

George R. Austin Intermediate School

STUDENT HANDBOOK

2018-2019

Dr. Elizabeth Sullivan, Principal

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School Hours

7:50 AM to 2:15 PM

(On scheduled half days, students are dismissed at 11:00AM)

The Freetown-Lakeville Regional School District does not discriminate on the basis of race, color, national origin, sex, disability, religion, sexual orientation, gender identity, or homelessness.

Student handbooks are published and issued to all intermediate school students every year. Students are expected to share their handbook with their parents. This handbook has been approved by the FLRSD school committee and copies are on file with the Massachusetts Department of Education. It should be noted that any item in this handbook may be subject to revision.

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Staff Directory

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District Mission Statement

Together with families and the community, the Freetown-Lakeville Regional Schools provide an enriching, supportive, safe environment in which all students acquire the knowledge and skills needed to thrive as productive, respectful, contributing members of a global society. In schools across the district all staff feel professionally responsible for working toward shared goals that are focused on high-quality teaching and learning. Teachers use agreed-upon research based practices and innovative approaches to deliver a challenging, cohesive, Pre K-12 standards-based curriculum that reflects contemporary knowledge and skills. Highly functional teams in schools across the district use multiple forms of data to question, understand, and improve students' performance and the effectiveness of classroom and school practices. The professional culture of the district is defined by strong forms of internal accountability that drives a continuous process of improvement and contributes to high levels of individual and collective efficacy. Freetown-Lakeville is fully committed to all students and recognizes that it is people and practices that make a difference.

If all members of our schools develop collective expectations for teaching and learning, are allowed opportunities to build their capacity to meet those expectations, are held accountable by each other for meeting those expectations, and continue to develop relationships with families and the community, then student performance will increase.

The educators of the Freetown-Lakeville Regional School District are committed to the deep implementation of these three core goals to achieve its mission and vision.

1. We will foster a culture of professional responsibility, collaborative decision making and shared practice where all members are collectively committed to our shared vision of continuous improvement
2. Based on the use of multiple data sources, we will provide challenging, research-based instruction and curriculum that meets the needs of all our students.
3. We will foster and promote the building of relationships among families, the community, and the district to facilitate collaboration around the educational mission, vision, and goals of the district.

Absences

Written documentation is required from a parent or guardian for all absences. The note must list the following:

- The date(s) of absence(s)
- The student's full name
- The reason for the absence
- A parent/guardian signature

Excused absences are for:

- Medical appointment/illness verified in writing by a professional health care provider
- Death of a family member
- Observance of a major religious holiday
- School-related absence (i.e.; school suspension)
- Legal obligation
- Absence approved by the school principal

Please note: Family vacations do not constitute an excused absence. Teachers will not provide schoolwork for students who miss school due to a vacation taken on a regular school day(s).

After-school Activities

Students may only remain after school for school sponsored and supervised activities, programs, and services. Students must be picked up promptly from any events. Any student who was absent from school or had a detention assigned for a discipline reason may not attend an after-school event on that day.

Allergies

Food Allergies

Food allergies can be life threatening. The risk of accidental exposure to foods can be reduced in the school setting if schools work with students, parents, and physicians to minimize risks and provide a safe educational environment for food-allergic students. A growing number of children have significant allergies (bees, peanut, and tree nut). In an effort to protect these children from a life threatening reaction, emergency plans are in best place and shared with appropriate staff. The cafeteria closely monitors its menus with the needs of these children in mind.

Family's Responsibilities:

- Notify the school of the child's allergies.
- Work with the school team to develop a plan that accommodates the child's needs throughout the school including in the classroom, in the cafeteria, in after-care programs, during school-sponsored activities, including sports, and on the school bus, as well as a Food Allergy Action plan.
- Provide written parent consent and medication orders by the first day of each school year.
- Provide properly labeled medications and replace medications promptly after use or upon expiration.
- Educate the child in the self-management of their food allergy including:
 - safe and unsafe foods
 - strategies for avoiding exposure to unsafe foods or possibly unsafe foods symptoms of allergic reactions - how and when to tell an adult they may be having an allergy-related problem
 - how to read food labels (age appropriate)
- Review policies/procedures with the school staff, the child's physician, and the child (if age appropriate) after a reaction has occurred.
- Provide emergency contact information that is up to date (parents should be available for notification in an emergency).

School's Responsibilities:

- Be knowledgeable about and follow applicable federal laws including ADA, IDEA, Section 504, and FERPA and any state laws or district policies that apply.
- Review the health records submitted by parents and physicians.
- Include food-allergic students in school activities. Students may not be excluded from school activities solely based on their food allergy.
- Identify a core team of, but not limited to, school nurse, teacher, principal, school foodservice and nutrition manager/director, and counselor (if available) to work with parents and the student (age appropriate) to establish a prevention plan. Changes to the prevention plan to promote food allergy management should be made with core team participation.
- Assure that all staff who interact with the student on a regular basis understand food allergy, can recognize symptoms, know what to do in an emergency, and work with other school staff to eliminate the use of food allergens in the allergic student's meals, educational tools, arts and crafts projects, or incentives.
- Practice the Food Allergy Action plans before an allergic reaction occurs to assure the efficiency/effectiveness of the plans.
- Coordinate with the school nurse to be sure medications are appropriately stored, and be sure that an emergency kit is available that contains a physician's standing order for epinephrine. In states where regulations permit, medications are kept in an easily accessible secure location central to designated school personnel, not in locked cupboards or drawers. Students should be allowed to carry their own epinephrine, if age appropriate after approval from the student's physician/clinic, parent and school nurse, and allowed by state or local regulations.
- Delegate and train school personnel to administer medications in accordance with the Massachusetts

Department of Public Health regulations governing the administration of emergency medications:

- Be prepared to handle a reaction and ensure that there is a staff member available who is properly trained to administer medications during the school day regardless of time or location.
- Review policies/prevention plan with the core team members, parents/guardians, student (age appropriate), and physician after a reaction has occurred.
- Work with the district transportation administrator to assure that school bus driver training includes symptom awareness and what to do if a reaction occurs.
- Recommend that all school busses have communication devices in case of an emergency.
- Enforce a "no eating" policy on school busses with exceptions made only to accommodate special needs under federal or similar laws, or school district policy.
- Discuss field trips with the family of the food-allergic child to decide appropriate strategies for managing the food allergy.
- Follow federal/state/district laws and regulations regarding sharing of medical information about the student.
 - Take threats or harassment against an allergic child seriously.

Student's Responsibilities:

- Should not trade food with others.
- Should not eat anything with unknown ingredients or known to contain any allergen.
- Should be proactive in the care and management of their food allergies and reactions based on their developmental level.
- Should notify an adult immediately if they eat something they believe may contain the food to which they are allergic.

Latex Allergies

Latex is a milk protein that is part of natural rubber (from the sap of a rubber tree) that can cause severe allergic reactions in sensitive individuals. These reactions can cause hives, and severe breathing problems. Latex allergies can develop at any age. There are many sources of latex that individuals can be exposed to in the school environment that include, but are not limited to, balloons, art supplies, classroom supplies, rubber bands, medical products, playground and gym equipment. Since there is no cure for a latex allergy, avoiding exposure to latex proteins is the key to preventing symptoms and potential reactions for susceptible individuals. Creating awareness through education is essential. The goal in our school environment is to eliminate as many sources as possible.

The following procedures are implemented:

1. All classrooms will utilize only latex-free school supplies (i.e. erasers, rubber bands).
2. Only non-latex products in the health office will be supplied and maintained.
3. Only Mylar balloons are permitted in the building. (NO latex balloons.)
4. Custodial staff and food staff will use non-latex gloves for work at school.
5. Only non-latex supplies will be used as alternatives in science, gym, music, and art projects.
6. Cross contamination risks will be eliminated by not serving foods with latex from the school kitchen (i.e. strawberries, bananas, celery, and melon).

For more information, you can visit www.latexallergyresources.org.

Bicycles

Based on concern for students' safety, students may not ride bicycles to or from school.

FLRSD's Bullying Prevention and Intervention plan

The Freetown-Lakeville Regional School District is committed to provide a safe haven which fosters a culture of respect free from harassment, intimidation, bullying, cyber-bullying, and retaliation to support the diverse human needs of **all** students, employees, volunteers and patrons.

The Department of Elementary and Secondary Education requires each district and school to have in place an effective Bullying Prevention and Intervention plan. The plan is required under M.G.L. c. 71, § 37O. The Freetown-Lakeville plan was developed in consultation with state agencies, school personnel, advocacy organizations, and other interested parties.

I Leadership

Leadership at all levels will play a critical role in implementing and updating the Freetown-Lakeville Regional School District Bullying Prevention and Intervention plan.

Leadership will make every effort to promote a positive school climate. Leaders will have a primary role in teaching students to be civil to one another and promote an understanding and respect for diversity and differences.

Leadership includes all school administrators, teachers, school committee members, school councils of each individual school and PTO officers.

Leadership is responsible for setting priorities and for staying up-to-date with current research on ways to prevent and effectively respond to bullying.

A. Public involvement in developing the plan. As required by M.G.L. c. 71 sec. 370, the plan was developed in consultation with teachers, school staff, professional support personnel, school volunteers, administrators, community members local law enforcement agencies, students, parents, and guardians. Consultation included notice and a public comment period before the plan was adopted by the school committee. The district will continue to meet to develop aspects of the plan's amendments, updates including needs assessments, working groups, task forces, and public meetings.

B. Assessing needs and resources. The plan is the district and individual school's blueprint for enhancing capacity to prevent and respond to issues of bullying within the context of other healthy school climate initiatives. As part of the planning process as well as the process to continually improve the effectiveness of the plan via amendments, school leaders, with input from families and staff, will assess the adequacy of current programs; review current policies and procedures; review available data on bullying and behavioral health services. The mapping process will assist schools and districts in identifying resources gaps and the most significant areas of need. Based on these findings, schools and districts will revise or develop policies and procedures; establish partnerships with community agencies, including law enforcement; and set priorities.

Periodic needs assessments may include, but are not limited to:

- 1) Surveying students, staff, parents, and guardians on school climate and school safety issues; and collecting and analyzing building and/or school-wide data on bullying to assess the present problem and to measure improved outcomes;
- 2) creating a process for recording and tracking incident reports, and for accessing information related to targets and aggressors;
- 3) planning for the ongoing professional development that is required by the law;
- 4) planning supports that respond to the needs of targets and aggressors;
- 5) choosing and implementing the curricula that the school or district will use;
- 6) developing new or revising current policies and protocols under the plan, including an Internet safety policy, and designating key staff to be in charge of implementation of them;
- 7) amending student and staff handbooks and codes of conduct;
- 8) leading the parent or family engagement efforts and drafting parent information materials; and
- 9) reviewing and updating the plan each year.

II Training and Professional Development

This plan reflects the requirements under M.G.L. c. 71, § 37O to provide ongoing professional development for all staff, including but not limited to, educators, administrators, counselors, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to extracurricular activities, and paraprofessionals. The plan states the content and frequency of staff training and ongoing professional development as determined by our needs, and list other topics to be included in these staff programs. These locally identified additional areas of training are based on needs and concerns identified by school and district staff.

The law lists six topics that must be included in professional development. Additional topics may be identified by the school or district leadership to meet the unique needs of our district communities. This plan identifies which trainings will be provided district-wide and which will be school-based.

A. Annual staff training on the plan.

Annual training for all school staff will include staff duties under the plan, an overview of the steps that the principal or designee will follow upon receipt of a report of bullying or retaliation, and an overview of the bullying prevention curricula to be offered at all grades throughout the school or district. Staff members hired after the start of the school year are required to participate in school-based training during the school year in which they are hired, unless they can demonstrate participation in an acceptable and comparable program within the last two years.

B. Ongoing professional development.

The goal of professional development is to establish a common understanding of tools necessary for staff to create a school climate that promotes safety, civil communication, and respect for differences. Professional development will build the skills of staff members to prevent, identify, and respond to bullying. As required by M.G.L. c. 71, § 37O, the content of our professional development will be informed by research and will include information on:

- i. developmentally (or age-) appropriate strategies to prevent bullying;
- ii. developmentally (or age-) appropriate strategies for immediate, effective interventions to stop bullying incidents;
- iii. information regarding the complex interaction and power differential that can take place between and among an aggressor, target, and witnesses to the bullying;
- iv. research findings on bullying, including information about specific categories of students who have been shown to be particularly at risk for bullying in the school environment;
- v. information on the incidence and nature of cyber-bullying; and
- vi. Internet safety issues as they relate to cyber-bullying.

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

Additional areas identified for professional development include:

- Promoting and modeling the use of respectful language;
- Fostering an understanding of and respect for diversity and difference;
- Building relationships and communicating with families;
- Constructively managing classroom behaviors;
- Using positive behavioral intervention strategies;
- Applying constructive disciplinary practices
- Teaching students skills including positive communication, anger management, and empathy for others;
- Engaging students in school or classroom planning and decision-making; and
- Maintaining a safe and caring classroom for all students.

C. Written notice to staff.

The district will provide all staff with an annual written notice of the plan by publishing information about it, including sections related to staff duties, in the district employee handbooks.

III Access to Resources and Services

A key aspect of promoting positive school climates is ensuring that the underlying emotional needs of targets, aggressors, families, and others are addressed. The plan describes strategies for providing supports and services necessary to meet these needs. In order to enhance the district's capacity to prevent, intervene early, and respond effectively to bullying, available services reflect an understanding of the dynamics of bullying and provide approaches to address the needs of targets and aggressors. The plan includes a strategy for providing counseling or referral to appropriate services for aggressors, targets, and family members of those students.

A. Identifying resources.

The plan includes the district's process for identifying its capacity to provide counseling and other services for targets, aggressors, and their families. This will include a review of current staffing and programs that support the creation of positive school environments by focusing on early interventions and intensive services. Once this mapping of resources is complete, the district will develop recommendations and action steps to fill resource and service gaps. This may include adopting new curricula, reorganizing staff, establishing safety planning teams, and identifying other agencies that can provide services. An outline of the local processes for identifying existing and needed resources will be developed.

B. Counseling and other services.

The plan will identify the availability of culturally and linguistically appropriate resources within the district. If resources need to be developed, the plan will identify linkages with community based organizations, including Community Service Agencies (CSAs) for Medicaid eligible students. In addition, the plan will identify staff and service providers who assist schools in developing safety plans for students who have been targets of bullying or retaliation, providing social skills programs to prevent bullying, and offering education and/or intervention services for student exhibiting bullying behaviors. Schools may consider current tools including, but not limited to, behavioral intervention plans, social skills groups, and individually focused curricula.

C. Students with disabilities.

As required by M.G.L. c. 71B, § 3, as amended by Chapter 92 of the Acts of 2010, when the IEP Team determines the student has a disability that affects social skills development of the student may participate in or is vulnerable to bullying, harassment, or teasing because of his/her disability, the Team will consider what should be included in the IEP to develop the student's skills and proficiencies to avoid and respond to bullying, harassment, or teasing.

D. Referral to outside services.

The district will establish a referral protocol for referring students and families to outside services. Clear protocols will help students and families access appropriate and timely services. Referrals must comply with relevant laws and policies. Current local referral protocols will be evaluated to assess their relevance to the plan, and revised as needed.

IV Academic and Non-Academic Activities

The law requires each district to provide age-appropriate instruction on bullying prevention in each grade that is incorporated into the school's or district's curricula. Curricula must be evidence-based. Effective instruction includes classroom approaches, whole school initiatives, and focused strategies for bullying prevention and social skills development. Please refer to the District's Action plan timeline for curriculum selection. The Department of Elementary and Secondary Education will publish guidelines for implementing social and emotional learning curricula by June 30, 2011. Other resources are currently available on the Department's website at

A. Specific bullying prevention approaches.

Bullying prevention curricula will be informed by current research which, among other things, emphasizes the following approaches:

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

Initiatives will teach students about the student-related sections of the Bullying Prevention and Intervention Plan. The plan includes specific information about how and when the school or district will review the plan with students.

B. General teaching approaches that support bullying prevention efforts.

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

- Setting clear expectations for students and establishing school and classroom routines;
- Creating safe school and classroom environments for all students, including for students with disabilities, lesbian, gay, bisexual, transgender students, and homeless students;
- Using appropriate and positive responses and reinforcement, even when students require discipline;
- Using positive behavioral supports;
- Encouraging adults to develop positive relationships with students;
- Modeling, teaching, and rewarding pro-social, healthy, and respectful behaviors;
- Using positive approaches to behavioral health, including collaborative problem-solving, conflict resolution training, teamwork, and positive behavioral supports that aid in social and emotional development;
- Using the Internet safely; and
- Supporting students' interest and participation in non-academic and extracurricular activities, particularly in their areas of strength.

V Policies and Procedures for Reporting & Responding to Bullying and Retaliation

To support efforts to respond promptly and effectively to bullying and retaliation, the district has put in place policies and procedures for receiving and responding to reports of bullying or retaliation. These policies and procedures will ensure that members of our school community – students, parents, and staff – know what will happen when incidents of bullying occur. This includes detailed procedures for staff reporting of incidents, processes for communicating to students and families how reports can be made (including anonymous reports), and procedures to be followed by the principal or designee once a report is made.

A. Reporting bullying or retaliation.

Reports of bullying or retaliation may be made by staff, students, parents or guardians, or others, and may be oral or written. Oral reports made by or to a staff member shall be recorded in writing. A school or district staff member is required to report immediately to the principal or designee any instance of bullying or retaliation the staff member becomes aware of or witnesses. Each school shall have a means for anonymous reporting by students of incidents of bullying. No formal disciplinary action shall be taken solely on the basis of an anonymous report. Reports made by students, parents or guardians, or other individuals who are not school or district staff members, may be made anonymously. Use of an Incident Reporting Form is not required as a condition of making a report.

At the beginning of each school year, the district will provide the school community, including administrators, staff, students, and parents or guardians, with written notice of its policies for reporting acts of bullying and retaliation. A description of the reporting procedures and resources, including the name and contact information of the principal or designee, will be incorporated in student and staff handbooks, on the district website, and in information about the plan that is made available to parents or guardians.

1. Reporting by Staff

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

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

The district expects students, parents or guardians, and others who witness or become aware of an instance of bullying or retaliation involving a student to report it to the principal or designee. Reports may be made anonymously, but no disciplinary action will be taken against an alleged aggressor solely on the basis of an anonymous report. Students will be provided practical, safe, private and age-appropriate ways to report and discuss an incident of bullying with a staff member, or with the principal or designee.

B. Responding to a report of bullying or retaliation.

1. **Safety**

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

The principal or designee will implement appropriate strategies for protecting from bullying or retaliation a student who has reported bullying or retaliation, a student who has witnessed bullying or retaliation, a student who provides information during an investigation, or a student who has reliable information about a reported act of bullying or retaliation.

2. Obligations to Notify Others

a. Notice to parents or guardians.

Upon determining that bullying or retaliation has occurred, the principal or designee will promptly notify the parents or guardians of the target and the aggressor of this, and of the procedures for responding to it. There may be circumstances in which the principal or designee contacts parents or guardians prior to any investigation. Notice will be consistent with state regulations at 603 CMR 49.00.

b. Notice to Another School of District

If the reported incident involves students from more than one school district, charter school, non-public school, approved private special education day or residential school, or collaborative school, the principal or designee first informed of the incident will promptly notify by telephone the principal or designee of the other school(s) of the incident so that each school may take appropriate action. All communications will be in accordance with state and federal privacy laws and regulations, and 603 CMR 49.00.

c. Notice to Law Enforcement

At any point after receiving a report of bullying or retaliation, including after an investigation, if the principal or designee has a reasonable basis to believe that criminal charges may be pursued against the aggressor, the principal will notify the local law enforcement agency. Notice will be consistent with the requirements of 603 CMR 49.00 and locally established agreements with the local law enforcement agency. Also, if an incident occurs on school grounds and involves a former student under the age of 21 who is no longer enrolled in school, the principal or designee shall contact the local law enforcement agency if he or she has a reasonable basis to believe that criminal charges may be pursued against the aggressor.

In making this determination, the principal will, consistent with the plan and with applicable district policies and procedures, consult with the Director of Safety and Security, and other individuals the principal or designee deems appropriate.

3. Investigation

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

During the investigation the principal or designee will, among other things, interview students, staff, witnesses, parents or guardians, and others as necessary. The principal or designee (or whoever is conducting the investigation) will remind the alleged aggressor, target, and witnesses that retaliation is strictly prohibited and will result in disciplinary action.

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

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

4. Determinations

The principal or designee will make a determination based upon all of the facts and circumstances. If, after investigation, bullying or retaliation is substantiated, the principal or designee will take steps reasonably calculated to prevent recurrence and to ensure that the target is not restricted in participating in school or in benefiting from school activities.

The principal or designee will:

- 1) determine what remedial action is required, if any, and
- 2) determine what responsive actions and/or disciplinary action is necessary.

Depending upon the circumstances, the principal or designee may choose to consult with the students' teacher(s) and/or school counselor, and the target's or aggressor's parents or guardians, to identify any underlying social or emotional issue(s) that may have contributed to the bullying behavior and to assess the level of need for additional social skills development.

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

5. Responses to Bullying

a) Teaching Appropriate Behavior Through Skills-building

Upon the principal or designee determining that bullying or retaliation has occurred, the law requires that the school use a range of responses that balance the need for accountability with the need to teach appropriate behavior. M.G.L. c. 71, § 37O (d)(v).

Skill building approaches that the principal or designee may consider include:

- Offering individualized skill-building sessions based on the school district's anti-bullying curricula;
- Providing relevant educational activities for individual students or groups of students, in consultation with guidance counselors and other appropriate school personnel;
- Implementing a range of academic and nonacademic positive behavioral supports to help students understand pro-social ways to achieve their goals;
- Meeting with parents and guardians to engage parental support and to reinforce the anti-bullying curricula and social skills building activities at home;
- Adopting behavioral plans to include a focus on developing specific social skills

b) Taking Disciplinary Action

If the principal or designee decides that disciplinary action is appropriate, the disciplinary action will be determined on the basis of facts found by the principal or designee, including the nature of the conduct, the age of the student(s) involved, and the need to balance accountability with the teaching of appropriate behavior. Discipline will be consistent with the plan and with the school's code of conduct.

Discipline procedures for students with disabilities are governed by the federal Individuals with Disabilities Education Improvement Act (IDEA), which should be read in cooperation with state laws regarding student discipline.

If the principal or designee determines that a student knowingly made a false allegation of bullying or retaliation, that student may be subject to disciplinary action.

c) Promoting Safety for the Target and Others

The Principal or designee will consider what adjustments, if any, are needed in the school environment to enhance the target's sense of safety and that of others as well.

Within a reasonable period of time following the determination and the ordering of remedial and/or disciplinary action, the principal or designee will contact the target to determine whether there has been a recurrence of the prohibited conduct and whether additional supportive measures are needed. If so, the principal or designee will work with appropriate school staff to implement them immediately.

VI Collaboration with Families

Parents and guardians will be notified in writing each year about the student-related sections of the Bullying Prevention and Intervention plan, in the language(s) most prevalent among the parents or guardians. School-specific approaches to collaboration will take into account age, climate, socio-economic factors, linguistic, and cultural makeup of students and the parents.

A. Parent education and resources

The school or district will offer education programs annually for parents and guardians that are focused on the parental components of the anti-bullying curricula and any social competency curricula used by the district or school.

B. Notification requirements.

Each year the school or district will inform parents or guardians of enrolled students about the anti-bullying curricula that are being used. This notice will include information about the dynamics of bullying, including cyber-bullying and online safety.

The school or district will send parents written notice each year about the student-related sections of the plan and the school's or district's Internet safety policy. All notices and information made available to parents or guardians will be in hard copy and electronic formats, and will be available in the language(s) most prevalent among parents or guardians. The district will post the plan and related information on its website.

VII Prohibition Against Bullying and Retaliation

Acts of bullying, which include cyber-bullying, are prohibited:

(i) on school grounds and property immediately adjacent to school grounds, at a school sponsored or school-related activity, function, or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased, or used by a school district or school; or through the use of technology or an electronic device owned, leased, or used by a school district or school, and

(ii) at a location, activity, function, or program that is not school-related through the use of technology or an electronic device that is not owned, leased, or used by a school district or school, if the acts create a hostile environment at school for the target or witnesses, infringe on their rights at school, or materially and substantially disrupt the education process of the orderly operation of a school.

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

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

VIII Definitions

Aggressor is a student or staff member (including, but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional) who engages in bullying, cyber-bullying, or retaliation.

Bullying, as defined in M.G.L. c. 71, § 37O, is the repeated use by one or more students or a staff member of a written, verbal, or electronic expression or a physical act or gesture or any combination thereof, directed at a target that:

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

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

Hostile environment, as defined in M.G.L. c. 71, § 37O, is a situation in which bullying causes the school environment to be permeated with intimidation, ridicule, or insult that is sufficiently severe or pervasive to alter the conditions of a student's education.

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

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

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

IX Relationship to Other Laws

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

In addition, nothing in this plan is designed or intended to limit the authority of the school or district to take disciplinary action or other action under M.G.L. c. 71, §§ 37H or 37H ½, other applicable laws, or local school or district policies in response to violent, harmful, or disruptive behavior, regardless of whether the plan covers the behavior.

Student Use of Cell Phones

In the event that a student has an emergency that requires a call to a parent/guardian, he/she may ask the classroom teacher to assist him/her or may visit the main office.

Please see the district-wide Digital Technology Acceptable Use Policy which indicates that “the use of personally owned devices is at the discretion of the individual teacher and should only be used during class time when use is related to the lesson or assignment. Personally owned devices (including laptops, tablets, smartphones, and cell phones) **must be turned off and put away during school hours**-unless in the event of an emergency or as instructed by a teacher or staff for educational purposes.

CORI and Fingerprinting Information Policy

The policy for Policy for obtaining CORI Information for all current employees, prospective employees, volunteers, laborers, contractors, subcontractors, transportation providers and all others who may have unmonitored contact with children in order to further protect the school children of the FLRSD:

In accordance with General Laws c. 71, § 38R, as well as G.L. c. 6, § 172I, the Freetown- Lakeville Regional School Department (“the school department”) are enacting the following policy relative to obtaining Criminal Offender Registry Information (“CORI”) in order to further protect their school children. All current and prospective employees, volunteers, individuals who provide school related transportation to children, contractors, subcontractors, and laborers who may have direct and unmonitored contact with children will be subject to mandatory CORI checks at least once every three years in accordance with this policy. Pursuant to a Department of Education CORI Law Advisory dated February 17, 2003, “Direct and unmonitored contact with children’ means contact with a child when no other CORI cleared employee of the school or district is present. A person having only the potential for incidental unsupervised contact with children in commonly used areas of the school grounds, such as hallways, shall not be considered to have the potential for direct and unmonitored contact with children. These excluded areas do not include bathrooms and other isolated areas (not commonly utilized and separated by sight or sound from other staff) that are accessible to students.”

Pursuant to G.L. c. 71, § 38R, the school department believes that the most effective and responsible way to ensure and protect the safety of their students and employees is to maintain a “zero tolerance policy” with respect to any individual who has been convicted of a crime as an adult. Since approximately 1997, the school department have maintained a “zero tolerance” practice of not hiring any individual who has received an adult criminal conviction. As a result of the recent amendments to General Law’s c. 71, § 38R and G.L. c. 6, § 172I, the school department hereby adopts the following policy:

1. All contractors, subcontractors, and laborers who have been commissioned by the school committee to perform work on school grounds and who may have direct and unmonitored contact with children will be subject to CORI checks. Within thirty days of the effective date of this policy, all contractors and subcontractors must submit a list of names to the superintendent of all workers who will be performing work on school grounds and who may have direct and unmonitored contact with children. All such workers will be required to fill out a CORI authorization form. Any worker who refuses to fill out a CORI authorization form will be prohibited from working on school grounds. Additionally, any new worker hired by a contractor or subcontractor to perform work on school grounds and who may have direct and unmonitored contact with children must have his/her name submitted to the Superintendent prior to being allowed to work on school grounds. All new workers that are otherwise qualified in all respects will be required to fill out a CORI authorization form as the last step in the screening process. Any new worker who refuses to fill out a CORI authorization form will be prohibited from working on school grounds. Finally, if the CORI report for any worker or laborer of any contractor or subcontractor reveals any adult criminal convictions, such worker or laborer will be prohibited from working on school grounds.
2. All contractors, subcontractors, or taxicab companies that have contracted to provide school related transportation to children will be subject to CORI checks. Within thirty days of the effective date of this policy, all contractors,

subcontractors, or taxicab companies must submit a list of names to the Superintendent of all individuals that provide school related transportation to children. All such individuals will be required to fill out a CORI authorization form. Any individual who refuses to fill out a CORI authorization form will be prohibited from providing school related transportation to children. Additionally, any new individual hired by a contractor, subcontractor, or taxicab company to provide school related transportation to children must have his/her name submitted to the superintendent prior to being allowed to perform such work. All new workers that are otherwise qualified in all respects will be required to fill out a CORI authorization form as the last step in the screening process. Any new worker who refuses to fill out a CORI authorization form will be prohibited from transporting children for school related purposes. Finally, if the CORI report for any individual of any contractor, subcontractor, or taxicab company reveals any adult criminal convictions, such individual will be prohibited from providing any school related transportation to children.

3. Any volunteer for the School Department who may have direct and unmonitored contact with children will be required to undergo a CORI check at least once every three years. All such volunteers will be required to fill out a CORI authorization form. Any volunteer who refuses to fill out a CORI authorization form will be prohibited from volunteering on school grounds. Additionally, if the CORI report for any volunteer reveals any adult criminal convictions, said individual will be prohibited from volunteering on school grounds. Any prospective volunteer for the school department who may have direct and unmonitored contact with children will be required to undergo a CORI check prior to being allowed to volunteer on school grounds. All prospective volunteers that are otherwise qualified in all respects will be required to fill out a CORI authorization form as the last step in the screening process. Any prospective volunteer who refuses to fill out a CORI authorization form will be prohibited from volunteering on school grounds. Additionally, if the CORI report for any prospective volunteer reveals any adult criminal convictions, said individual will be prohibited from volunteering on school grounds.
4. Prospective Employees – all prospective employees of the school department who may have direct and unmonitored contact with children will be required to undergo a CORI check prior to being offered employment with the school department. All applicants that are otherwise qualified in all respects for the position will be required to fill out a CORI authorization form as the last step in the screening process. Any applicant who refuses to fill out a CORI authorization form will be prohibited from working on school grounds and will not be considered further for employment with the school department. Additionally, if the CORI report for any applicant or prospective employee reveals any adult criminal convictions, said individual will be prohibited from working on school grounds and will not be considered further for employment with the school department.
5. Employees – Although the school department believe that “zero tolerance” is the safest way to ensure the safety of their students, the school department recognize that most employees have attained a property interest in their respective positions, which does not exist for prospective employees, volunteers, contractors or subcontractors. Consequently, the school department recognize that they must adhere to certain procedural requirements and meet certain standards prior to issuing any disciplinary action against any employee. Accordingly, the school department set forth the following procedures and standards for its employees:

- A. All employees of the school department are required to undergo periodic CORI checks, but not less than once every three years.
 - B. Employees will receive thirty (30) days' notice from the superintendent prior to a CORI check being performed. Upon being notified, employees are required to sign a CORI authorization form. Refusal by any employee to sign a CORI authorization form will be deemed just cause for termination of the employee's employment.
 - C. If an employee's CORI report reveals any adult criminal convictions, the following factors will be considered in determining whether or not there are grounds for discipline up to and including termination of an individual's employment:
 - (1) Whether or not a conviction was a felony or a misdemeanor;
 - (2) The nature of the offense, including, but not limited to:
 - a. Whether or not a conviction was for a violent crime;
 - b. Whether or not a conviction involved any offenses against children or minors;
 - c. Whether or not the conviction involved any drug or narcotics related offenses;
 - (3) The date of the conviction;
 - (4) The type of sentence;
 - (5) Whether or not there are subsequent or repeated convictions and/or a pattern of criminal behavior;
 - (6) Whether or not the individual successfully completed probation;
- If it is determined that any one of the above-referenced factors, or any combination of such factors, provides cause for discipline up to and including termination of the employee's employment, the employee will receive the proper notice and hearing as required by any applicable law, contract or collective bargaining agreement.
- D. If requested, CORI information will be shared with the individual to whom it pertains. Individuals will also be advised that they can obtain a copy of their own report at no cost by submitting a personal request to the CHSB.
 - E. Sealed records will not be considered in disciplining employees.
 - F. If the school department are notified that an employee is challenging the accuracy of his/her CORI report, the employee will be given a reasonable period of time, but not more than thirty (30) days to clear up the alleged inaccuracies of the report. The school department reserve the right to place the employee on administrative leave during this period if they believe that the employee poses a risk to their students.
 - G. Any employee who is convicted of a crime after May 1, 2003, must notify the superintendent immediately. The FLRSD reserve their right to determine whether or not such conviction is grounds for discipline up to and including termination of the employee's employment. Failure to report such a conviction will be deemed just cause for termination.
 - H. All CORI reports will be kept in confidential folders separate from personnel files in a secured location, where there will be no access to support staff. CORI information will not be kept for more than three (3) years.
 - I. Results of all CORI checks will only be disclosed to authorized personnel and the respective individual, and will not be used for any purpose other to further the protection of school children.

Damage to or Loss of School Property

All students are responsible for the care of materials issued to them from the school. Damage or loss of locks, lockers, books, etc. must be paid for by the student. All debts must be paid prior to issuance of final report cards.

Data Verification Forms

It is important that we keep our records up to date. Please keep us informed of any change of address, phone number, guardianship, etc. At the beginning of each school year, each child should return an updated personal information and health form to the school nurse.

Dismissals

Any student being dismissed during school hours must present a note to his/her homeroom teacher at homeroom period. The note must include the student's full name, the reason for dismissal, and the date and time of dismissal. When a student is to be dismissed, the parent/guardian must come into the office and sign the student out. At the time of the requested dismissal, the student should report to the office to be signed out.

Dress Code Policy

As attire greatly influences attitude toward school, students are expected to be neat, clean, and modest. Students should always be dressed appropriately for school. Dress and grooming that distracts the attention of others, causes disruptions, or interferes with the learning process will not be permitted. Please take the time to review this policy and discuss the importance of following it with your child(ren). The principal shall determine whether any particular mode of dress does not follow the code.

Standards of Dress for Students:

1. Clothing shall not be provocative, distracting, immodest, obscene, or hazardous.
2. Bare midriffs, see-through garments, halter tops, spaghetti straps, low-cut blouses, tube tops, bathing suits, short skirts, short shorts, pajamas or slippers are not to be worn to school.
3. Male or female undergarments should not be visible.
4. Clothing or jewelry containing language or pictures that are obscene, offensive, profane, or promote alcohol or drugs is not to be worn in school.
5. During school hours, no student is allowed to be barefoot anywhere on school property except the locker room area, or wear footwear deemed unsafe.
6. Hats and hoods are not to be worn the school building during school hours.
7. Outerwear (coats/jackets) are not to be worn in the building during school hours.
8. Exposed cleavage, groin areas, or buttocks are prohibited.

In the event that a child arrives at school dressed inappropriately, the parent/guardian will be contacted for a change of clothing.

FLRSD Drugs and Alcohol Policy

Philosophy

The primary purpose of the FLRSD is to provide those services and facilities which create an environment that encourages each student to identify and achieve his or her full potential. Drug and alcohol use and abuse among students interferes with the students, and the school's, achievement of this purpose. The Freetown-Lakeville Public Schools are committed to designing programs that educate the students regarding the harmful effects of drug and alcohol abuse.

To these ends, the following Drug and Alcohol Policy will be enforced by all school personnel.

Definition of Terms:

Drug-substance which by its chemical nature alters the function of the living organism. A drug is any chemical substance, including alcohol that alters mood, perception or consciousness and is misused to the apparent injury of self or society. A drug is a controlled substance as designated by Chapter 94C of the Massachusetts General Law.

Assessment Team-a group of key school personnel, functioning as an evaluative support service to the student and the family at risk.

Administrator: Principal, Assistant Principal.

Procedures:

I. Suspected Users of Drugs

Whenever a school personnel member has reason to suspect that any student is under the influence of or in possession of, selling or distributing a drug in school, on school grounds or during any school sponsored activity, she/he will orally and in writing (a referral form) notify a building administrator.

The school administrator will then question such student for the purpose of determining:

- The kind and amount of drug consumed and/or involved;
- When, where and from whom such drug was obtained last and/or the quantity consumed, sold or distributed;
- Whether the student still has in his/her possession or subject to his/her immediate controls more of such drug. If a search is necessary to determine possession, the following will occur:
 - a witness will be present at all times;
 - a search of the student's person, the area under his/her immediate control, and his/her locker;
 - seize and retain possession of any drug still in the possession, or subject to the immediate control of the student, or found in the locker.

In the event that a school personnel member observes a student with a substance that might be intended for drug use, or in passing or selling such a substance to another student, will require the student to accompany him/her to an administrator with the substance either in the teacher's or student's possession. The teacher will not accuse the student of having drugs in his/her possession since the substance has not been legally identified.

The administrator will:

- require the student to turn over the substance; upon receiving the substance:
- initial and date the container in which the evidence is placed for safekeeping
- immediately contact the police and release the evidence;
- contact the parents

In the event the student refuses to surrender the substance:

- contact the parents;
- contact the police;
- conduct a search with the police present, if necessary;
- in each case, retain his/her responsibility to safeguard the interest of the student and his/her parents by keeping them informed at all stages of the procedure. In the event the student appears to be under the influence, the administrator will:
- inform the student that s/he is suspected of possessing, using, selling or distributing a drug
- determine if the student is in need of immediate attention and if so, refer him/her to the school nurse, call an ambulance, and or call the police

When the use of alcohol is involved, the police may be requested to take protective custody of a student (as permitted by the Massachusetts General Law, 111B):

1. if parents cannot be reached.
2. if parents are unwilling or unable to pick up the student.

II. Students Violating Drug and Alcohol Policy

When the facts have been reasonably established that the student has violated the Drug and Alcohol Policy (in school, on school grounds or during any school sponsored activity), the administrator shall suspend the student for a period up to ten (10) days and/or recommend expulsion to the regional school committee. In addition:

1. law enforcement will be involved.
2. the Assessment Team will be notified and will meet at the earliest possible time to discuss appropriate support systems for the student and family.
3. parents will be asked to meet with the school Assessment Team to consider the best means of helping the student.
4. following any instance of suspension and prior to a student's readmission to school, it is important that the administrator be assured by both the student and his/her parents that positive steps have been taken to find appropriate solutions to the drug related problems.
5. in the event the parents do not cooperate with the school authorities in the adoption and execution of a specific plan for helping the student, a "Child in Need of Services" petition may be filed in the Juvenile Court. This petition will allege that the student lacks the proper attention of his/her parents or that the student's behavior violated the lawful and reasonable regulations of his/her school. The "Child in Need of Services" is to be filed by the truant office, police officer, a parent/guardian.

Any student found to have distributed or sold drugs will be treated in the same manner as a student who has violated the drug policy for the second time.

When the facts have been reasonably established that the student has violated the Drug and Alcohol Policy for the second time, the administrator shall suspend the student for ten (10) days. The principal, depending on the severity of the incident, may recommend expulsion to the regional school committee. In addition:

- law enforcement will be involved;
- parents will meet with the Assessment Team to review the case.

The Assessment Team will give the student the option:

- a. entering and completing an approved treatment program.
- b. if the student chooses not to enter a program, s/he will be referred to the school committee for the purpose of exclusion from the Freetown-Lakeville Regional School District.

During any period of suspension or expulsion, the student is prohibited from coming onto any school property, except for the purpose of keeping appointments. The student and his/her parents will be given a hand delivered written notice that the coming onto school property is a violation of this policy and will be considered a criminal trespass in accordance with Section 10 of Chapter 266 Massachusetts General Laws. A copy of the hand-delivered written notice will be sent to the police.

III. Violations of Drug and Alcohol Policy

The administrator, immediately after finding a student to have violated the Drug and Alcohol Policy, will furnish the police department with a complete report, including the controlled substances and other physical evidence obtained. To the extent permitted by law, the police department will inform the school department of the disposition of the case. A copy of this report will at the same time be submitted to the Superintendent of Schools.

IV. Search of Students and School Property

All parents and students must understand that:

1. Every administrator may conduct a search of a student and his or her belongings on school premises if s/he has reasonable grounds to believe that the student has in his/her possession any item, the possession of which constitutes a criminal offense under the laws of the Commonwealth of Massachusetts or violates the written policies of the Freetown-Lakeville School District.
2. Every administrator may conduct a search of the physical plant of the school and appurtenance thereof, including student lockers since lockers are school property. Any and all means, within the law, will be used to obtain evidence.

V. Students Seeking Voluntary Drug Assistance

The school will provide, without penalty, assistance to any student voluntarily seeking drug and alcohol treatment or advice. If a student voluntarily seeks information or assistance about illegal substance uses and has not been apprehended for any such violation by school authorities, or staff, will take the following actions:

1. The Assessment Team will immediately consider the best possible resources for helping the student
2. Parents are an important factor in helping the individual student and may be involved if it is considered appropriate

Electronic Games

Should a student bring a game with them to school for use on the bus or at home, they must remain in the student's backpack for the duration of the school day.

Expulsion

Chapter 71, Section 37 H of the Massachusetts General Laws states:

1. Any student who is found on school premises or at school sponsored or school-related events, including athletic games, in possession of a dangerous weapon, including, but not limited to, a gun or a knife; or a controlled substance as defined in chapter ninety-four C, including, but not limited to, marijuana, cocaine, and heroin, may be subject to expulsion from the school or school district by the principal.
2. Any student, who assaults a principal, assistant principal, teacher, teacher's aide or other educational staff on school premises or at school-sponsored or school-related events, including athletic games, may be subject to expulsion from the school or school district by the principal.

3. Any student who is charged with a violation of either paragraph (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); provided, however, that any principal who decides that said student should be suspended shall state in writing to the school committee his/her reasons for choosing the suspension instead of the expulsion as the most appropriate remedy. In this statement, the principal shall represent that, in his/her opinion, the continued presence of this student in the school will not pose a threat to the safety, security and welfare of the other students and staff in the school.

4. Any student who has been expelled from a school district pursuant to these provisions shall have the right to appeal to the superintendent. The expelled student shall have ten days from the date of the expulsion in which to notify the superintendent of his/her appeal. The student has the right to counsel at a hearing before the superintendent. The subject matter of the appeal shall not be limited solely to a factual determination of whether the student has violated any provisions of this section.
5. When a student is expelled under the provisions of this section, no school or school district within the commonwealth shall be required to admit such student or to provide educational services to said student. If said student does apply for admission to another school or school district, the superintendent of the school district to which the application is made may request and shall receive from the superintendent of the school expelling said student a written statement of the reasons for said expulsion.

Fighting

Students involved in or instigating fighting, wrestling, or punching are subject to disciplinary action. The principal will determine the disciplinary action based on the seriousness of the offense. Actions may include suspension for up to 10 days.

Firearms and Other Weapons

It is a violation of State Law for anyone except duly appointed law enforcement officers to possess firearms/weapons on school property. All instances of someone carrying a firearm/weapon onto school property for whatever reason will be immediately reported to the local police department.

Reporting Dangerous Weapons

In accordance with Chapter 71, Section 37L of the Massachusetts General Laws, "...any school department personnel shall report in writing to their immediate supervisor (principal) an incident involving a student's possession or use of a dangerous weapon on school premises at any time. Supervisors who receive such a weapon report shall file it with the superintendent of said school, who shall file copies of said weapon report with the local chief of police, the department of social services, the office of student services or its equivalent in any school district, and the local school committee. Said Superintendent, police chief, and representative from the department of social services, together with a representative from the office of student service or its equivalent, shall arrange an assessment of the student involved in said weapon report. Said student shall be referred to a counseling program; provided, however, that said counseling shall be in accordance with acceptable standards as set forth by the board of education. Upon completion of a counseling session, a follow-up assessment shall be made of said student by those involved in the initial assessment.

Weapons and Dangerous Instruments (real or simulated):

(Any object which may be used to inflict serious bodily harm)

A. POSSESSION

Disciplinary Action(s): Parental notification/conference, confiscation, suspension, notification to Lakeville Police, and possible referral to Superintendent and school committee for an expulsion hearing

B. USE/THREAT

Disciplinary Action(s): Parental notification/conference, confiscation, suspension, notification to Lakeville Police, and possible referral to Superintendent and school committee for an expulsion hearing

Examples of weapons (but not limited to): guns, ammunition, knives, razors, screwdrivers, nail files, long scissors, chains, pipes, baseball bats, shod foot, etc.

Hoax Bomb

H.3423 'An Act relative to the transport, use or placement of a hoax device'. The law makes it a crime in and of itself to use, transport or plant a hoax bomb and is punishable by up to 5 years in prison and/or a \$5000 fine.

Health Insurance

At the beginning of the school year, the school insurance forms may be found on the school website under the "Parents" tab.

Homework

Homework is an important component of education. Parents are responsible for making homework a family priority; providing a quiet, distraction-free, well-lit, well-supplied place to work; motivating children; and supporting them through the successful completion of all tasks.

Illness

Children who are ill should not be sent to school. Sending ill children to school may spread illnesses to other children, while the sick child is not able to participate in the learning activities.

Additionally, parents/guardians should attend to any injuries that occur at home and call upon their physician for assistance when necessary.

Any medication to be taken during school hours must be left with the nurse and taken only in the health room. Medication must be in its original container and labeled with the student's name, doctor's name, the drug's name, the pharmacy, and dosage and time to be taken. No medication may be given by the nurse without a MD's prescription order on file in our office. This includes aspirin, Tylenol, Advil and other over-the-counter medications. No medication of any kind may be taken without permission from the school nurse. Failure to comply may result in serious disciplinary action (e.g. suspension). This policy is for the health, safety, and protection of all students.

The school nurse will send home any child he/she feels is ill-using the following guidelines:

- Temperature of 99.6 or above
- Vomiting
- Continuing malaise after rest and quiet
- Discovery of pediculi (head lice)
- Positive Strep Culture

Internet Use Policy

Each student will receive a Digital Technology Acceptable Use Policy that must be read, signed by the student and his/her parent/guardian prior to using the Internet at school. Failure to follow the policy could subject the student to disciplinary action.

Common Sense Rules while Using the Internet

- Be polite.
- Use appropriate language.
- Adhere to copyright agreements.
- Avoid deliberate or inadvertent spread of computer viruses.
- Do not use another person's files.
- Do not destroy, abuse, modify, or improperly access the school's hardware or software.
- Do not illegally distribute software.
- Do not place unlawful information on the Internet.
- Do not use the Internet for commercial purposes, product advertisement, or political lobbying.
- Do not access, download, store, send or print files that are profane or obscene.
- Do not check personal email.
- Do not post personal information.
- Do not interfere with, harm or modify the work of other users.
- Do not discuss highly sensitive or confidential school information in email communications.

FLRSD Harassment Policy

The FLRSD shall provide a learning environment that promotes and encourages an appreciation of diversity. Individual differences of students, within School District policy and procedures, are appreciated and respected. All students can expect to learn and thrive without encountering harassment about individual differences. This policy applies to bias crimes, civil rights violations, bias incidents and bias-related harassment occurring on school premises or property, or in the course of school-sponsored activities, including those outside of school if there is a detrimental effect on the school or educational climate. Creation of a hostile environment is defined as engaging in prohibited activities that tend to degrade a student's self-esteem and/or ability to learn and thrive in school and school-related activities. Prohibited activities include, but are not limited to, harassment about race, gender identity, gender, sexual orientation, handicap, homelessness, religion, ethnic or social group appearance, dress, learning style, interests, or behaviors.

Bullying behaviors are also prohibited. (See district-wide policy on bullying.) Bullying behaviors include, but are not limited to, teasing, verbal harassment, unwanted touches, physical attack, intentional damage or theft of personal property and/or ostracism. Anyone who has been subject to or has observed any of these behaviors or situations is encouraged to come forward and report such incidents.

All reports of such conduct will be investigated and actions will be taken under the guidelines of an individual school's disciplinary code. The administration will act to investigate all complaints, formal or informal, verbal and/or written harassment (including electronic), of sexual or bias-related harassment or violations of civil rights and take appropriate action against any pupil, teacher, administrator, or other school personnel who is found to have violated this policy. Guidance and/or counseling to all parties to the incident shall be made available.

FLRSD Sexual Harassment Policy

Massachusetts General Laws, Chapter 151C, Section 1 (e): Sexual harassment means any 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.

Sexual harassment may include but is not limited to:

1. Verbal harassment or abuse.
2. Subtle pressure for sexual activity.
3. Inappropriate patting or pinching.
4. Intentional brushing against an employee's, co-workers, student's body.
5. Demanding sexual favors accompanied by implied or overt threats of educational status.
6. Any sexually motivated unwelcome touching.

Sexual Harassment Investigator

Each school shall designate a sexual harassment investigator to whom all reports of harassment shall be first reported. The sexual harassment investigator will use the reasonable man/woman standard. That is, would a reasonable man or a reasonable woman perceive the conduct of the respondent as sexual harassment?

Reporting

If a person has been sexually harassed by another person, the harassed person shall bring the matter to the attention of the Sexual Harassment Investigator.

The Sexual Harassment investigator shall:

1. Notify the student and his/her parent(s)/guardian(s) or staff member that a claim of sexual harassment has been referred to the sexual harassment Investigator for an investigation.
2. Notify the proper authorities, if the situation warrants such obligation.
3. Notify the respondent of the charge against him/her.
4. Interview the complainant with parent(s)/guardian(s) and/or legal representation present (as appropriate).
5. Interview the respondent with union representation or legal representation present, if requested.
6. Interview the employee who notified the investigator of the claim of sexual harassment.
7. Interview any witnesses to the sexual harassment.
8. Submit a written determination to the principal.

The Sexual Harassment Investigator shall document the statements of the complainant, the respondent, and the witnesses, as to:

- (a) The date(s) of the alleged incident(s);
- (b) The dates of the meetings with the interested parties; and
- (c) The persons present at the meetings.

Complainants, respondents, and witnesses shall have the opportunity to review their statements and confirm that the Sexual Harassment Investigator has reported their statements and the meetings accurately. The parties shall then sign their statements. In the case of a minor student, the student's parent(s)/guardian(s) shall co-sign the statement.

The school principal shall:

1. Notify the complainant and the respondent that determination has been made; and determine whether action need be taken. Action shall consist of, but not limited to warning or suspension.

If action is taken, the principal shall follow normal due process procedures and shall notify the superintendent in the same manner as s/he would in other serious matters.

Appeal Process

Once the investigation is completed, the principal will approve the written report and recommend disciplinary action. This information will be shared with both the complainant and the person or persons accused of harassment, condemnation of sexual harassment or retaliation. The recommended disciplinary action will be implemented immediately. The individual shall notify the superintendent in writing of a request for an appeal no later than five calendar days following the recommendation for disciplinary action. The superintendent shall hold the hearing with the individual or a student and student's parent or guardian within three calendar days of the request for an appeal. At the hearing the individual shall have the right to present oral and written testimony on his/her behalf and shall have the right to counsel. The superintendent shall render a decision on the appeal within five calendar days of the hearing, and may sustain, alter, or revoke the recommended disciplinary action

Hazing

CH. 269, S. 17. Crime of Hazing; Definition:

Whoever is a principal organizer or participant in the crime of hazing, as defined herein, shall be punished by a fine of not more than three thousand dollars or by imprisonment in a house of correction for not more than one year, or both such fine and imprisonment. The term "hazing" as used in this section and in sections eighteen and nineteen, shall mean any conduct or method of initiation into any student organization, whether on public or private property, which willfully or recklessly endangers the physical or mental health of any student or other person. Such conduct shall include whipping, beating, branding, forced calisthenics, exposure to the weather, forced consumption of any food, liquor, beverage, drug or other substance, or any other brutal treatment or forced physical activity which is likely to adversely affect the physical health or safety of any such student or other person, or which subjects such student or other person to extreme mental stress, including extended deprivation of sleep or rest or extended isolation.

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

Added by St. 1985, c.536: amended by St.1987, c.665.

District Policy for Homeless Students

McKinney Vento Homeless Assistance Act
District Liaison: Director of Student Services
Ellen Witter-Harrington
98 Howland Road
Lakeville, MA 02347
508-923-2000
Homeless Students: Enrollment Rights and Services

To the extent practical and as required by law, the district will work with homeless students and their families to provide stability in school attendance and other services. Special attention will be given to ensuring the enrollment and attendance of homeless students not currently attending school. Homeless students will be provided district services for which they are eligible, including Head Start and comparable pre-school programs, Title I, similar state programs, special education, bilingual education, vocational and technical education programs, gifted and talented

programs and school nutrition programs.

Lost and Found

The school maintains a lost and found collection in the cafeteria. We encourage children to inspect this collection periodically. Unclaimed items will be donated to charity throughout the year.

Lunch Program

A 20-minute lunch break is provided daily. Hot, well-balanced meals are available to all. Milk may be bought separately. Free and reduced lunches are available to those who qualify. Applications and eligibility information will be furnished at the start of the school year. Please see the website for information regarding the point-of-sale account for your child(ren).

No Child Left Behind (NCLB)

The No Child Left Behind Act (NCLB) allows Parents or Guardians to request information about the professional qualifications of their child's classroom teachers. The parent/guardian will be provided with the following information on request:

- Whether the teacher has met state certification or licensing requirements for the classes being taught by the teacher;
- The teacher's degree major and other graduate degrees or certifications held by the teacher identified by field or discipline; and
- Whether the child is receiving services from paraprofessionals, and if so, their qualifications.

Parents/Guardians can request this information from the school principal.

Parent/Guardian Conferences

A very important part of a school program is communication between the school and parents/guardians. Conferences may be arranged with any classroom teacher, team of teachers and/or administrator. Parents/guardians may request a conference by contacting the individual at their extension or through email request. Teachers may also request conferences when they feel they are necessary.

Parent/Guardian Portal

Academic progress may be monitored throughout each trimester by logging into the portal. Please contact the main office if you need assistance with the portal.

Physical Education/Health

1. Physical education is a mandatory subject of instruction in Massachusetts public schools and is required to be taught to all students in all grades.
2. A physician's certificate (note on a physician's stationery signed by the physician) must be presented for a lengthy absence from physical education; for a period longer than five consecutive class periods. The student must present the medical excuse directly to the physical education instructor, who must immediately honor the certificate and who will, before the end of the next school day, submit the medical excuse to the school nurse for filing.
3. For shorter absences from physical education (less than five class periods) a note from a parent is sufficient. This note must be presented by the student directly to the physical education instructor, who must immediately honor the note and who will before the end of the next school day, submit the note to the school nurse for filing.
 - a. The school nurse may write one excuse per student per term in the event a student becomes ill during the school day.
 - b. Students without a parent note or doctor's excuse, and who are not dressed for physical education, will

receive a zero (0) for each class missed, which will be averaged into the overall grade.

4. In the interest of cleanliness, freedom of movement, and the promotion of good health standards, students will be expected to change into appropriate athletic clothing including proper sneakers. Locker room facilities equipped with lockers are available for this purpose. Consequences will result in failure to be properly prepared for class.

5. All students will participate in three terms of physical education and one term of health education.

Health education is presently scheduled during physical education classes.

Massachusetts General Law Chapter 71, Section 1 states that “no pupil shall be required to take or participate in instruction on disease, its symptoms, development and treatment, whose parent or guardian shall object to in writing on the grounds such instruction conflicts with his/her sincerely held religious beliefs, and no pupil so exempt shall be penalized by reason of such exemption.” A waiver for a particular health unit could be granted provided the parent or guardian follows the procedure as stated in the law notifying both the pupil’s health education instructor and principal.

Promotion, Assignment, and Retention

Promotion, assignment, and retention of students are based on recommendations from faculty and administration concerning each individual student. A basic standard, however, is used as a guide during the decision-making process. The failing of two or more of five subjects in math, English, science, social studies, reading may mean the retention of a student. The determination of retention will be decided by the student’s team of teachers, parents and the principal. The following are the necessary steps that must be implemented before a child can be retained:

Steps:

1. Documented intervention strategies and assessment data
2. Notification to parents/guardians

Once this protocol has been followed and all required steps have been implemented, and the student is still not making academic progress, the decision for retention will be decided upon by the principal and parents working in collaboration.

If a student is retained, the student may qualify for summer school (minimum of 40 class hours per subject) or tutoring (20 tutorial hours per subject – for IEP and 504 students only). A grade of C- or better in summer school or from the tutor must be earned to be considered for advancement to the next grade level.

Promotion is the earning of going to the next grade level from efforts during the normal school year and/or an extended school year. Assignment is being sent on to the next grade level or by meeting specified criteria set by the administration (e.g. special education referral and assistance)

It is strongly recommended that any student with a poor record of achievement in math and/or English receive remediation during the summer months.

Protection of Pupil Rights Amendment

PPRA affords parents and students who are 18 or emancipated minors (“eligible students”) certain rights regarding our conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. These include the right to:

- Consent before students are required to submit to a survey that concerns one or more of the following protected areas (“protected information survey”) if the survey is funded in whole or in part by a program of the U.S. Department of Education (ED)

1. Political affiliations or beliefs of the student or student’s parent;
2. Mental or psychological problems of the student or student’s family;
3. Sex behavior or attitudes;
4. Illegal, anti-social, self-incriminating, or demeaning behavior;
5. Critical appraisals of others with whom respondents have close family relationships;
6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
7. Religious practices, affiliations, or beliefs of the student or parent; or
8. Income, other than as required by law to determine program eligibility.

Receive notice and an opportunity to opt a student out of –

1. Any other protected information survey, regardless of funding;
2. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law; and
3. Activities involving collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others.

Inspect, upon request and before administration or use –

1. Protected information surveys of students;
2. Instruments used to collect personal information from students for any of the above marketing, sales or other distribution purposes; and
3. Instructional material used as part of the educational curriculum.

Freetown-Lakeville has developed and adopted policies, in consultation with parents, regarding these rights, as well as arrangements to protect student privacy in the administration of protected surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. Freetown-Lakeville will directly notify parents and eligible students of these policies at least annually at the start of each school year and after any substantive changes. Freetown-Lakeville will also directly notify parents and eligible students, (such as) through either U.S. Mail or email, at least annually at the start of each school year of the specific or approximate dates of the following activities and provide an opportunity to opt a student out of participating in: Collection, disclosure, or use of personal information for marketing, sales, or other distribution.

- Administration of any protected information survey not funded in whole or in part by U.S. Department of Education (ED).
- Any non-emergency, invasive physical examination or screening as described above.

Parents/eligible students who believe their rights have been violated may file a complaint with: Family Policy Compliance Office

U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-4605

Recess

Notes requesting that a child stay indoors at recess are referred to the school nurse. It is expected that all children will go out to recess for supervision purposes. All children are expected to participate in physical education unless a doctor certifies that it would be injurious to them.

Report Cards

A report card is issued three times per year on the Parent Portal in order to keep parents/guardians informed concerning their student's academic progress.

The marking system is as follows:

A+	97-100
A	93-96
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	65-66
F	64 & below

If the grade of INCOMPLETE is assigned, students may be issued two weeks to make-up all incomplete work. After this time, if work is not completed, the grade may become an F.

Restraint Policy

Massachusetts has adopted regulations which are designed to ensure that every student participating in a Massachusetts public education program is free from the unreasonable use of physical restraint. Physical restraints is defined as “the use of bodily force to limit a student’s freedom of movement” and is expressly prohibited as a means of punishment, and as a response to: property destruction, disruption of school order, a student’s refusal to comply with school or a staff directive, or verbal threats that do not constitute a threat of imminent, serious, physical harm. As a result, the Freetown, Lakeville and Freetown-Lakeville Regional Public Schools do not endorse the use of physical restraint except when a teacher, employee or agent of the public education program must use reasonable force to protect students, other persons or themselves from assault or imminent, serious, physical harm.

The School Committees shall develop written procedures which shall be reviewed annually to establish methods for preventing student violence, self-injurious behavior and suicide, including the escalation of potentially dangerous behavior occurring among groups of students or with an individual student. The policy regarding restraint shall also describe and explain the school’s program or method of physical restraint, a description of school’s training requirements, reporting crimes and follow up procedures, and a procedure for investigating complaints regarding restraint practices.

Sexual Education

In accordance with General Laws Chapter 71, Section 32A, the Freetown-Lakeville School Committee has adopted this policy on the rights of parents and guardians of our students in relation to curriculum that primarily involves human sexual education or human sexuality issues.

At the beginning of each school year, all parents/guardians of students in our schools will be notified in writing of the courses and curriculum we offer that primarily involve human sexual education or human sexuality issues. The superintendent of schools will determine the administration(s) responsible for sending the notice(s). Parents/guardians of students who enroll in school after the start of the school year will be given the written notice at the time of enrollment. If the planned curriculum changes during the school year, to the extent practicable, parents/guardians will be notified of this fact in a timely manner before implementation.

Each such notice to parents/guardians will include a brief description of the curriculum covered by this policy, and will inform parents/guardians that they may:

- a. exempt their child from any portion of the curriculum that primarily involves human sexual education or human sexuality issues, without penalty to the student, by sending a letter to the school principal requesting an exemption. Any student who is exempted by request of the parent/guardian under this policy may be given an alternative assignment.
- b. inspect and review program instruction materials for these curricula, which will be made reasonably accessible to parents/guardians and others to the extent practicable.

Parents/guardians may arrange with the principal to review the materials at the school, and may also review them at other locations that may be determined by the superintendent of schools.

A parent/guardian who is dissatisfied with a decision of the principal concerning notice, access to instructional materials, or exemption for the student under this policy may send a written request to the superintendent for review of the issue. The superintendent or designee will review the issue and give the parent/guardian a timely written decision, preferably within two weeks of the request. A parent/guardian who is dissatisfied with the superintendent's decision may send a written request to the school committee for review of the issue. The school committee will review the issue and give the parent/guardian a timely written decision preferably within four weeks of the request. A parent/guardian who is still dissatisfied after this process may send a written request to the commissioner of education for review of the issue in dispute.

School Cancellations, Delays, Early Dismissals

In the event of a school delays, early dismissal, or cancellation; a One-Call from the superintendent will be issued via telephone and email.

School Property

All students are responsible for the care of their locks, lockers, books, computers and other school property. Damage, loss, and/or destruction of school property, must be reimbursed by the student.

All debts must be paid prior to issuance of the final report card.

Screenings, Physicals, and Immunizations

The Massachusetts Department of Public Health requires that all children need to be properly immunized.

Students not properly immunized will not be permitted to attend school. Physicals are required of all new students. Examination forms are available on request from the school nurse.

Screening programs include vision, hearing, scoliosis, height and weight.

Section 504

It is a policy of the FLRSD to comply with Section 504 which prohibits discrimination on the basis of mental or physical handicap for students and employees. Section 504 of the Federal Rehabilitation Act of 1973 provides that: "No otherwise qualified handicapped individual in the United States shall, solely by reason of his/her or her handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.

The following school personnel have been designated as the 504 Coordinator and building contacts for each school:

A. 504 Coordinator, Freetown-Lakeville Public Schools: 508-923-2000

Ellen Witter-Harrington, Director of Student Services, 98 Howland Road, Lakeville, MA 02347

B. Assawompset Elementary School: 508-947-1403

Jamie Levesque, School Adjustment Counselor, 232 Main Street, Lakeville, MA 02347

C. Freetown Elementary School: 508-763-5121

Dr. Danielle Neves, Adjustment Counselor, 43 Bullock Road, Freetown, MA 02717

D. George R. Intermediate School: 508-923-3506

Mrs. Maranda Pennini, Adjustment Counselor, 112 Howland Road, Lakeville, MA 02347

E. Freetown-Lakeville Middle School 508-923-3518

Mr. Charlie Mrosk, Adjustment Counselor, 96 Howland Road, Lakeville, MA 02347

F. Apponequet Regional High School: 508-947-2660

Ms. Linda Mueller, Guidance Staff, 100 Howland Road, Lakeville, MA 02347

Grievance Procedure

Any grievances from parents, students or employees based on instances of possible non-compliance with title VI, Chapter 622 Title IX or section 504 should be reported to the Director of Business, FLRSD on grievance forms which are available in the office of the director of business, the superintendent's office, or a principal's office.

If a student, parent or an employee in the Freetown and Lakeville Public Schools feels a violation of any of these laws exists, he or she should take the following action:

1. Contact the principal of the school, or the immediate supervisor, in writing, to inform him or her of the existence of a possible violation with the details of the case. Request that the discriminatory situation be corrected as soon as possible. If the matter is not resolved at the conference or in the written communication within five (5) working days, the aggrieved individual should present his or her complaint in writing, to the director of business.
2. The director of business within five working days after receipt of the written complaint will meet the individual filing the complaint, in an effort to resolve the matter. If the complaint is still unresolved within five (5) working after said meeting with the director of business, the aggrieved individual should present the complaint, in writing, to the
3. Superintendent of schools and so notify the director of business.

The superintendent of schools and the director of business shall meet with the aggrieved individual in an effort to resolve the complaint. If the complaint is still unresolved after five (5) working days, the individual should now present the complaint, in writing, to the

4. The school committee and so notify the director of business.

Upon receiving the complaint, the matter shall be placed upon the agenda of the school committee for consideration at the next regular school committee meeting. The school committee shall meet with the individual filing the complaint in an effort to resolve the matter. All meetings under this procedure with the school committee shall be held in accordance of the open meeting law in the Commonwealth of Massachusetts, if appropriate, and shall include only parties in the interest and their designated or selected representative. If the complaint cannot be resolved by and between the School Committee and the person filing the complaint the matter may be submitted to :

5. U.S. Department of Education, Office of Civil Rights Region 1, Room 222, John W. McCormack Post Office and Court House Building, Post Office Square

Boston MA 02109; or

The Massachusetts State Department of Education, 350 Main Street, Malden, MA 02148

Under Chapter 622, it is possible to file a grievance with respective School Committee.

NOTE: Parents, students and employees may file a complaint at any time with the Office of Civil Rights or State Department of Education.

*Policy Manual Section ACAB

*Policy Manuals available for review in the building principal's office or the office of the superintendent

Soliciting

Students representing an organization outside the school or themselves may not solicit in the building.

Special Education Services Discipline Policy

Under the IDEA reauthorization additional provisions must be implemented for students found to be eligible for special education services and who have an Individual Educational plan (IEP).

Any time the school contemplates the removal of a student from his or her current educational placement for more than 10 consecutive school days in a school year, or if a student is removed for disciplinary reasons for more than a total of 10 days in any school year when a pattern of removal is occurring, this is a "change of placement". A change of placement invokes certain procedural protections under the IDEA, the federal special education law.

These include the following:

Prior to any removal that constitutes a change in placement; the school district must convene a Team to consider whether or not the behavior that forms the basis of removal is related to the student's disability. This consideration is called "manifestation determination".

If the Team determines that the behavior is related to the student's disability, then the Team shall develop a plan for conducting a functional behavior assessment that will be used as a basis for developing specific strategies to address the student's behavior. If a behavior plan has been previously developed, the Team will review it to make sure it is being implemented appropriately, and will modify if necessary. The student shall be returned to his/her current educational placement (except in the case of weapon or drug possession or use, or serious bodily injury to another) unless the parent and school district agree upon a different placement.

If the Team determines the behavior is not related to the student's disability, then the school may suspend or discipline a student according to the school's discipline policy. For any period of removal exceeding ten (10) days the school district must provide the student with educational services that allow him/her to make educational progress. The school district must determine the educational services necessary and the manner and location for providing those services. The school district, as appropriate, may conduct a functional behavioral assessment and implement behavioral services and modifications to minimize the likelihood that such behavior will recur.

Regardless of the manifestation determination, the district may place the student in an interim alternative setting (as determined by the Team) for up to 45 school days.

- a. on its own authority if the behavior involves weapon, or illegal drugs or another controlled substance or the infliction of serious bodily injury on another person while at school or a school function or considered case by case, unique circumstances: or
- b. on the authority of a hearing officer if the officer orders the alternative placement after the district provides evidence that the student is “substantially likely” to injure him/herself or others.

In either case the interim alternative education setting enables the student to continue in the general education curriculum and to continue to receive services identified on the IEP and provides services to address the behavior problem.

The special education disciplinary rules also apply to some students who have not yet been found eligible for special education. If, prior to the conduct in question, the parent has put his or her concern that the student(s) has a possible disability in writing to supervisory or administrative personnel or the student’s teacher; if the teacher or other supervisory personnel has expressed specific concerns about a pattern of behavior demonstrated by the student, or if the student has been referred for an evaluation that has not yet been completed these specific rules apply. The special education disciplinary rules do not apply if the parent has refused to consent to the evaluation or has refused special education services, if the student has previously been found to be not eligible for special education, or if the parent has revoked consent to special education in related services.

* The manifestation determination also applies to students who are disabled within the meaning of Section 504 of the Rehabilitation Act of 1973.

Submitted to Building Principals 10/28/11 as addendum to Student/Parent Handbooks

Student Records

Family Educational Rights and Privacy Act

The Family Educational Rights and Privacy Act (FERPA) afford parents and students over 18 year of age (“eligible students”) certain rights with respect to the student’s education records. They are:

1. The right to inspect and review the student’s education records within 45 days of the day the district receives a request for access. Parents or eligible students should submit to the school principal (or appropriate school official) a written request that identifies the record(s) they wish to inspect. The principal will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
2. The right to request the amendment of the student’s education records that the parent or eligible student believes is inaccurate or misleading. Parents or eligible students may ask the Freetown-Lakeville Public Schools to amend a record that they believe is inaccurate or misleading. They should write the school principal, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the district decides not to amend the record as requested by the parent or eligible student, the district will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.
3. The right to consent to disclosures of personally identifiable information contained in the student’s education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the district as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Committee; a person or company with whom the district has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.
4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the district to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is: Family

Policy Compliance Office, U. S. Department of Education, 400 Maryland Avenue, SW, Washington, DC 20202-4605.

Student Support Services

It is the policy of the FLRSD to provide a full array of services for students, wherever possible, through the utilization of both internal and external support resources, in order to promote social and emotional growth and wellbeing. In those cases where individual students are at-risk or in crisis, we will endeavor to provide needed supports to address the student's problem and to normalize, insofar as possible, the student's learning situation. In those cases where a death occurs within the school community, we will address those problems and issues raised by that death among the students, staff and parents. The procedures that will be followed when these circumstances arise have been listed in the "Crisis Handbook" which has been adopted by the above school department.

Tardiness

Punctuality to school is crucial to student success. If a student is not present in school by 8:00 they will be marked absent and then tardy upon arrival to school.

It is the belief of the staff of GRAIS that regular and punctual attendance is essential for every student. Active participation in the learning process is a crucial component to academic success, what is missed in the classroom cannot be made up for by sending home make up work. Massachusetts statute indicates that no student should be absent from school without a valid excuse, within a six month period, for more than 7 school days.

Title IX and Chapter 622

It is a policy of the FLRSD to comply with Chapter 622 which prohibits discrimination on the basis of race, color, religion, national origin, gender identity, and homelessness. Chapter 622 makes it clear that all aspects of public school education must be fully open and available to members of both sexes and all minority groups. No public school may exclude a child from any course, activity or resource available in that school on account of race, color, religion or national origin of that child.

Title IX

It is a policy of the FLRSD to comply with the Title IX which prohibits discrimination on the basis of sex.

Title IX states that: "No person in the United States, shall on the basis of sex, be excluded from participation in, be denied the benefits of or be subjected to discrimination under any education program or activity receiving Federal financial assistance."

Tobacco Use

The use of tobacco products is not permitted in the building, on the grounds, or on school buses by anyone including school personnel. A staff member who is aware of any abuse of this policy is to report that abuse in writing, to the building principal, so that appropriate action may be taken.

Transportation and Arrival/Dismissal

The district provides school bus transportation for all students in the district. This service, however, does not constitute a right. It is a privilege that can be denied whenever a student continuously or seriously misbehaves on a school bus.

Morning Drop Off/Afternoon Pick Up

Students should be dropped off at the turnaround located before the front doors near the pool. The front of the building is closed to traffic from 7:45 a.m. and 8:10 a.m. and from 2:00 pm. to 2:30 p.m. due to bus traffic.

Students should be dropped off no earlier than 7:50 a.m. School begins promptly at 8:00 a.m.

Bus Behavior

The bus driver is responsible for maintaining order on the school bus. If a child's behavior is poor or causes the driver to be distracted, the driver will submit a report to the school office. The principal may work with the driver and the bus company manager to determine appropriate consequences, and parents/guardians will be notified. Consequences may range from lunch detention to suspension of bus-riding privileges for one or more days.

Bus Drivers' Expectations:

1. PRIOR TO BOARDING:

- A. Be on time at your bus stop.
- B. Stay off the road while waiting for the bus.
- C. Wait until the bus comes to a complete stop before boarding.
- D. Do not crowd or push getting on the bus.

2. WHILE ON THE BUS:

- A. Keep hands and head inside the bus.
- B. Only the driver is allowed to open the bus windows.
- C. Do not throw things or litter the bus.
- D. Do not shout or make unnecessary noise.
- E. Do not damage the bus. You will have to pay for any damage.
- F. Do not tamper with any of the equipment.
- G. Do not leave books, lunches, or articles on the bus.
- H. Do not leave articles in the aisle.
- I. Help look after the safety of younger children.
- J. Do not leave your seat while the bus is in motion.
- K. Do not throw anything out of the bus windows.
- L. Be courteous to fellow riders, the bus driver, and passers-by.
- M. Be completely quiet when the bus comes to a railroad track.
- N. Don't ever leave the bus unless the driver tells you to.
- O. Do not smoke on the bus.
- P. Sit where the driver tells you.
- Q. Profanity is never accepted.
- R. No eating or drinking on the bus.

3. AFTER LEAVING THE BUS

- A. Cross the road immediately, at least ten feet in front of the bus, when you are sure that no traffic is coming from either direction.
- B. Help younger children.
- C. Be alert to danger signals from the driver.

Bus Transfers

Bus transfers are allowed in the case of an emergency, only. When a transfer is going to be for a period of 3-6 months, the bus company will implement the transfer. If it will be a permanent transfer, please complete a Bus Transportation Change Request Form, and then send it into the main office at the school. This form may be found on the school website. **Parent/Student Tab – Important Forms for Parents – Bus Transportation Change Request Form.**

Truancy

Any student who is absent from school, unexcused, will be considered truant. In the case of truancy, the student may be required to make up the lost time from school. The administration will work closely with the family and the school resource officer in cases of truancy.

Parents/Guardians and Visitors to the Building

For the security of our children, all visitors to the school must report to the school office. All visitors must sign in and receive a visitor's pass. Should a student need to be contacted, we prefer to call students to the office rather than have classrooms disrupted. We enjoy and encourage family and community participation, but we ask that everyone adhere to these guidelines, so that we are aware of guests in the building.