



**HILLSIDE
ORNETS**



Hillside Elementary School
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Needham, MA 02494

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<http://hillside.needham.k12.ma.us>

2018 - 2019

Needham Public Schools School Calendar

2018-2019

August/September (17)					February (15)				
M	T	W	Th	F	M	T	W	Th	F
		29	30	31					1
3	4	5	6	7	4	5	6	7	8
10	11	12	13	14	11	12	13	14	15
17	18	19	20	21	18	19	20	21	22
24	25	26	27	28	25	26	27	28	

October (22)				
M	T	W	Th	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

March (21)				
M	T	W	Th	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

November (18)				
M	T	W	Th	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

April (17)				
M	T	W	Th	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

December (15)				
M	T	W	Th	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

May (22)				
M	T	W	Th	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

January (21)				
M	T	W	Th	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

June (12)				
M	T	W	Th	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

AUGUST 2018	
8/29	General Staff meeting/Prof. Dev
8/30	Professional Development
SEPTEMBER 2018	
9/3	Labor Day - No School
9/4	All Schools Open
9/5	First Day of Kindergarten
9/5	Preschool Orientation
9/6	First Day of Preschool & KASE
9/10	Rosh Hashanah - No School
9/19	Yom Kippur - No School
9/25	PreK-8 Early Release
OCTOBER 2018	
10/8	Columbus Day - No School
10/25	PreK-12 Early Release
NOVEMBER 2018	
11/6	PreK-8 Delayed Opening Election
11/12	Veterans' Day Observed No School
11/21	No School- Prof Development
11/22-23	Thanksgiving Recess
DECEMBER 2018	
12/12	PreK-8 Delayed Opening
12/24-1/1	Winter Recess
JANUARY 2019	
1/2	Classes Resume
1/21	Martin Luther King Jr.- No School
1/30	PreK-12 Early Release
FEBRUARY 2019	
2/12	PreK-8 Early Release
2/18-22	February Recess
2/25	Classes Resume
MARCH 2019	
3/13	PreK-8 Early Release
3/28	PreK-12 Early Release
APRIL 2019	
4/9	PreK-8 Delayed Opening
4/15-4/19	April Recess
4/22	Classes Resume
MAY 2019	
5/23	PreK-12 Early Release
5/27	Memorial Day - No School
JUNE 2019	
6/3	Graduation
6/11	PreK-8 Early Release
6/18	Last day if no snow days-ER
6/25	Last day 5 snow days-ER

	Holiday/Recess
	PreK-8 Early Release (ER)
	PreK-12 Early Release (ER)
	PreK-8 Delayed Opening- 2 hrs
	Professional Day

NOTE: Classes at the high school (grades 9-12) begin at 8:35 on Fridays.

Approved by School Committee July 11, 2017

Welcome to the Hillside community! We are mutually proud of our wonderful student body, generous parents, and talented and compassionate staff.

Hillside is an inclusive neighborhood school, Kindergarten through fifth grade, in Needham, Massachusetts. Our neighborhood has expanded to include a successful METCO program, a growing ELL (English Language Learners) population, and the Early Learning Center II program for students with special needs in grades three through five. Our student body is a diverse, creative, and energetic group of 400 students. They certainly make the very most of what we have to offer. Our parents have been thanklessly supportive by funding a steady stream of creative arts programs and educational technology into our classrooms. The teachers and staff continue to develop and hone the best possible curriculum for our students while being ever mindful of the importance of creating and maintaining a healthy emotional school environment. At Hillside, it is important that all children and adults feel safe. Just as important is that we all, students, parents, teachers and staff, respect each other and are treated with that same respect.

*The Hillside Handbook is divided into two sections. The first section houses information specific to Hillside School written by our students and staff and includes information about **transportation and parking**. The second lists essential information for all Needham Elementary Schools which includes important information on our **health and safety policies and lunch program**. The school calendar is on the inside front cover. For more information about Hillside please visit our web site at <http://hillside.needham.k12.ma.us/main/> and feel free to contact me at the Hillside School office, 781-455-0461 x223 or at Michael_Kascak@needham.k12.ma.us.*

- Michael Kascak, Principal



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Please call the ELL program office at 781-455-0800 x2504
if you need this document translated.

Пожалуйста, свяжитесь с офисом программы ELL по телефону
781-455-0800, если вам нужен перевод этого документа

이 서류에 대한 번역이 필요하시면 ELL 프로그램 사무실(781-455-
0800)로 전화주시기 바랍니다.

Por favor telefone para o escritório do programa ELL no número 781-
455-0800 se precisar deste documento traduzido.

Si usted desea que este documento sea traducido, por favor llame a
la oficina del Programa de aprender el idioma inglés al número 781-
455-0800.

ADDITIONAL HILLSIDE INFORMATION

Band and Strings

Children in Grades 3-5 have the opportunity to play an instrument. Strings lessons are taught in grades three through five. String players in grades 3-5 play as an ensemble. Lessons are given in Grade Four to students learning percussion, brass, and woodwind instruments. Lessons are scheduled before school. There is a fourth grade band and a fifth grade band.

Buddies

We like the younger children to interact with the older children so we have buddies. All of the children at Hillside have buddies. An older class of students is partnered with a younger one and they meet regularly throughout the school year. Buddy projects include reading together, creating craft or literature projects, attending assemblies together, and theme picnics.

Buddywater Curriculum

This service learning project was organized by a second and fourth grade “buddy” class. Through the UNICEF Tap Program, students are introduced to local water sources, the values of water conservation, and an appreciation of the world water crisis. Students involved in this project are provided an opportunity to establish local awareness and a personal foundation of empathy and social responsibility.

Cell phones

Children are not allowed to use cell phones at Hillside School. If a student need to make a phone call, s/he can go to the office and politely ask to use the phone. If a student uses a cell phone on school property, including the playground, it will be confiscated by the principal and then must be picked up in person by a parent or guardian. Other items that are not allowed at Hillside School are listed in the “Things Not Allowed at School” section.

Child Assault Prevention Program (CAPP)

The CAPP curriculum, presented by trained community volunteers, teaches elementary school children simple strategies to reduce their vulnerability to verbal, physical and sexual assault and violence.

Connection Clusters

Every first through fifth grader is a member of this school-wide program that has every student assigned to a Connection Cluster teacher who mentors a mixed age group of students. The goal of this program is to provide a consistent adult connection, promote mixed age association and offer learning and leadership.

ELC II Programs (Early Learning Center)

Our two ELC programs provide an opportunity for third, fourth, or fifth graders throughout the district with specific learning difficulties to learn and participate with their age peers in general education classrooms and then, as needed, receive specialized instruction within the Early Learning Center classroom.

Email Guidelines

Email is an effective and powerful tool that facilitates communication, planning and ensures that information is shared quickly and efficiently. At the same time, email can be overused or misused and cause additional work or misunderstandings between users. To avoid the latter, please keep in mind the following guidelines:

- Email should never be used for problem solving or handling of sensitive topics or situations. This is best done in person or on the phone.
- Keep email short and to the point. Brief messages containing factual and logistical information or a simple question or two are what email is truly designed to facilitate. If you find your message is exceeding 100 words, it would most likely be better handled by a phone call.
- Responses to email may come quickly but should not be expected sooner than snail mail (three working days). So, if you feel you need an immediate response to a question, please call the school.
-

English Language Learners (ELL)

Hillside’s ELL teacher, Ms. Singelais, provides instruction and support for students for whom English is a non-native language, and who for that reason are not able to perform grade level classwork in English. Once the students are assessed and identified as English language learners, they may receive ELL services up to four times a week, depending on individual need. Instruction includes English language development in all four domains: understanding, speaking, reading and writing as well as support in the content areas of math, science and social studies. Ms. Singelais also provides English language learners with an introduction to the school and its cultural practices. ELL instruction may take place either in a pull-out setting or in the

student's classroom. Ms. Singelais works closely with classroom teachers, consulting and providing resources for the English language learners.

Equal Opportunity and Inclusion

All students regardless of race, gender, color, religion, sexual orientation, or national origin, are guaranteed equal and unbiased treatment in and access to all aspects of public school education. Hillside is proud of its inclusion program and students are expected to be inclusive with everyone while in school.

Field Trips

Thanks to generous support from the PTC, wonderful field trips are taken by all grades. Plenty of notice is given for these trips and students must have a permission slip signed by a parent or legal guardian in order to go on any field trip. If we do not have a signed permission slip before students leave on the trip, the student must remain at school and will miss the experience.

Fire Drills and Head Count Procedure

Several times during the year, the school has a fire drill. You must be quiet and listen for any special instructions from the teacher. The following guidelines are posted in every classroom and must be observed:

1. File out of the room quickly and quietly. The last person must shut the door.
2. Do not push or run.
3. In the event of a blocked exit, file quickly and quietly to the alternative exit.
4. Move at least 100 feet from the building.
5. Remain with your teacher and your class for further instructions.
6. If you are not with a group when a fire signal sounds, leave the building by the nearest exit and join your class on the school grounds.

In addition to practicing fire drills, we also regularly practice our Head Count Procedure. This practice makes sure all children are counted and all doors are secured in the school.

Friday Bulletin

The Friday Bulletin is our school newsletter distributed electronically on most Fridays. The bulletin includes information about recent and future school events. At the end of each month, the lunch menu is sent home in your child's back pack and is available on the Food Service page of the Needham School District website, Parents section.

Green Team

Hillside's "Green Team" a group of students, parents and staff dedicated to all initiatives "green" within our school community.

Health Office

To allow sufficient time to recover from an illness or injury, and to minimize the spread of an infectious illness, your child should be kept home from school if he/she has:

- A communicable disease
- Fever greater than 100 degrees F within the last 24 hours
- Vomiting/diarrhea within the last 24 hours
- Pain that requires the use of narcotic medications
- An upper respiratory illness with significant coughing and/or nasal discharge

Hillside Safety Advisory Committee (HSAC)

Several years ago, a chemical called TCE (Trichloroethene) was found under our school. We have an incredible ventilation system which moves fresh air into our school and a fan system which causes a negative pressure on the sub slab and prevents chemicals from entering the school. Lord Associates, Inc. and Occuhealth, Inc test this system every six weeks. Custodians check the valves every day. The HSAC meets regularly to review reports and monitor all systems. All reports are on file at the Needham Public Library. We are a very environmentally safe school. There is more information on our school web site. Click on "Health and Safety" on the left hand side of <http://hillside.needham.k12.ma.us/main/>

Homework

Homework is given to enhance and supplement the curriculum. The following is a list of general guidelines for the amount of time students can be expected to work on home assignments. This can vary a good deal from one student to another. If you feel that your child has difficulty completing his or her assignments within the allotted time on a regular basis, please contact the teacher for suggestions. Homework is discussed in more detail at the fall Curriculum Evenings.

Kindergarten	At home, read-aloud time of fifteen minutes nightly is recommended.
First Grade	Assignments will be given at the discretion of the teacher. At-home, read-aloud time of 15-20 minutes nightly is recommended.
Second Grade	Children in second grade may be assigned 15-20 minutes of homework a day

Third Grade	Third graders may be assigned 20-40 minutes of homework.
Fourth Grade	Fourth graders may be assigned 30-50 minutes of homework.
Fifth Grade	Fifth graders may be assigned 45-60 minutes of homework.

Finally, the need for a reminder about unauthorized school vacations has resurfaced at all grade levels. Teachers will not provide children with work before they leave for a vacation while school is in session. This is a school wide policy for all grade levels. There is good reason for this. To do so trivializes teaching and what goes on in each classroom. Concepts are presented to students and homework is based on what is taught in class. Teachers cannot predict in advance where students will be in the learning process. When your child returns to school, the work missed will be given to your child. Together, you and your child can complete it. If you must travel, your children can certainly continue to read daily, and even write in a travel journal. Feel free to contact me if you any further questions.

Hours of School

School starts at 8:20 am and ends at 2:45 pm. Regular Kindergarten hours are 8:20 - 11:03 (AM session) and 12:02 - 2:45 (PM session).

On **delayed openings**, school begins at 10:20 for grades one through five. There are no AM Kindergarten classes and PM Kindergarten and KASE meet as usual. Dismissal on **early release days** is 12:15 for all students, including Kindergartners. PM Kindergarten and PM KASE classes are not held on early release days. Please check and note the calendar on the inside front cover of this handbook carefully for these special dates.

<http://hillside.needham.k12.ma.us/>

Please check out our school's website for more information about our school, including more specific details about many of the items listed in this handbook.

KASE

KASE (the Kindergarten Afterschool Enrichment Program) is an optional, fee-based program for kindergartners. KASE students arrive and are dismissed from Hillside School and are bused to a nearby site from school. If you have questions or want to request information about the KASE program, please contact KASE program director, Connie Leonard, at (781)559-3384 or by email at Connie_Leonard@needham.k12.ma.us.

Listserv

We encourage you to join the [superintendent's listserve](#) to receive periodic emails about various school programs and events. Here you can join the Hillside Principal's listserv as well. [Please join now!](#)

Lost & Found

There is a big box that is located near the cafeteria entrance. When a lost item is found in or outside of school, it is brought to the "lost & found." If you lose something, the best thing to do is look there. Any clothing not claimed is donated to charity at the end of the school year.

Media Center

Besides overseeing the book and media collection in the Hillside Media Center and teaching the information, literature and technology skills appropriate for your child's grade level, the Media Specialist is also one of the teachers of your child's grade level curriculum. The Hillside Media Center is an extension of your child's classroom. To enhance the teaching of the elementary curricula, a web page was created with Internet links to the subjects taught in the elementary schools in Needham. Most of the web sites are for students, but some are also for teachers and/or parents. You are invited to visit this home page to get an overview of your child's curriculum. It is updated throughout the year. To access this page go to:

<http://www.needham.k12.ma.us/hillside/MediaCenter/hillmedcent.html>

The Birthday Book Program is a wonderful way to keep our book collection fresh and reflective of each grade level's curriculum. All the books on the list have already been purchased. All you need to do to participate is to send a note with your choice of book(s) or drop by the Media Center before or after school. You may pay cash or send a check. If the occasion is a birthday, please attach a note with the date of the child's birthday and the child's age on that date. The cost at this time is \$10 for hard cover books and \$5 for paperbacks. The book fund is regenerative, and the list of available books is updated about once a month on the Media Center web page. With this program, the child and the Media Center receive a gift. (This is also a nice way to acknowledge a birthday of one of your child's classmates). After you purchase a book, a bookplate is placed in the book saying that it was donated to the Hillside Media Center collection in honor of your child's birthday. A personalized thank-you letter is sent to the child.

The computer lab in the Media Center is used daily by students and teachers. Mrs. Maria DeCicco, our technology specialist, works with classes two days a week. The projects are published on our web page for your enjoyment. Parents work with small groups of students, and teachers work with their classes on the computer. Students are always monitored or supervised, and they learn to become more computer-literate and more aware of correct computer etiquette.

We always need parent volunteers to help with book circulation and with the organization of the book collection. If you find that

you have a few hours to spare every other week, please contact us.

MORNING MINGLE

What is it?

Morning Mingle is a time at the beginning of the day to talk to friends, get some fresh air, and transition from home to school.

Each grade level needs to have a representative at every outdoor Morning Mingle.

What time is it?

Morning Mingle starts 15 minutes before the beginning of the school day.

What happens if it rains?

If it is raining or too cold, students will be notified (the light in front of the school will be on) to come inside for Morning Mingle in their own classrooms. Also, starting in January after returning from the Winter Recess, students will be inside for Morning Mingle until after February Recess.

Other questions?

If you have a question that isn't answered in this handbook or on our website, please ask an adult at the school and s/he will direct you to the person who can help.

Parent Teacher Council (PTC)

At Hillside, the parents play a very large role in helping our community gather resources and supplement our academic and social programs. Without parent involvement, there would be no Spring Carnival or Babson Skating party or green machine. We'd have fewer SMART Boards and less art programs and assemblies. If you want to be involved as a parent, you can go on field trips, help with the disabilities program, set up parties, run literature circles, and go to PTC meetings where you decide how to raise and spend money for enrichment activities.

Placement

The issue of placing of children in classes every year is an important one. Class lists are planned carefully, sensitively, thoughtfully, and with great deliberation. Children's strengths, as well as their academic, social, emotional, and physical needs all come into focus as teachers meet at each grade level to decide how to best regroup for the new school year. Specialists, resource teachers, the school adjustment counselors, in addition to classroom teachers, are included in the process. Before final placement decisions are made, the principal consults with the staff at every grade level. Final placement decisions are made by the principal.

Our goal is to put children in classes that are balanced by many factors - gender, academic strengths, special needs, and behavior. These are the major factors, which we consider as we strive to place children in next year's classes. In addition to considering each child's placement with a particular teacher, we are looking at the group as a whole. Each teacher has his/her uniqueness and special qualities, but all teachers share a common concern for and love of children and a sincere dedication to excellence. What all of us wants is for each child to have the best school year possible. We appreciate your respect and value your trust.

Playground

The climbing structure on Hillside's playground is called the Green Machine. The students gave it that name and Hillside parents put it together. There are two poles, a curly one that spins you around and a straight pole you slide down. There are also three slides. There is a very small slide for young kids and there is a long slide that goes from high up, and there is a high slide that twists around. The structure also includes monkey bars and a wobbly bridge near the ground. So that nobody gets left out, there is a schedule for its use. There are also two swing sets, several picnic tables and playing fields. The kindergartners don't use the Green Machine, they have their own playground right outside their classrooms. The kindergartners also have things to climb, some slides, and new swings.

There is a book detailing the school's playground rules in every classroom called "Hillside School: Recess Rules and Routines." Additional copies may be requested through Mr. Tatro, our PE teacher.

Program on Disabilities

We have a successful disabilities educational program which is planned and run by parents. Students at each grade level learn about a different disability:

Kindergarten	"Finding Another Way - Respecting Differences"
Grade One	"Visual Disabilities"
Grade Two	"Hearing Disabilities"
Grade Three	"Physically Challenged"
Grade Four	"Learning Differences"
Grade Five	"Developmentally Delayed"

Report Cards and Conferences

Hillside students receive report cards two times a year at the end of the second and fourth terms.

Parent teacher conferences are schedules twice a year at the end of terms one and three. Additional conferences may be scheduled if either the parent or teacher feel it is warranted for academic or behavioral reasons. The principal may be asked to

join the conference by parents and/or teacher.

***As of 1998, Massachusetts law (General Laws Chapter 71, Section 34G) specifies detailed procedures that give access to student records by parents who do not have physical custody of their children. For more information, please contact Mr. Kascak.**

Section 504 of the Rehabilitation Act of 1973

This law precludes discrimination based upon disabilities and maintains that reasonable accommodations must be made to ensure participation by disabled individuals. The Act defines persons with a handicap or disability as anyone who has a mental or physical impairment, which substantially limits one or more major life activities. If you believe your child is eligible for accommodations under this Act, please see your child's guidance counselor for more information.

Teacher Support Team (TST)

All of our schools have Teacher Support Teams. These are faculty groups who come together on a regular basis to support their colleagues in the enormous responsibility of meeting the diverse needs of their students. This forum provides an opportunity to share expertise and make decisions about how best to meet the needs of individual learners. Specific topics of discussion and collaborative problem-solving may focus on:

- how instructional strategies may be varied
- accommodations that may help a student better learn
- behavioral interventions that may be adapted to improve behavior
- what other regular education supports may be needed to enhance learning

Things NOT allowed at Hillside

The principal has the right to decide what children may bring into the school. He makes these decisions based on concerns about safety and a determination about the level of distraction toys and other items cause in the classroom and in the common areas.

Cell phones, electronic games, ipods, portable CD players and radios are not allowed in school. As mentioned below in the transportation section, roller blades, scooters, and skateboards are also not allowed at Hillside School. For safety reasons, students are not allowed to wear flip-flops, clogs, sandals, or any shoes that cannot be fastened around the heel.

Transportation

Buses and vans

There are many buses and vans that transport kids to and from Hillside School. They are clean and safe. They also have very nice bus drivers. All the buses are called over the loud speaker at the end of the day when they get here. Some buses are early, some take a while. Twice every year there is a presentation on bus safety. The children then do an evacuation drill. If you have questions or want to request information about busing, please contact NPS Transportation Director, Sheila Hamwey, at (781) 455-0400 x 234 or by email at:

Sheila_Hamwey@needham.k12.ma.us

Walkers

We strongly encourage (and appreciate!) walking to school whenever possible for the health benefit as well as the easing of traffic congestion around the school. Students and parents who walk to school need to follow the crossing guards' instructions, stay on the sidewalks, and stay off the rock wall.

Bikers

You have to be in at least the third grade and have participated in the bike rodeo before you can ride your bike to school. All bikes must be walked when on school grounds. You must dismount and walk your bike all the way to and from the end of Glen Gary Road in the morning and afternoon to keep sidewalks safe for walkers.

Roller blades, scooters, and skateboards are not allowed at Hillside School.

Driveway

Our driveway and parking lot are extremely small and the procedure for using it has been planned to allow passenger cars to enter and live park during the time when buses will also enter and load or unload children. It is vital that all drivers follow the rules listed on the next page of this handbook to insure that the safety of our students, staff, and visitors is never compromised.

HILLSIDE SCHOOL PARKING LOT RULES

*Our parking lot is very small and located in an extremely tight residential neighborhood. To ensure everyone arrives to and departs from school safely, please be sure to read the following very carefully. A **map detailing the traffic flow during drop-off and pick-up times as well as where parents can park is available at the front office.** If you have any questions at all about parking, please feel free to call the office at any time.*

Thank you!

- Parking lot is reserved for staff only.
- Parent parking is available on: (when not restricted see below)
 - McCulloch Street
 - Hasenfus Circle
 - Castle Place (odd side only)
 - Glen Gary Road (even side only) Medi









NO parking on side streets

8:00 - 8:30 am
2:25 - 2:55 pm

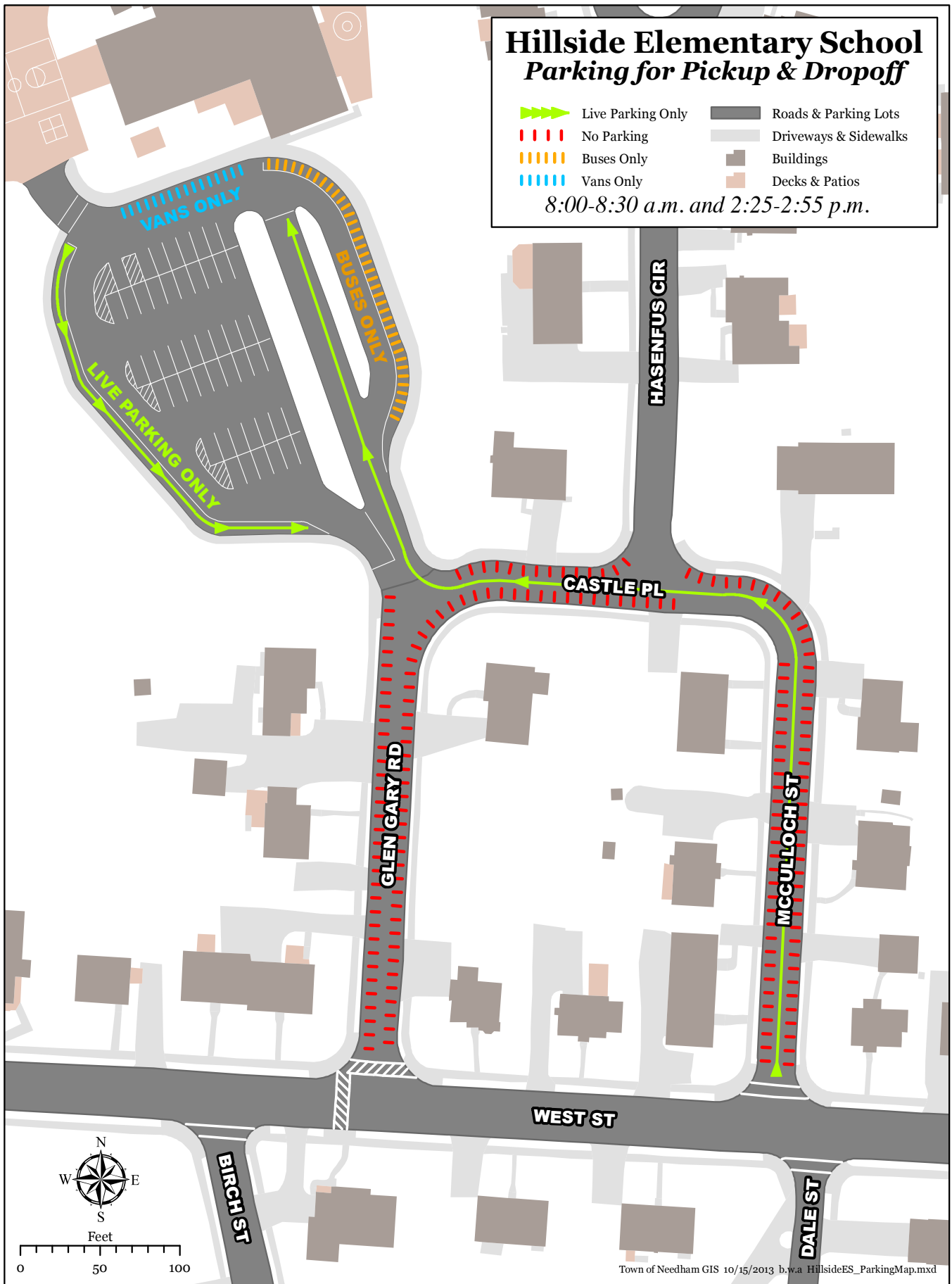
- Please do not block driveways.
- Drop Off/ Pick Up:
 - Enter by McCulloch Street.
 - Stay in single file.
 - Enter Glen Gary Road. (Stay in car in single line on right side.)
 - Stop at end of Glen Gary Road to check for buses moving.
 - Proceed to drop off/pick up on other side of parking lot.
 - Stay in your car, pick up riders, exit by Glen Gary Road.
- Area marked for school buses shall be used by school buses and vans only. No parking is permitted directly in front of the school building.
- All drop/ off and pick up lines are LIVE parking only. Please do not leave your car. The safe arrival and departure of your children is our primary concern. To do this, space must be available along the drop off/pick up curb.

A map detailing the traffic flow during drop-off and pick-up times as well as where parents can park is available at the front office.

Hillside Elementary School Parking for Pickup & Dropoff

- | | |
|---|---|
|  Live Parking Only |  Roads & Parking Lots |
|  No Parking |  Driveways & Sidewalks |
|  Buses Only |  Buildings |
|  Vans Only |  Decks & Patios |

8:00-8:30 a.m. and 2:25-2:55 p.m.



SCHOOL ATTENDANCE

The education of children is a responsibility shared by the school and parents. Teachers and parents work together to develop characteristics important in the educational growth of children. Regular attendance is essential to the learning process and helps to establish good student work habits. Participation in classroom activities is an important factor in educational success. Student absences, tardiness and early dismissals affect this learning process. Therefore students are expected to be in attendance every day of the school year from arrival to dismissal. Students should be home when they are ill; otherwise, all efforts should be made to have them in school. To the greatest extent possible, all appointments should be made before or after school and recreational trips scheduled during school vacations.

Under Massachusetts General Laws Chapter 76, Section 1 states that all children between the ages of six and sixteen must attend school. A school district may excuse up to seven days or fourteen half-days in any period of six months. In addition to this law, each school may have its own attendance policy with which parents/guardians should be familiar. Parents/guardians are required under the law to ensure regular school attendance of their children and are subject to a fine for failure to comply with the law. If a child is absent for five (5) or more consecutive days, a doctor's note (certificate) is required when the child returns to school. Failure to provide a medical note will result in the absence being considered as unexcused.

***ABSENCES-REPORTING**

In the event a child will be absent for the day, parents or guardians are expected to call the school office before the beginning of school. Parents and guardians must furnish the school with a home, work or other emergency telephone number where they can be contacted during the school day. Parents will be contacted as soon as practical and within three (3) days of the student's absence if the Parent(s) or Guardian has not contacted the school regarding an absence.

***ABSENCES-EXCESSIVE**

Parent(s) or Guardians will be notified when a student has at least five days in which the student has missed two or more classes/periods (unexcused) or who has five or more unexcused absences in the school year. The building principal (or his/her designee) will make a reasonable effort to meet with the parent or guardian of a student who has 5 or more unexcused absences to develop an action plan to improve the student's attendance. In all circumstances Parents/Guardians are encouraged to contact school staff and work collaboratively with them to correct the reasons that the student is missing school. Excessive, unexcused absences may also result in the school taking legal action to remedy this situation.

ABSENCES-PLANNED

School vacations are planned well in advance, at appropriate intervals during the school year and parents should make family plans accordingly. It should be realized that teachers cannot realistically provide work in advance of planned absences that will adequately make up for missed instruction; therefore, teachers shall not be required to provide work for any student prior to a planned absence. Parents who allow their child to be out of school for vacations are assuming responsibility for their child's educational program. When a student returns to school, he/she shall complete work not available during their absence. The time limit for completion is the length of the absence.

ELEMENTARY SCHOOLS CODE OF CONDUCT

STUDENT BEHAVIOR AND EXPECTATIONS

GUIDING PRINCIPLES

The goal of the Social and Emotional Learning program in the Needham Public Schools is to help students develop self-awareness, self-management, social awareness, responsible decision-making, and relationship skills. The promotion of a social and emotional learning framework in our schools is designed to foster a school culture that promotes respect, inclusion and strong classroom and school culture. The implementation of this framework endeavors to provide an appropriate learning environment for our students.

The elementary school faculties establish a system of rules that govern their teaching and common spaces. Teachers engage students in establishing classroom rules and procedures that provide a structure to support all students as they learn and grow. Students are expected to demonstrate behavior appropriate to specific settings within the school, on the bus and on the playground. Teachers are asked to communicate clearly the rules of these settings to their students. School rules should be simple and few and emphasize a spirit of cooperation, high expectations and caring for one another. The rules will be stated in the affirmative wherever possible.

Children benefit from the consistency of having adult models both at school and at home in order to develop acceptable social behavior. The partnership between school and home is a critical support to our students in their social and emotional development. One of our guiding principles is the fostering of this partnership so that teachers and parents can share information, strategies, ideas, insights and, when needed, can problem-solve to assist our students in developing and maintaining appropriate behavior in the school setting.

STRATEGIES TO HELP CHILDREN MODIFY BEHAVIOR

All students are expected to demonstrate respect for other individuals, their rights and their property in school and during all school-sponsored activities, including those times when they are riding school buses. Students are expected to behave in accordance with school rules and regulations. When appropriate, school personnel will modify environments to help prevent the likelihood of misbehavior.

Behavior expectations will be in keeping with each child's developmental readiness. Through classroom structures and direct skill instruction, children will be instructed in how to:

1. Make sound decisions and seek adult help (assistance when needed)
2. Behave responsibly
3. Cooperate with teachers and peer groups

The process for communicating with parents regarding problems with behavior will be initiated early on. Teachers are expected to contact parents for a conference, following the emergence of a behavior difficulty. Our schools believe that a strong home/school partnership is helpful in addressing the student's progress. Likewise, parents should contact their child's teacher with any concerns about social or behavioral problems. It is expected that most behavior problems will be solved at the parent-teacher level. However, if necessary, the Principal may communicate directly with parents regarding a challenging behavior. The following are examples of steps that may be taken in order to help students modify their behavior:

1. Parent-teacher conference - At the first sign of an emerging behavioral pattern or difficulty
2. Teacher creates a behavior plan and/or contracts with the student for improvement
3. Involvement of the principal, school counselor and/or resource teacher as collaborative consultant to the teacher
4. Teacher applies to the Teacher Support Team for review of the student's progress and the development of a behavior intervention

BUS CONDUCT

The school bus is an extension of the school itself and rules regarding behavior are the same as in the school. School bus safety is a primary concern of the Needham Public Schools, and we reserve the right to take whatever action is necessary to maintain a high level of safety. The school reserves the right to exclude students from school and/or the bus for misconduct of a serious nature that occurs on the bus or at the bus stop that may impact the school environment. The right of a student to school bus transportation is a qualified right dependent on good behavior. In a case where a student seriously or continuously misbehaves, parents/guardians will be notified by the principal or designee of the school to which the student is assigned. The bus pass may be revoked if, in the opinion of the principal, such action is necessary for the general safety and well being of other students. In cases where a student's conduct jeopardizes the safety and well being of other students that student may immediately be excluded from the bus.

INVESTIGATION (Interviews & Searches)

Under Needham School Committee policy, school administrators have the authority, as deemed necessary, to interview students regarding matters that are relevant to the school environment. In addition, school administrators may search students and their personal belongings on school property when the administrator has a reasonable basis for believing that the search will produce evidence that the student has violated a school rule or a state or federal law.

Lockers, desks, and similar areas assigned to students remain the property of the school and are therefore subject to inspection by the school administration at any time.

POTENTIAL CONSEQUENCES FOR SERIOUS BEHAVIOR

The following behaviors may serve as grounds for suspension or other disciplinary action, including loss of student privileges.

1. Use of obscene, abusive or profane language or gestures
2. Harassment of another student especially on the basis of race, sex, national origin, religion, handicap, gender identity, or sexual orientation
3. Bullying, cyber-bullying or other intimidation of another student, regardless of the basis of such conduct
4. Behavior which endangers persons or property or disrupts the educational process or school activity
5. Fighting or any assault or act of violence committed against another student or school personnel

Students may be expelled under limited circumstances defined by statute (so called "Statutory Offenses") referenced in section titled: **STATUTORY OFFENSES: DUE PROCESS AND PROVISIONS OF LAW**

PROCEDURES FOR SUSPENSION

Please refer to section titled: **PROCEDURES FOR SUSPENSION & EXPULSION** of this handbook for detailed information regarding Needham Public Schools Procedures for Suspension

NEEDHAM SCHOOL NUTRITION SERVICES INFORMATION ELEMENTARY SCHOOLS

The school cafeteria is open every school day (except early release days), serving many choices of nutritious hot and cold lunches. The Needham Nutrition Services department is dedicated to being a leader in quality nutritious school meals and has won two Healthier US School Challenge awards. The department is directed by a Registered Dietitian, and supported by a second Registered Dietitian as Nutrition Outreach Coordinator. The Cafeteria Staff at each school are dedicated, talented, and kind people who are there because they love to care for children by preparing and serving excellent food in their "nutrition classroom," and encouraging the students to make good food choices to enhance their well-being.

Much thought and planning is put into providing a variety of entrée and other lunch menu components, which are delicious, kid-friendly, and nutritious. The menu of the day changes, but every day there are six other lunch options available (Chicken Caesar Salad, Turkey Sandwich, Wow(Soy)butter & Jelly Sandwich, Tuna Sandwich, Bagel & Yogurt or Cheese, Soft Pretzel & Yogurt or cheese). Plentiful supplies of many choices of delicious fresh fruits, cut veggie sticks and salads are always available as part of the school lunch.

A printed copy of the Needham Elementary Lunch Menu is sent home with each child at the end of each month, for the following month. The menu and nutritional information, as well as allergy and ingredient information, are available on the Nutrition Service Department page of the Needham School District website. www.needham.k12.ma.us.

Kindergarten students do not participate in the lunch program due to their short school day.
KASE students DO have the option to participate in the lunch program since they are at school for the whole day.

LUNCH PRICES

The price of Elementary lunch for the 2018-2019 school year is \$2.60.	Reduced price: \$0
Eliot has a breakfast program.	Price is \$1.25 Reduced price \$0

ELEMENTARY ITEMS FOR SALE

LUNCH Includes 5 components, per USDA: Meat (or Meat Alternate), Grain, Fruit, Vegetable & Milk.
The student must take at least 3 components and must take a fruit or vegetable for it to be priced as a meal.

A la carte:	Extra Milk, 8 oz	50 cents
	Bottled Water, 8 oz	50 cents
	Flavored Yogurt, 4 oz	50 cents

FREE OR REDUCED PRICED LUNCHES

Families may apply for free or reduced lunches by completing a current school year meal application. A new application must be filled out at the beginning of each school year, or at any time the financial situation in the home changes. Meal applications are sent home at the beginning of every school year and are available in the school office or the Nutrition Service office at the Administration Building. An on-line application is also available at lunchapp.com as well as on the Nutrition Services webpage.

WHAT DO YOU GET WITH A "LUNCH" & WHAT IS NOT INCLUDED

Students who qualify for free or reduced price meals are able to get one complete breakfast and lunch for free or reduced price per day.

Included in a LUNCH (free, reduced, or full price) is:

- One Entree (any choice)
 - "Entrée" is the protein item and grain item (usually together, ie: Hamburger on bun)
- Fruits & Vegetables. We don't limit (within reason) and we encourage students to take LOTS
- Milk, 8 oz. 1%, Fat-free, Fat-free Chocolate or Strawberry, Lactaid (for documented lactose intolerant students)
- Dessert - if it is written on the menu for the day (usually 1-2 x/week)

Other A la carte items are available at Elementary schools FOR SALE, which are NOT included in the LUNCH price. These items that are not included are as follows:

Water, 8 oz	50 cents
Yogurt, 4 oz	50 cents

Students who qualify for free or reduced lunch can purchase a la carte items with cash, or money can be deposited into their lunch account for purchases of those items.

Students are not allowed to "go negative" in their lunch account for snacks. (only for LUNCH). Please talk with your child if you want to limit what they buy.

HOW THE AUTOMATED CAFETERIA PAYMENT SYSTEM WORKS

1. Every student has their own personal lunch account and PIN number (automatically assigned when enrolled- whether or not they ever use it).
2. Parents/Guardians deposit money into the student's account by check via the school cafeteria, on-line (credit card or electronic check), or cash (see How to prepay information below).
3. Sales are automatically deducted from the student's account. Details of account use are tracked in the system and parents can access this information (see #10 below).
4. Pre-payment into the account is strongly encouraged- as it is much faster, however paying with cash is an option.
5. Students who qualify for free or reduced price lunches are processed at the cash register like all other students, avoiding any potentially uncomfortable situation for the student. A la carte water, extra milk, and yogurt are not free nor available at reduced price. Only the meal. (Yogurt is included as the "Meat Alternate" part of the Bagel or Pretzel lunch, but not with other entrée choices.)
6. All students access their accounts at the cash register by entering their 4-digit PIN number on the PIN pad located at the register. Each child's unique PIN number stays the same from year to year, and should be memorized, but not shared. However, if they do not remember it, the cashier can access their account through the computer register by their name.

7. When The Lunch Account Gets Low:
 - Older students will be notified at the cash register.
 - An automated 'Low Balance Email' is sent on Monday evenings to the parent/guardian of students whose lunch account is at \$25.00 or below.
 - A second 'Low Balance Email' is sent on Thursday evenings if balance is \$15 or below.
 - If we have no email address in our lunch account system, a brightly colored "low balance notice" will be placed in the elementary child's backpack once / week if the child's account goes below \$25.00.

8. Negative Lunch Accounts:
 - When an account goes below zero, only a complete lunch can be purchased- no a la carte items.
 - Negative account balances will be allowed to go to a maximum credit limit of 10 lunches at elementary schools. If the student's account balance reaches that maximum negative credit limit, they will no longer be able to "charge" a regular lunch.
 - The automated "Low Balance Email" that is sent on Monday and Thursday evenings (see above) serve as a further request to deposit money into the lunch account.
 - If we have no email address in our lunch account system, a negative balance letter is printed out and mailed to the home, requesting deposit into the lunch account.

9. Maximum Credit Limit /Alternate Meals:
 - When the account reaches the maximum credit limit (value of 10 lunches), and there has been no response to the requests for deposit, the student may receive an "alternate" meal consisting of a cheese sandwich, a serving of canned fruit, and a low fat white milk. There is no charge to the account for this alternate meal. The cheese sandwich lunch is meant to provide basic nourishment so the child won't be hungry, but to get attention to replenish the lunch account.
 - Nutrition Services personnel usually attempt to make phone calls about the negative accounts, if they believe there may be a problem with account communications previously made, and before they get to the cheese sandwich stage.

10. Tracking Lunch Accounts:
 - Parents can look at student lunch account activity. Instructions for doing this are on NPS Nutrition Service website: "MyLunchAccount instructions". You will need the students Powerschool student ID number for this (get from school secretary).

Please make sure the school secretary has your correct email address in Powerschool , as our lunch software system uploads the information from Powerschool.

HOW TO PREPAY

1. Deposit funds via on-line via PayForIt.net. (<https://www.payforit.net/Login.aspx>. The link is on the NPS website home page, as well as on the Nutrition Services page under Lunch Payment System. You will need to know the student's PayForIt ID number specifically assigned for this on-line payment service, through DBS. You can get that number and instructions for setting up account in Powerschool or from your school secretary.
2. Bring/send a check (payable to "Needham School Nutrition Services") to your school, in an envelope marked "Cafeteria". Deposits are made at the school cafeteria register. Please record on the memo line of the check: Student's full name, and 4-digit PIN number.

WEBSITE

Needham.k12.ma.us

DEPARTMENTS

Nutrition Services

There is lots of information on the Nutrition Services website, as well as pictures of the cafeterias and meals. Check it out!

CALL NUTRITION SERVICES

Feel free to call the Nutrition Services Office with any questions or comments: 781-455-0400, x...

x219 for Mirella Santucci, Nutrition Services Bookkeeper/Secretary

x216 for Ruth Griffin, Nutrition Services Director

x237 for Jen Tuttelman, Nutrition Outreach Coordinator

HEALTH SERVICE POLICIES

The Needham Public Schools, in accordance with the regulations of the Massachusetts Department of Public Health, requires the following health information before a student enters school.

HEALTH HISTORY

The Health History Form, which provides important health and developmental history about your child, must be completed by the parent/guardian and submitted to the school nurse prior to school entry for all students.

REQUIRED IMMUNIZATIONS

Massachusetts Department of Public Health Regulation 105 CMR 220 requires students to be immunized before admission to school. An immunization certificate/record that includes the month, day, and year the immunizations were administered needs to be submitted to, and reviewed by, the school nurse before the student begins school. State regulations also require each child to meet grade entry immunization requirements

EXEMPTION

Only documentation of medical and religious exemptions from immunization requirements is acceptable by the law in Massachusetts. If there are medical reasons why your child has not been immunized, a certificate must be obtained from your physician annually and forwarded to the school nurse. For religious exemption, please write a note to the school nurse.

PHYSICAL EXAMINATION

The Massachusetts Department of Public Health Regulation 105 CMR 200 requires a physical examination for all new students that was completed within 12 months prior to the entrance to school, or within 30 days after school entry, and at intervals of three or four years after school entrance. Per these regulations, documentation of a current physical examination is required for students entering into preschool, kindergarten, grades 4, 7, and 10. If a student is participating in competitive athletics, an annual physical exam is required.

A student transferring from another school system shall be examined as an entering student. Health records transferred from the student's previous school may be used to determine compliance with this requirement.

LEAD POISONING SCREENING AND VISION SCREENING (KINDERGARTEN ENTRY REQUIREMENT)

Each child must present documentation of lead poisoning screening, tested at ages 2- 5 years, upon entry to kindergarten. Vision screening must be completed by the student's primary care provider upon entry to kindergarten (within the previous 12 months), or within 30 days of the start of the school year; certification that kindergarteners have passed acuity and stereopsis screenings is required.

TUBERCULOSIS (TB) TESTING

Documentation of either:

- Screening for student's low risk of tuberculosis exposure
- Testing for tuberculosis of students at high risk of exposure to tuberculosis

THE CONFIDENTIAL NURSE EMERGENCY CARD

Must be completed **annually** by the parent/guardian and returned to the school nurse with updated information and authorization including: emergency contact information, student medical history, consent for student to receive emergency medical treatment, communication of pertinent medical information, and administration of select over the counter medication by the school nurse, per the NPS Medical Protocols.

MEDICATION POLICY

The Needham Public Schools Medication Policy complies with state and federal laws and Massachusetts Department of Public Health Regulation 105 CMR 210. The following statements highlight the main points of the policy:

- The Health Services policy encourages that medication be administered before and after school hours, if possible.

- All medication, prescription or over-the-counter, requires an order from a health care provider who is a licensed prescriber as well as a completed parental permission form. Medication will not be administered until all required documents are completed and received by the School Nurse. These required forms are available in the health offices or may be downloaded from the Needham Public Schools Department of Health Services website.
- After consultation with the school nurse and the development of a medication administration plan, students who fall into the following exceptions may self-administer medication:
 - Students with asthma or other respiratory diseases may possess and administer prescription inhalers
 - Students with life-threatening allergies may possess and administer epinephrine via an auto-injector
 - Students with cystic fibrosis may possess and administer prescription enzyme supplements
 - Students with diabetes may possess and administer a glucose monitoring test and insulin delivery system
- Medications must be delivered to the School Nurse in a correctly labeled pharmacy or manufacturer's medication container by the parent, guardian or responsible adult. (Medications are not accepted in containers such as plastic bags.) Students are not permitted to bring medication to school.
- All medication orders expire at the end of each school year. New medication orders are required at the start of the school year.
- All medications must be picked up by a parent/guardian before the close of the school year. Any medications that are not picked up by the close of school will be destroyed.

CHILDREN WITH SPECIAL HEALTH CARE NEEDS

If your child has asthma, allergies, diabetes, seizures, attention deficit disorder, or any other medical or mental health condition requiring special health services in the school and/or is assisted with medical technology, it is vital that the parent meet with the school nurse and develop an Individual Health Care Plan (IHCP) prior to school entry.

CONCUSSIONS

Concussion or Traumatic Head Injury can occur whenever there is a blow or jolt to the head that causes complicated chemical changes in the brain that take several days to resolve. Many concussions occur during organized (especially contact) sports, but are also common as a result of skiing, snowboarding, skateboarding, gymnastics or ballet falls, etc. Many concussions can go undetected initially because there has been NO loss of consciousness and the person is able to resume activity following the initial blow to the head or whiplash. Concussions may be life-altering or life-threatening if not treated correctly or aggressively. The Needham Public Schools (NPS) seeks to prevent concussions and provide a safe return to activity for all students after injury, particularly after a head injury. Although every concussed student is different, the care and management of all students who have sustained concussions requires education, supervision, and close collaboration between students, parents/guardians, school nurses, coaches, athletic trainers, athletic director, administrators, guidance counselors, school physician, teachers, neuropsychologists, and the students' primary care providers and medical specialists. In accordance with the Needham Public School (NPS) Policy on Head Injuries and Concussions in Extracurricular Athletic Activities 2012, protocols and procedures that are implemented are compliant with Massachusetts General Law c. 111, §222, An Act Relative to Safety Regulations for School Athletic programs, the Massachusetts Department of Public Health regulations 105 CMR 201.000, Head Injuries and Concussions in Extracurricular Athletic Activities, and the Massachusetts Department of Public Health regulations 105 CMR 200.000, Physical Examination of School Children.

THE NPS PROTOCOL POST STUDENT HEAD INJURY AND CONCUSSIONS- RE-ENTRY TO ACADEMICS AND RETURN TO PHYSICAL ACTIVITY AND ATHLETICS

- Student sustains head injury during school, extracurricular athletics or activities, or other setting
- Student is removed from "play" from sports, physical education, or other physical activity until medically evaluated
- Student is assessed by school nurse during school day and certified athletic trainer during NHS sports, as available
- Coach, certified athletic trainer, or school nurse completes head injury report
- Parent/Guardian is notified and student is dismissed from school or athletic activity and referred for medical evaluation
- Medical provider evaluates student and documents diagnosis of traumatic brain injury or concussion
- Parent provides school nurse with documentation of head injury from medical provider and plan of care including orders for brain and physical rest

- School nurse notifies guidance department and teachers/coaching staff of injury and initiates a re-entry meeting with teachers, guidance, special education liaison, parent/guardian, and student (as applicable)
- A graduated academic re-entry plan and accommodations are implemented per protocol unless severity of head injury or prolonged recovery necessitate development of a 504 plan or amendment to IEP
- Nurse will review symptoms with student each day to assess recovery, update return to academics check list, and advise guidance and teachers of student's readiness to progress with return to academics plan
- Teachers, students, parents will maintain an open dialogue regarding work expectations and progress
- Medical provider provides updated documentation about student's medical recovery and clearance for progression to full academic program including physical activity and physical education
- School Nurse notifies guidance and teachers of progression to full academic program without accommodations due to head injury
- School Nurse notifies certified athletic trainer to initiate graduated return to athletics per protocol
- Certified athletic trainer consults with medical provider for authorization to clear student to return to full athletics.

SYMPTOMS TO LOOK FOR FOLLOWING A BLOW TO THE HEAD

- | | |
|--|--|
| • Headache or "pressure in head" | • Forgets sports plays |
| • Nausea or vomiting | • Unsure of game, score, or opponent |
| • Loss of consciousness (even briefly) or groggy | • Moves clumsily |
| • Sensitive to noise and/or light | • Shows behavior or personality changes |
| • Blurred or double visions | • Feeling sluggish, hazy, foggy |
| • Appears dazed or stunned | • Concentration or memory problems changes |
| • Is confused about assignment | • Balance problems or dizziness |
| • Confusion: Cannot recall events prior to hit or fall | • Cannot recall events after hit or fall |
| • Answers questions slowly | |

Some of these symptoms will appear immediately after the blow. Some may quickly disappear while other symptoms can increase or develop hours or even days after the injury.

WHAT TO DO IF YOUR SON/DAUGHTER HAS HAD A CONCUSSION

1. **Seek medical consultation.** If there has been loss of consciousness (even briefly) person should be taken immediately to the hospital or MD office for evaluation. For concussions not involving loss of consciousness, report symptoms to primary care provider (PCP) right away for advice about how to proceed.
2. **Brain and Physical Rest** is the main treatment for a concussion. Doing as little as possible will allow symptoms to begin clearing and a graduated return to school and sports will be planned.
3. **Proper evaluation.** Make sure to get written clearance from PCP or specialist who understands current concussion management protocols before resuming activities. Progression is very individualized and is determined on a case-by-case basis. Factors affecting progression include: duration and type of symptoms, previous history of concussion, and type of sport/activity participation.
4. **Inform your child's school nurse** if he/she has experienced a concussion and to discuss the procedures and plans for your child's return to academics, physical activity, and athletics.

LIFE-THREATENING FOOD ALLERGY

The Needham Public Schools (NPS) recognizes the increasing prevalence of student food allergies and the life-threatening nature of allergies for many students. The implementation of the Policy for Life-Threatening Food Allergy aims to minimize the risk of exposure to allergens that pose a threat to students, to assist students with assuming more individual responsibility for their health and safety as they grow older, and to ensure full participation in their educational programs and school sponsored activities. The management of students with food allergies requires the awareness, support, and response of the entire school community.

- **If your child has a life-threatening allergy, please make sure he/she has access to emergency medication (Epinephrine) at all times and be sure that the school nurse has the necessary medical information about your child’s emergency allergy action plan.**

KEY POINTS OF THE POLICY FOR LIFE-THREATENING FOOD ALLERGY INCLUDE THE FOLLOWING:

- NPS recognizes the increasing prevalence of student food allergies and the life- threatening nature of allergies for many students.
- An individualized health care plan including accommodations for prevention, management and emergency response is developed for each student with a medically diagnosed life-threatening food allergy.
- The school programs are not declared as “allergen free” and foods with known allergens (peanuts, tree nuts, milk, eggs, shell fish, fin fish, soy, wheat) are not banned
- Communication, planning, and education with faculty/staff, parents/guardians, and students will aim to minimize the risk of exposure to allergens that pose a threat to students.
- Non-curriculum related classroom-based celebrations and parties are food free
- Use of food as a reward or incentive during the school day is prohibited unless approved as part of an Individualized Education Program (IEP).
- Inclusion of food for curriculum instruction and related activities or special school events, requires strict adherence to the management protocol
- Sales of competitive foods and beverages (including bake sales/fundraisers) will not be permitted district wide during the school day and beyond school hours at the preschool-elementary level. Beyond the school day sales of competitive foods are permitted in grades six- twelve.
- NPS Staff employed by the NPS, to supervise and/or coach students participating as members of school-sponsored athletic teams, clubs, and other extracurricular activities beyond the school day, are responsible for implementing the applicable portions of the Food Allergy Policy and related protocols and procedures for the management of students with LTA
- NPS staff are not responsible for implementing the Food Allergy Policy and related protocols and procedures during (1) school sponsored events beyond the school day that are open to the public (e.g. school athletic contests, plays, or ceremonies) or (2) programs or events on NPS property that are sponsored by various parent, community, and private groups.

RESPONSIBLE USE OF DIGITAL RESOURCES

Students and his/her parent/guardian are required to sign and submit an acknowledgement that they together have reviewed the Responsible Use of Digital Resources Policy and agree that the student will comply with its terms.

STUDENT EMAIL

Needham Public Schools may provide students with an email account. Email can be a powerful communication tool for students to increase communication and collaboration. Email is intended to be used for school and educational purposes only. Teachers may send email to middle and high school students to communicate reminders, course content, pose questions related to class work, or for other reasons. Students may send email to their teachers with questions or comments regarding class. Students may send email to other students to collaborate on group projects and assist with school classes.

STUDENT ROLES AND RESPONSIBILITIES

Our network systems provide access to educational resources. The destruction, vandalism, hacking, or damaging of data, networks, hardware, software, and backend systems, or disruption of this or other resources used by NPS are prohibited.

- Resources must be used in a manner consistent with the mission of NPS
- Network and account security is the responsibility of all members of the NPS community. Any security risks should be reported to a teacher or network administrator
- Students will not use the internet or any technology resource to perform any act that can be construed as illegal or unethical

- Students will immediately report any suspicious or unusual activity to the supervising teacher or other appropriate staff member
- Computers not owned and managed by NPS must use the public guest NPS network
- Devices, including student owned devices, that disrupt the educational process or operation of the NPS are prohibited and will be removed. Such devices may be held and searched.
- Students will not deliberately damage any of the District's systems or cause the loss of other users' work
- Students will not override or encourage others to override any firewalls, desktop management or security measures established on the network.

RESPECT AND PROTECT THE INTELLECTUAL PROPERTY OF OTHERS

- Users must respect others' privacy and intellectual property. Any traffic from this network that traverses another network is also subject to that networks' acceptable use policy (AUP)
- Students are responsible for citing sources and giving credit to authors during the research process. All communication and information accessible via the network should be assumed to be private property
- Users have a right to be informed about personal information that is being, or has been, collected about them, and to review this information.

SAFETY AND PRIVACY OF SELF AND OTHERS

All users are expected to adhere to principles of safety and privacy.

- Students will not share passwords
- Students will login to their own accounts, not accounts belonging to someone else
- Students will not view, use, or copy passwords, data, or access networks to which they are not authorized
- Students will not capture, record, or distribute audio, video, or pictures of any school activity without permission from the staff and students involved.
- Students will not distribute private information (e.g. address, phone number, etc.) about themselves or other s without permission, and only as necessary and specifically related to the educational process.
- Students will not pretend to be someone else online.
- Students will not agree to meet with someone they have met online without the approval or participation of a parent or guardian or teacher

RESPECT AND PRACTICE THE PRINCIPLES OF COMMUNITY

Students are expected to be courteous and to use appropriate language and will communicate only in ways that are kind and respectful.

- Students will report threatening or discomfoting materials to a teacher or trusted adult
- Students will not access, transmit, copy, or create material that violates the school's code of conduct (such as messages that violate the prohibitions against bullying and harassment, including sexual harassment).
- Students will not access, transmit, copy, or create material that is illegal (such as obscenity, pornography, stolen materials, or illegal copies of copyrighted works).
- Students will not use NPS resources to further other acts that are criminal or violate the school's code of conduct.
- Students will not send spam, chain letters, or other mass unsolicited mailings
- Students will not buy, sell, advertise, or otherwise conduct business unless approved as a school project.

Violation of any portion of the Student Responsible Use of Digital Resources policy may result in not only revocation of the privilege of using IT, but also in disciplinary action, up to and including suspension from school. In addition, legal action may be taken for conduct that is unlawful.

NOTIFICATION OF STUDENT ACCESS TO DIGITAL TOOLS

There will be a number of digital resources that teachers may use as educational tools with students. This is our notice to you that your child may have access to digital tools such as apps and web sites. These tools will be vetted regarding educational value, age appropriate content, and student data privacy. If such tools require student accounts, then students will be guided through the process to use a school-appropriate user name and password. Examples of such tools are the following:

Khan Academy

Khan Academy is a free online resource that allows students to learn anytime, anywhere, with material that is uniquely appropriate for them. Students can explore new topics and practice their skills by using interactive practice and tutorials. Teachers will use this app when they feel appropriate; not all teachers will use this app. When used in class teachers will assist with log-in.

Website: www.khanacademy.org

Terms of Service: www.khanacademy.org/about/tos

Privacy Policy: www.khanacademy.org/about/privacy-policy

Quizlet

Quizlet is a free website providing learning tools for students, including flashcards, study, and game modes. Quizlets can be made by teachers and shared or made by students as a study tool. Teachers will use this app when as appropriate, though not all teachers will use it. When used in class teachers will assist with log-in.

Website: <https://quizlet.com/>

Terms of Service: <https://quizlet.com/tos>

Privacy Policy: <https://quizlet.com/privacy>

Newsela

Newsela is a resource that provides teachers, parents, and students with over 1,000 current event articles scaled at five different reading comprehension levels. Newsela uses leveled articles and real-time assessments to build comprehension. Articles are aligned to curriculum standards and often include lesson plan components such as writing prompts and quizzes.

Website: <https://newsela.com/>

Terms of Service: <https://newsela.com/pages/terms-of-use/>

Privacy Policy: <https://newsela.com/pages/privacy-policy/>

Please see School Committee Policy IJNDB-2 for full statement on the district's policy regarding Student Responsible Use of Digital Resources

SCHOOL DISCIPLINE PROCEDURES FOR SUSPENSION & EXPULSION

GENERAL INFORMATION REGARDING SUSPENSION

Any student who is suspended from school will be given the opportunity to make up school work as needed to make academic progress. If the student is excluded from school for more than ten (10) consecutive days the student will have an opportunity to receive education services in order to make academic progress through the school-wide education service plan.

Except in the case of Statutory Offenses described later in this handbook, students may not be suspended more than 90 days in a school year and school staff will avoid suspensions of more than 10 days until alternatives such as positive behavioral interventions and supports have been tried as appropriate.

If student in preschool or in grades K through 3 is to be suspended, the principal will provide written notice to the superintendent and explain the reasons for imposing an out-of-school suspension, before the suspension takes effect.

DUE PROCESS: PROCEDURES FOR SUSPENSION FOR CONDUCT OTHER THAN STATUTORY OFFENSES (M.G.L. c. 71, § 37H3/4)

A. In-School Suspension For Less Than 10 Cumulative Days During A School Year

An in-school suspension is a removal of a student from regular classroom activities, but not from the school premises. The procedure for an in-school suspension of no more than (10) school days (consecutive or cumulatively for multiple infractions during the school year) will be as follows:

1. The administrator will inform the student of the disciplinary offense charged, the basis for the charge, and provide the student an opportunity to respond. If the administrator determines that the student committed the disciplinary offense, the administrator will inform the student of the length of the student's in-school suspension, which may not exceed 10 days, cumulatively or consecutively, in a school year.
2. On the same day as the in-school suspension decision, the administrator will make reasonable efforts to notify the parent orally of the disciplinary offense, the reasons for concluding that the student committed the infraction, and the length of the in-school suspension. The administrator will also invite the parent to a meeting to discuss the student's academic performance and behavior, strategies for student engagement, and possible responses to the behavior. Such meeting will be scheduled on the day of the suspension if possible, and if not, as soon thereafter as possible. If the administrator is unable to reach the parent after making and documenting at least (2) attempts to do so, such attempts will constitute reasonable efforts for purposes of orally informing the parent of the in-school suspension.
3. The administrator will send written notice to the student and parent about the in-school suspension, including the reason and the length of the in-school suspension, and inviting the parent to a meeting with the administrator to discuss the student's academic performance and behavior, strategies for student engagement and possible response to the behavior. Such meeting will be scheduled on the day of the suspension if possible, and if not, as soon thereafter as possible. If the administrator is unable to reach the parent after making and documenting at least (2) attempts to do so, such attempts shall constitute reasonable efforts for purposes of orally informing the parent of the in-school suspension.
4. The administrator will send written notice to the student and parent about the in-school suspension, including the reason and the length of the in-school suspension, and inviting the parent to a meeting with the principal for the purpose set forth above, if such meeting has not already occurred. The administrator will deliver such notice on the day of the suspension by hand-delivery, certified mail, first-class mail, email to an address provided by the parent for school communications, or by other method of delivery agreed to by the administrator and the parent.

An in-school suspension of more than 10 cumulative days in a school year will be subject to the procedures for long-term suspension (see section C).

B. Procedures For Short-Term, Out-Of-School Suspensions (10 Cumulative Days Or Less In A School Year)

Except in the case of an Emergency Removal (see section D) prior to imposing a short-term out-of-school suspension (**10 days or less in a school year**) an administrator will provide the student and his/her parent oral and written notice and an opportunity to participate in an informal hearing.

1. **Notice:** The written notice to the student and the parent will be in English and in the primary language of the home if other than English, or other means of communication where appropriate and will include the following:
 - a. The disciplinary offense;
 - b. The basis for the charge;
 - c. The potential consequences, including the potential length of the student's suspension;
 - d. The opportunity for the student to have a hearing with the administrator concerning the proposed suspension, including the opportunity to dispute the charges and to present the student's explanation of the alleged incident, and for the parent to attend the hearing;
 - e. The date, time, and location of the hearing;
 - f. The right of the student and the student's parent to interpreter services at the hearing if needed to participate;

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

2. **Efforts to Involve Parent:** The administrator will make reasonable efforts to include the parent in the hearing. To conduct a hearing without the parent present, the administrator must be able to document reasonable efforts to include the parent. The administrator is presumed to have made reasonable efforts if the administrator has sent written notice and has documented at least two (2) attempts to contact the parent in the manner specified by the parent for emergency notification.
3. **Format of Hearing:** The administrator will discuss the disciplinary offense, the basis for the charge, and any other pertinent information. The student also will have an opportunity to present information, including mitigating facts, that the administrator should consider in determining whether other remedies and consequences may be appropriate. The administrator will provide the parent, if present, an opportunity to discuss the student's conduct and offer information, including mitigating circumstances, that the administrator should consider in determining consequences for the student.
4. **Decision:** The administrator will provide written notice to the student and parent of his/her determination and the reasons for it, and, if the student is suspended, the type and duration of suspension and the opportunity to make up assignments and such other school work as needed to make academic progress during the period of removal. The notice of determination may be in the form of an update to the original written notice of hearing.

If the student is in preschool or grade K-3, the administrator will send a copy of the written determination to the Superintendent and Director of Student Support Services and explain the reasons for imposing an out-of-school suspension before the short-term suspension takes effect.

C. **Procedures For Long -Term Suspension**

Except in the case of an Emergency Removal (see Section D) prior to imposing a long-term suspension **(more than 10 days of suspension, whether in-school or out-of-school, whether consecutive or cumulative for multiple offenses during a school year), an administrator will follow the procedures for short-term suspension plus additional** procedures as follows:

1. **Notice:** The notice will include all of the components for a short-term suspension in Section B above, plus the following:
 - a. In advance of the hearing, the opportunity to review the student's record and the documents upon which the administrator may rely in making a determination to suspend the student or not;
 - b. The right to be represented by counsel or a lay person of the student's choice, at the student's/parent's expense;
 - c. The right to produce witnesses on his or her behalf and to present the student's explanation of the alleged incident, but the student may not be compelled to do so;
 - d. The right to cross-examine witnesses presented by the school district;
 - e. The right to request that the hearing be recorded by the administrator, and a copy of the audio recording provided to the student or parent upon request; and
 - f. The right to appeal administrator's decision to impose long-term suspension to the superintendent.
2. **Format of Hearing:** The Hearing will afford the rights set forth in the notice above. The administrator will also provide the parent, if present, an opportunity to discuss the student's conduct and offer information, including mitigating circumstances, that the administrator should consider in determining consequences for the student.
3. **Decision:** Based on the evidence, the administrator will determine whether the student committed the disciplinary offense, and, if so, after considering mitigating circumstances and alternatives to long-term suspension, what remedy or consequence will be imposed, in place of or in addition to a long-term suspension. The administrator will send the written determination to the student and parent by hand-delivery, certified mail, first-class mail, email to an address provided by the parent for school communications, or any other method of delivery agreed to by the school and the parent. If the administrator decides to suspend the student on a long-term basis, the written determination will:
 1. Identify the disciplinary offense, the date on which the hearing took place, and the participants at the hearing;
 2. Set out the key facts and conclusions reached;
 3. Identify the length and effective date of the suspension, as well as a date of return to school;
 4. Include notice of the student's opportunity to receive education services to make academic progress during the period of removal from school (if more than 10 cumulative days);
 5. Inform the student of the right to appeal the administrator's decision to the superintendent or designee.

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

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

No long-term suspension will last more than 90 school days in a school year nor extend beyond the end of the school year in which such suspension is imposed.

D. Exception For Emergency Removal

Notwithstanding the provisions for short or long-term suspension set forth above, a student who is charged with a disciplinary offense may be removed temporarily from school if the continued presence of the student poses a danger to persons or property, or materially and substantially disrupts the order of the school, and, in the administrator's judgment, there is no alternative available to alleviate the danger or disruption.

The administrator will immediately notify the superintendent in writing of the removal and the reason for it, and describe the danger [or disruption] by the student.

The temporary removal will not exceed two (2) school days following the day of the emergency removal, during which time the administrator will provide the following, as applicable to the length of suspension:

- Make immediate and reasonable efforts to orally notify the student and the student's parent of the emergency removal, the reason for the need for emergency removal, and other applicable matters;
- Provide written notice to the student and parent as provided in Section B & C above, as applicable;
- Provide the student an opportunity for a hearing with the administrator, as applicable, and the parent an opportunity to attend the hearing, before the expiration of the two (2) school days, unless an extension of time for hearing is otherwise agreed to by the administrator, student, and parent.
- Render a decision orally on the same day as the hearing, and in writing no later than the following school day.

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

E. Appeal To The Superintendent

If a decision by an administrator, following the parent meeting, results in suspension of a student for more than 10 cumulative school days for the school year, the student may appeal the decision to the superintendent. In order to do so the student or parent must file a notice of appeal with the superintendent within five (5) calendar days with a seven (7) day postponement option. The superintendent must hold the hearing within three (3) school days of the student's request, unless the student or parent requests an extension of up to seven (7) additional calendar days. If the appeal is not filed within this time frame, the superintendent may deny the appeal, or may allow the appeal in his or her discretion, for good cause.

The following apply:

- The superintendent will make a good faith effort to include the parent in the hearing. The superintendent will be presumed to have made a good faith effort if he or she has made efforts to find a day and time for the hearing that would allow the parent and superintendent to participate. The superintendent will send written notice to the parent of the date, time, and location of the hearing.
- The superintendent will conduct a hearing to determine whether the student committed the disciplinary offense of which the student is accused, and if so, what the consequence will be. The superintendent will arrange for an audio recording of the hearing, a copy of which will be provided to the student or parent upon request. The superintendent will inform all participants before the hearing that an audio record will be made of the hearing and a copy will be provided to the student and parent upon request.
- The student will have all the rights afforded the student at the administrator's hearing for long-term suspension as described in Section C above.
- The superintendent will issue a written decision within five (5) calendar days of the hearing which meets the requirements for a long-term suspension as described in Section C above. If the superintendent determines that the

student committed the disciplinary offense, the superintendent may impose the same or a lesser consequence than the administrator, but will not impose a suspension greater than that imposed by the administrator's decision.

The decision of the superintendent constitutes the final decision of the school district.

CONDUCT WHICH MAY LEAD TO EXPULSION (STATUTORY OFFENSES)

Students are subject to suspension/expulsion by the Principal for the conduct listed below, subject to the procedures set forth in M.G.L. ch. 71, § 37H.

- Possession of a dangerous weapon*
- Possession of a controlled substance (such as marijuana, cocaine, or prescription drugs not authorized by the school nurse)
- Assault on teachers, administrative staff or other educational personnel
- This includes not only knives and guns, explosive devices and realistic replicas of such weapons/devices, but also other objects used to assault another person or to otherwise create a dangerous situation, such as a baseball bat, a pair of scissors, matches or a lighter. While such objects would not always constitute "dangerous weapons", administrators and educational professionals will review the circumstances of each case and make a reasonable determination about whether a particular object in a student's possession constitutes a dangerous weapon in the school setting. Any illegal weapon will be turned over to the Police Department. Any student who brings a firearm to school must be expelled for a minimum of one school year, with exceptions granted only by the superintendent. (The definition of a firearm includes but is not limited to guns (including a starter gun), bombs, grenades, rockets, missiles, mines and similar devices.

Students are also subject to long term suspension/expulsion by the Principal when charged/convicted of a felony based upon the standards and procedures set forth in M.G.L. c.71, §37H1/2 (see below).

GUN FREE POLICY

In accordance with the Gun Free Schools Act of 1994, any student who is determined to have brought a firearm to school or to a school related event will be excluded from Needham Public Schools for a period of not less than one year except as determine by the Superintendent on a case by case basis. The definition of a firearm includes but is not limited to guns (including a starter gun, bombs, grenades, rockets, missiles, mines and similar devices). 20 U.S.C. S8921

STATUTORY OFFENSES: DUE PROCESS AND PROVISIONS OF LAW

When considering the exclusion of a student from school for possession of a dangerous weapon, possession of a controlled substance (such as marijuana, cocaine, or prescription drugs not authorized by the school nurse), or assault on teachers, an administrator may place a student on short term suspension (ten days or less) based upon an informal hearing, to be followed by a formal hearing before the Principal within that period of suspension to determine whether to take additional disciplinary action, up to and including expulsion from school.

1. The informal hearing will be in the form of a conference between the student and the principal or designee. At this conference, the student (1) shall be informed of the reason for the conference, (2) shall be given the opportunity to present his or her side of the story, and (3) shall be given a decision on the suspension. If the administrator deems delay of the hearing necessary to avoid danger or substantial disruption, this process may occur immediately after, rather than before, the suspension.
2. Prior to putting a suspension into effect, the principal or designee shall make a reasonable effort to telephone and inform the student's parent or guardian of the impending suspension; this shall include attempts to contact the parents or guardian at home and at work. Parents may contact the school for additional information regarding the suspension.
3. A letter will be mailed to the parent/guardian of the suspended student stating:
 - a. The reason for the suspension
 - b. A statement of the effective date and duration of the suspension
 - c. A statement regarding whether or not the Principal will schedule a formal hearing to consider further discipline, up to and including expulsion from school in accordance with M.G.L. c. 71, §37H

When considering a suspension/expulsion of a student charged with/convicted of felony, the Principal will use the standards and procedures set forth in M.G.L. c.71, §37H1/2. In addition, prior to initiating such procedures, the Principal may meet informally with the student and/or his parents to review the charge and the applicable standards if the Principal deems appropriate.

STATUTE: CONTROLLED SUBSTANCES, DANGEROUS WEAPONS & ASSAULTS ON EDUCATIONAL PERSONNEL (MASS. GEN. LAWS, CHAPTER 71 SECTION 37H)

- a. Any student who is found on school premises or at school-sponsored or school-related events, including athletic games, in possession of a dangerous weapon, including, but limited to, a gun or a knife; or a controlled substance as defined in chapter 94 C, including but not limited to, marijuana, cocaine, and heroin, may be subject to expulsion from the school or school district by the Principal.
- b. Any student who assaults a principal, assistant principal, teacher, teacher's aide or other educational staff on school premises or at school-sponsored or school-related events, including athletic games, may be subject to expulsion from the school or school district by the principal.
- c. Any student who is charged with a violation of either paragraph a or b shall be notified in writing of an opportunity for a hearing; provided, however, that the student may have representation, along with the opportunity to present evidence and witnesses at said hearing before the Principal. After said hearing, a Principal may, in his/her discretion, decide to suspend rather than expel a student who has been determined by the Principal to have violated either paragraph a or b.
- d. Any student who has been expelled from a school district pursuant to these provisions shall have the right to appeal to the Superintendent. The expelled student shall have 10 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.
- e. 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 the school or provide educational services to the student in an education service plan, under section 21 of chapter 76.

STATUTE: FELONY COMPLAINTS & FELONY CONVICTIONS (MASS GEN. LAWS, CHAPTER 71 SECTION 37H1/2)

Notwithstanding the provisions of section 84 and sections 16 and 17 on chapter 76;1.

1. Upon the issuance of a criminal complaint charging a student with a felony or upon the issuance of a felony delinquency complaint against a student, the Principal of a school in which the student is enrolled may suspend such student for a period of time determined appropriate by said Principal if said 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/her 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/her request for an appeal no later than 5 calendar days following the effective date of the suspension. The Superintendent shall hold a hearing with the student and the student's parents/guardians within 3 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/her behalf, and shall have the right to counsel. The Superintendent shall have the authority to overturn or alter the decision of the Principal, including recommending an alternate educational program for the student. The Superintendent shall render a decision on the appeal within 5 calendar days of the hearing. Such decision shall be the final decision of the city, town or regional school district with regard to the suspension.
2. Upon a student being convicted of a felony or upon an adjudication or admission in court of guilt with respect to such a felony or felony delinquency, the Principal of a school in which the student is enrolled may expel said student if such 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/her 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/her request for an appeal no later than 5 calendar days following the effective date of the expulsion. The superintendent shall hold a hearing with the student and the student's parents/guardians within 3 calendar days of the expulsion. At the hearing, the student shall have the right to present oral and written testimony on his/her behalf, and shall have the right to counsel. The superintendent shall have the authority to overturn or alter the decision of the Principal, including recommending an alternate educational program for the student. The superintendent shall render a decision on the appeal within 5 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.

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 the new district of residence shall either admit the student to the school or provide educational services to the student in an education service plan, under section 21 of chapter 76.

DISCIPLINE OF SPECIAL EDUCATION STUDENTS

The Individuals with Disabilities Education Act at 20 U.S.C., §1400, et. seq. and related regulations and 34 C.F.R., §300 et.seq., (“IDEA”) provide eligible students (“students”) with certain procedural rights and protections in the context of student discipline, as set forth below. These rights are in addition to the due process rights applicable to all students as described above.

Short Term Removals. Students who violate school rules are subject to removal from their current placement for up to ten (10) consecutive school days to the extent that such a removal would be applied to students without disabilities, without a prior determination of whether the conduct is a manifestation of the student’s disability. Students may be removed for additional periods of up to ten (10) consecutive school days in the same school year for separate incidents of misconduct without a manifestation determination, so long as the removal does not constitute a “change of placement” as described below. However, during such additional removals the district must provide the student with services to the extent necessary for progress in the general curriculum and the student’s IEP goals, as determined by the Principal in consultation with at least one teacher. In addition, if appropriate, the district must conduct a functional behavioral assessment and develop or revise an existing behavioral plan for the student.

Change of Placement. A suspension of longer than 10 consecutive days or a series of shorter term suspensions that constitute a pattern are considered to represent a “change in placement.” Prior to a suspension that constitutes a change in placement, the student’s Team, including the student’s parents, must convene to determine whether the behavior is a manifestation of the student’s disability. In making this determination, the Team must review all relevant information in the student’s file, including the IEP, teacher observations, and any relevant information provided by the parents, to determine if the conduct was caused by, or had a direct and substantial relationship to the student’s disability, or was the direct result of any failure by the school to implement the IEP.

Results of the Manifestation Determination. If the Team determines that the behavior is not a manifestation of the disability, then the school may suspend or expel the student consistent with the policies applied to students without disabilities, except that the district must still provide an appropriate educational program to the student, as determined by the Team, which program may be in a different setting. If the Team determines that the behavior is a manifestation of a disability, the Team must conduct a functional behavioral assessment and develop a behavioral intervention plan or where a behavioral intervention plan was previously developed, must review the plan and, if necessary, modify it to address the behavior. Except in circumstances involving drugs, weapons, or serious bodily injury as described below, the student will be returned to the placement from which the student was removed unless the placement is changed by agreement or through the Team process.

Exception for Drugs, Weapons and Serious Injury. Regardless of the Team’s decisions regarding the manifestation determination, school personnel may order a change in the placement of a student to an interim alternative educational setting, such setting to be determined by the Team, for not more than forty-five (45) school days if the student (1) carries a weapon to school or to a school function; (2) knowingly possesses, uses illegal drugs, or sells or solicits the sale of a controlled substance while at school, on school premises, or at a school function; or has inflicted serious bodily injury upon another person at school, on school premises, or at a school function. Additionally, a Massachusetts Department of Education Hearing Officer, under certain circumstances, may order a change in the placement of a student with a disability to an interim alternative education setting for up to forty-five (45) days if the hearing officer determines that maintaining the current placement is substantially likely to result in injury to the child or others.

When a parent(s)/guardian(s) disagrees with the Team’s decision on the “manifestation determination” or with a decision regarding placement, the parent(s)/guardian(s) has a right to request an expedited due process hearing from the Bureau of Special Education Appeals.

Additional information regarding the procedural protections for special education students eligible for services under laws providing for services for students with disabilities can be obtained from the Director of Student Support Services, who can be reached at 781-455-0400 x 213.

DISCIPLINE OF STUDENTS WHOSE ELIGIBILITY FOR SPECIAL EDUCATION IS SUSPECTED

The IDEA protections summarized above also apply to a child who has not yet been found eligible for services under the statute if the district is “deemed to have knowledge” that the child was eligible for such services before the conduct that precipitated the disciplinary action occurred. The IDEA provides that a school district is “deemed to have knowledge” if: (1) the child’s parent had expressed concern in writing to district supervisory or administrative personnel or the child’s teacher that the child needs special education and related services; (2) the child’s parent had requested an evaluation of the child to determine eligibility for special education services; or (3) the teacher of the child or other school district personnel had expressed specific concerns about a pattern of behavior by the child directly to the district’s director of special education or to other supervisory personnel. However, a school district is not “deemed to have knowledge” if the district evaluated the student and determined that the child was not eligible for special education services or the child’s parent refused an evaluation of the child or IDEA services.

If the school district has no knowledge that a student is an eligible student under the IDEA before taking disciplinary measures against the student, the student may be disciplined just as any other student may be. If, however, a request is made for an evaluation to determine eligibility while the student is subject to disciplinary measures, the district must conduct the evaluation in an expedited manner. Pending the results of the evaluation, the student must remain in the educational placement determined by school authorities, which may include suspension or expulsion without services. If the student is determined eligible for an IEP as a result of the evaluation, the school district must provide the student with special education and related services in accordance with the IDEA.

DISCIPLINE OF STUDENTS WITH DISABILITIES UNDER SECTION 504 OF THE REHABILITATION ACT

Section 504 of the Rehabilitation Act of 1973 ("Section 504") provides students with disabilities certain procedural rights and protections in the context of student discipline. Prior to imposing a "significant change in placement" for disciplinary reasons, the district must determine whether the conduct is a manifestation of the student's disability. A significant change of placement results not only from an exclusion for more than 10 consecutive school days, but also from a pattern of shorter suspensions accumulating to 10 school days during a school year. Whether a pattern exists must be decided on a case-by-case basis, considering such factors as the length of each suspension, the nature of the alleged conduct, the proximity of the suspensions to one another, and the total amount of time the student is excluded from school.

Prior to any significant change in placement for disciplinary reasons, a group of individuals knowledgeable of the student, the evaluation data, and the school program must determine whether the conduct at issue is related to the student's disability. If the conduct is directly related to the disability, the district will not impose the discipline and will develop an individual behavior management plan if the behavior significantly interferes with the student's ability to benefit from his education. If the conduct is not directly related to the student's disability, the district may discipline the student as it does general education students.

DISCRIMINATION AND HARASSMENT GRIEVANCE PROCEDURES

The Needham Public Schools does not discriminate against students, parents, employees, or the general public based on race, color, sex, homeless status, gender identity, religion, national origin, sexual orientation, disability, or age. Discrimination or harassment by administrators, teachers, certified and support personnel, students, vendors and other individuals at school or at school-sponsored events is unlawful and is strictly prohibited. The Needham Public Schools requires all employees and students to conduct themselves in an appropriate manner with respect to their fellow employees, students and all members of the school community.

This Grievance Procedure is adopted to assist school staff in responding to claims of discrimination and/or harassment based on race, color, sex, homeless status, gender identity, religion, national origin, sexual orientation, disability, or age, including those claims brought under Title VI of the Civil Rights Act of 1964, Title VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act, M.G.L. c. 76, § 5; M.G.L. c. 151B and 151C; and 603 C.M.R. § 26.00 and the Age Act. This policy applies to all students, and staff, as well as members of the general public.

Definitions:

For the purposes of this procedure:

- A. A "Complaint" is defined as an allegation that a student, employee or other individual has been discriminated against or harassed on the basis of race, color, sex, homeless status, gender identity, religion, national origin, sexual orientation, disability, or age.
- B. "Discrimination" means discrimination or harassment on the basis of race, color, sex, homeless status, gender identity, religion, national origin, sexual orientation, disability, or age by which an individual is excluded from participation in, denied the benefits of, or otherwise subjected to discrimination under any program or activity of the school.
- C. "Harassment" means unwelcome conduct on the basis of race, color, sex, homeless status, gender identity, religion, national origin, sexual orientation, disability, or age that is sufficiently severe, persistent or pervasive to create a hostile environment for the individual at school. Harassment may include insults, name-calling, off color jokes, threats, comments, innuendoes, notes, display of pictures or symbols, gestures, or other conduct which rises to the level of a hostile environment.
- D. "Sexual Harassment" means unwelcome, sexually offensive or gender-based conduct which is sufficiently severe, persistent or pervasive to create a hostile environment for the individual at school. Additionally, under M.G.L. c. 151C, § 1, the term "sexual harassment" may also include, but is not limited to, sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature when: (i) submission to or rejection of such advances, requests or conduct is made either explicitly or implicitly a term or condition of the provision of the benefits, privileges or placement services or as a basis for the evaluation of academic achievement; or (ii) such advances, requests or conduct have the purpose or effect of unreasonably interfering with an individual's education by creating an intimidating, hostile, humiliating or sexually offensive educational environment. Under M.G.L. c. 151B, § 1, the term "sexual harassment" shall mean sexual advances, requests for sexual favors and other verbal or physical conduct of

a sexual nature when: (i) submission to or rejection of such advances, requests or conduct is made either explicitly or implicitly a term or condition of employment or as a basis for employment decisions; or (ii) such advances, requests or conduct have the purpose or effect of unreasonably interfering with an individual's work performance by creating an intimidating, hostile, humiliating or sexually offensive work environment.

When determining whether an environment is hostile, the school district examines the context, nature, frequency, and location of the sexual or gender-based incidents, as well as the identity, number and relationships of the persons involved. The school district must consider whether the alleged harassment was sufficient to have created such an environment for a reasonable person of the same age, gender, and experience as the alleged victim, and under similar circumstances.

HARASSMENT AND RETALIATION PROHIBITED

Harassment in any form or for any reason is absolutely forbidden. This includes harassment by administrators, certified and support personnel, students, vendors and other individuals in school or at school related events. Retaliation against any individual who has brought harassment or other inappropriate behavior to the attention of school officials or who has cooperated in an investigation of a complaint under this policy is unlawful and will not be tolerated by the Needham Public Schools.

Persons who engage in harassment or retaliation may be subject to disciplinary action, including, but not limited to reprimand, suspension, termination/expulsion or other sanctions as determined by the school administration and/or School Committee, subject to applicable procedural requirements.

HOW TO MAKE A COMPLAINT

- A. Any student, employee or other individual who believes that he/she has been discriminated against or harassed should report their concern promptly to the school principal listed below, or to the District's Civil Rights Coordinator. If the school principal receives the report, he or she will notify the Civil Rights Coordinator of the Complaint. Students, employees or other individuals who are unsure whether discrimination or harassment has occurred are encouraged to discuss the situation with the school principal.

The District's Civil Rights Coordinator is:

For employees: Alex McNeil
Assistant Superintendent for Human Resources
Alexandra_mcneil@needham.k12.ma.us
781-455-0400 x208

For students and families: Mary Lammi
Assistant Superintendent for Student Support Services
781-455-0400 x213

- B. District staff is expected to report incidents of discrimination or harassment of students and fellow employees. Parents and other adults are also encouraged to report any concerns about possible discrimination or harassment of students, employees or other individuals which have allegedly occurred on school grounds, at school related events, or actions which occurred outside of school but possibly create a hostile environment for a student or employee while he/she is at school.
- C. Students, employees and other individuals are encouraged to utilize the District's Complaint Procedure. However, individuals are hereby notified that they also have the right to report complaints to: The United States Department of Education; Office for Civil Rights, 5 Post Office Square, 8th Floor; Boston, Massachusetts 02110-1491, Telephone: (617) 289-0111, Fax: 617-289-0150, TDD: 877-521-2172; or Program Quality Assurance Services, Massachusetts Department of Elementary and Secondary Education, 75 Pleasant Street, Malden, MA 02148-4906, Telephone: 781-338-3700, TTY: N.E.T. Relay: 1-800-439-2370, FAX: 781-338-3710. Employees also have the right to seek a remedy at any time at the Equal Employment Opportunity Commission (EEOC), John F. Kennedy Federal Building, 475 Government Center, Boston, MA 02203-0506; 1-800-669-4000 or 1-800-669-6820 (TTY) and the Massachusetts Commission Against Discrimination (MCAD) at One Ashburton Place, Suite 601, Boston, MA 02018; 617-994-6000 or 617-994-6196 (TTY).

COMPLAINT HANDLING AND INVESTIGATION

- A. The school principal or designee shall promptly inform the relevant Civil Rights Coordinator and the person(s) who is the subject of the Complaint that a Complaint has been received.
- B. After notifying the appropriate Civil Rights Coordinator, the school principal or designee may pursue an informal

resolution of the Complaint with the agreement of the parties involved. Informal resolution is optional, and the Complainant may elect to proceed according to the formal resolution procedure at any time prior to the completion of the informal resolution.

- C. Under the formal resolution procedure, the Complaint will be investigated by the school principal or other individual designated by the school principal or Civil Rights Coordinator. Any Complaint about an employee who holds a supervisory position shall be investigated by a person who is not subject to that supervisor's authority. Any Complaint about the Superintendent should be submitted to the School Committee Chair, who will consult with legal counsel concerning handling the investigation of the Complaint.
1. The Complainant shall have the opportunity to identify witnesses and other relevant evidence to the investigator.
 2. The person who is the subject of the Complaint will be provided with an opportunity to be heard as part of the investigation including the opportunity to provide relevant information and identify witnesses for the investigator's consideration.
 3. The privacy rights of all parties to the Complaint shall be maintained in accordance with applicable state and federal laws.
 4. The investigator will keep a written record of the investigation process.
 5. The investigator may take interim remedial measures to reduce the risk of further discrimination or harassment while the investigation is pending.
 6. The investigation shall be completed within fifteen (15) school days of the date of the receipt of the Complaint.
 7. The investigator may extend the investigation period beyond fifteen (15) school days because of extenuating circumstances, including but not limited to availability and cooperation of witnesses, complexity of the investigation, school vacation periods, and the involvement of law enforcement and other outside agency investigations. If the investigator extends the investigation, he or she will notify the Complainant of the extension.
 8. If a complaint or report of discrimination or harassment is received after June 1 of a given school year, the investigator will attempt to complete the investigation by the end of the school year. In the event that the investigation extends beyond the last day of school, the District will make reasonable efforts to complete the investigation within the above-referenced time frame, but may extend the investigation period to account for the availability of witnesses during the summer vacation period. If the investigator extends the investigation, he or she will notify the Complainant of the extension and make reasonable efforts to interview the witnesses during the summer vacation period.
 9. Nothing in this procedure will preclude the investigator, in his or her discretion, from completing the investigation sooner than the fifteen (15) school days described above.
- D. If the investigator determines that discrimination or harassment has occurred, he/she shall take steps to eliminate the discriminatory hostile environment, which may include but is not limited to:
1. Determining what disciplinary action should be taken against the person(s) who engaged in discrimination or harassment, if any;
 2. Determining what steps are necessary to prevent recurrence of any discriminatory behavior, including but not limited to harassment, and to correct its discriminatory effects if appropriate; and
 3. Informing the Complainant and the person(s) who was the subject of the Complaint of the results of the investigation (in accordance with applicable state and federal privacy laws) within twenty (20) school days of receipt of the Complaint, unless the investigation is extended under the provision described above.
- E. If the Complainant or the accused, in the case of a student, the student's parents/legal guardians, is dissatisfied with the results of the investigation, an appeal may be made to the appropriate Civil Rights Coordinator within ten (10) school days after receiving notice of the outcome of the investigation. In the appeal, the appellant should identify any specific alleged factual or legal errors and explain why the errors should result in a different conclusion. The Civil Rights Coordinator shall review the investigation and may conduct further investigation if deemed appropriate. Within seven (7) school days of receipt of any such appeal, the Civil Rights Coordinator shall decide whether or not to reopen the investigation, uphold the principal or designee's determination, or reverse the principal or designee's determination. The Civil Rights Coordinator shall provide written notification of that determination to both the Complainant and the accused. The Civil Rights Coordinator's decision shall be final, subject to further appeal to the Superintendent. Please note that if the accused is subject to long-term suspension as a result of the investigation under these procedures, the appeal process set forth here and in the ensuing paragraph shall not apply, and his or her appeal rights shall be solely through the disciplinary due process provisions set forth in M.G.L. c.71, Sections 37H, 37H ½ and/or 37H ¾, as applicable to the individual circumstances.

- F. If the Complainant or, in the case of a student, the student's parents/legal guardians, are dissatisfied with the decision of the Civil Rights Coordinator, an appeal may be submitted to the Superintendent within seven (7) calendar days after receiving notice of the Civil Rights Coordinator's decision. The Superintendent will consider the appeal. The Superintendent's decision shall be final.

DISTRICT MEETINGS, PROGRAMS, ACTIVITIES

The Public Schools, recognizing that some areas in its school department buildings are inaccessible to individuals with disabilities, adopts the following policy:

- All meetings, conferences, programs, and activities in school department buildings are available, without discrimination, to individuals with disabilities as defined by the Rehabilitation Act of 1973 and/or Title II of the American with Disabilities Act.
- Whenever an individual with a disability(ies) wishes to attend or participate in a meeting, conference, program, or activity which is inaccessible, that meeting, conference, program or activity will be relocated to an accessible area. Forty-eight hour notice of the need for relocation should be made by the person with a disability(ies) to the Superintendent's Office:

Needham Public Schools
1330 Highland Avenue
Needham, MA 02492
(781) 455-0400 x 203

The Superintendent is responsible for implementing this policy by relocating meetings, conferences, programs, or activities. Whenever an individual with impaired vision seeks to obtain information under this procedure, the information will be communicated as follows:

- A Braille copy of the posting; a tape recording of the notice; and the use of a reader, where necessary, will be provide upon request.

Whenever an individual who is Deaf or Hard of Hearing seeks to obtain information under this procedure, the district will seek to provide access to that person as follows:

- A communication option will be offered that reflects the individual's preference: interpretation by a sign language interpreter or oral interpreter; live transcription services; or another method, which could include written notes. This assistance will be arranged through the Massachusetts Commission for the Deaf and Hard of Hearing. Please contact the Director of Student Support Services for more information: (781) 455-0400 x 213.

This policy will be posted in prominent and, where possible, accessible places in all School Department buildings, Town Hall, and the Public Library.

SPECIAL EDUCATION SERVICES

Special Education services provide specialized instruction to students who have been identified through testing, as having an educational disability that prevents them from making effective progress in their classroom. Parents/guardians play a key role in this process by offering their insight and information that helps the TEAM to understand their children. If determined to be eligible for special education services, a TEAM meeting, including parents and teachers, develops an Individualized Education Program (IEP) for the student. This Program is designed to support the student's access to the general education curriculum. Special Education evaluation and services can only be provided with a parent's permission. If you would like more information or believe your child may have a disability, please contact your child's teacher or your school's principal.

HOMELESS CHILDREN AND YOUTH

The **McKinney-Vento Act** is designed to remove barriers to enrollment and retention in school of homeless children and youth. A homeless child is defined broadly as "any child or youth without a fixed, regular, and adequate residence." These students include those who are "doubled up" with friends or relatives (sharing the housing of others due to loss of housing, economic hardship), runaways, unaccompanied youths, as well as others.

Homeless students have the right to continue to attend the same school they attended when permanently housed (or the school in which they were last enrolled) (i.e. school of origin) and to receive round-trip transportation between their temporary

housing and their school of origin. In the alternative, the student may choose to attend school where they are temporarily residing. School placement determinations must be made based on the best interest of the homeless student. School districts must presume that keeping the student in the school of origin until the end of the school year in which the student obtains permanent housing is in the student's best interest except when doing so is contrary to the request of the parent, guardian or unaccompanied youth. Homeless students must be enrolled immediately in school even if they do not have the documents usually required for enrollment such as school records or proof of immunizations. The District's Homeless Education Coordinator will contact the previously attended school district to request copies of any required records that are missing.

Any questions about the programming available to homeless students and their families should be directed to the Director of Student Support Services (Responsible for Homeless Education Coordination) who can be reached at (781)-455-0400 x213.

BULLYING POLICY

BULLYING DEFINITIONS AND RESPONSES

Bullying (and cyber-bullying) will not be tolerated in our schools, on buses or anywhere on school grounds. **Bullying** is conduct that is repeated by one or more students or by a member of the school staff and targets another student, causing one or more of the following:

- Physical or emotional harm to the targeted student or damage to his/her property;
- Placement of the targeted student in reasonable fear of harm to him/herself or of damage to his/her property;
- A hostile environment at school for the targeted student;
- Infringement on the rights of the targeted student at school; or
- Material and substantial disruption to the educational process or the orderly operation of the school.

Cyber-bullying is bullying through use of cell phones, computers or other technology and may include conduct such as sending mean or threatening email messages, instant messages, or text messages; creating websites that make fun of, humiliate, or intimidate others; and posting or sending embarrassing pictures of others.

Preventing and reducing bullying will be addressed in the following ways:

- By establishing a school-wide culture where bullying is not acceptable and where students recognize that helping students who are bullied is the right thing to do
- By training staff in identification of bullying, prevention and intervention techniques for bullying
- By providing time in classrooms/morning meetings for teachers to focus on bullying prevention so that they can provide tools for students
- By establishing and enforcing school rules and policies related to bullying

While Needham Elementary Schools are committed to maintaining a school environment where all students are free from bullying, we also recognize that students may be more vulnerable to bullying based upon actual or perceived differences. These may be related to race, color, religion, ancestry, national origin, sex, socio-economic status, homelessness, academic status, gender identity or expression, physical appearance, pregnant or parenting status, sexual orientation, mental, physical developmental or sensory disability or by associations with other people who have one or more of these characteristics. Needham Schools will provide support to students whose vulnerability is brought to the attention of a teacher, guidance counselor or administrator through observation or direct report from a student, staff member or parent/guardian. This support may be in the form of counseling, education to support both the student's ability to report bullying and his/her skills, knowledge and strategies to respond to bullying or harassment.

HOW TO REPORT BULLYING

Students who believe they are targets of bullying or retaliation, or who know about bullying conduct should report the conduct to an assistant principal, a teacher, guidance counselor or other school staff member. All school personnel are mandated to report any incidents of bullying that they witness to an appropriate administrator. In addition, parents/guardians are encouraged to report any incidents that may involve bullying. All members of the school community are responsible for keeping students safe. We expect that the community will set a positive example and not tolerate students who might create unsafe situations for other students.

Please see School Committee Policy JCFB Bullying for full statement on the district's policy regarding bullying and cyber-bullying.

PHYSICAL RESTRAINT OF STUDENTS & TIME-OUT PROCEDURE

PHYSICAL RESTRAINT

School staff may physically restrain students only when needed to protect a student and/or a member of the school community from assault or imminent, serious, physical harm and as a last resort when other alternatives have failed or been deemed inappropriate. In all cases, staff will be mindful of the importance of preventing or minimizing any harm to the student that could result from physical restraint.

Physical restraint means direct physical contact that prevents or significantly restricts a student's freedom of movement. It does not include: brief physical contact to promote student safety, providing physical guidance or prompting when teaching a skill, redirecting attention, providing comfort, or a physical escort. While use of physical restraint is generally restricted to personnel who have received appropriate training, this training requirement does not preclude personnel from using reasonable force to protect students, other persons or themselves from assault or imminent, serious, physical harm. During a restraint, at least one adult who does not participate in the restraint will be present whenever possible.

A staff member who administers a restraint must verbally inform the principal or designee of the restraint as soon as possible and submit a written report no later than the next school working day. The principal or his/her designee will make reasonable efforts to verbally inform the student's parent of the restraint within 24 hours and will provide written notice within three school working days by email address provided by the parent (or by regular mail to the parent postmarked within three school working days of the restraint.)

TIME-OUT

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. During time-out, a student must be continuously observed by a staff member, and a staff member must be with the student or immediately available to the student at all times. Time-out must cease as soon as the student has calmed.

Complaints and investigations regarding restraint practices are covered by School Policy JKAA.

Additional information, including a copy of applicable state regulations, can be obtained from Mary Lammi, Director of Student Support Services, who can be reached at 781-455-0400 x213

STUDENT RECORDS

The Family Educational Rights and Privacy Act (FERPA) and the Massachusetts Student Records Regulations ("Regulations") together provide parents and eligible students (those who have reached the age of 14 or who have entered ninth grade) certain rights with respect to the student's education records. A general overview of those rights is provided below. Parents and students may obtain a complete copy of their rights under the Massachusetts Student Record Regulations by contacting the school's principal.

- a. The **right to access** the student's education records. Parents or eligible students should submit their request for access to the building principal. Access is generally provided within ten days of a request. However, Massachusetts General Laws c. 71, §34H ("Section 37H") law provides specific procedures that must be followed prior to release of records to a parent who does not have physical custody of a child. These procedures include submitting a written request and other documentation to the principal on an annual basis. Information about these procedures can be obtained from the building principal.
- b. The **right to request amendment** of the student's education records. Parents or eligible students should direct their request to the principal, clearly identifying the part of the record they wish to have amended, and why.
- c. © The **right to consent to disclosures** of personally identifiable information contained in the student's education records, except to the extent that FERPA and the Massachusetts regulations authorize disclosure without consent. One exception that permits disclosure without consent is disclosure to school officials with legitimate educational interests in the records. Such school officials include professional, administrative and clerical staff who are employed by or under agreement with the Needham Public Schools and who need access to a record in order to fulfill their duties. The Needham Public Schools also discloses student records without parent/eligible student consent to officials of other elementary or secondary schools in which a student enrolls, or seeks, intends, or is instructed to enroll upon receipt of a request from such school officials.
- d. As required by law, the Needham Public Schools routinely releases (1) the name, address and telephone listing of secondary school students to military recruiters and to institutions of higher learning upon request, (2) the name and address of students to third party mail service that has been approved by the Department of Elementary and Secondary Education upon the request of a Charter School and (3) directory information, without consent. Directory information consists of the following: the student's name, parents' names, address, parent's email address, telephone

listing, date of birth, major field of study, dates of attendance, weight and height of athletic teams, class, participation in recognized activities and sports, honors and awards, and post- high school plans. In the event a parent or eligible student objects to the release of any of the above information, the parent or eligible student may state that objection in writing to the Director of Student Support Services no later than October 1 of each school year. Absent receipt of a written objection for the parent or eligible student by that date, this information will be released without further notice or consent.

- e. The **right to file a complaint** concerning alleged failures by the District to comply with the regulations and laws governing student records. Complaints may be filed at the Massachusetts Department of Education, 75 Pleasant Street, Malden, MA 02148. In addition, complaints relative to federal statutes and regulations governing student records may be filed with the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue SW, Washington DC.
- f. **Destruction of Records:** Regulations require that certain parts of the student record, such as the temporary record, be destroyed a certain period of time after the student leaves the school system. School authorities are also allowed to destroy misleading, outdated, or irrelevant information in the record from time to time while the student is enrolled in the school system. Before any such information is destroyed, the parent must be notified and have an opportunity to receive a copy of any of the information.
- g. **Temporary Records** consist of all the information not kept on the transcript. This information includes the student's standardized test scores and evaluations by teachers, counselors, and other staff members. Said record shall include, but not be limited to, any incidents involving suspension or violation of criminal laws or any incident reports in which the student was charged with any suspendable act. In accordance with Department of Education regulations, a student's temporary record will be destroyed up to 7 years after leaving school provided prior notice is given to the student.

