum of five days in advance**. If there is a family emergency, or medical situation, parents should notify the school Principal and other transportation arrangements may be made.

Parents **may not** ask the bus driver to adjust their child's bus stop. Special Education and ADA/504 student transportation must be consistent with the agreed upon Individualized Educational Program / 504 Accommodation Plan.

Riding the school bus is a **privilege**. This privilege **can be taken away** from any student who is not courteous, who endangers the health or safety of any student or bus driver, or who violates any school handbook policy. Any decision revoking the privileges of a student to ride the school bus will be made only by school authorities. Prior to such a decision, the matter will be discussed with the bus driver and the student, and the parent(s)/guardian of the student will be informed. Before a student can have the bus privilege reinstated, the student and the student's parents must meet with the school principal or designee. Special education/504 students require a re-convening of the Special Education Team before permanently changing the mode of special transportation. The use of the school bus for any other reason is strictly prohibited by state law, except in cases of emergencies. Emergency use of the school buses may be granted by permission of the Superintendent of Schools; in his/her absence, the

principal of the school may make this judgment, notifying the Superintendent in writing of the incident as soon as possible.

RETURN OF STUDENTS TO SCHOOL, GRADES K-5

Kindergarten and first grade students will be taken back to school if they miss their designated stop. The bus driver will radio their dispatcher indicating the circumstances asking the dispatcher to call the school involved so that the returning student will be anticipated. At no time shall the driver leave a Kindergarten or first grade student unattended at the bus stop. Under those circumstances when any Kindergarten through grade five student(s) of the Marshfield Public Schools misses his/her regularly scheduled bus stop in the afternoon, the driver will return the youngster(s) to the school after calling ahead to their dispatcher so the school can be notified of the student's return.

USE OF VIDEO CAMERAS ON SCHOOL BUSES

The school buses used in Marshfield have the capability to videotape riders when, in the judgment of the building principals, independently or in collaboration with the Superintendent of Schools and/or his/her designee and transportation officials, students on school bus safety and/or security is in question. All such videotapes are the property of the Marshfield Public Schools and may be used for internal safety or educational purposes or to provide police with evidence of a possible criminal act.

OBJECTS BROUGHT ON BUSES

Objects brought on the bus must be small enough to be carried in a school or book bag or safely secured.

FOOD ON BUSES

Students are not allowed to eat or drink anything while traveling on our buses or vans while traveling to and from school.

Bus Disciplinary Procedure: Responsibilities of Bus Driver

All drivers should utilize good judgment, experience, and maturity in handling students. Drivers should use common sense and never exceed the bounds of good taste in redirecting a student and certainly never strike a child or use profane language. If the driver cannot correct the situation to provide a safe environment, he/she must take the following action(s):

1. Return to school, if possible.
2. Pull the bus over to a safe location and immediately radio the dispatcher for police and school administrator assistance. No one will be allowed off or on the bus.
3. Do not put a pupil off the bus or deny transportation to any student(s).
4. Maintain a written record of the incident including the date, student(s) name, address, school, nature of the offense, date. The report is submitted to the building principal, and the Transportation Coordinator.

Drivers should always report immediately whatever corrective action is taken on the bus to the building principal and to the Transportation Coordinator.

Bus Conduct Procedures

Rules are observed on the school bus so children do not cause an accident or get hurt. Children should be courteous to the drivers who have such a great responsibility with your children. Bus drivers (and, at times, school personnel) are required to file written reports on students who engage in disruptive or disrespectful behavior while riding to or from school on a Marshfield school bus. The following are some procedures that would follow:

- A bus report, made out by the bus driver, would go to the principal or designee. The assistant principal, principal or school counselor would speak to the student(s) involved explaining the danger of the conduct or incident and the appropriate behavior in the circumstance. The child is given a consequence depending on the severity of the offense.
- The parent is notified regarding the incident.
- One copy of the bus report, signed by the assistant principal or the principal, is sent home. One copy of the report is given to the bus driver, one is sent to the transportation coordinator and one is kept on file in the school office.
- If there is a second offense, the child is again spoken to; the principal is informed of the incident; and the parent is again notified. The bus slip is sent home with a second check. The child is again given a

reasonable consequence, if necessary. At this time, the child and parent are informed that if a third offense were to occur, the child may be suspended from the bus for a length of time.

- If there is a third offense, a bus slip is sent home with three checks. The principal notifies the parent and a bus suspension most likely will occur, depending on the circumstance.
- In all bus incidents, whenever there is any question concerning an incident or misbehavior, the case is carefully investigated so that each child is fairly treated and the facts of the situation are substantiated. The child's teacher is notified in all incidents.
- If at any time, an offense is extreme (such as opening the emergency door or causing serious damage to the bus) then a bus suspension will be immediate.
- Confidentiality is practiced in all dealings with bus situations.

If you have any concerns or questions at any time, please do not hesitate to call the Assistant Principal or the Principal.

Bus Accident Procedures

These procedures will be followed regardless of the severity of the accident or whether property damage and/or personal injury are evident.

ACCIDENTS OCCURRING ON THE WAY TO SCHOOL WITH PASSENGERS ON BOARD

A. Driver:

1. Bus lists shall be maintained by the Transportation Coordinator and in individual buildings. Faculty in charge of students who are being transported for field trips, athletic events, performances, activities and the like shall draw up a list of participants and file this list with the Principal. In case of an accident during such a trip, faculty sponsors or chaperones should also maintain and have ready access to a list of participants which includes addresses and telephone numbers.
2. In the event of an accident, the bus driver will take all necessary steps to contact the police, E.M.T. Service, Principal, Transportation Coordinator and bus contractor. The primary means of communication shall be the bus radio system or cell phone if available. Since the driver is not to leave the bus unattended, such notification may require asking local residents to help in the placement of calls.
3. The driver shall not move the bus until directed by the police.
4. The driver shall not allow anyone but police, fire, or E.M.T., or school personnel to board the bus and talk with students.
5. Except in incidents involving fire or threat of bodily harm the bus driver will not remove students or allow students to be removed from the bus until the police and Transportation Coordinator arrive.
6. The names of all passengers on board the bus shall be noted in the presence of the police, personnel, and/or Transportation Coordinator. Special notation should be made of any students removed for medical reasons.
7. E. M. T. personnel shall be requested by the driver to check each child to ascertain whether or not injuries have been sustained.
8. The building administrator shall notify the parents of children who are treated and/or removed from the vehicle for further medical treatment.
9. The driver shall complete the accident form required by the Police Department and submit a copy to the Transportation Coordinator in a timely manner.

B. Principal:

1. When made aware of an incident, the principal or his/her designee shall notify the Superintendent's office immediately of the incident.
2. Where deemed necessary, the principal or his/her designee shall go to the site of the accident or incident.
3. Upon arrival at school, the principal or his/her designee shall utilize the bus list and check off students who are present.
4. Upon arrival at school, all children shall be checked at the nurse's office for injuries.
5. The principal or his/her designee shall immediately notify the parents of all children who have sustained injuries.
6. The principal or his/her designee shall write a letter to all parents of children on the bus explaining the incident; relating that students have been checked by the nurse, but stating that parents should be alert to watch for other symptoms which may appear at a later time.
7. The principal or his/her designee may wish to bring the students together at a central location later in the day in order to speak with them regarding bus safety and hear concerns that they may have related to the incident.

8. The principal or his/her designee shall submit a written report of the accident to the Superintendent of Schools within 24 hours.

C. Transportation Coordinator:

1. Upon notification of an accident, the Transportation Coordinator or his/her designee shall proceed to the site.
2. The Superintendent of Schools or his/her designee shall be notified of the accident immediately.
3. Where appropriate, the Transportation Coordinator shall require an examination of the vehicle for damage.
4. When possible, the Transportation Coordinator shall gather all reports of the accident. A written report will be submitted to the Superintendent's office within 24 hours. Inquiries regarding the accident shall be channeled through the Transportation Coordinator.

D. Superintendent:

1. Upon notification and if the accident is deemed serious the Superintendent or his/her designee shall go to the site.
2. The Superintendent or his/her designee shall notify members of the School Committee of the accident that day.

ACCIDENTS OCCURRING ON THE WAY HOME FROM SCHOOL, FIELD TRIPS, ETC. WITH PASSENGERS ON BOARD

1. All of the afore-mentioned steps indicated in Sections A-D of "Accidents Occurring On The Way To School With Passengers On Board" shall be followed. In instances where students are being transported for field trips, athletic events, performances, activities and the like, the faculty sponsor/chaperone shall act in place of the Transportation Coordinator.
2. The driver and/or faculty sponsor/chaperone shall advise students to notify parents of the accident.

ACCIDENTS WITH NO PASSENGERS ON BOARD

1. In the event of an accident, the driver will take all necessary steps to contact the police, Transportation Coordinator and bus contractor.
2. The driver shall complete the accident form required by the Police Department and submit a copy thereof to the Transportation Coordinator.
3. Where appropriate, the Transportation Coordinator shall notify principals.

DISCIPLINARY PROCEDURE: RESPONSIBILITIES OF BUS DRIVER

All drivers should utilize good judgment, experience, and maturity in handling students. Drivers should use good common sense and never exceed the bounds of good taste in redirecting a student and certainly never strike a child or use profane language. If the driver cannot correct the situation to provide a safe environment, he/she must take the following action (s):

1. Return to school if possible.
2. Otherwise pull the bus over to a safe location and immediately radio the dispatcher for police and school administrator assistance. Do not allow anyone off or on the bus until police or other authorities arrive at the scene except as needed in number three below.
3. Do not put a pupil off the bus, or deny transportation to any student(s). In the event of the need to take emergency action, separate the students and re-assign their seats, if possible, and then immediately notify the respective school administrator via radio or telephone as to the exact name(s) of those students who were involved.
4. Maintain a written record of the incident including the date, student(s) name, address, school, nature of the offense, date the report is submitted to the building principal, and the Transportation Coordinator. If the building principal does not respond to the driver's written report of his/her action(s) taken, notify the Transportation Coordinator.

Drivers should always report immediately whatever corrective action is taken on the bus to the building principal and to the Transportation Coordinator.

ACCEPTABLE USE POLICY FOR DIGITAL LEARNING & COMMUNICATIONS

Scope of Policy

The Marshfield Public Schools provides access to technology devices, Internet, and data systems to employees and students for educational and business purposes. With this access comes a responsibility to use all technologies appropriately. This Acceptable Use Policy (AUP) governs all electronic activity of students, faculty and staff using and accessing the district's technology, Internet, cloud hosted systems and data systems regardless of the user's physical location. The district's primary purpose in making these digital technologies available to users is educational, and not for personal or social use. Personal or social use of the MPSD technology will not be tolerated if, in the judgment of the school district, such use is excessive, inappropriate to the school setting, inconsistent with the position of an educator or student or in conflict with one's job duties or studies.

The Marshfield School Committee has adopted the following policy and has approved the implementation of appropriate filtering and monitoring tools in accordance with the Children's Internet Protection Act (P.L. 106-554, 47 USC Sec. 254 (i)), in order to promote the safe and appropriate use of the Internet and other digital information and communication technologies in and for the Marshfield Public Schools.

Student AUP Agreement and Consent

The Acceptable Use Policy is provided to all students as part of each schools' student handbook. The handbook signature, electronic or in paper form, must be completed and signed EACH YEAR by all students and their parent/guardian after reviewing the AUP together. The signed contract must be recorded in Aspen before the student may begin using the MPSD network resources.

Staff AUP Agreement and Consent

The Acceptable Use Policy is provided to all faculty and staff/employees as part of the MPSD Faculty Handbook. Signature, electronic or in paper form, must be completed and signed EACH YEAR by all faculty. The signed handbook must be recorded in Aspen at the beginning of each school year or at the start of employment for that school year.

Consequences of Breach of Policy

Use of all Marshfield Public Schools technology resources is a privilege, not a right. By using the Marshfield computer network, wireless infrastructure, internal and cloud based systems and devices, the user agrees to follow all regulations, policies and guidelines. Students and staff are encouraged to report misuse or breach of protocols to appropriate personnel, including building administrators, direct supervisors and to the Director of Technology.

Abuse of these privileges may result in one or more of the following consequences:

- Suspension or cancellation of use or modified access privileges.
- Payments for damages or repairs.
- Discipline under appropriate MPSD policies, up to and including suspension, termination of employment, subject to any collective bargaining obligations and all other consequences at the discretion of the building principal and/or Superintendent of Schools.
- Liability under applicable civil or criminal laws.

Student Photo Policy: Website and school sponsored cloud based communication

Using digital photos of students and staff, including videos, on the Marshfield Public Schools website/social media platforms promotes learning, collaboration and provides an opportunity to share the achievements of students. However, safety of students is a priority. The school website and social media applications will follow all procedures for content, copyright and appropriateness. By signing the MPSD Photo Consent form, included in the student handbook, electronically or in paper form, images of students may be included with the following guidelines:

- Photos/Videos of students in grades PreK-8 cannot be of only one student and when possible should minimize any identifiable information.
- Photos/Videos of students in grades 9-12 may be included with the first initial and last name. Full names can be used, if necessary, to showcase student work, honors and/or achievements.

Any exceptions to this guideline will be communicated through the building administrators or the Superintendent of Schools.

Content Filtering and Monitoring

As required in the Children's Internet Protection Act (CIPA), Marshfield Public Schools is required to protect students from online threats, block access to inappropriate content, and monitor Internet use by minors on school networks. The Marshfield Technology Department is responsible for managing the district's Internet filter and will work with the MPSD community to ensure the filter meets the academic and operational needs of the district while protecting minors from inappropriate content.

Marshfield Public Schools takes no responsibility for any information or materials that are transferred through our network. Unfortunately many kinds of materials eventually find their way to the Internet, even with the use of filtering tools. If a user finds materials which are inappropriate while using a Marshfield Public Schools account, he or she shall refrain from downloading/accessing this material and shall not identify or share the material. Any users that intentionally access non educational materials are subject to the **Consequences of Breach of Policy**. Marshfield Public Schools makes no guarantees, implied or otherwise, regarding the reliability of the data connection and or content filters. Marshfield Public Schools shall not be liable for any loss or corruption of data resulting while using the Internet or network connection.

Device Access and File Storage, Including Cloud Based and Local Storage

Access to and use of student accounts is a privilege and Marshfield Public Schools maintains the right to withdraw the access and use of an account when there is reason to believe that violations of the law or district policies have occurred. In such cases, the alleged violation will be thoroughly investigated. Marshfield Public Schools does not guarantee the security of electronic files located on the Google system or any other hosted or cloud based system. MPSD reserves the right to access, review, copy, store, or delete any files (unless other restrictions apply) stored on any MPSD system and all other employee and students communication using the MPSD network. Electronic messages, search & access history and files stored on MPSD systems, both internal and cloud based, or transmitted using MPSD systems may be treated like any other school property. Privacy will be maintained to the extent possible; however, system administrators and building administrators may have to examine activities, files, and electronic mail to gather sufficient information to diagnose and correct problems with system software or hardware, as well as investigate any alleged violations as stated above. MPSD may choose to deploy location tracking software on devices for the sole purpose of locating devices identified as lost or stolen.

Except as otherwise specifically provided, Marshfield Public Schools assumes no responsibility for:

1. Any unauthorized charges or fees, including telephone/data charges, and/or equipment or line costs incurred by individual users.
2. Any financial obligations arising out of unauthorized use of the system for the purchase of products or services.
3. Any cost, liability or damages caused by a user's violation of this policy
4. Any information or materials that a user transmits over the Marshfield Public Schools computer network.
5. Any other inappropriate use of electronic resources of the Marshfield Public Schools.

Marshfield Public Schools reserves the right to seek restitution from any user for costs incurred by the school district, including legal fees, for such user's inappropriate use of electronic resources.

ACCEPTABLE USE

All users should keep in mind that when they use the Internet and other digital information and communication technologies, they are entering a global community, and any actions taken by them will reflect upon Marshfield Public Schools. In that regard, all users must behave in an ethical and legal manner. Behavior that is inappropriate is considered a breach of this policy.

Such inappropriate or abusive conduct includes but is not limited to:

1. Using any profane, vulgar, threatening, abusive, prejudicial, discriminatory, libelous, or criminal language or

media in any form.

2. Cyberbullying in any form (see Marshfield School Committee Policies).
3. Posting false or defamatory information about a person or organization or posting information that could cause damage, panic, or disruption.
4. Accessing any prohibited sites on the Internet.
5. Bypassing or interfering with the operation of the content filtering software used on school computers or its network or cloud based systems.
6. Overriding or encouraging users to override any firewalls used to prevent unauthorized access into another computer or network, commonly called "hacking," or bypassing or attempting to bypass the district's filtering tools to gain access to blocked sites or content.
7. Permitting another individual to use their password, using another person's password, or pretending to be someone else when sending information over the computer network or cloud based systems.
8. Disseminating passwords, codes, access telephone numbers, or account numbers and, if a student, revealing one's residential address or telephone number using any digital means.
9. Accessing Marshfield Public Schools' networks without authority to view or modify data that contain private student records and information.
10. Attempting to harm, modify, or destroy data of another user.
11. Discussing highly sensitive or confidential school department information in email communications, except where such communications are necessary to comply with the provisions of educational plans or in the discharge of one's job duties. Email communications are to be treated with the same discretion and judgment as all other forms of written communication.
12. Exhibiting any other action whatsoever that would in any way subject the employee and/or employer to a possible criminal action.
13. Placing unlawful and/or inappropriate information on a system.
14. Sending messages that are likely to result in the loss of a recipient's work or systems.
15. Sending messages to lists or individuals including sharing files that include inappropriate materials, cheating or any other activity deemed unacceptable.
16. Participating in other types of use which would cause congestion of the network or interfere with the work of others.
17. Using the Internet in a manner that would violate any U.S. or state law including, but not limited to copyright infringement, spreading of computer viruses or using public resources for political campaigning purposes.
18. Installing or modifying software or data on any component of the district system without first having the information scanned by the technology department personnel for viruses or other incompatibility.
19. Damaging or vandalizing computers, computer systems, or networks either through physical alteration or through the introduction of malicious digital agents.
20. Vandalizing, damaging, or disabling the property of another person or organization, or disrupting equipment, software, or system performance, including stickers.
21. Creating, accessing or transmitting materials, including but not limited to emails, files, pictures and/or videos, that are obscene, sexually explicit, harmful to minors or not of educational purpose.
22. Utilize any video/photographic device including but not limited to phones, computers to take video of any student or staff member without their knowledge or consent.

HOME USE OF DISTRICT-OWNED TECHNOLOGY

The Marshfield School Committee believes in the power of technology and the positive impact it can have on teaching and learning. In keeping with this philosophy, the Marshfield School Committee allows and encourages faculty and administrators to use technology to enhance the educational experience. To facilitate teacher and administrator use of technology, Marshfield Public Schools may allow faculty and administrators, as well as

students, to borrow district-owned technology as applicable for home use related to educational purposes.

In order to protect Marshfield Public Schools' investment in information technologies, the Superintendent of Schools is directed to develop regulations governing the Home Use of District-Owned Technology. Those regulations may be amended periodically as development in technology occurs and the implementation of this policy may warrant. If devices, including chargers, are lost, stolen or damaged the user may be responsible for the repairs or replacement of the device.

The purpose of this regulation is to protect the investment the MPSD has made in information technologies while helping to ensure a reliable and safe computing environment for all.

Marshfield Public Schools reserves the right to change these regulations at any time without notice.

G-Suite/Google Apps for Education Accounts:

Marshfield Public Schools supports the use of G Suite (Google Apps for Education) which is a set of education productivity tools from Google, including Gmail, Calendar, Docs, Drive & Google Classroom, to enhance the teaching and learning process. Students will use their G Suite accounts to complete assignments, communicate with their teachers, sign into Chromebooks, and learn 21st century digital citizenship skills.

All district supported accounts are designated with a mpsd.org or students.mpsd.org domain. All students in grades K-12 will be assigned a students.mpsd.org account with a standard naming convention. This account will be considered the student's official Marshfield Public Schools account until such time as the student is no longer enrolled in the Marshfield Public Schools district. Students are not to use this account to set up any external services or applications not associated with the Marshfield Public Schools or its educational objectives.

Student Account Access.

- Accounts for students in grades K-5 students will only have access to Google applications, and will not have access to email.
- Accounts for students in grades 6-8 will have access to Google applications including email. However, email will be restricted to internal communications in the Marshfield Public Schools domain only.
- Accounts for students in grades 9-12 will have access to Google applications including email.

G Suite for Education offers two categories of Google services: Core Services (like Gmail, Drive, Calendar, and Classroom) that are provided under the MPSD G Suite for Education agreement, and Additional Services (including but not limited to YouTube, Maps, Flipgrid, Screencastify and Blogger) that are designed for consumer users and can be used with G Suite for Education accounts for educational purposes. By signing the MPSD Handbook, which includes this AUP, you are providing consent for your child to access Google Core and additional cloud services. More information on these services and Google's commitment to protecting our students can be found in the G Suite for Education Privacy Notice.

Microsoft Office 365 Accounts: (Faculty and Grades 9-12 Only)

Microsoft Office 365 for Education offers Microsoft Word, Excel, Powerpoint and OneDrive for Business, a cloud file storage and sharing service. Although Office 365 is not our preferred tool, we offer this service to our students and staff in order to ensure MPSD students have exposure to many types of online tools and applications. More information on these services and Microsoft's commitment to protecting our students can be found in the Microsoft 365 Education Privacy Notice.

Acceptance of this Policy

This policy does not require a signature as it is referenced in each school's student handbook as well as the Staff Faculty Handbook.

Appendix 1: K-5 Digital Citizen Pledge

Digital Citizen Pledge

Following the MPSD Acceptable Use Policy helps all members of the MPSD community to be responsible and respectful digital citizens. By signing this pledge, you understand what it means to be a good digital citizen and promise to follow these rules to create a kind, respectful digital world.

Be Polite, Positive & Respectful

I will . . .

- use my school login account information for use on school approved accounts, devices and applications only.
- not use my school Google account to set up any non-school related account or services such as, but not limited to, social media accounts such as Instagram, Twitter, Snapchat.
- communicate responsibly and kindly with, and about, one another.
- stand up to cyberbullying, if I notice something I will say something to a teacher.
- use school devices carefully and responsibly.

Protect Personal Information

I will . . .

- protect my own and others' personal information online.
- be aware of the responsibility of my digital presence and understand what I do or say can affect my future.

Keep Settings the Same

I will . . .

- keep settings on devices as they are.
- not install any software, apps, or extensions on school devices or using school G Suite accounts without permission.

Use and Share Information Appropriately

I will . . .

- ONLY look for online content that is related to my school work.
- respect the ideas and opinions of others.
- get permission for anything (text, images, video) I share online.
- follow copyright laws and give proper credit when using information from others.
-

I, _____, read the pledge with my parent(s)/guardian(s) and I agree to use technology devices and tools safely and responsibly this school year.

Student Signature

Date

Parent Signature

Date

VOLUNTEERS

Volunteers are integral to the success of the MPS. The district deeply respects and encourages the many efforts of the exceptional volunteers who give so willingly of their time to the staff and students of the MPS. The sole purpose of this policy is to assist volunteers in the performance of their support for MPS. Nothing in this policy shall be deemed to create a contract between the school volunteer and the MPS or Town of Marshfield. Nor shall this policy in any way affect the Schools' or Town's ability or right to terminate its association with any volunteer for any reason with or without cause. All volunteers are required to sign in at the main office and receive a badge indicating that they are a volunteer/visitor. The badge is to be dropped off at the office upon departure and signing out.

A "school volunteer" functions without compensation, remuneration or other consideration, and shall serve under the immediate supervision and direction of the professional staff of the district to which he/she is assigned. Volunteers serve without benefits or any type accorded to employees of the district. A Volunteer need not be a parent of an enrolled student.

An individual who wishes to volunteer shall apply in writing and be approved by the principal or assistant principal prior to serving at the school. All volunteers must complete, sign, and date a MPS Volunteer Program Registration Form and CORI authorization form before being placed in a school or beginning service as a volunteer. NO school volunteer may be placed in a school until the schools have received the CORI. Principals will ensure that an orientation session be provided annually. School volunteers are not covered by workers' compensation insurance and neither the schools nor the Town provide insurance for volunteers that cover health, accident, personal injury or property loss.

BUILDING TRANSFER

PURPOSE: The purpose of this policy is to provide guidance for parents/guardians who may wish to transfer their child(ren) from one elementary school to another elementary school within the Town of Marshfield. The Marshfield School Committee expects students, with rare exception, to attend the school they are assigned as a result of their residence.

PROCEDURE: Parents wishing to transfer their child(ren) from one elementary school to another within the Town of Marshfield must make such request in writing and submit this request to the Superintendent of Schools. The written request must contain detailed reason as to why such a transfer is needed. The decision to approve or deny a building transfer request is within the discretion of the Superintendent of Schools. The decision will be made by the Superintendent of Schools within one business week followed by a confirmation letter.

CHANGE OF RESIDENCE OCCURING DURING THE SCHOOL YEAR: One situation in which requests for transfers most frequently occur is when a within town change of residence occurs. A request to either remain in the previous school district or move to the new one in such circumstances is generally granted, but is within the discretion of the Superintendent of Schools. Requests made under this paragraph must be accompanied by an executed Purchase and Sales Agreement or a signed lease for verification. When deemed appropriate, the Superintendent or designee will take steps necessary to verify the new residence. A land only purchase is not sufficient to grant approval for children to attend school in a different school district.

TRANSPORTATION: The parents/guardians, or their representative, will be responsible for meeting the child's transportation needs if the building transfer request is approved.

STUDENT RESIDENCY

In compliance with Massachusetts General Laws, every person shall have a right to attend the public schools of the town where he actually resides, subject to the following section. No person shall be excluded from or discriminated against in admission to a public school of any town, or in obtaining the advantages, privileges and courses of study of such public school on account of race, color, sex, religion, natural origin, or sexual orientation.

The purpose of this policy is to provide guidance for parents regarding which Marshfield school their child(ren) will attend. A Marshfield resident eligible for school admission will be enrolled in the public school assigned by the Marshfield School Committee. For purposes of this policy the phrase "actual residence" or "actually resides" is to be defined as the physical location of the house where the pupil lives with the intent to remain.

Pupils who are homeless as defined by the No Child Left Behind Act are entitled to attend the Marshfield Public Schools without charge.

PROCEDURES GOVERNING THE DETERMINATION OF STUDENT RESIDENCY

Where a question exists regarding residence, building principals will refer persons to the Superintendent's office where the appropriate forms may be obtained. Such persons shall complete and submit the proper forms (see below) to the Superintendent's office. Thereafter, copies will be distributed to the appropriate personnel.

1. A pupil who has an actual residence other than that of his custodial parent(s) or legal guardian(s) may be enrolled in the Marshfield Public Schools upon submission of residence facts as established by sworn affidavit of the custodial parent(s) or of the legal guardian(s), and the Marshfield resident with whom she/he, Student Residency Policy, resides. The Superintendent shall decide any doubtful questions arising hereunder. Pupils of majority age must complete the appropriate form and furnish evidence of date of birth. (See Residence Forms #1 and # 2)
2. Pupils whose parents have purchased/leased/rented a home in the Town of Marshfield with the intention of establishing and subsequent actual establishment of residence during the school year (but who have not located in the Town) within a period of three (3) months shall be enrolled in the Marshfield Public Schools upon submission of residence facts established by sworn affidavit. (See Residence Form #3)
3. In cases of question regarding the actual residence of a pupil (where residence within the Town is in doubt), the custodial parent(s)/legal guardian(s) shall submit residence facts established by sworn affidavit of the legal parent(s)/guardian(s), and where appropriate, the Marshfield resident with whom she/he resides. (See Residence Form #4)

DISTRICT-WIDE PROCEDURES FOR ENERGY CONSERVATION

Objectives:

1. To eliminate energy waste
2. To ensure the comfort for students, staff and guests during regular school hours
3. To ensure acceptable indoor air quality
4. To ensure the best use of public funds while implementing this policy
5. To provide leadership in developing among our students, staff and public a realistic energy ethic and an awareness of energy needs and costs

Responsibilities:

1. Every person is expected to be an "energy saver."
2. The teacher is responsible for implementing the guidelines during the time that he/she is present in the classroom.
3. The custodian is responsible for control of common areas, i.e. halls, cafeteria.
4. The evening custodian will be responsible for verification of the nighttime shutdown before leaving.
5. The principal is responsible for monitoring the total energy usage of his/her school building.

GENERAL

1. All unnecessary lighting in unoccupied areas will be turned off. Teachers should turn off all lighting when leaving an empty classroom. Utilize natural lighting where appropriate
2. All outside lighting shall be **off** during daylight hours.
3. Gym lights will be turned **off** unless the gym is being utilized.
4. All lights will be turned **off** when students and teachers leave school. Custodians will turn on lights only in the areas in which they are working.
5. Classroom refrigerators and other non-instructional electrical appliances are no longer permitted.
6. Classroom doors will remain closed at all times to conserve heat during the winter months.
7. All office machines (copy machines, laminating equipment, etc.) shall be switched **off** each night and during unoccupied times. Fax machines should remain on.
8. All computers should be turned **off** each night. This includes the monitor, local printer, and speakers. Network equipment is excluded.
9. The MPSD Technology Department will program all computers for the "energy saver" mode.
10. Periodic reports will be made available to illustrate the financial benefit from this energy conservation.

SYNOPSIS OF FEDERAL CIVIL RIGHTS LAWS AND DISTRICT COORDINATOR INFORMATION Marshfield Public Schools

Title VI of the Civil Rights Act of 1964

Coordinator: Jeffrey Granatino, Superintendent

781-834-5000

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

Title IX of the Education Amendments of 1972

Coordinator: Jeffrey Granatino, Superintendent

781-834-5000

Coordinator: Mr. Robert E. Keuther, Jr.

781-834-5050

Students Coordinator: Ms. Kristin Brandt

781-834-5050

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

Section 504 of the Rehabilitation Act of 1973

Coordinator: Ellen M. Martin, Ed. D.

781-834-5000

Section 504 provides that no otherwise qualified individual with a disability shall solely by reason of his/her disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance. The regulations implementing Section 504 require that public schools provide a free appropriate public education to each qualified handicapped person who is in the recipient's jurisdiction, regardless of the nature of severity of the person's handicap. (34 CF104.33)

Americans with Disabilities Act of 1990

Coordinator: Ellen M. Martin, Ed. D.

781-834-5000

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

EQUAL EDUCATIONAL OPPORTUNITIES LAWS

Equal Educational Opportunities Act of 1974

Coordinator: Ellen M. Martin, Ed. D.

781-834-5000

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

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

Coordinator: Ellen M. Martin, Ed. D.

781-834-5000

This state law provides that "[n]o person shall be excluded from or discriminated against in admission to a public school of any town, or in obtaining the advantages, privileges and courses of study of such public school on account of race, color, religion, national origin, gender, gender identity, sexual orientation, disability, homelessness, or age in programs, activities, or employment."

[Title I of the Elementary and Secondary Education Act of 1965](#)

Director: Mr. Thomas M. Kilduff

781-834-5000

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

SPECIAL EDUCATION

[Chapter 688 \(transition planning\)](#)

Coordinator: Amy Scolaro

781-834-5000

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

HOMELESS

[McKinney-Vento Act](#)

Coordinator: Robynne Ryan-Lambert

781-834-5000

School districts must ensure that homeless children and youth are identified by school personnel and have full and equal opportunity to succeed in district schools. Student has the right to continue their education in the student's school of origin or enroll in the district public school where the homeless student is living.

ENGLISH LANGUAGE LEARNERS

[ELL](#)

Coordinator: Ms. Mary Bradshaw

781-834-5000

School districts have an obligation to provide staff to evaluate, provide services, and coordinate with other agencies. ELL students take MCAS and also tested at required grade levels MEPA and MELA-O. The Education Program is in -"sheltered English immersion" programs, pull out instruction and professional development for staff. Identification – ELL survey given as part of the initial intake package with registering students. The survey asks what is the language spoken at home & the child's first language as part of the registration process.

DISCIPLINE OF STUDENTS: EXPULSION & SUSPENSION STATUTES

In every case of student misconduct for which suspension may be imposed, the principal, or his/her designee, shall exercise discretion in deciding the consequence for the offense. The principal shall consider ways to re-engage the student in learning and shall attempt to avoid long term suspension as a consequence until alternatives have been tried. These alternatives may include the use of evidence-based strategies and programs such as mediation, conflict resolution, restorative justice, and positive behavioral interventions and supports.

PROCEDURES FOR SHORT-TERM SUSPENSION

(exclusion of a student from school premises and regular classroom activities for a specified period of not more than ten school days.)

The principal, or his/her designee, may suspend students on a short-term basis. Unless a student poses a danger to persons or property, substantially and materially disrupts the order of school, possesses a firearm, controlled substance, or assaults a school staff member, the student will receive the following prior to a short-term suspension:

1. Oral and written notice of the charges in English and the primary language of the home if other than English. This notice shall include:
 - i. The disciplinary offense;
 - ii. The basis for the charge;
 - iii. The potential consequences, including the potential length of the suspension;
 - iv. The opportunity to have a hearing with the principal and the parent concerning the proposed suspension, including the opportunity to dispute the charges and to present the student's explanation of the alleged incident;
 - v. The date, time, and location of the hearing;
 - vi. The right of the parent and student to interpreter services at the hearing; and
 - vii. If the student may be placed on a long-term suspension following the hearing with the principal:
 1. The rights set forth under the "Procedures for Long-Term Suspension"; and
 2. The right to appeal the principal's decision to the superintendent.
2. At the hearing, if the student and/or parent elects to attend, the student shall have the opportunity to present his/her version of the relevant facts and any mitigating circumstances. The principal shall make reasonable efforts to notify the parent orally of the opportunity to attend the hearing. To conduct the hearing without the parent, the principal must be able to document reasonable efforts to include the parent. The principal is presumed to have made reasonable efforts if the principal sent written notice and has documented at least two (2) attempts to contact the parent in the manner specified by the parent for emergency notification.
3. Based on the available information, the principal shall make a determination as to whether the student committed the disciplinary offenses and what remedy shall be imposed. The principal shall notify the student and parent in writing of his/her decision, the reasons for it, and, if applicable, the type and duration of the suspension and the opportunity to make up assignments and other academic work.
4. If the student is in a public preschool program or in grades K through 3, the principal shall send a copy of the written determination to the superintendent and explain the reasons for imposing an out-of-school suspension, before the suspension takes effect.

PROCEDURES FOR EMERGENCY REMOVAL

If the student's continued presence 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 shall temporarily remove the student from the school. This temporary removal shall not exceed two (2) days following the day of the emergency removal and the superintendent shall be immediately notified of the removal. Additionally, the principal shall make immediate and reasonable efforts to orally notify the student and student's parent of the emergency removal, the reason for the emergency removal, and the other information required in a short-term suspension notification. The short-term suspension notice shall be provided in writing to the student and parent. The opportunity for a hearing with the principal shall occur within two (2) school days, unless otherwise extended by the school and parent. A decision regarding the student's continued suspension or other removal shall be rendered the same day as the hearing and written notice shall be provided the following school day. This written notice shall include all the information required

based on the type of discipline imposed (short-term suspension, in-school suspension, long-term suspension, or expulsion).

The principal may also remove a student from privileges, such as extracurricular activities and attendance at school-sponsored events, based on a student's misconduct. This type of removal is not subject to the procedures for suspension and expulsion outlined in this policy.

PROCEDURES FOR AN IN-SCHOOL SUSPENSION

An in-school suspension may be used as an alternative to short-term suspension for disciplinary events. An in-school suspension means the removal of a student from regular classroom activities, but not from the school premises, for no more than ten (10) consecutive school days, or no more than ten (10) school days cumulatively for multiple infractions in one school year.

If the principal chooses this alternative, the principal shall inform the student of the disciplinary offense charged and the basis for that charge and provide the student an opportunity to dispute the charge and explain the circumstances surrounding the charge. If an in-school suspension is issued, the principal shall make reasonable efforts to notify the parent orally of the disciplinary offense, the reasons for concluding that the student committed the offense, and the length of the in-school suspension.

The principal shall also invite the parent to a meeting to discuss the student's academic performance and behavior, strategies for student engagement, and possible responses to the behavior. This meeting shall be scheduled on the day of the suspension, if possible, or as soon as possible thereafter. The principal shall also send written notice to the student and parent about the in-school suspension, including the reason and length of the in-school suspension, and inviting the parent to the above described meeting, if such meeting has not already occurred.

PROCEDURES FOR LONG-TERM SUSPENSION

(exclusion of a student from school premises and regular classroom activities for more than ten school days.)

The principal, or his/her designee, may issue long-term suspensions at the building level. The principal may also issue expulsions for the offenses set forth in M.G.L. c. 71, §37H and §37H½. Expulsions for other offenses are handled by the School Committee pursuant to M.G.L. c. 76, §16 and §17.

1. In the event of a long term suspension or expulsion, the student will be provided oral and written notice of the charges in English and the primary language of the home if other than English. This notice shall include:
 - i. The disciplinary offense;
 - ii. The basis for the charge;
 - iii. The potential consequences, including the potential length of the suspension;
 - iv. The opportunity to have a hearing with the principal and the parent concerning the proposed suspension, including the opportunity to dispute the charges and to present the student's explanation of the alleged incident;
 - v. The date, time, and location of the hearing; and
 - vi. The right of the parent and student to interpreter services at the hearing.

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

2. In advance of the hearing, the student shall have the right to review the student's record and the documents upon which the principal may rely in making a determination to suspend the student.
3. The student shall also have the right to be represented by counsel or a lay person at the choice and expense of the student/parent.
4. At the hearing, if the student and/or parent elects to attend, the student shall have the opportunity to present his/her version of the relevant facts and any mitigating circumstances. The student shall also have the right to produce witnesses and the right to cross-examine witnesses presented by the school. The

student may request that the hearing be audio recorded by the principal and may request a copy of the recording. All parties must be made aware that the hearing is recorded in advance of the hearing.

5. The parent, if present, shall have the opportunity to discuss the student's conduct and other information, including mitigating circumstances that the principal should consider in determining consequences for the student.
6. The principal shall make a determination as to whether the student committed the disciplinary offences and what consequences shall be imposed. The principal shall notice the student and parent in writing of his/her decision, including the following information:
 - i. The disciplinary offence, the date on which the hearing took place, and the participants in the hearing;
 - ii. The key facts and conclusions reached by the principal;
 - iii. The length and effective date of the suspension and the date of return to school;
 - iv. The notice the student's opportunity to receive education services to make academic progress during the suspension;
 - v. The student's right to appeal the principal's decision to the superintendent or his/her designee if a long-term suspension has been imposed. This notice of appeal shall include the process for appealing the decision, which requires the parent or student to file a written notice of appeal with the superintendent within five (5) calendar days of the effective date of the long-term suspension.
 - a. The superintendent shall hold the hearing within three (3) school days of the student's request, unless an extension is mutually agreed to.
 - b. The superintendent shall make a good-faith effort to include the parent in the hearing.
 - c. The hearing shall be conducted to determine whether the student committed the disciplinary offense and, if so, what the consequence shall be. The hearing shall be audio recorded and a copy of the recording shall be provided to the student or parent upon request.
 - d. All the same rights as are afforded in the above long-term suspension principal's hearing shall apply to the student in a superintendent's hearing.
 - e. The superintendent shall issue a written decision within five (5) calendar days of the hearing. If the superintendent determines that the student committed the disciplinary offense, the superintendent may impose the same or lesser consequence than the principal.
 - f. The decision of the superintendent shall be the final decision of the school district.
 - vi. If the student is in grades K-3, the principal shall send a copy of the written determination to the superintendent and explain the reasons for the suspension before the suspension takes effect.

EXPULSION

Expulsion is the removal of a student from the school premises, regular classroom activities, and school activities for more than ninety (90) days, indefinitely, or permanently. Conduct that may lead to expulsion includes but is not limited to possession of a dangerous weapon, assault on school personnel or upon other students, possession of a controlled substance, and certain criminal convictions and charges. See also, the Policies and Laws Relating to Student Conduct section of the handbook. Procedures associated with expulsion are set forth under the Procedures for Expulsion section of the handbook.

ADDITIONAL PROCEDURAL PROTECTIONS FOR SPECIAL EDUCATION STUDENTS

In general, special education students may be excluded from their programs for up to ten school days per school year just as any other student. However, when the district seeks to exclude a special education student from his/her program for more than ten school days in the school year, the student's special education Team must first determine whether the student's behavior was caused by, or was directly and substantially related to his/her disability or whether the conduct in question was the direct result of the district's failure to implement the student's IEP (a "manifestation determination"). If the Team determines that the behavior was a manifestation of his/her disability or was caused by a failure to implement the IEP, it must conduct a functional behavioral assessment and develop a behavior plan (or review and modify an existing plan, if necessary), and return the student to his/her current program, unless the student's parents and the district agree to a change in placement.

If the Team determines the behavior was not caused by, or directly and substantially related to the student's disability or failure to implement the IEP, the school may discipline the student according to the school's code of student conduct, except that during the period of suspension or expulsion, the district must continue to provide the student with a free appropriate public education (FAPE) and, if appropriate, conduct a functional behavior assessment and provide intervention services and modifications to prevent the conduct from recurring. If the conduct involves weapons, drugs, or serious bodily injury, a special education student may be removed to an interim alternative educational placement for up to 45 school days regardless of the behavior's relationship to his/her disability.

Additional information regarding the procedural protections for students with disabilities can be obtained from the Director of Pupil Services at 781-834-5000.

1. **POSSESSION OF WEAPONS OR CONTROLLED SUBSTANCES**
2. **ASSAULT OF EDUCATIONAL PERSONNEL**

Massachusetts General Law Ch. 71, §37H authorizes the principal to expel students as follows:

1. 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 the school or school district by the principal.
2. 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.
3. Any student who is charged with a violation of either paragraph (1) or (2) shall be notified in writing of an opportunity for a hearing; the student may have representation, along with the opportunity to present evidence and witnesses at said hearing before the principal. After said hearing, a principal may, at his discretion, decide to suspend rather than expel a student who has been determined by the principal to have violated either paragraph (1) or (2).
4. Any student who has been expelled from a school district pursuant to these provisions shall have the right to appeal to the superintendent. The expelled student shall have ten days from the date of the expulsion in which to notify the superintendent of his appeal. The student has the right to counsel at a hearing before the superintendent. The subject matter of the appeal shall not be limited solely to a factual determination of whether the student has violated any provisions of this section.
5. Any school district that suspends or expels a student under this section shall continue to provide educational services to the student during the period of suspension or expulsion, under section 21 of chapter 76. If the student moves to another district during the period of suspension or expulsion, the new district of residence shall either admit the student to its schools or provide educational services to the student in an education service plan, under section 21 of chapter 76.
6. Districts shall report to the department of elementary and secondary education the specific reasons for all suspensions and expulsions, regardless of duration or type, in a manner and form established by the commissioner. The department of elementary and secondary education shall use its existing data collection tools to obtain this information from districts and shall modify those tools, as necessary, to obtain the information. On an annual basis, the department of elementary and secondary education shall make district level de-identified data and analysis, including the total number of days each student is excluded during the school year, available to the public online in a machine readable format. This report shall include district level data disaggregated by student status and categories established by the commissioner.
7. Under the regulations promulgated by the department, for each school that suspends or expels a significant number of students for more than 10 cumulative days in a school year, the commissioner shall investigate and, as appropriate, shall recommend models that incorporate intermediary steps prior to the use of suspension or expulsion. The results of the analysis shall be publicly reported at the school district level.

SUSPENSION/EXPULSION BASED UPON A FELONY CHARGE/CONVICTION M.G.L. c. 71, § 37H½

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 of a school may suspend a student for a period of time determined

appropriate by the principal if the principal 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.

The principal may expel a student who has been convicted, adjudicated, or admitted guilt with respect to a felony or felony delinquency, if the principal 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 his request for an appeal no later than five calendar days following the effective date of the expulsion. The superintendent shall hold a hearing with the student and the student's parent or guardian within three calendar days of the expulsion. At the hearing, the student shall have the right to present oral and written testimony on his behalf, and shall have the right to counsel. The superintendent shall have the authority to overturn or alter the decision of the principal or headmaster, including recommending an alternate educational program for the student. The superintendent shall render a decision on the appeal within five calendar days of the hearing. Such decision shall be the final decision of the city, town or regional school district with regard to the expulsion.

EDUCATIONAL SERVICES AND ACADEMIC PROGRESS DURING SUSPENSIONS AND EXPULSION

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

Any student expelled or suspended from school for more than ten (10) consecutive days, whether in school or out of school, shall have an opportunity to receive education services and make academic progress toward meeting state and local requirements, through a school-wide education service plan. This plan will be developed by the principal and shall describe the services that the school district will make available to students who are expelled or suspended for ten (10) or more consecutive days. The plan will include the process for notifying such students and their parents of the services and arranging the services.

LEGAL AUTHORITY:

M.G.L. c. 71, § 37H

M.G.L. c. 71, § 37H ½

M.G.L. c. 71, § 37H ¾

M.G.L. c. 76, § 21

603 CMR 53.00

(MHTL Model School Discipline Policy)

Marshfield Public Schools

Safe Schools Bullying Prevention and Intervention Plan

I. INTRODUCTION

The Marshfield Public Schools (also referred to hereinafter as “the District”) is committed to providing all students with a safe learning environment that is free from bullying and cyberbullying. This commitment is an integral part of our comprehensive efforts to promote learning, and to prevent and eliminate all forms of bullying and other harmful and disruptive behavior that can impede the learning process.

The District recognizes that certain students may be more vulnerable to become targets of bullying, harassment, or teasing based on actual or perceived characteristics, including race, color, religion, ancestry, national origin, sex, socioeconomic status, homelessness, academic status, gender identity or expression, physical appearance, or sensory disability, or by association with a person who has or is perceived to have one or more of these characteristics. The school or district will identify specific steps it will take to create a safe, supportive environment for vulnerable populations in the school community, and provide all students with the skills, knowledge, and strategies to prevent or respond to bullying, harassment, or teasing.

The Marshfield Public Schools will not tolerate any unlawful or disruptive behavior, including any form of bullying, cyberbullying, or retaliation, in our school buildings, on school grounds, or in school-related activities. The District will promptly investigate all reports and complaints of bullying, cyberbullying, and retaliation, and take prompt action to end that behavior and restore the target’s sense of safety. The District will support this commitment in all aspects of our school community, including curricula, instructional programs, staff development, extracurricular activities, and parent or guardian involvement.

The Bullying Prevention and Intervention Plan (“Plan”) is a comprehensive approach to addressing bullying and cyberbullying, and the District is committed to working with students, staff, families, law enforcement agencies, and the community to prevent issues of violence. In consultation with these constituencies, we have established this Plan for preventing, intervening, and responding to incidents of bullying, cyberbullying, and retaliation. The plan shall apply to students and members of a school staff including, but not limited to, educators, administrators, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to extracurricular activities and paraprofessionals. This plan will be updated biennially. School principals are responsible for implementing and overseeing the Plan except when a reported bullying incident involves the principal or the assistant principal as alleged aggressor. In such cases, the Superintendent or his/her designee shall be responsible for investigating the report and taking all other steps necessary to implement the Plan, including addressing the safety of the alleged victim. If the Superintendent is the alleged aggressor, the School Committee or its designee shall be responsible for investigating the report and taking all other steps necessary to implement the Plan, including addressing the safety of the alleged victim.

II. PROHIBITION AGAINST BULLYING AND RETALIATION

Any unlawful or disruptive behavior, including any form of bullying, cyberbullying, or retaliation, in our school buildings, on school grounds, or in school-related activities is prohibited. Acts of bullying, including cyberbullying, are prohibited:

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

Retaliation against a person who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying is also prohibited. Students or members of a school staff who engage in bullying or retaliation will be subject to disciplinary action; however, disciplinary action taken must balance the need for accountability with the need to teach appropriate behavior. The range of disciplinary action includes, but is not limited to, one or more of the following: verbal warnings, written warnings, reprimands,

detentions, short-term or long-term suspensions, or expulsions from school as determined by the school administration and/or school committee, subject to applicable procedural requirements.

Nothing in this plan is designed or intended to limit the District's authority to discipline or take remedial action under General Laws Chapter 71, §37H, or in response to violent, harmful, or disruptive behavior, regardless of whether this plan covers the conduct.

As stated in M.G.L. c. 71, § 37O, nothing in this Plan requires the district or school to staff any non-school related activities, functions, or programs.

III. DEFINITIONS

Aggressor is a student or member of a school staff who engages in bullying, cyberbullying, or retaliation.

Bullying is the repeated use by one or more students or one or by a member of a school staff including, but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity and paraprofessional of a written, verbal, or electronic expression, or a physical act or gesture, or any combination thereof, which is directed at a target that:

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

Cyberbullying means bullying through the use of technology or any electronic communication, including, but not limited to, any transfer of signs, signals, writings, images, sounds, data or intelligence of any nature transmitted in whole or in part by:

- Wire;
- Radio;
- Electromagnetic;
- Photo-electronic or photo-optical system, including, but not limited to, electronic mail, internet communications, instant messages or facsimile communications.

Cyberbullying shall also include the creation of a web page or blog in which the creator assumes the identity of another person or knowingly impersonates another person as author of posted content or messages, if the creation or impersonation creates any of the five (5) conditions enumerated in the definition of bullying.

Cyberbullying shall also include the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons, if the distribution or posting creates any of the conditions enumerated in the definition of bullying.

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

Hostile Environment means a situation in which bullying causes the school environment to be permeated with intimidation, ridicule or insult that is sufficiently severe or pervasive to alter the conditions of a student's education.

School Staff includes, but is not limited to, educators, administrators, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to an extracurricular activity, and paraprofessionals.

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

IV. LEADERSHIP

The principal of each school is responsible for the implementation and oversight of the Bullying Prevention and Intervention Plan.

The principal of each school is responsible for:

1. Receiving reports of alleged bullying

2. Investigating reports of alleged bullying
3. Collecting and analyzing reports
4. Developing a process for tracking aggressors and targets
5. Providing supports for the needs of targets and aggressors
6. Including age-specific language about the bullying plan in student and staff handbooks
7. Overseeing each of the remaining responsibilities within his or her school.

The Assistant Superintendent is responsible for:

1. Planning for ongoing professional development in bullying prevention and intervention
2. Reviewing and updating bullying prevention curricula
3. Revising policies and protocols, including Internet Safety Policies
4. Facilitating meetings of the Safe Schools Committee

The Safe Schools Committee, comprised of representatives from PK-12 District leadership, staff, parents, and the community, is responsible for:

1. Planning for and implementing parent involvement and information sessions
2. Reviewing and updating the Bullying Prevention and Intervention Plan

The District will conduct a needs assessment in alternate years of the plan to assess the need to prepare for revision.

V. PUBLIC INVOLVEMENT IN DEVELOPING THE PLAN.

This Plan was developed in consultation with teachers, school staff, professional support personnel, school volunteers, administrators, community representatives, local law enforcement agencies, parents, and guardians as required by M.G.L. c. 71, § 37O. The School Committee established a Safe Schools Committee, comprised of individuals from the aforementioned groups, to develop the Plan. Before the School Committee adopted the Plan, the draft plan was published on the District's website. The School Committee provided a public comment period and conducted a public forum to provide the Marshfield Community additional opportunity for input into the plan's development.

VI. TRAINING AND PROFESSIONAL DEVELOPMENT

- A. Annual staff training on the Plan. Annual training for all school staff on the Plan will include staff duties under the Plan, an overview of the steps that the principal or his or her designee will follow when he or she receives a report of bullying or retaliation, and an overview of the bullying prevention curricula to be offered in all grades throughout each school in the District. Staff members hired after the start of the school year will participate in school-based training during the school year in which they are hired unless they can demonstrate participation in an acceptable and comparable program within the last two years.
- B. Ongoing professional development. The goal of professional development is to establish a common understanding of tools necessary for staff to create a school climate that promotes safety, civil communication, and respect for differences. Professional development will build the skills of staff members to prevent, identify, and respond to bullying. As required by M.G.L. c. 71, § 37O, the content of school-wide and district-wide professional development will be informed by research and will include information on:
 - developmentally (or age-) appropriate strategies to prevent bullying;
 - developmentally (or age-) appropriate strategies for immediate, effective interventions to stop bullying incidents;
 - information regarding the complex interaction and power differential that can take place between and among an aggressor, target, and witnesses to the bullying;
 - research findings on bullying, including information about specific categories of students who have been shown to be particularly at risk for bullying in the school environment;
 - information on the incidence and nature of cyberbullying; and
 - internet safety issues as they relate to cyberbullying.

Professional development will also address ways to prevent and respond to bullying or retaliation for students with disabilities that must be considered when developing students' Individualized Education Programs (IEPs). This will include a particular focus on the needs of students whose disability affects social skills development.

Additional areas identified by the school or district for professional development include:

- promoting and modeling the use of respectful language;
- fostering an understanding of and respect for diversity and difference;
- building relationships and communicating with families;
- constructively managing classroom behaviors;
- using positive behavioral intervention strategies;
- applying constructive disciplinary practices;
- teaching students skills including positive communication, anger management, and empathy for others;
- engaging students in school or classroom planning and decision-making; and
- maintaining a safe and caring classroom for all students;
- engaging staff and those responsible for the implementation and oversight of the Plan to distinguish between bullying behaviors and acceptable managerial behaviors designed to correct misconduct and instill accountability in the school setting.

- C. Written notice to staff. The Marshfield Public Schools will provide all staff with an annual written notice of the Plan, including sections related to staff duties, by publishing information about it on the District website, in the school or district employee handbook, and in the code of conduct.

VII. ACCESS TO RESOURCES AND SERVICES

1. Counseling and referral to outside services. The principal in each building will maintain resources and current tools for intervening and preventing bullying. These tools may include but are not limited to: behavioral intervention plans, social skills groups, and individually-focused curricula.

The strategy for providing counseling or referral to appropriate services for aggressors, targets, and family members of those students will be specific to each school and may include the use of school adjustment counselors, school guidance counselors, school psychologists, teachers, special educators or other school or community resources.

2. Students receiving special education services. As required by 603 CMR 49.00: M.G.L. 71, §37O, as added by Chapter 92 of the Acts of 2010 and Chapter 86 of the Acts of 2014, when the IEP Team determines the student has a disability that affects social skills development or the student may participate in or is vulnerable to bullying, harassment or teasing because of his/her disability, the Team will consider what should be included in the IEP to develop the student's skills and proficiencies to avoid and respond to, or prevent participation in bullying, harassment or teasing.

Any parent wishing to file a claim/concern or seeking assistance outside of the district may do so with the Department of Elementary and Secondary Education Program Resolution System (PRS). That information can be found at: <http://www.doe.mass.edu/prg>, emails can be sent to compliance@doe.mass.edu or individuals can call 781-338-3700. Hard copies of this information are also available at the Superintendent's office.

VIII. ACADEMIC AND NON-ACADEMIC ACTIVITIES

The Marshfield Public Schools will provide age-appropriate instruction on bullying prevention in each grade that is incorporated into the District's curricula. Curricula will be evidence-based. Effective instruction will include classroom approaches, whole school initiatives, and focused strategies for bullying prevention and social skills development.

Bullying prevention curricula are informed by current research emphasizing any number of the following approaches:

- using scripts and role plays to develop skills;
- empowering students to take action by knowing what to do when they witness other students or school staff engaged in acts of bullying or retaliation, including seeking adult assistance;
- helping all parties understand the dynamics of bullying and cyberbullying, including the underlying power imbalance;
- emphasizing cyber-safety, including safe and appropriate use of electronic communication technologies;
- enhancing students' skills for engaging in healthy relationships and respectful communications; and
- engaging students in a safe, supportive school environment that is respectful of diversity and difference.

Grade-specific curricula will be outlined in the student handbook for each school. The student-related sections of

the Bullying Prevention and Intervention plan will be reviewed with students at the start of each school year. Initiatives will also teach students about the student-related sections of this Marshfield Public Schools Safe Schools Bullying Prevention and Intervention Plan.

A. General teaching approaches that support bullying prevention efforts. The following approaches are integral to establishing a safe and supportive school environment. These underscore the importance of our bullying intervention and prevention initiatives:

- setting clear expectations for students and establishing school and classroom routines;
- creating safe school and classroom environments for all students regardless of race, color, religion, national origin, gender, gender identity, sexual orientation, disability, homelessness, or age;
- using appropriate and positive responses and reinforcement, even when students require discipline;
- using positive behavioral supports;
- encouraging adults to develop positive relationships with students;
- modeling, teaching, and rewarding pro-social, healthy, and respectful behaviors;
- using positive approaches to behavioral health, including collaborative problem-solving, conflict resolution training, teamwork, and positive behavioral supports that aid in social and emotional development;
- using the Internet safely; and
- supporting students’ interest and participation in non-academic and extracurricular activities, particularly in their areas of strength.

The Marshfield Public Schools will continue to evaluate information from the Youth Risk Behavior Survey on an annual basis to look at trends regarding bullying and social development.

IX. POLICIES AND PROCEDURES FOR REPORTING AND RESPONDING TO BULLYING AND RETALIATION

Marshfield Public Schools
BULLYING POLICY
<p>I. GOALS</p> <p>The Marshfield Public Schools is committed to providing our students equal educational opportunities and a safe learning environment free from bullying or retaliation. This will be possible when all members of the Marshfield school community treat each other with respect and appreciate the rich diversity in our schools. This policy is an integral part of the Marshfield Public Schools’ comprehensive effort to promote learning and prevent and eliminate all forms of violent, harmful, and disruptive behavior. The Marshfield Public Schools’ response to bullying actions will include, as appropriate, disciplinary and/or corrective action, and the involvement of appropriate state and/or federal agencies addressing the remediation of discrimination or harassment. In addition, a referral to a law enforcement agency may be made if criminal charges could be pursued against a perpetrator or perpetrators. The Marshfield Public Schools will support this policy in all aspects of its activities, including its curricula, instructional programs, staff development, extracurricular activities, and parental involvement.</p> <p>The Marshfield Public Schools will not tolerate any unlawful or disruptive behavior, including any form of bullying, cyberbullying, or retaliation, in its schools before, during, or after school, and school-related activities, and will promptly investigate all reports of bullying.</p> <p>II. DEFINITIONS</p> <p>Bullying is the repeated use by one or more students or members of a school staff including, but not limited to, educators, administrators, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to an extracurricular activity and paraprofessionals, of a written, verbal, or electronic expression, or a physical act or gesture, or any combination thereof, directed at a target that:</p> <ul style="list-style-type: none">• Causes physical or emotional harm to the target or damage to the target’s property;• Places the target in reasonable fear of harm to him/herself, or in reasonable fear of damage to

his/her property;

- Creates a hostile environment at school for the target;
- Infringes on the target's rights at school; or
- Materially and substantially disrupts the education process or the orderly operation of a school.

For the purposes of this policy, bullying shall include cyberbullying.

Cyberbullying means bullying through the use of technology or any electronic communication, including, but not limited to, any transfer of signs, signals, writings, images, sounds, data, or intelligence of any nature which is transmitted in whole or in part by:

- Wire;
- Radio;
- Electromagnetic;
- Photo-electronic or photo-optical system, including, but not limited to, electronic mail, internet communications, instant messages, or facsimile communications.

Cyberbullying shall also include the creating of a web page or blog in which the creator assumes the identity of another person, or knowingly impersonates another person, as the author of posted content or messages if the creation of the web page or blog or the impersonation causes any of the five (5) harm enumerated in the definition of bullying above.

Cyberbullying shall also include the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons, if the distribution or posting causes any of the five (5) harms enumerated in the definition of bullying.

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

Hostile environment means a situation in which bullying causes the school environment to be permeated with intimidation, ridicule, or insult that is sufficiently severe or pervasive to alter the conditions of a student's education.

III. PROHIBITIONS

Bullying is prohibited:

- On school grounds;
- On property immediately adjacent to school grounds;
- At school-sponsored or school-related activities;
- At functions or programs, whether on or off school grounds;
- At school bus stops;
- On school buses or other vehicles owned, leased, or used by the school district; or
- Through the use of technology or an electronic device owned, leased, or used by the Marshfield Public Schools.

Bullying and cyberbullying are prohibited at a location, activity, function or program that is not school-related or through the use of technology or an electronic device that is not owned, leased or used by the Marshfield Public School District if the act or acts in question:

- Create a hostile environment at school for the target;
- Infringe on the target's rights at school; and/or

- Materially and substantially disrupt the education process or the orderly operation of a school.

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

IV. RATIONALE

The Marshfield Public Schools prohibits all forms of harassment, discrimination and hate crimes based on race, color, religion, national origin, gender, gender identity, sexual orientation, disability, homelessness, or age. The civil rights of all school community members are guaranteed by law. The protection of those rights is of utmost importance and priority to our school district. While bullying may constitute an illegal form of harassment which is prohibited by state and federal law and may result in criminal prosecution, the Marshfield Public Schools prohibits bullying of school community members for any reason, whether related or unrelated to race, color, religion, national origin, gender, gender identify, sexual orientation, disability, homelessness, or age. Further, the Marshfield Public Schools will also not tolerate retaliation against persons who act consistent with this policy.

V. APPLICATION

This policy applies to all sites and activities under the supervision and control of the Marshfield Public Schools, or where it has jurisdiction under the law. The policy applies to all students, school committee members, school employees, independent contractors, school volunteers, visitors, parents, and legal guardians of students of the Marshfield Public Schools. Bullying and cyberbullying may occur in or out of school, during or after school hours, at home or in locations outside the home. When bullying and cyberbullying are alleged, the Marshfield Public Schools expects the full cooperation and assistance of parents and families. The Marshfield School Committee shall implement this policy by developing and adopting a plan to address bullying prevention and intervention. This plan will include age-appropriate notices to students, ways to inform **parents** and guardians about bullying prevention and intervention, and annual professional development for employees. Any plan so adopted shall provide that reports of bullying or retaliation may be made anonymously, but no disciplinary action may be taken against a person solely on the basis of an anonymous report. The plan shall also provide for disciplinary action to be taken against any person who knowingly makes a false accusation of bullying or retaliation. This policy and any plan adopted pursuant to it shall at all times be construed and implemented so as to be consistent with the provisions of M.G.L. Chapter 71, Section 37O, and shall be reviewed and updated at least annually. Nothing in this policy is designed or intended to limit the Marshfield Public Schools' authority to discipline or take remedial action under General Laws Chapter 71, §37H or in response to violent, harmful, or disruptive behavior, regardless of whether this policy covers the conduct.

VI. DISCIPLINARY AND CORRECTIVE ACTION

Violation of this policy and the plan developed pursuant to it shall be considered a serious offense. Violators may be subject to appropriate disciplinary and/or corrective action to stop the conduct and prevent its recurrence, including expulsion from school, involving appropriate federal and state agencies to remediate harassment and discrimination, and/or criminal prosecution by law enforcement agencies. The Marshfield Public Schools is committed to protecting a complainant and other similarly-situated individuals from bullying at all times. A bullying prevention and intervention plan containing the reporting procedures, complaint process, alternatives for resolution, and protection against retaliation shall be in place throughout the School District. This policy shall be printed in each school handbook and employee handbook, and shall be posted on the District's website.

A. Procedures for reporting and investigating bullying and retaliation

All viable reports of bullying will be investigated

Staff, students and parents/guardians will report incidents of suspected bullying by any one of the following methods:

- Completing a Bullying/Cyberbullying Report Form and submitting it to the principal or designee. The form is available:
 - o in school offices
 - o from classroom teachers
 - o through the District's website
- Submitting a report by email through the "REPORT BULLYING" link on the Marshfield Public Schools homepage at www.mpsd.org.
- Submitting a report by mail to the principal of the school where the suspected bullying occurred. Addresses are available on the District's homepage at www.mpsd.org.
- Making an oral report to the school principal who shall reduce the oral report to writing.

Completion of the Bullying/Cyberbullying Report Form is not required to report bullying. Families and students may meet with a staff member for assistance in completing the form. Reports made by students, parents or guardians, or other individuals who are not school or District staff members, may be made anonymously through any of the above methods.

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

Reporting by Students, Parents/Guardians, and Others: The District expects students, parents/guardians, and others who witness or become aware of an instance of bullying or retaliation involving a student to report the incident to the school principal or his or her designee. An individual may make an anonymous report of bullying or retaliation, however, no disciplinary action may be taken against a student solely on the basis of an anonymous report. A student who knowingly makes a false accusation of bullying or retaliation shall be subject to disciplinary action.

Notice to Parents/Guardians: Upon investigation and determination that bullying or retaliation has occurred; the principal or designee shall promptly notify the parents/guardians of the target and of the aggressor of the determination and of the District's procedures for responding to the bullying or retaliation. The principal or his or her designee shall also inform the target's parents/guardians of actions that school officials will take to prevent further acts of bullying or retaliation. Nothing in this provision prohibits the principal or his or her designee from contacting a parent/guardian of a target or aggressor about a report of bullying or retaliation prior to a formal determination that bullying or retaliation has occurred. If the alleged target and the alleged aggressor attend different schools, the principal receiving the report shall inform the principal of the other student's school, who shall be responsible for implementing this reporting requirement for the student attending his or her school. Any parent wishing to file a claim/concern or seeking assistance outside of the district may do so with the Department of Elementary and Secondary Education Program Resolution System (PRS). That information can be found at: <http://www.doe.mass.edu/pqa>, emails can be sent to compliance@doe.mass.edu or individuals can call 781-338-3700. Hard copies of this information are also available at the Superintendent's office.

Reporting to Local Law Enforcement: If at any point after receiving a report of bullying or retaliation, including after an investigation, the school principal or his or her designee has a reasonable basis to believe that criminal charges could be pursued against the aggressor, the school principal or designee will notify the local law enforcement agency. In addition, if an incident of bullying or retaliation occurs on school grounds and involves a former student under the age of 21, who is no longer enrolled in a school, the principal of the school who is informed of the bullying or retaliation or his or her designee will notify the local law enforcement agency if she/he has a reasonable basis to believe that criminal charges could be pursued against the aggressor. The principal shall document the reasons for his or her decision to notify law enforcement.

Reporting to Administrator of Another School District or School: If an incident of bullying or retaliation

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

INVESTIGATING REPORTED BULLYING INCIDENTS

The investigator will seek to determine the basis of the complaint. He/she shall gather information from the target or witness, including such matters as: what specifically happened, who committed the alleged acts, who was present or may have information about the events, when the events occurred (date, time of day), and where the events occurred.

If age appropriate, the target or witness may be asked to put the complaint in writing and to sign and date it. If the target or witness cannot, or chooses not to, write a complaint, the investigator will record the allegations, read them to the target/witness to confirm accuracy, and ask him or her to sign the document. If the target/witness cannot, or chooses not to, sign, the investigator may sign and date the document her/himself.

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

Confidentiality: The confidentiality of the person who reports bullying or retaliation and/or provides information during an investigation of bullying or retaliation will be maintained to the extent practicable, consistent with the school's legal obligations.

DETERMINATION OF BULLYING AND FOLLOW-UP

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

If bullying or retaliation is substantiated, the school will take steps reasonably calculated to prevent recurrence and ensure that the target is not restricted in participating in school or benefiting from school activities. As with the investigation, the response will be individually tailored to all of the circumstances, including the nature of the conduct and the ages of the students involved. Students who engage in bullying or retaliation will be disciplined. The range of discipline which may be imposed includes detention, suspension, and exclusion from participation in school-sponsored or school-related functions, after-school programs, and/or extracurricular activities. In addition to taking disciplinary action, the following are examples of steps that may be taken to prevent the recurrence of bullying or retaliation:

- Holding parent conferences;
- Limiting or denying student access to a part, or area, of a school;
- Enhancing adult supervision on school premises;
- Providing relevant educational activities for individual students or groups of students. Guidance counselors and others in the school setting who have been trained in working with students on interpersonal issues may be helpful in providing such programs.
- Personalized Action Plan and directives for future conduct, including providing the target with a process for reporting any concerns about future conduct immediately. It is critical to involve the student in creating an action plan that involves a reporting process that works for that particular student.
- Arranging for communication between the parties, if appropriate, to assist them in resolving issues which have arisen between them. (This approach will be used cautiously since communication can sometimes exacerbate, rather than alleviate, the target's concerns, and since the conduct often involves an imbalance of power.)
- Providing counseling (or other appropriate services) or referral to such services for the target and/or

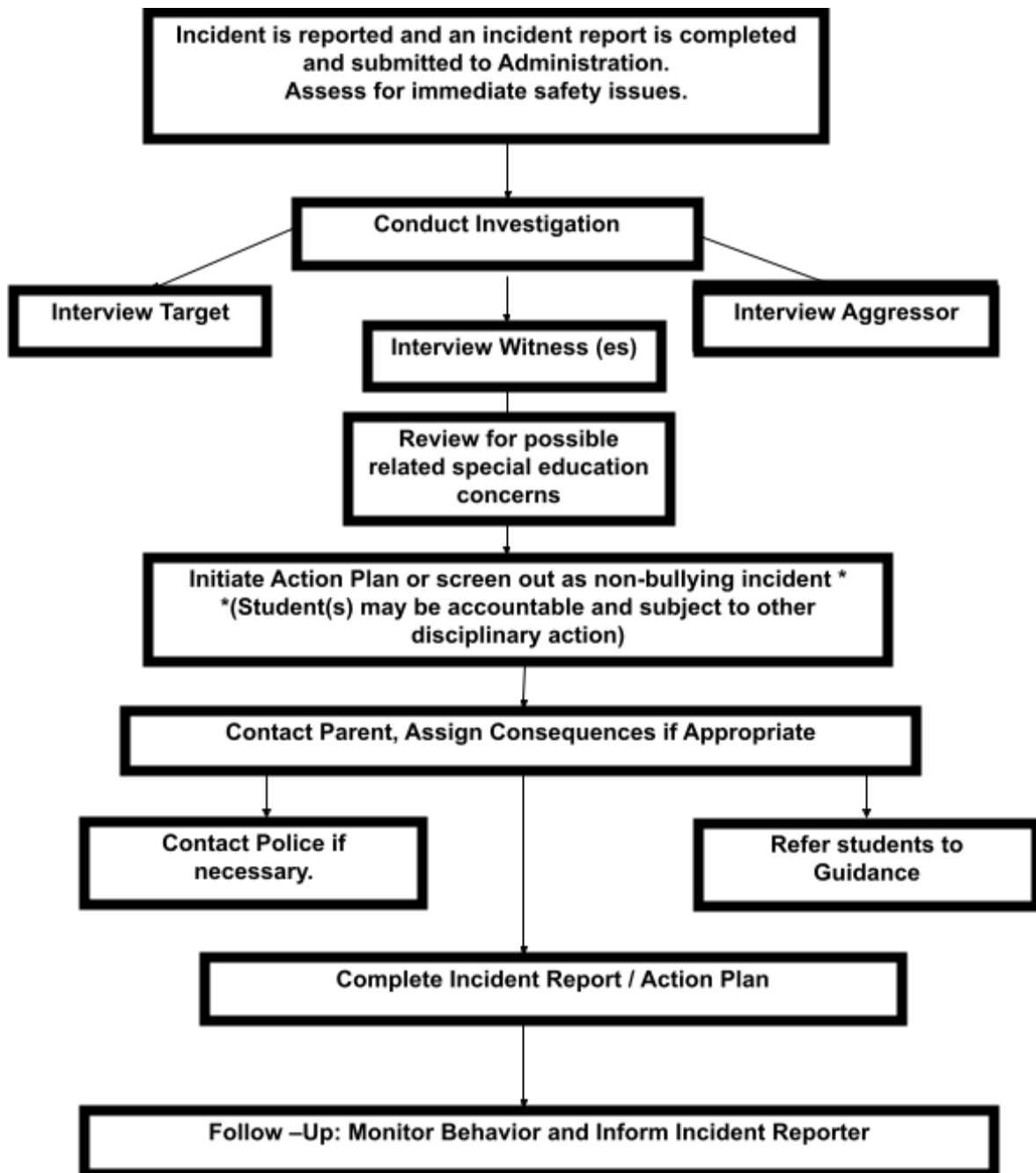
the aggressor and/or for appropriate family members of the students, as necessary.

The principal or his or her designee shall promptly notify the target's parents and the aggressor's parents of the results of the investigation and, if bullying or retaliation is found, describe the District's procedures for responding to the bullying or retaliation. The principal shall inform the target's parent of actions that school officials will take to prevent further acts of bullying or retaliation. As required by 603 CMR 49.07, the principal's notice to parents of an incident or report of bullying or retaliation must comply with the confidentiality requirements of the Massachusetts Student Records Regulations, 603 CMR 23.00 and the federal Family Educational Rights and Privacy Act Regulations, 34 CFR Part 99. Because of these legal requirements concerning student record confidentiality, the principal or his or her designee cannot report specific information to the target's parent about the disciplinary action taken against a student aggressor unless it involves a "stay away" order or other directive of which the target must be aware in order to report violations. Any parent wishing to file a claim/concern or seeking assistance outside of the district may do so with the Department of Elementary and Secondary Education Program Resolution System (PRS). That information can be found at: <http://www.doe.mass.edu/pqa>, emails can be sent to compliance@doe.mass.edu or individuals can call 781-338-3700. Hard copies of this information are also available at the Superintendent's office.

If appropriate, within a reasonable time period following the determination that bullying or retaliation occurred, the principal or designee will contact the target to determine whether there has been any recurrence of the prohibited conduct. If there has been a recurrence, the principal or his or her designee will determine the appropriate next steps.

Each school will retain a report of the complaint which will contain the name of the target, the date of the complaint, the investigator's identity, the school, a brief statement of the nature of the complaint, the outcome of the investigation, and the action taken.

Process for Responding to a Report of Bullying / Cyberbullying



IX. COLLABORATION WITH FAMILIES

- A. **Parent education and resources.** The Marshfield Public Schools will offer education programs for parents and guardians that are focused on the parental components of the anti-bullying curricula and any social competency curricula used by the District or school. The programs will be offered in collaboration with the PTO, PTA, School Councils, Special Education Parent Advisory Council, or similar organizations.
- B. **Notification requirements.** Each year the Marshfield Public Schools will inform parents or guardians of enrolled students about the anti-bullying curricula being used in the District. This notice will include information about the dynamics of bullying, including cyberbullying, and online safety. Marshfield Public Schools will send parents written notice each year about the student-related sections of this Plan and the District's Internet safety policy. All notices and information made available to parents or guardians will be in hard copy and electronic format, and will be available in the language(s) most prevalent among parents or guardians. The Marshfield Public Schools will post this Plan and related information on its website.

X. RELATIONSHIP TO OTHER LAWS

Consistent with state and federal laws, and the policies of the school or district, no person shall be discriminated against in admission to a public school of any town or in obtaining the advantages, privilege and courses of study of such public school on account of race, color, religion, national origin, gender, gender identity, sexual orientation, disability, homelessness, or age in programs, activities, or employment. Nothing in the Plan prevents the school or district from taking action to remediate discrimination or harassment based on a person's membership in a protected class.

Bullying/Cyberbullying Incident Report Form

Bullying is defined as a verbal, physical, written, or electronic action, or incident or other direct or indirect behavior that is cruel and repetitive. Cyberbullying is bullying using technology or electronic communication. Bullying is characterized by an imbalance of physical, psychological or emotional power. The bullying policy applies to students and members of the school staff including, but not limited to, educators, administrators, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to an extracurricular activity and paraprofessionals.

This report must be submitted to the principal / assistant principal / designated staff member as soon as it is completed.

Name of Reporter, Role, School	
Name of Target of Bullying And contact information	
Name(s) of Alleged Aggressor (s)	
Date and Time of Incident	
Location of Incident	
Witness(es) (Indicate whether student, staff, or "other")	
Previous Incidents	

Details of Incident (Include details and names of people involved, what occurred, what each person said and did)	
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To your knowledge, has this occurred before? Yes _____ No _____ If yes, date: _____	Are there immediate safety or transportation concerns? Yes _____ No _____
Was there a finding of bullying or retaliation? Yes _____ No _____	If yes, describe safety planning (i.e. parent transport) and date of follow-up with Target

If needed, describe incident or concerns in more detail

<u>Signature</u>	<u>Date</u>
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Investigation Form		
Today's Date		
Person Completing this Form (Name, School, Role)		
Date(s) of Investigation		
Investigator(s) Name, school, role		
Additional Follow-Up Dates		
List Persons Interviewed and Dates of Interview(s)		
Summary of Follow-Up Investigation		
Conclusions from Investigation (Was there a finding of bullying or retaliation?)		
Action Taken (Nature of Discipline)		
Date contact Made with Parent or Guardian of Target ____ / ____ / ____	Verbal _____	Written _____
Date Contact Made with Parent or Guardian of Aggressor ____ / ____ / ____	Verbal _____	Written _____
Dates of Follow-Up Conferences (if needed)		
Results of Follow-Up Conferences		
Was the Incident Reported to the Office of the Superintendent? Yes _____ No _____	Details:	
Was the Incident Reported to the SRO / Police Department? Yes _____ No _____	Details:	

Signature of Investigator
(When Investigation is Completed)

Date

Action Plan

To be completed by principal / assistant principal / designated staff

Date	
Interviewed Target	
Interviewed Child Accused of Aggression	
Interviewed Witness	
Summary of Findings	
Action Taken	
Parent Notified	
Signature of Principal / Designee	

Note: This sample Bullying / Cyberbullying Report Form is a sample. The Safe Schools Committee may review this form and make appropriate changes in an effort to make the form most effective in use.

Marshfield Public Schools
Process for Responding to a Report of Bullying

This process applies only to situations where bullying is alleged. Other behavioral incidents will be reported using the District's Incident form and process.

1. Step One: Complete Incident Report Form

If an adult witnesses or reports incident:

- Staff member completes incident report and gives to designated administrative staff member

If a student reports incident to staff member:

- Acknowledge student's feelings
- Determine if there are safety issues that must be addressed immediately
- Staff member completes incident report and gives to designated administrative staff member

2. Step Two: Conduct Investigation

(Have parties involved complete a narrative of the event)

Interview Target of bullying:

- Interview the target first, then the alleged aggressor
- Target and alleged aggressor should be separated
- Do not ask to see target in the alleged aggressor's presence
- Mediation should not be used with bullying situations
- Encourage target to report any additional incidents with the alleged aggressor

Interview the person(s) accused of bullying:

- Identify the problem
- Focus more on the alleged aggressor's behavior, protecting the target's confidentiality
- In case of denial or if further information is needed, interview witnesses
- Document the witness account
- Make the alleged aggressor aware of consequences of retaliation against target and reporter

Contact parent/guardian of target

Contact parent/guardian of alleged aggressor if aggressor is a student)

Assign Consequences if needed

- Assign appropriate consequence
- If the alleged aggressor denies the incident and there is insufficient evidence, tell the alleged aggressor that you hope she/he is right and that nothing happened, but you will continue to monitor behavior
- Monitor safety of target

3. Step Three: Follow Up

- Document outcome of investigation on Follow-up Form
- Target will be notified of action taken or not taken
- Provide update to appropriate staff member(s)
- Monitor students' behavior
- Notify teachers who have contact with target and/or aggressor if necessary
- Closure Letter

STUDENT RECORDS

The Marshfield Public Schools shall endeavor to adhere to the Massachusetts Students Records Regulations as promulgated under 603 CMR 23.00. Through this policy the School Committee authorizes the administration to implement the requirements of the Massachusetts Student Records regulations. The following summary was developed by the Board of Education to assist in providing a broad overview of these regulations. Every Marshfield school shall maintain at least one copy of these regulations, and a copy shall be attached to this policy. Subsequent amendments to this regulation shall supersede this policy until its revision.

Summary of Regulations Pertaining to Student Records

The Student Record Regulations adopted by the Board of Education apply to all public elementary and secondary schools in Massachusetts. (They also apply to private day and residential schools that have state approval to provide publicly-funded special education services.) Pursuant to 603 CMR 23.07 Marshfield Public Schools shall forward the complete record of a transferring student to schools in which the student seeks or intends to enroll. Such transfer of records takes place as a state mandate. The regulations are designed to insure parents' and students' rights of confidentiality, inspection, amendment, and destruction of student records, and to assist school authorities in carrying out their responsibilities under state and federal law.

The regulations apply to all information kept by a school or school district on a student in a way that the student may be individually identified. The regulations divide the record into *two* parts: the transcript and the temporary record. The transcript includes only the minimum information necessary to reflect the student's educational progress. This information includes name, address, course titles, grades, credits, and grade level completed. The transcript is kept by the school district for at least sixty years after the student leaves the system. The temporary record contains the majority of the information maintained by the school about the student. This may include such things as standardized test results; class rank; school-sponsored extracurricular activities; evaluations and comments by teachers, counselors, and other persons; disciplinary records; and other information. The temporary record is destroyed within five years after the student leaves the school system.

The following is a summary of the major provisions of the Student Record Regulations concerning the rights of parents and eligible students. Under the regulations, "eligible students" are at least 14 years old or have entered the ninth grade; they may exercise these rights just as their parents may.

Inspection of Record

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 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. The parent and eligible student have the right to receive a copy of any part of the record, although the school may charge a reasonable fee for the cost of duplicating the materials.

The district charges .25 per page after 25 copies. The parent and eligible student may request to have parts of the record interpreted by a qualified professional from the school, or may invite anyone else of their choice to inspect or interpret the record with them.

Confidentiality of Record

Except where the regulations or federal law specifically authorize access by third parties, no individuals or organizations other than the parent, eligible student and school personnel working directly with the student are allowed to have access to information in the student record without the specific, informed, written consent of the parent or eligible student.

Amendment of Record

The parent and eligible student have the right to add relevant comments, information, or other written materials to the student record. In addition, the parent and eligible student have a right to request that information in the record be amended or deleted. They are entitled to meet with the principal (or the

principal's designee) to discuss their objection to information that is in the record, and to receive a written decision. A parent or eligible student who is not satisfied with the principal's decision may appeal to higher authorities in the school district.

Destruction of Records

The regulations require school authorities to destroy a student's temporary record within five years after the student transfers, graduates or withdraws from the school system. School authorities are also allowed to destroy misleading, outdated, or irrelevant information in the record from time to time while the student is enrolled in the school system. In each case, the school must first notify the parent and eligible student and give them the opportunity to receive a copy of any of the information before it is destroyed.

The above is only a summary of some of the more important provisions of the Student Record Regulations that relate to the rights of parents and eligible students. The Student Record Regulations are included in the Code of Massachusetts Regulations at 603 CMR 23.00. For more detailed information, a full copy of the regulations is attached to this policy and is available through the Department of Education.

Regulatory Authority

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

CONCUSSION MANAGEMENT

Concussions are a serious and invisible injury that change the way the brain normally functions. It is caused by a bump, blow or jolt to the head that causes the brain to move rapidly back and forth. Most concussions occur without loss of consciousness.

Concussions do not only happen to athletes. Student concussions can occur in any number of school settings ranging from the physical education class, playground, hallway, cafeteria, and beyond. While some students can come to school with symptoms of a concussion that occurred outside the school day, others may not experience or report symptoms until hours or days after the injury occurred. Though most young people with a concussion recover quickly and fully, others may experience signs and symptoms that last for days, weeks or longer.

Concussions can have a more significant effect on a young, developing brain. Though young people recover more slowly than adults, proper recognition and response to concussion symptoms can prevent further injury and help with recovery.

Children and adolescents are among those at highest risk. Subsequently, the Marshfield Public Schools has implemented a Concussion Management Procedure to assist students, parents/guardians, and staff with properly recognizing and responding to concussion symptoms in order to prevent further injury and help with recovery.

Goals

- Increase educational outreach to all members of the school community.
- Identify essential school staff and communication pathways in the school setting to support the recovery of the student who sustains a concussion.

LEGAL REFS: M.G.L. CHAPTER 166: *AN ACT RELATIVE TO SAFETY REGULATIONS FOR SCHOOL ATHLETIC PROGRAMS*. July 8, 2010

PHYSICAL RESTRAINT AND BEHAVIOR SUPPORT POLICY & PROCEDURES

The Marshfield Public School seeks to promote a safe and productive workplace and educational environment for its employees and students. In accordance with the Code of Massachusetts Regulations (603 C.M.R. 46.00), the law governing the use of physical restraint on students in public schools, the Marshfield Public Schools seeks to ensure that every student in the Marshfield Public Schools is free from the use of restraint in a manner that is not consistent with these state regulations.

Physical restraint is defined as direct physical contact that prevents or significantly restricts a student's freedom of movement. Physical restraint does not include: brief physical contact to prompt student safety, providing physical guidance or prompting when teaching a skill, redirecting attention, providing comfort, or a physical escort. 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. In the event that physical restraint is required to protect the safety of school community members, the Marshfield Public Schools has enacted the following policy and procedures to ensure the proper use of restraint and to prevent or minimize any harm to the student as a result of the use of restraint. These procedures shall be annually reviewed, provided to school staff, and made available to parents of enrolled students.

Further, nothing in the state regulations or the MPSD policy/procedures which follow, shall be construed to limit the protection afforded to publicly funded students under other federal and state laws, including those laws that provide for the rights of students who have been found eligible to receive special education services. Additionally, nothing in the state regulations or the MPSD policy/procedures, precludes any teacher, employee or agent of the Marshfield Public Schools from using reasonable force to protect students, other persons or themselves from assault or imminent, serious harm.

The definitions of physical restraint shall be defined in 603 CMR 46.02.

The use of mechanical restraint, medical restraint, and seclusion is prohibited.

1. STAFF TRAINING

- A. All staff/faculty will receive training regarding the school's restraint policy within the first month of each school year, and employees hired after the school year begins will receive training within one month of starting their employment.
- B. Required training for all staff will include review of the following:
 - (1) The District's restraint policy and procedures, including the use of time-out as a behavior support strategy distinct from seclusion;
 - (2) The role of the student, family, and staff in preventing restraint;
 - (3) Interventions which may preclude the need for restraint, including de-escalation of problematic behaviors;
 - (4) Types of restraints and related safety considerations, including information regarding the increased risk of injury to a student when an extended restraint is used;
 - (5) Administering physical restraint in accordance with known medical or psychological limitations and/or behavioral intervention plans applicable to an individual student; and
 - (6) Identification of program staff who have received in-depth training (as set forth below in section C) in the use of physical restraint.
- C. At the beginning of the school year, the principal will identify those staff who will participate in at least sixteen hours of in-depth training in the use of physical restraint, with at least one refresher training occurring annually thereafter. These staff members will then be authorized to serve as school-wide resources to assist in ensuring proper administration of physical restraint.
 - (1) In-depth training will include:
 - a. Appropriate procedures for preventing the need for physical restraint, including the de-escalation of problematic behavior, relationship building, and the use of alternatives to restraint;
 - b. A description and identification of dangerous behaviors on the part of a student that may indicate the need for physical restraint and methods for evaluating the risk of harm in individual situations in order to determine whether the use of restraint is warranted;

- c. The simulated experience of administering and receiving physical restraint, instruction regarding the effect(s) on the person restrained, including instruction on monitoring physical signs of distress and obtaining medical assistance;
 - d. Instruction regarding documentation and reporting requirements and investigation of injuries and complaints; and
 - e. Demonstration by participants of proficiency in administering physical restraint.
 - f. Instruction regarding the impact of physical restraint on the student and family, recognizing the act of restraint has impact, including but not limited to psychological, physiological, and social-emotional effects.
- D. Staff/faculty will review any behavior plans pertaining to special techniques for identified students.
2. METHODS FOR PREVENTING STUDENT VIOLENCE, SELF-INJURIOUS BEHAVIOR, AND SUICIDE, INCLUDING CRISIS PLANNING AND DE ESCALATION OF POTENTIALLY DANGEROUS BEHAVIOR OCCURRING AMONG GROUPS OF STUDENTS OR WITH INDIVIDUAL STUDENTS
- A. School-Level Supports: school-wide professional development focused on identifying and preventing student violence, self-injurious behavior, and suicide; school-level crisis teams; school-level teams consisting of administrators, teachers, school psychologists, school counselors, nurses, representatives from outside agencies, etc. that meet on a regular basis and are focused specifically on planning interventions and supports for students and monitoring and adjusting, according to the needs of individual students
 - B. Safety Care Training (Quality Behavioral Solutions to Complex Behavior Problems) : for all members of the school's crisis team, and other individuals, as appropriate
 - C. Functional Behavioral Assessments (FBA)
3. GENERAL DE ESCALATION GUIDELINES
- A. Remain calm: To possibly help prevent the likelihood of a student experiencing distress from escalating his/her behavior, use a neutral and level tone of voice, control one's facial expressions, and use supportive, nonthreatening body language.
 - B. Obtain Assistance: Whenever possible, school personnel should immediately take steps to notify school administrators, the school crisis team, and/or other school personnel of a potentially dangerous situation.
 - C. One Person Speaks: In order to minimize the likelihood of confusion and/or the likelihood of a student experiencing distress from escalating his/her behavior, having one person providing overall direction is advisable. This will often be either the first person on the scene or the staff person with the most information about a particular situation.
 - D. Remove Student: If possible, have the student experiencing distress move to another, more private and safe area in order to de-escalate.
 - E. Remove Other Students: If it is not feasible to have the student experiencing distress move to another area to de-escalate, consider having other staff members assist and monitor the removal of the other students present until the student de-escalates.
4. ALTERNATIVES TO PHYSICAL RESTRAINT

There are a variety of appropriate responses to student behavior that may require immediate intervention.

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

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

- A. Active Listening
- B. Use of a low non-threatening voice
- C. Limiting the number of adults providing direction to the student.
- D. Offering the student a choice.
- E. Not blocking the student's access to an escape route.
- F. Suggesting possible resolutions to the student.
- G. Avoiding dramatic gestures (waving arms, pointing, blocking motions, etc.)
- H. Verbal prompt-A verbal prompt is communicating what is expected behavior by clearly stating instructions and expectations.
- I. Full or Partial Physical Cue - A full or partial physical cue is anytime an adult needs to temporarily place their hands on a student or physically redirect a student without force. These are used at increasing levels as needed to return a student safely back to task. See physical redirection and physical escort below.
- J. Physical Escort - A physical escort is a temporary touching or holding, without the use of force, of the hand, wrist, arm, shoulder or back, for the purpose of inducing a student who is agitated to walk to a safe location.
- K. Physical Redirection - A physical redirection is done by temporarily placing one hand on each of the student's shoulders, without force, and redirecting the student to the learning activity, classroom or safe location.
- L. Time Out - A time out shall mean a behavioral support strategy developed in which a student temporarily separates from the learning activity or the classroom, either by choice or by direction from staff, for the purpose of calming.

5. PROPER ADMINISTRATION OF PHYSICAL RESTRAINT

- A. Physical restraint may only be used in the following circumstances:
 - (1) When non-physical interventions would be ineffective; and
 - (2) The student's behavior poses a threat of imminent, serious, harm to self and/or others.
- B. Physical restraint is prohibited in the following circumstances:
 - (1) As a means of discipline or punishment;
 - (2) 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;
 - (3) As a response to property destruction, disruption of school order, a student's refusal to comply with a school rule or staff directive, or verbal threats that do not constitute a threat of imminent, serious, physical harm.

- (4) As a standard response for any individual student. No written individual behavior plan or IEP may include use of physical restraint as a standard response to any behavior. Physical restraint is an emergency procedure of last resort.
- C. Only school personnel who have received required training or in-depth training pursuant to this policy shall administer physical restraint on students with, whenever possible, one adult witness who does not participate in the restraint. The training requirements, however, shall not preclude a teacher, employee or agent of the school from using reasonable force to protect students, other persons or themselves from assault or imminent, serious, physical harm.
- D. Physical restraint shall be limited to the use of such reasonable force as is necessary to protect a student or others from assault or imminent, serious, physical harm.
- E. A person administering physical restraint shall use the safest method available and appropriate to the situation. Floor or prone restraints otherwise permitted by 603 CMR 46.03 (1)(b), shall be prohibited unless the staff members administering the restraint have received in-depth training according to the requirements in 603 CMR 46.04 (3), and in the judgment of the trained staff member, such method is required to provide safety for the student or others present.
- F. Physical restraint shall be discontinued when it is determined that the student is no longer at risk of causing imminent physical harm to self or others.
- G. Additional safety requirements:
- (1) A restrained student shall not be prevented from breathing or speaking. A staff member will continuously monitor the physical status of the student, including skin color and respiration, during the restraint.
 - (2) If at any time during a physical restraint the student demonstrates significant physical distress, as determined by the staff member, the student shall be released from the restraint immediately, and school staff shall take steps to seek medical assistance.
 - (3) If a student is restrained for a period longer than 20 minutes, staff shall obtain the approval of the principal. The approval shall be based upon the students continued agitation during the restraint justifying the need for continued restraint.
 - (4) Program staff shall review and consider any known medical or psychological limitations and/or behavioral intervention plans regarding the use of physical restraint on an individual student.
- H. After the release of a student from physical restraint, a school administrator or other appropriate school staff shall:
- (1) Review the incident with the student to address the behavior that precipitated the restraint;
 - (2) Review the incident with the staff person(s) who administered the restraint to discuss whether proper restraint procedures were followed; and
 - (3) Consider whether any follow-up is appropriate for students who witnessed the incident.
6. METHODS OF PHYSICAL RESTRAINT (per "Safety Care")
- A. 1-Person Stability Hold: Staff will apply pressure above the student's elbow to sweep that arm in front of the student. Staff would grasp the student's swept arm above the wrist and pull arm across the body down toward hip. Step in close behind the person, facing sideways, keeping head back while maintaining a stable hold in a broad stance.
- B. 2-Person Stability Hold: At the direction of the team leader, each staff will approach at the same

time. Both staff, with the outside hand, grasp the person's closest arm just above the wrist. Both staff reach with their inside hand inside the person's arm and grasp the arm of their own outside hand. Staff move behind the person, facing outward with their hips behind the person's hips and leaning back with their inside leg close and outside the person's foot.

- C. Forward Transport: Using a 2- -person stability hold announce to the person, "We are going to walk together to (location)." At the instruction of the leader, both staff take a small step as they bring their forward foot slightly outside the person's foot. Shuffle forward, maintaining a broad balanced stance and continuous contact.
- D. Reverse Transport: Using a 2-person stability hold, step forward with the outside leg. Bring the hand holding your own arm to the person's forearm, grasping overhand. Pivot around the person's arm and then bring it up across your own torso. Reach under the person's armpit with your inside arm, supporting under their shoulder with your arm, while holding the outside arm above the wrist with an overhand grip. Bring your own hip forward and inward.
- E. Chair Stability Hold: Using a 2-person stability hold, staff places a chair without arms behind the person and holds the chair behind the person, close to his or her legs. The staff on the person's arm kneels down on either side and somewhat behind the person, with the outside leg out for stability. Keep the person's arm near the pocket, the elbow bent, and the upper arm vertical.

7. PROHIBITED METHODS OF PHYSICAL RESTRAINT

- A. Chemical Restraint:
- B. Mechanical Restraint
- C. Seclusion Restraint

8. USE OF "TIME OUT"

- A. As defined in 603 CMR 46.02, "Time-out" is a behavioral support strategy in which a student temporarily separates from the learning activity or the classroom, either by choice or by direction from staff, for the purpose of calming.
 - (1) During "time-out" a student must be continually observed by a staff member
 - (2) The space must be clean, safe, sanitary, and appropriate for the use of calming
 - (3) Time-out shall cease as soon as the student has calmed
 - (4) Principal approval is required if it is necessary for a student to remain in time-out for more than 30 minutes, based on the student's continuing agitation
 - (5) Time-out shall not be considered "seclusion restraint."

9. REPORTING REQUIREMENTS

- A. The staff member who administered such a restraint shall verbally inform the Principal of the restraint as soon as possible, and by written report no later than the next school working day.
 - (1) If the Principal administered the restraint, the principal shall prepare the report and submit it to an MPSD district-wide administrator at the central office
 - (2) The Principal or his/her designee shall maintain an on-going record of all reported instances of physical restraint, which shall be made available for review by the Department of Education, upon request.
- B. The Principal or his/her designee shall verbally inform the student's parent(s)/guardian(s) of such restraint-within 24 hours of the event, and by email or written report postmarked no later than three school working days following the use of such restraint.
 - (1) If the school customarily provides school related information to the parent(s)/ guardian(s) in a

language other than English, the written restraint report shall be provided in that language.

C. The written report required by both sections B and C above shall include:

- (1) Names and job title of the staff who administered the restraint, and observers, if any;
- (2) Date of restraint and time restraint began and ended;
- (3) Name of administrator who was verbally informed following the restraint; as applicable, the name of the principal or designee who approved continuation of the restraint beyond 20 minutes pursuant to 603 CMR 46.05 (5)(c).
- (4) Description of the activity the student, other students, and staff in the area were engaged in immediately preceding the use of physical restraint;
- (5) Student's behavior that prompted the restraint;
- (6) Efforts made to prevent escalation of behavior, including the specific de-escalation strategies used; alternatives to restraint that were attempted;
- (7) Justification for initiating physical restraint;
- (8) Description of administration of restraint including:
 - a. the holds used and reasons such holds were necessary
 - b. the student's behavior and reactions during the restraint
 - c. how the restraint ended and
 - d. documentation of injury to the student and/or staff, if any, during the restraint and any medical care provided;
- (9) For extended restraints (restraints lasting more than twenty minutes), description of the alternatives to extended restraint that were attempted, the outcome of those efforts, and the justification for administering the extended restraint;
- (10) Information regarding any further action(s) that the school has taken or may take, including any disciplinary sanctions that may be imposed on the student; and
- (11) Information regarding opportunities for the student's parent(s)/guardian(s) to discuss with school officials the administration of the restraint, any disciplinary sanctions, and/or other related matters.

10. INDIVIDUAL STUDENT REVIEW

- A. The principal shall conduct a weekly review of restraint data to identify students who have been restrained multiple times during the week.
- (1) If such students are identified, the principal shall convene one or more review teams as the principal deems appropriate to assess each student's progress and needs. The assessment shall include at least the following:
 - (a) review and discussion of the written reports and any comments provided by the student and parent regarding the reports and the use of restraints
 - (b) analysis of the circumstances leading up to each restraint, including factors such as time of day, day of the week, antecedent events, and individuals involved
 - (c) consideration of factors that may have contributed to escalation of behaviors, potential alternatives to restraint, including de escalation techniques and possible interventions to reduce or eliminate the use of restrain in the future

- (d) agreement on a written plan of action

11. ADMINISTRATIVE REVIEW

- A. The Principal shall conduct a monthly review of school-wide restraint data.
 - (1) The review shall consider:
 - (a) Patterns in use of restraints, i.e., time of day, day of the week, individuals involved, injuries resulting from restraints, and the number and duration of physical restraints school-wide
 - (2) The Principal shall determine if it is necessary to:
 - (a) Modify the school's restraint prevention and management policy, conduct additional staff training on restraint prevention/ reduction strategies, or take other action to reduce or eliminate restraints

12. REPORTING TO THE DEPARTMENT OF EDUCATION

- A. Within 3 school working days of an extended restraint (longer than 20 minutes) or a restraint that resulted in serious injury to a student or staff member, the school will provide to the Department of Education a copy of the written report as described in the regulations and the MPSD Policy a copy of the record of physical restraints maintained by the program administrator for the thirty day period prior to the date of the reported restraint
- B. Annually, in a manner and form directed by the Department of Education , every school shall collect and report data regarding the use of physical restraints.

13. GRIEVANCE PROCEDURES

- A. Should a parent/guardian have a complaint regarding the implementation of this policy in any manner, the complaint should be submitted to the building Principal in writing within 10 school days after receiving notification of the restraint procedures being implemented.
- B. Upon receipt of a written complaint, the Principal shall work with the parent to resolve the complaint fairly and expeditiously.
- C. The Principal will submit a written summary of the meeting to parents/guardians and the Superintendent's office.
- D. Should a parent/guardian still have concerns regarding the implementation of this policy, they may submit a formal appeal to the Superintendent's office.
 - a. A written letter should be submitted within 20 days of the receipt of the written summary report from the Principal. The letter should include the following information: name of the student; name of the school where the physical restrain allegedly occurred; the names of the individuals involved in the alleged physical restraint; the basis of the concern or complaint; he corrective action being sought
 - b. The Superintendent and/or designee shall conduct an investigation in a timely fashion and contact the parent/ guardian regarding the outcome of the investigation and the determination of the need for corrective action.
- E. Nothing in this policy shall limit or restrict the parent/guardian from seeking a redress of their concerns through any other legal options available.

LEGAL REF.: M.G.L. 71:37G; 603 CMR 46.00

MEAL CHARGE POLICY

(For the 2021-22 school year, all students are eligible for one free lunch through funding provided by the United States Department of Agriculture)

The purpose of this policy is to ensure compliance with federal reporting requirements for the USDA Child Nutrition Program, and to provide oversight and accountability for the collection of outstanding student meal balance and pertain to regular priced school lunch meals only. The school district provides this policy applicable to the Elementary and Middle Schools as a courtesy to those students that forget to bring or lose their lunch money. Marshfield High School students, as stated in the MHS student handbook, will not be allowed to charge.

Negative Balances and Meal Charges Students will pay for meals at the district's published standard rate as determined by their meal benefits status (full pay, reduced-price, or free) each day. After the balance reaches zero and/or enters into a negative balance, students will not be allowed to purchase a la carte items such as second entrée (pizza slice, etc.), snack, ice cream, or an additional beverage. The student will still be allowed to take a meal and that meal will continue to be charged to the account at the standard lunch rate based on their meal benefit status. The parent/guardian is responsible for any meal charges incurred. Financial hardship request(s) shall be directed to the School Nutrition Department at 781-319-3812. The policies for each grade level are as follows:

1. Furnace Brook Middle School students will be allowed to charge a maximum of five (5) meals (\$15.00). At that time the Principal or designated representative will contact the parent/guardian and lunch purchasing privileges will be taken away until payment is made.
2. Elementary School students will be allowed to charge five (5) meals (\$13.75) and then a designated alternative meal will be offered. This designated alternative meal will be charged to the student's meal account at the current meal cost and the Principal or designated representative will be notified.

If a student is without meal money on a consistent basis, the administration may investigate the situation and take action as needed.

Account Tracking Parents/Guardians are responsible for meal payments to the School Nutrition Department. Notices of low or deficit balances will be sent to parent/guardians at regular intervals during the school year. Parents will have access to track student purchases via www.myschoolbucks.com.

Point of Sales School cafeterias shall utilize computerized point of sales/cash register systems that maintain records of monies deposited and spent for each student. The point of sale service shall be designed to prevent overt identification of student meal benefits statuses and notify Parents/Guardians of a negative balance.

Making Payments Students/parents/guardians may pay for meals in advance. Further details are available on the district webpage (www.mpsd.org). Remaining funds for a student, whether positive or negative, will be carried over to the next school year.

Refunds Refunds of any monies remaining in an account may be granted upon written request. E-mail requests are also acceptable. Graduating students also have the option to transfer funds to a sibling's account or to donate to a student in need with a written request.

Policy Communications This policy shall be communicated to all staff and families at the beginning of each school year and to families transferring to the district during the year.



Marshfield Public Schools

76 South River Street – Marshfield, MA 02050 ■ (781)834-5000 ■ FAX (781)834-5070

Office of Civil Rights Grievance Procedures

Section 504

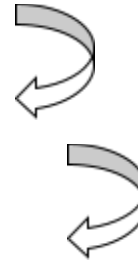
Section 504 prohibits discrimination on the basis of disability. For the purposes of Section 504, the term “disability” with respect to an individual means: (a) a physical or mental impairment that substantially limits one or more major life activities of such individual; (b) a record of such an impairment; or (c) being regarded as having such an impairment. “Major life activities” include, but are not limited to, caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating and working. A major life activity also includes the operation of a major bodily function, including, but not limited to, functions of the immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine and reproductive functions.

Marshfield Public School District provides for the prompt and equitable resolution of complaints alleging any violation of Section 504. In order to facilitate the timely resolution of such complaints, any eligible person, including any student, parent/guardian, staff member or other employee who feels that he/she has been discriminated against on the basis of disability should submit a verbal or written complaint to the school’s designated Section 504 Coordinator within 5 school days of the alleged occurrence. Each school within the Marshfield Public School District has a designated 504 coordinator. If the complaint is made verbally, the 504 Coordinator taking the complaint will reduce it to writing. Complaints regarding a student’s rights with respect to his/her identification, evaluation, or educational placement shall be addressed in accordance with the procedures set forth below.

- Retaliation against any individual who complains pursuant to the District’s policy and regulations listed herein is strictly prohibited. The District will not tolerate any reprisals or retaliation that occur as a result of the good faith reporting or complaint of charges of disability-based discrimination, or as a result of an individual’s participation or cooperating in the investigation of a complaint. The District will take necessary actions to prevent retaliation as a result of filing a complaint or the participation in an investigation concerning same.
- If the Section 504 District Coordinator is the subject of the complaint or is otherwise unavailable, the complaint should be submitted directly to the Pupil Personnel Director. Upon receipt of the complaint, the 504 Coordinator will decide to investigate the complaint or appoint a designee to conduct the investigation. If the complaint is submitted to the Pupil Personnel Director because the 504 Coordinator is the subject of the complaint or is otherwise unavailable, the Pupil Personnel Director shall appoint someone to conduct the investigation. The investigator will be someone who did not witness or make decisions relating to the incident that forms the basis of the complaint.
- Complaints will be investigated promptly and corrective action will be taken when allegations are verified. Confidentiality will be maintained by all persons involved in the investigation to the extent possible.

Procedures for Complaints Alleging Discrimination on the Basis of Disability and Procedures Complaint Resolution

- Complaints should begin with:
 - LEVEL I: Building level 504 Designee
 - LEVEL II: District level 504 Coordinator
 - LEVEL III: Superintendent of Schools
- The complaint should contain the following information:
 - i. The name of the complainant;
 - ii. The date of the complaint;
 - iii. The date(s) of the alleged discrimination;
 - iv. The names of any witness(es) or individuals relevant the complaint; and
 - v. A detailed statement describing the circumstances in which the alleged discrimination occurred.
- Upon receipt of the complaint, the individual who will be investigating the complaint shall:
 - i. Provide a copy of the written complaint to the complainant;
 - ii. Meet with the complainant within 5 school days to discuss the nature of the complaint;
 - iii. Provide the complainant with a copy of District's Section 504 Policy;
 - iv. Investigate the factual basis for the complaint, including interviews with individuals with information relevant to the complaint;
 - v. Attempt to resolve the complainant's concerns, whenever possible;
 - vi. Maintain confidentiality to the extent practicable throughout the investigative process, in accordance with state and federal law;
- Upon conclusion of the investigation:
 - i. Communicate the outcome of the investigation in writing to the complainant and any individual properly identified as a party to the complaint within 30 school days from the date the complaint was received.
 - ii. The investigator may extend this deadline for no more than 15 additional school days if needed to complete the investigation. The complainant shall be notified in writing of any such extension.
 - iii. The written notice shall include a finding whether the complaint was substantiated and if so, shall identify how the district will remedy any identified violations of Section 504.



- a. Ensure that appropriate remedial and/or disciplinary action is taken whenever allegations are verified.
- b. If a complaint is made during the summer recess, the complaint will be reviewed and addressed as quickly as possible given the availability of staff.

If the complainant is not satisfied with the findings and conclusions of the investigation, the complainant may present the complaint and written outcome to the Superintendent within thirty (30) days of receiving the findings. Upon receipt of a written request from the complainant, the Superintendent shall review the investigative results and determine if further action and/or investigation is warranted. Such action may include consultation with the investigator and complainant, a meeting with appropriate individuals to attempt to resolve the complaint or a decision affirming or overruling the investigator's conclusions or findings. The Superintendent shall provide written notice to the complainant of the proposed actions within 15 school days following the receipt of the written request for review.

- If the complainant is not satisfied with the Superintendent's decision or proposed resolution, he/she may request that the Superintendent submit the matter to a mediator or to an impartial hearing officer. This request for a hearing/mediation should be made within fifteen (15) school days of the Superintendent's decision. Mediation shall only occur by mutual agreement of the parties.

Mediation or Impartial Hearing Procedures:

- The mediator or impartial hearing officer must be someone who is knowledgeable about Section 504 and the differences between Section 504 and the regulations and requirements of the Individuals with Disabilities Education Act (IDEA).
- The mediator or impartial hearing officer shall inform all parties involved of the date, time and place of the mediation and of the right to have legal counsel or other representation at the complainant's own expense, if desired.
- The mediator or impartial hearing officer shall meet with the parties jointly, or separately, as determined by the mediator, and shall facilitate a voluntary settlement of the dispute between the parties, if possible.
- If the parties are not able to reach a voluntary settlement of the dispute, the complainant may request an impartial hearing, as described below.

The time limits noted throughout this document may be extended if more time is needed to permit thorough review and opportunity for resolution. Parties will be notified in writing should this be required. The Section 504 Coordinator for this district is:

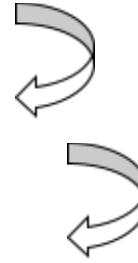
Dr. Ellen Martin, Assistant Superintendent of Schools / Telephone: 781-834-5000

Complaints to State and Federal Agencies

- At any stage in these complaint procedures, the complainant has the right to file a formal complaint with the U.S. Department of Education, Office for Civil Rights, 5 Post Office Square, Boston, MA 02109-0111, (617) 289-0111. Any such complaints should be filed within one hundred and eighty (180) days of the date of the alleged violation of Section 504.
- Any employee who believes that he or she has been discriminated against on the basis of disability may also file a complaint with the Equal Employment Opportunity Commission, Boston Area Office, John F. Kennedy Federal Building, 475 Government Center, Boston, MA 02114 (telephone number 617-565-3200).

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 - vi. The name of the complainant;
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 - x. A detailed statement describing the circumstances in which the alleged discrimination occurred.
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 - viii. Meet with the complainant within 5 school days to discuss the nature of the complaint;
 - ix. Provide the complainant with a copy of District's Section 504 Policy;
 - x. Investigate the factual basis for the complaint, including interviews with individuals with information relevant to the complaint;
 - xi. Attempt to resolve the complainant's concerns, whenever possible;
 - xii. Maintain confidentiality to the extent practicable throughout the investigative process, in accordance with state and federal law;
- Upon conclusion of the investigation:
 - iv. Communicate the outcome of the investigation in writing to the complainant and any individual properly identified as a party to the complaint within 30 school days from the date the complaint was received.
 - v. The investigator may extend this deadline for no more than 15 additional school days if needed to complete the investigation. The complainant shall be notified in writing of any such extension.
 - vi. The written notice shall include a finding whether the complaint was substantiated and if so, shall identify how the district will remedy any identified violations of Section 504.



- c. Ensure that appropriate remedial and/or disciplinary action is taken whenever allegations are verified.
- d. If a complaint is made during the summer recess, the complaint will be reviewed and addressed as quickly as possible given the availability of staff.

LEVEL I

MARSHFIELD HIGH SCHOOL

Robert Keuther
167 Forest Street
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(781)834-5050
FAX: 781-834-5040

FURNACE BROOK MIDDLE SCHOOL

Maureen Kemmett
530 Furnace Street
Marshfield, MA 02050
(781)834-5020
FAX: 781-834-5899

DANIEL WEBSTER SCHOOL

1456 Ocean Street
Marshfield, MA 02050

Sara MacNeil
(781)834-5045
FAX: 781-834-5072

EAMES WAY SCHOOL

165 Eames Way
Marshfield, MA 02050

William Campia
(781)834-5090
FAX: 781-834-5094

MARTINSON SCHOOL

257 Forest Street
Marshfield, MA 02050

Jill Cotreau
(781)834-5025
FAX: 781-834-5003

SOUTH RIVER SCHOOL

Hatch Street
Marshfield, MA 02050

Emily Baird
(781)834-5030
FAX: 781-834-5071

GOVERNOR WINSLOW SCHOOL

60 Regis Road
Marshfield, MA 02050

Karen Hubbard
(781)834-5060
FAX: 781-834-5075

LEVEL II

SCHOOL ADMINISTRATION BUILDING

76 South River Street
Marshfield, MA 02050

Ellen M. Martin, Ed. D.
Assistant Superintendent
(781)834-5000
FAX: 781-834-5070

Amy C. Scolaro
Director of Special Education/
Pupil Personnel Services
(781)834-5000
FAX: 781-834-5070

LEVEL III

SCHOOL ADMINISTRATION BUILDING

76 South River Street
Marshfield, MA 02050

Jeffrey W. Granatino.
Superintendent
(781)834-5000
FAX: 781-834-5070

Marshfield Public School District is an Equal Opportunity/Affirmative Action employer. Marshfield Public School District does not discriminate on the basis of race, color, religion, national origin, gender, gender identity, sex, sexual orientation, disability, homelessness, or age in programs, activities, or employment.

Marshfield Public School District (0171)

Dear Parent/Guardian:

The purpose of this letter is to ask your permission to bill MassHealth for the cost of special education services that the district provides your child under the IEP that we developed with you. If you agree, MassHealth will reimburse the cost of services that they cover, such as therapy services as well as the cost of time spent by providers of such services to participate in Team meetings. We cannot send records and information about your child and your child's IEP services to MassHealth to ask for reimbursement without your consent and without first notifying you of the following:

1. The school district cannot require you to sign up for MassHealth in order for your child to receive the special education services to which your child is entitled;
2. The school district cannot require you to pay anything towards the cost of your child's special education services. This means that the school district cannot require you to pay a copay or deductible so that it can bill MassHealth. The school district can agree to pay the copay or deductible if any such cost is expected.
3. If the school district receives your consent:
 - a. Your consent will not decrease your child's available lifetime coverage or other MassHealth benefit; nor will it in any way limit your own family's use of MassHealth benefits outside of school.
 - b. Your consent does not affect your child's special education services or IEP rights in any way.
 - c. Your consent will not lead to any changes in your child's MassHealth rights; and
 - d. Your consent will not lead to any risk of losing eligibility for other Medicaid or MassHealth funded programs.
 - e. If you consent, you have the right to change your mind and withdraw your consent at any time.
4. If you withdraw your consent, or refuse to agree to allow the school district to share your child's records and information with MassHealth for the purpose of billing the cost of his/her IEP services, the school district will continue to be responsible for providing your child the special education services in his/her IEP at no cost to you.

I have read the notice and understand it. I have had my questions, if any, answered. I agree to give my consent to the school district to share records and information concerning my child and his/her IEP services as necessary to bill MassHealth to obtain federal reimbursement for the cost of the IEP services that MassHealth covers.

Parent/Guardian Signature: _____ Date: _____

Student Name:

DOB:

SASID:

NAME OF SCHOOL: _____

IMPORTANT INFORMATION: PLEASE RETURN TO YOUR CHILD'S HOMEROOM TEACHER

**AFTER REVIEW BY BOTH PARENT/GUARDIAN AND STUDENT
TOGETHER, AN ELECTRONIC SIGNATURE IS REQUIRED IN ASPEN**

A.

HANDBOOK

We are signing this to indicate that we have read the
Student/Parent Handbook for the 2021 - 2022 school year.



Student's Name

Parent/Guardian Signature / Date

B.

DIGITAL CITIZENSHIP & ACCEPTABLE USE POLICY FOR DIGITAL LEARNING & COMMUNICATION

I/We understand and agree to follow the rules of the Digital Learning & Communications (Internet). We understand that the use of this electronic service is a privilege and inappropriate use will result in a loss of that privilege and/or disciplinary action.



Student's Name/Signature

Parent/Guardian Signature / Date

C.

PHOTO/VIDEO/SOCIAL MEDIA CONSENT FORM

During the school year the occasion may arise for your child to be either photographed or videotaped for local television (MCTV), local newspapers, or social media.



_____ **I hereby consent** and authorize the school to use and reproduce photographs/videos taken of my child and to circulate the same for advertising and/or publicity purposes.

_____ **I do not consent** to the above mentioned use of my child's photograph.

D.

BLANKET FIELD TRIP PERMISSION SLIP

I give permission for my child to participate in field trips planned for his/her class. I understand that I will be notified concerning specific details before each upcoming trip. If I do not want my child to participate in a particular outing, I will notify the teacher in writing before that trip:



Parent/Guardian Signature

Date

E.

CLASS LISTS

We would like your permission to publish a class list with your child's name, address and home phone number for the use of our room mothers and to distribute to each child to make contact for parties and other outside-of-school activities.

Please be aware that invitations for birthday parties and other special out-of-school events are NOT to come to school. Thank you for your cooperation.

I DO give_____ I DO NOT give_____ my permission to publish my child's name, home address, and home phone number to distribute to his/her classmates and their families.



Parent/Guardian Signature

Date

F.

SEPAC

I hereby consent and authorize the SEPAC to obtain my email address:

I am interested in the following topics:_____

Parent/Guardian Signature

Email

Date

Marshfield Public School District is an Equal Opportunity/Affirmative Action employer. Marshfield Public School District does not discriminate on the basis of race, gender, gender identity, color, religion, national origin, sexual orientation, disability, homelessness or age in programs, activities, or employment.

APPENDIX C

SCHOOL INFORMATION