



WHITMAN  
HANSON

Conley Elementary School

Duval Elementary School

Indian Head Elementary School

## 2018-2019 School Year Elementary School Handbook

### Notification

The Whitman-Hanson Regional School District, in compliance with Title II, Title VI of the Civil Rights Act of 1964, Title IX of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, and M.G.L. c. 76, s. 5 hereby gives notification to students, parents, employees, and the general public that all programs, activities, and employment opportunities are offered without regard to race, color, gender, religious affiliation, national origin, sexual orientation, gender identity, and disability. For more information, please contact the persons listed below.

Title I, II, IV VI, IX	Superintendent of Schools Asst. Superintendent of Schools	781-618-7412
Section 504	Student Services Department	781-618-7462
Whitman-Hanson Regional School District 610 Franklin Street Whitman, MA 02382		

Whitman Hanson Regional School District

ELEMENTARY SCHOOL INFORMATION

Louise A. Conley Elementary School  
Mrs. Karen Downey, Principal  
100 Forest Street  
Whitman, MA 02382  
Telephone: 781-618-7050  
Clinic: 781-618-7050 ext. 1356  
Grades K-5

John H. Duval, Jr. Elementary School  
Dr. Darlene Foley, Principal  
60 Regal Street  
Whitman, MA 02382  
Telephone: 781-618-7055 ext. 5356 Telephone: 781-618-7055  
Clinic: 781-6187055 x 5356  
Grade K-5  
Grades K-5

Indian Head Elementary School  
Mrs. Jill Cotreau, Principal  
726 Indian Head Street  
Hanson, MA 02341  
Telephone: 781-618-7065  
Clinic: 781-618-7065 ext. 3356  
Grades K-4

Parents are invited to contact the appropriate school administrator of the individual school for information pertaining to each school, or for problems of mutual concern.

The District's Anonymous Reporting Line is 781-618-7086  
The District's Emergency Storm Line is 781-618-7495

## DISTRICT ADMINISTRATION

Whitman-Hanson Regional School District  
610 Franklin Street  
Whitman, MA 02382  
Telephone: 781-618-7000

Mr. Jeffrey Szymaniak, Superintendent  
Mr. George Ferro, Assistant Superintendent  
Administrator of Special Education & Pupil Personnel  
Mrs. Christine Suckow, Director of Business  
Mr. Ernest Sandland, Facilities Director  
Mrs. Maureen MacKenzie, Director of Food Services

## MISSION AND GUIDING BELIEFS

The Whitman-Hanson Regional School District is committed to providing each student with a high quality education that promotes responsible citizenship.

### Guiding Principles

We Believe Our Schools:

- ◆ make all decisions in the best interest of students.
- ◆ are committed to providing a safe, secure, and healthy environment.
- ◆ set high academic standards that provide an opportunity for each student to reach his/her full potential.
- ◆ embrace personal responsibility and an understanding and respect for others.
- ◆ provide student-centered learning environments where successes and mistakes are valued as part of the learning process.
- ◆ support staff initiative, innovation and staff development.
- ◆ share the responsibility for education with students, parents, and community.
- ◆ promote broad-based communication and school-family-community partnerships.
- ◆ utilize technology as an essential part of teaching and learning.

### Vision Statement

The Whitman-Hanson Regional School District provides a safe learning environment and comprehensive student-centered learning opportunities that are relevant and challenging. In supportive partnership with all stakeholders, our district is committed to developing an academic foundation that emphasizes critical thinking, creativity, and communication skills. Each student, as a life-long learner, is prepared to face the challenges of the future with the skills needed to become a responsible citizen.

## **District Policies**

District policies may be accessed through the District's website at [www.whrsd.org](http://www.whrsd.org).

Section A – Foundations and Basic Commitments

Section B – Board Governance and Operations

Section C – General School Administration

Section D – Fiscal Management

Section E – Support Services

Section F – Facilities Development

Section G – Personnel

Section H – Negotiations

Section I – Instruction

Section J – Students

Section K – Community Relations

Section L – Education Agency Relations

### **Arrival at School**

Students should arrive at school no more than 15 minutes prior to school starting. During good weather, students should remain in their designated areas until the bell rings. Dogs are not allowed on school property.

### **Asbestos Management Plan**

The School District's Asbestos Management Plans are available for review in the Central Office located at Whitman-Hanson Regional High School. Any questions regarding these plans can be directed to the Superintendent of Schools.

### **Attendance - Policy JH**

Students are expected to be in school every day. Parents must notify the school by 9:30 AM if the child is to be absent, tardy, or dismissed. A written note must be submitted for each absence stating the date and reason of the absence even if a call to the school was made. A doctor's note is required after 5 consecutive absences. If a child has been hospitalized, a meeting should be scheduled with school personnel prior to the child returning to the classroom.

The school shall notify the parent or guardian if the school has not received notice of an absence within 3 days of the absence, and shall notify the parent or guardian in the event of the following

- the student has at least 5 days in which they have missed two or more periods unexcused in a school year
- the student has missed 5 or more school days unexcused in a school year

The principal or designee shall make reasonable effort to meet with the parent or guardian of a student who has 5 or more unexcused absences to develop action steps for student attendance.

Tardiness is highly disruptive. Except in extenuating circumstances, students are expected to be on time for school. A student who is tardy must submit a note for the tardiness. Chronic tardiness and dismissals will be carefully monitored by the principal and may result in disciplinary action.

### **Building Use or Rental Policy**

Whitman-Hanson Regional School District schools are available for community use. Applications (Building Use Forms) are available in the Principal's office. Requests must be filed at least three weeks in advance of the anticipated use. For more information, visit our website at <https://www.whrsd.org/district/event-management> or call 781-618-7475.

**Bullying Prevention** – Policy JICFB, Bullying Prevention Plan at [www.whrsd.org](http://www.whrsd.org)

**Bus Regulations** – Policy JICC

### **Cell Phones and other electronic devices**

Use of electronic devices such as cell phones, laptops, tablets, iWatch, iPods, laser pointers, handheld games, and similar devices is at the discretion of the building principal. Calling, texting, or taking photos on the bus and on school grounds is prohibited. If a student brings a personal device to school, it must remain in the student's backpack. The district is not responsible for lost, stolen, or damaged property.

### **Code of Conduct**

The Responsive Classroom is an approach to teaching and learning that fosters safe, challenging and joyful elementary classrooms. It consists of practical strategies for bringing together social and academic learning throughout the day. Educators using the strategies of the Responsive Classroom report increases in student investment, responsibility and learning and a decrease in problem behaviors. The Responsive Classroom approach includes the following main teaching strategies and elements:

- Morning Meeting is a daily routine that builds community, creates a positive climate for learning and reinforces academic and social skills.
- Rules and Logical Consequences encompass a clear and consistent approach to discipline that fosters responsibility and self-control.
- Guided Discovery is a format for introducing materials that encourages inquiry, heightens interest, and teaches care of the school environment.
- Strategies also include classroom organization that maximizes learning and ideas for involving families as true partners in their children's education.
- The ultimate goal of Responsive Classroom is for children to adopt a specific set of social skills so they can flourish, both socially and academically.

### **Continuation of Educational Services**

The District shall provide all students suspended for **10 or fewer consecutive days**, whether in or out of school, the opportunity to make academic progress during the suspension by:

- providing opportunities to make up assignments and earn credits missed
- providing any assignments, assessments and school work

The District shall provide all students excluded from school for **more than 10 consecutive school days**, whether in or out of school, with educational services ensuing they have an opportunity to make academic progress during the period of exclusion by:

- providing opportunities to make up assignments and earn credits missed
- providing opportunities to receive any assignments, assessments and school work
- developing and distributing a school-wide education service plan which may include, but not be limited to tutoring, alternative placements, alternative school day/schedule, and online or distance learning
- Providing the student and parent or guardian with a list of available alternative educational services and facilitate enrollment in obtaining said services.

In the event of a student move, The District shall enroll and admit any student under expulsion and provide educational services and/or provide services as specified in the student's education service plan.

### **Crisis Drills**

In consideration of the safety of all students and staff in the school district, periodic crisis drills will be conducted. The crisis drills will be planned, organized, and implemented through the joint efforts of the police and fire departments of the communities and school district safety and security personnel.

### **Dismissal from School**

Pupils will be given permission to be dismissed upon presentation of a written note from home stating the time and reason for the change dismissal. Parents must notify the school by 9:30 AM with any change in dismissal. No dismissals in the Whitman-Hanson Schools will be allowed until a parent, or person designated by the parent, picks up the student at the office after showing proper identification.

Students who become ill during the school day shall be dismissed to the parent or responsible person upon request of the school nurse or secretary. Parents or persons designated will be required to sign a register located in the school's office when dismissing a student from school.

### **Distribution of Information** – Appendix 5

### **Dress Code** - Policy JICA

### **Drug/Alcohol Use By Students** - Policy JICH

### **Due Process Rights and Protections: Exclusions for Non Serious Offenses**

Non-serious offenses are those that do not involve drugs, weapons, and assaults on school staff and those that do not involve felony charges filed in court. When the School Administration is deciding the disciplinary consequences for a student, they shall:

- exercise discretion

- consider ways to re-engage the student in the learning process
- avoid using expulsion as a consequence until other remedies and consequences have been employed

No student shall be excluded for a time period that exceeds 90 school days. The principal or designee must notify the Superintendent of Schools imposed on a student enrolled Kindergarten through grade 3 prior to such exclusion taking effect. Notice must include the alleged misconduct and reason for exclusion.

The school principal shall provide the student and parent or guardian notice of the charges and the reason for exclusion in English and in the primary language spoken at home as recorded in our student information system. Students shall receive written notification of the offense(s) and have the opportunity to meet with school administration to discuss the charges and reasons prior to the exclusion taking effect. School administration will further ensure that the parent or guardian is included in the meeting unless the administration can document reasonable efforts to include the parent or guardian were taken.

If the student is excluded for more than 10 school days for a single infraction or for more than 10 school days cumulatively for multiple infractions in any school year, the student and parent or guardian shall receive written notification of a right to appeal in English and the primary language spoken at home as maintained in our student information system. The student and/or parent or guardian shall request the appeal within 5 calendar days of the effective date of the exclusion, but can request and shall be granted an extension of up to 7 calendar days.

The Superintendent or designee shall hold a hearing with the student and/or parent or guardian within 3 school days of the request, however, the parent or guardian can request and shall be granted an extension of up to 7 calendar days. At the hearing the student shall have the right to present oral and written testimony and cross examine witnesses, and receive the right to counsel. The Superintendent shall render a decision in writing within 5 calendar days of the hearing.

### **Early Dismissal**

In very rare instances, such as a rapidly-approaching storm or other emergency conditions, it may be necessary to dismiss school early and/or cancel after-school activities. School Messenger phone calls will be made notifying families of such emergency dismissals. Information is posted on the district's website at [www.whrsd.org](http://www.whrsd.org). When school is unexpectedly dismissed, each family should arrange some type of Contingency Plan for their child and office personnel need to be notified of such plan.

Please note that Contingency Plans which involve children going to the home of a neighbor or friend must be accomplished within the confines of each child's assigned bus route if he or she is a bus student.

Early emergency dismissal will be given through the following radio/TV stations and their websites:

- WBZ -4, Boston.
- WCVB-5, Boston

- WHDH -7, Boston
- WATD-FM (95.9), Marshfield
- WFTX-25, Boston
- WPLM-FM (99.1), Plymouth
- Local Educational Cable T.V. (Channel 98)
- W-H Storm Emergency Line 781-618-7495

In case of emergency situations which result in the early dismissal of surrounding communities' schools, we would ask parents not to call their child's school as such calls severely inhibit our efforts to contact parents.

### **Early Release Days**

There will be no half-day kindergarten classes or afternoon preschool on early release days.

### **English Language Learners**

The Whitman-Hanson Regional School District honors requests made by students and families who speak English as a second language for the translation of documents, notices, handbooks, and other pertinent school-related information. Requests should be directed to the building principal. Contact Mr. George Ferro, Assistant Superintendent at 781-618-7413 or [George.Ferro@whsrd.org](mailto:George.Ferro@whsrd.org).

### **Entrance Age – Policy JEB** - Pertains to Kindergarten and Grade 1

### **Field Trips**

Field trips are to be considered educational experiences and privileges. Only chaperones selected by school personnel will be allowed to go on field trips. If a pupil has engaged in repeated or continuous misbehavior, he or she may not be permitted to attend the field trip with the class. This is to ensure the safety of all pupils and to provide a worthwhile learning experience. With the exception of an emergency situation, parents will be notified in advance. Please call or write a note to the school nurse to make arrangements if your child needs to take medication while on the field trip. Issuance of medication on all field trips shall only be as managed by the parent, school nurse or designee based on the prescription issued by the physician.

### **Freedom from Discrimination or Sexual Harassment** - Policies AC, ACA, ACAB

### **Hazing** – Policy JICFA

### **Homework Expectations**

Homework is an extension of work begun at school under the supervision of the teacher. The purpose of homework is to provide self-direction and responsibility on the part of the student and to provide for reinforcement of material presented by the teacher. It is generally a practice session of materials that have been presented previously in school. However, self-directed research problems also come under the heading of homework. The amount and type of homework that is to be assigned vary for each individual according to grade, age, and ability.

## HOMEWORK EXPECTATIONS MINUTES PER NIGHT

Grade 1	15-30
Grade 2	20-30
Grade 3	30-40
Grade 4	40-50
Grade 5	50-60

### **Homework Make-Up**

Work not completed due to absence from school must be made up upon return. The general rule is two (2) days to make up work for every one (1) day of absence. Pupils who have long-term absences or hardship cases due to extreme circumstances should have their parents contact the school office for any exception to this rule.

### **Home Tutoring**

In the event of extended absence caused by illness or injury, a home tutor may be provided. Please contact the building principal. The recommendation of the attending physician and the approval of the Superintendent of Schools/designee are required consistent with Special Education requirements.

### **Lost and Found**

A “lost and found” collection of articles is maintained in each school. If students are missing items, they should check the lost and found section. Twice a year unclaimed items are given to charity. All outer clothing, lunch boxes, toys, etc., should be clearly marked with the child's name.

### **Lunch Program-Mealpay**

Mealpay is a simple, safe and secure portal for funding your child’s meal account with the school. Mealpay will ensure that your money is quickly deposited directly into your child’s electronic account at their school. With Mealpay, parents can set up automatic payment plans, view account balances, purchase history and receive automatic notification on balances and more. Your child will receive a student ID card which allows them to access their electronic account. This card is presented to a reader attached to the cash registers in the cafeteria. When accessing the account, the cafeteria staff is shown a picture of your child that is already on-file. This ensures the correct student is accessing the account. Once the account has been funded, balances will remain and can be moved between buildings in the district. Participation is entirely voluntary. Students may continue to bring and use cash each day, if desired.

Parents may deposit money into student accounts by the following methods:

- Using an electronic check or credit card via the secure online web site, [www.mealpay.com](http://www.mealpay.com).

- Using an electronic check or credit card via Mealpay’s pay-by-phone feature by dialing toll-free at 877-237-0946
- Sending cash or check with the student to school. Cafeteria staff can deposit funds into the students account

A \$2.00 transaction fee will be charged by Mealpay.com to process credit card or EBT transfers. Whitman-Hanson does not pay to use this service and we do not receive money from this fee. The fee is used to cover credit card or electronic check processing costs. You are not charged to review account balances, purchase history, or to setup low balance reminders. There is no fee to use Mealpay.com to review your child’s purchase history, or to review their current meal balance. If you have specific questions not answered, the Mealpay Support team is available at 800-859-6508. They will be able to answer questions regarding use of either the web or phone support. Whitman-Hanson has established a separate support number for parent questions. Whitman-Hanson support may be reached by dialing 781-618-8100. Lunch will be served on Early Release Days, at the discretion of the building principal.

**Network Access Policy** – Policy IJNDB

**Nondiscrimination** – Policy AC

**No School (Emergency Closings)** – Policy EBCD

When it is felt, in the opinion of the Superintendent of Schools, that weather conditions do not allow the safe transportation of pupils, he/she will cancel school for the day or institute a delayed opening. Parents will be notified by a “School Messenger” phone call.

Notification will be made over the previously-mentioned radio and television stations and their websites. If necessary, shuttle buses may be used until walking conditions improve. Shuttle bussing routes will be posted on cable TV.

If it is necessary to delay the start of school by 90 minutes, AM Kindergarten and Preschool sessions will not be held. All afternoon sessions of Kindergarten and Preschool will be held at the regularly scheduled times.

**Outdoor Recess**

Students in Grades K-5 will have recess outdoors when weather permits. It is generally felt that if a child is well enough to be in school, he/she is well enough to enjoy the outdoor recess. Please make sure that children are dressed properly for outdoor recess. Exceptions to this policy are made upon receipt of a physician’s note.

**Parental Concerns**

Any parent who has concerns relating to his/her child's progress should first bring the concern to the teacher. If satisfaction is not forthcoming, the logical sequence for follow-up to the concern is to then contact the Principal, the Assistant Superintendent, and/or Administrator of Special Education, and the Superintendent.

**Parent - Teacher Conferences:**

Wednesday, November 7, 2018 Early Release, afternoon and evening appointments  
Thursday, November 8, 2018, evening appointments only

**Kindergarten Conferences:**

Conferences are held in conjunction with elementary release times. No half-day kindergarten on Wednesday, November 7, 2018. Full day kindergarten students attend for a half day.

Whenever a child's progress is less than anticipated, a notice may be sent home with the child. Families or teachers may request a parent-teacher conference at any time that they feel there is a need.

**Pledge of Allegiance**

The Pledge of Allegiance (flag salute) will be conducted in every classroom each morning, and a moment of silence will be observed.

**Progress Reports**

Progress reports will be given to all students in the spring. The focus is to communicate with families and students about academic progress or concerns.

**Report Cards**

Printed report cards are issued to all students twice per year; in January and June. Electronic copies will be posted on the parent portal.

**Rights of Non-Custodial Parent** – Policy KBBA

**School Dropouts**

School administration may not consider a student to have permanently left public school unless within a period of 5 days from the student's 10<sup>th</sup> consecutive absence the school administration has sent notice to the student and parent or guardian in English and the primary home language as maintained in the student information system which offers at least 2 dates and times for an exit interview between the superintendent or designee and the student and parent or guardian.

The exit interview shall be for the purpose of discussing the reasons for the student permanently leaving the school and to consider alternative education or other placements.

**School Search and Seizure** – Policy JIH

**School Volunteers and Volunteer Chaperones**

All district school volunteers and field trip chaperones must submit CORI screening application to the Superintendent annually. In accordance with District Policy 1239, each volunteer shall fill out an application form stating name, address, educational and or background, indication of area of interest, and times available. Each volunteer shall attend an Introduction—Orientation Session conducted by the principal or his/her designee. This information is available through the school secretary's office.

## **Section 504/Americans with Disabilities Act Complaint Procedures** – Policy ACE

### **Smoking Policy** – Policies ADC and JICG

### **Special Education** – Policy IHBA

Individuals with Disabilities Education Improvement Act (IDEA 2004) law guarantees each student in a public school system the right to a “Free and Appropriate Education” (FAPE) in the Least Restrictive Environment (LRE) which requires that the school district provide instruction tailored to meet the student’s needs if the child is found eligible for special education services. A student must receive a complete and comprehensive evaluation to determine if the student has a disability and is eligible for Special Education. The multidisciplinary Team may consist of the Principal, Assistant Principal, classroom teacher(s), nurse, psychologist, and/or speech/language, occupational and physical therapists. The composition of the Team is determined by the specific reasons for referral.

Students may be referred to the Team by their parents, doctor, teacher, or by their own request. The Team members will complete their evaluations within thirty working days and will convene a meeting within forty-five working days with parents to discuss evaluation results, to determine eligibility, and to make recommendations for the Individualized Educational Program (I.E.P.). Written parental permission is required prior to any evaluation or delivery of special education services. Parents are encouraged to take an active part in the Team process. As part of the Team process, parents will receive a copy of their rights which will detail the options available when a parent disagrees with the Team evaluation or recommendation for services.

Questions regarding any aspect of Special Education or the Team process may be directed to the Building Principal, Assistant Principal or to the Administrator of Special Education at the Office of the Superintendent.

### **Student Conduct** – Policy JIC

### **School Health Services Program** - Policy JLC

The School Health Services Program is an integral part of the total educational curriculum. The school nurses work in collaboration with the school physician for medical supervision and consultation. The Whitman Hanson Regional School District (WHRSD) has a full time Registered Nurse assigned to each school. The WHRSD school nurse provides preventive and supportive health services to facilitate the students’ optimal physical, mental, emotional and social growth and development in the educational setting. The school nurse provides nursing services to allow students with health care needs to successfully access education. The WHRSD school nurse supports the education process by working to assure the health of the entire school community.

Our nurses are available for cross coverage of the schools as needed when the regular building nurse is not available. Unfortunately, the district **cannot guarantee** that a registered nurse is always present in each building each school day. If your child requires medical attention, a medical procedure, or medication when a nurse is not physically

present in the building, you or your designee will be contacted. If the school staff determines that a child may need immediate medical attention, 911 will be called. District nurses do not routinely go on school sponsored field trips unless the school administrator and the building school nurse deem it necessary.

Prescription rescue medications, such as inhalers and emergency epinephrine, are always accessible in the clinic with physician documentation and written parental permission.

### **Emergency Contact Form**

With each new school year, every student is required to have a completed and signed emergency contact form (census verification) which is kept on file in the office. The parent/guardian should promptly notify the school of any changes in emergency information.

### **Student Health Information Update Form**

These forms need to be completed each school year in order to provide the school nurse with updated health information and for parental permission for over-the-counter medication administration such as Tylenol and Motrin.

### **Medical Conditions**

It is very important that any child who has any medical condition (allergies, diabetes, seizures, etc.) lead as normal a life as possible. It is imperative that the parent notifies his/her child's school nurse regarding any existing medical concerns in order to enable the school to provide assistance in a timely manner.

### **Screenings and Examinations**

#### **Physical Examinations – Policy JLCA**

The Department of Public Health requires periodic physical examinations of students to ensure proper growth and development, identify any new medical problems, and to evaluate any existing health problems. These physical exams are required to be performed in kindergarten and grades 4, 7, and 9. Your child's primary care physician can provide a copy of the physical exam form which needs to be submitted to the school nurse prior to or during the school year as listed above. Any new students entering the Whitman-Hanson schools are required to submit a recent physical exam form prior to entrance. If the child does not have a primary care physician, arrangements may be made for the school's physician to provide a physical exam. In addition, ALL middle and high school students must pass a physical examination within 13 months of any athletic participation (MIAA policy). The physical exam must be on file in the nurse's office prior to participation.

#### **Hearing and Vision Screenings**

As mandated by the Department of Public Health, hearing and vision screenings are conducted annually for students in grades 1-5 (vision), K-3 (hearing), 7 and 10 (vision and hearing). Students in other grades will be screened on a referral basis as needed. The screenings are conducted by the school nurse or by a trained staff person under the supervision of the school nurse. If there are further concerns as a result of the screening, the school nurse will notify the parent/guardian in writing.

### **Postural Screening**

Screening for scoliosis is conducted in grades 5-9 by the physical education teachers and/or the school nurse as mandated by the Department of Public Health. This program identifies children who should have a further medical evaluation. Re-screenings are done by the school nurse, who then notifies parents with any concerns or positive findings.

### **Body Mass Index (BMI) Screening**

Screening for BMI is conducted in grades 1, 4, 7, and 10 by the school nurse or by a trained staff person under the supervision of the school nurse as mandated by the Department of Public Health. BMI is calculated with a child's height and weight. It is a way of checking to see if your child has a healthy weight. The results of the screening compare your child's height and weight to other children of the same age and sex. The results are given as a "percentile." Parents may request their child's BMI results, along with recommendations if the child is not in a healthy weight range, by contacting the school nurse.

### **Substance Use**

The Department of Public Health requires annual substance use screening (SBIRT) to be performed in grades 8 or 9 and 11. It will consist of Screening; Brief Intervention; and Referral and Treatment for students with substance use issues. Screening instruments are empirically validated and selected by the Massachusetts Department of Public Health. Screening results shall not be recorded in any file subject to inspection. Results for all students screened will be recorded without identifying information and reported to the Department of Public Health.

**NOTE:** A parent/guardian may decide not to have their child participate in the mandated screenings. A written letter indicating this request needs to be sent in to the school nurse by September 15th of each school year.

### **Immunizations**

The Massachusetts Department of Public Health mandates that every child must be current with all required immunizations before entering school, unless a physician deems it not medically advisable or if there is a religious exemption. A physician certified immunization record needs to be submitted to the school.

The following immunizations are required before school entry:

1. DTP or DTaP (Diphtheria, Tetanus, Pertussis) – 4 or 5 doses
2. Polio – 3 or 4 doses
3. MMR (Measles, Mumps, Rubella) – 2 doses
4. Hib (Haemophilus Influenza type B) – 1 to 4 doses (pre K only)
5. Hepatitis B – 3 doses
6. Varicella (Chicken Pox) – 2 doses or documentation of illness/immunity
7. Tdap Booster (Tetanus, Diphtheria, Pertussis) – 1 dose prior to entering grade 7. All students entering grade 7 are required to provide an updated immunization record by October 1st.

**Lead Testing:** All children must show proof of screening at least once in order to enter kindergarten

### **Communicable Diseases**

Infectious diseases that can be spread from one individual to another are called

contagious or communicable diseases. If your child shows symptoms of having a communicable disease, you should keep the child home. If symptoms are noticed during the school day, your child will be dismissed as soon as possible. If parents are not available, the child is dismissed in the care of a person named on your Emergency Contact Form. A child is excluded from school until he/she is no longer considered contagious. A certificate from a physician verifying freedom from illness is required after any absence due to a communicable disease or if a student is absent for five (5) or more consecutive days. Some communicable diseases include chicken pox or shingles, impetigo, strep throat, conjunctivitis, pertussis, salmonella, and meningitis. When a child is ill with other than a communicable disease, the dismissal procedure is the same.

### **Too Sick For School**

In order to prevent the spread of illness and to protect the health and well-being of our students, the following is recommended:

#### **Fever**

Fevers are generally signs of infection. Your child's temperature should be less than 100 degrees for 24 hours, without the use of fever reducing medications such as Tylenol or Motrin, before they can return to school.

#### **Stomach Ache, Vomiting, Diarrhea**

A child with vomiting and or diarrhea should be kept at home until their symptoms have resolved for approximately 12 hours, and the child has demonstrated they can keep down food and liquid.

#### **Cold Symptoms, Cough, Sore Throat**

Your child may attend school if their symptoms are not associated with a fever. They should also be free from significant discomfort from their cold symptoms so they are able to participate in their schoolwork. If your child has, symptoms of a persistent cough, or thick, yellow or green nasal discharge, which lasts longer than a week, or he or she complains of an earache, you may want to consult your doctor for possible treatment. If your child has been diagnosed with strep throat, they may return to school after being on antibiotics for 24 hours, to assure that their infection will not be contagious to others.

#### **Red Eye**

Red, irritated, itchy eyes with drainage could be caused by a bacterial infection, allergies, or a virus. If the white part of the eye appears red and produces a yellow or green crusty discharge with matted lashes, your child may have conjunctivitis. Conjunctivitis or "pink eye," as it is commonly referred, is a contagious infection, which needs to be treated by a doctor. Your child may return to school after 24 hours of prescribed treatment.

#### **Lice**

Pediculosis (lice) is a common problem in school-aged children. Head lice poses no real health risk to the population and is viewed as no more than a nuisance by health care professionals. However, since the condition can be transmitted to others, proper and successful treatment is essential. Our goal is to educate the students and parents on proper identification and elimination of head lice and nits as quickly as possible to minimize interruption of classroom time. WHRSD will follow the guidelines in accordance with Massachusetts DPH recommendations on policy and procedures for managing lice in the school setting.

1. Any student identified as having a case of Pediculosis (nits or live lice) will be assessed/inspected and returned to class and/or dismissed from school at the nurse's discretion.
2. The nurse will assess siblings and any close contacts who attend the Whitman-Hanson Regional Schools.
3. Notification will be sent home to the parents/guardians of the children in the classroom at the nurse's discretion.
4. Parents/guardians will be given information regarding treatment of head lice.
5. The student must be reevaluated by the school nurse for re-entry to school. Whenever possible, the student should be accompanied by a parent/guardian until this exam is completed.
6. If nits are found after treatment, the student may attend school at the nurse's discretion.

### **First Aid**

The school nurse will provide immediate and temporary first aid care when necessary. The school is **not** responsible for injuries which have occurred outside of school hours. If the nurse assesses the need for a 911 emergency call, then a parent/guardian will be contacted. If a parent/guardian is not available then the emergency contact will be called. In the event that transport to the hospital is needed and a parent or emergency contact person is not available, a staff member may accompany the student in the ambulance as determined by the school administrator.

### **Use of Assistive Devices in School**

Any student requiring use of assistive devices during school hours (i.e. crutches, wheel chair, walking boot, etc.) must submit written documentation required for re-entry to school from the physician stating:

- Extent of Injury/Surgery
- Physician's instructions for use of the assistive device
- Specific limitations regarding activity
- Time frame for use of the assistive device

Use of assistive devices must be provided by the student's family. Parents/guardians should check with their school nurse prior to the student's re-entry. The school nurse needs to be made aware that a student has returned to school and is using an assistive device or is in a cast.

### **Medications**

#### **Prescriptive Medications**

It is preferred that medications be scheduled outside of the school day whenever possible. All prescriptive medications (including psychotropic medications and inhalers) that are to be administered during the school day must be accompanied by the following:

- Pharmacy Labeled Bottle (properly labeled with student's name, physician's name, name medication, the dosage of the medication and frequency of which the medication is

to be administered)

- Doctor's Medication Order Form
- Parental Authorization Form

In addition, a parent or designee must deliver ALL medication to the school. Students are NOT allowed to transport medication to school. Such medications are to be left in charge of and are to be administered by the School Nurse ONLY. ALL prescriptive medications must meet these standards, otherwise the medication will NOT be administered and the parent will be advised of the correct procedure.

### **Non-Prescriptive Medications: Over the Counter (OTC)**

All non-prescriptive medications must be accompanied by a parental permission slip stating the name of the medication, dosage to be administered and the time when the medication is to be given and the reason the student is taking it. Medications must be in the original container. Medications will not be administered unless these standards are followed.

### **School Physician Medication Orders**

The school nurse may administer medications as needed per the school physician standing orders which are renewed annually. Such medications may include: Motrin, Tylenol, Tums, Benadryl, and emergency epinephrine (Epi Pen).

### **Dispensing of Aspirin / Non-Aspirin**

Aspirin will be dispensed only with a written physician's order and supplied by parent.

### **Medication on Field Trips**

If your child takes medication during the school day, a registered nurse or adult who has been designated by the nurse for delegation of medication must be available during the trip for the administration of all medication. If you choose not to have your child take his/her medication on the field trip, then written documentation must be sent in to the nurse stating such.

### **Narcotic Analgesics in School**

If a student requires a narcotic analgesic for pain management during the school day, he/she will be required to bring a doctor's written order to the school nurse stating the student may attend school while taking the narcotic analgesic.

### **Use of Local Anesthetics for Dental Procedures**

Any student requiring local anesthesia (i.e. Novocain) for a dental procedure during school hours must present a dentist/oral surgeon authorization to the school nurse for the student to return to school.

### **Managing the Care of Students with Athletic Concussions**

Research has estimated that 5-10% of high school or college contact sports athletes sustain a concussion each year. These estimates likely understate the true incidence of concussion. In one investigation over 50% of high school football athletes did not report their injury to a parent, coach, or medical professional. A concussion is an alteration of mental status resulting from the brain being jolted inside of the skull due to a blow to the head or body. Among the many symptoms associated with concussion, headache, dizziness, confusion, amnesia, nausea, and disorientation are commonly reported. Loss of consciousness however, only occurs in less than 10% of all injuries and is not an indicator of concussion severity. Also following the injury the athlete may experience

other difficulties such as sensitivity to light and sound, forgetfulness, fatigue, and emotional changes such as anxiety or depression. Most athletes who sustain a concussion can fully recover as long as the brain had time to heal before sustaining another hit; but relying only on an athlete's self-report of symptoms to determine injury recovery is inadequate as many high school athletes are not aware of the signs and symptoms of injury, the severity of concussive injuries pose, or they may feel pressure from coaches, parents, and/or teammates to return to play as quickly as possible. One or more of these factors will likely result in under-diagnosing the injury and a premature return to play. Research has shown that young concussed athletes that return to play too soon, before their brain has healed, are highly vulnerable to more prolonged post-concussion syndrome or, in rare cases a catastrophic neurological injury known as Second Impact Syndrome.

The Commonwealth of Massachusetts has enacted legislation requiring schools to be more proactive and consistent when it comes to treating head and brain injuries. Whitman-Hanson Regional School District will abide by all facets of the new law. (<http://www.miaa.net/concussions-proposed-final-regulation.pdf>)

### **Student Records** – Policy JRA and JRA-R

#### **Title I**

Title I is a federal program that provides financial assistance to public school districts to offer supplementary educational services for identified children. In order to receive federal funding, the District annually determines school eligibility and program design by conducting a needs assessment and by calculating poverty indicators. The purpose of the program is to help the children succeed in the regular classroom, attain grade level proficiency, and improve their academic achievement in basic and more advanced skills. The program emphasizes and encourages parent involvement. Children may be referred for Title I services by their classroom teachers, principal, or parents. After a child is referred, multiple, educationally related objective criteria are used to determine eligibility for the program. Parents must give written permission before a child can receive Title I services. The Title I services are provided in the regular classroom. Children are tested annually to determine individual progress in the Title I Program. Questions regarding this program should be addressed to the Building Principal or Assistant Superintendent, George Ferro.

### **Vandalism Policy** - Policy ECAC

#### **Visitors in School**

All visitors must enter through the main entrance. Visitors will be required to wear a visitor's identification. The main lobby entrance has two sets of doors with a large waiting area and service window. The second set of doors is permanently locked. A camera and buzzer system will allow a staff member to provide an initial visitor screening before entering the building. Visitors will then check in at the service window. Visitors will only be permitted beyond the waiting area for scheduled appointments. In order to maintain an accurate and justifiable record of the presence in the school of people other than paid staff, each school principal or his/her designee shall be responsible for maintaining a visitors' log

wherein shall be recorded the date, time of entrance into the building, time of departure, and name of each visitor; in addition, the purpose for the visit shall be recorded in the visitors' log. A copy of such log shall be maintained on file at the school's Main Office. Any visitor refusing to comply with such provision shall be requested to leave the premises. Failure to leave when asked may result in police action in accordance with MGL Chapter 272, Section 40A, and Chapter 266, Section 120.

### **Appendix 1** - Bus Regulations

#### A. Bus Loading and Discharging Procedures:

In accordance with Chapter 118 of the Acts of 1974, all pupils will enter or leave the bus when the lights/lamps are flashing. Further, the loading and discharging procedure requires that pupils pass at least ten (10) paces in front of the bus on the side of the flashing lamps.

Parents of Kindergarten children must be physically present at the bus stop when the child is picked up and dropped off.

Pupils will be informed by the building administrators and homeroom teachers that they shall not wait on snow banks or attempt to climb snow banks after being discharged from a bus.

Bus routes are established at the beginning of the school year based on the school's total enrollment and number of students on individual bus routes. Therefore, requests for students to ride on buses and get off at stops other than those they were assigned to in September cannot be honored.

#### B. Students are subject to video and audio surveillance while riding on all district buses.

#### C. Suspension of Bus Privileges:

Bus transportation is a privilege and may be denied for just cause by the Building Administrator/Designee or School Safety Officer. Extreme cases of misbehavior on the bus or at the bus stop shall be reported to the Building Administrator/Designee or School Safety Officer. The following procedures shall be processed in relation to possible suspension of bus-riding privileges.

#### D. Penalties-Minimum:

- I. First Bus Report: Pupil and parents receive a warning.
- II. Second Bus Report: Pupil is removed from the bus for a period of one (1) day
- III. Third Bus Report: Pupil is removed from the bus for a period of two (2) days.
- IV. Fourth Bus Report: Pupil is removed from the bus for a period of five (5) days.
- V. Fifth Bus Report: Pupil is removed from the bus for a period of ten (10) days.
- VI. Sixth Bus Report: Pupil is removed from the bus for a period of thirty (30) days.

Parents may be required to meet with the building administrator for a permission slip to re-board the bus. Bus operators will not allow a student to re-board the bus until he/she receives the permission slip signed by the Building Administrator. Penalties may be carried into a

subsequent school year at the discretion of the building administrator.

Bus Reports may be issued for but are not limited to the following:

- Putting arm, head, or anything out of the window
- Throwing anything out of the window
- Pushing, hitting another pupil or grabbing property of another pupil
- Standing when a seat is available
- Lighting matches or lighters
- Fighting
- Vulgar or profane language
- Vandalism such as defacing seats, or cutting seats
- Opening emergency door or any action which could cause harm to another pupil
- Refusal to obey reasonable rules of bus and operator's authority
- Smoking or drinking
- Possession of and/or displaying of weapons or like instruments
- Harassment of other pupils or driver
- Physical violence or threat of physical violence toward a bus operator
- Possession of a controlled substance

Complaints Regarding Regulation/Policy:

Parents/guardians who take exception to the building administrators' implementation of these regulations shall be formally referred to the Superintendent of Schools or his/her designee.

**Appendix 2** - Discipline Code

Introduction

The student discipline code is a set of rules and regulations to guide Whitman-Hanson Regional School District students as they work and play in the various school environments. It is assumed that the entire school personnel will display a friendly and sincere interest in the well-being of each child, yet at the same time maintain a degree of control that will insure a good learning environment -- one that elicits mutual trust for each other.

One of the most important lessons education should teach is discipline. While it does not appear as a subject, it underlies the whole educational structure. It is the training that develops self-control, character, orderliness, and efficiency. It is the key to good conduct and proper consideration for other people.

With an understanding of the purposes of discipline in a school, a student may form a correct attitude toward it, and not only do your part in making our school an effective place of learning, but develop the habit of self-control which will make the student a better person.

General Information

Due Process

All students must be afforded due process whenever deprived of their rights to education through exclusion from their regular classroom instruction or from school activities including:

Suspension: Before a student is temporarily suspended from public school for ten (10) days or less, the student has the constitutional right to receive:

1. Oral or written notice of the charges against him/her.
2. An explanation of the evidence against him/her.
3. The opportunity to present information regarding the allegations to an impartial decision-maker (Building Administrator). Notice of the suspension and the hearing must occur before the student may be asked to leave school, except when a student presents an immediate threat to school officials, other students, or him/her, or clearly endangers the school environment. In this case, the hearing may be delayed, but must be held within a reasonable period of time.

Expulsion or Permanent Exclusion: Requires more formal procedures than short-term suspensions in accordance with the Massachusetts General Laws C. 76, S. 17.

NOTE: The complete text of the due process procedure is available from the school's main office to parents upon request.

### **Rules and Regulations**

#### General:

1. All pupils will respect and adhere to the standards established by each classroom and to the standards established for the total school setting.
2. Parents will be held financially responsible for the books and other school equipment/property assigned to his/her child during the school year.
3. Pupils are not permitted to bring to school any items which constitute a safety hazard for themselves or other children (Example - knives, toy guns, fireworks, and matches).
4. Gum chewing is not allowed in school unless authorized.
5. Discriminating practices or criticism among students for any reason whatsoever will not be tolerated.

#### General Procedures to be followed:

1. Infrequent or minor infractions of the rules and regulations will be handled by the classroom teacher.
2. Continuous minor infractions shall result in a conference among building

administrator, teacher and child. If this conference does not resolve the situation at this time, a parental contact should be made.

3. The Building Administrator has the authority to temporarily remove children from a learning station or from school when continuous infractions occur.
4. Serious infractions of school rules and regulations shall result in an immediate conference among building administrator, teacher, parent, and child. At this time, parents will be informed that future infractions of the school rules and regulations may result in further disciplinary action including removal from school for the day or until a conference is held with parent.
5. When the building administrator deems that suspension is necessary in the best interests of the school and the child, the parent will be notified in writing and due process followed.
6. When a child has been suspended, the Superintendent of Schools, or his/her designee, will be notified of the suspension. Prior to the reinstatement of the child, a conference will be held among the legal guardians, the building administrator, the teacher or teachers, and the child.
7. If the action of the child is deemed serious enough to warrant exclusion, the principal of the school will act in accordance with Education Reform.

**Disciplining Students with Special Needs:**

Procedures for suspension up to 10 days and after 10 days: General requirements

1. Any student with an IEP or 504 Plan may be suspended up to 10 days in any school year without implementation of the procedures described below.
2. After a student with special needs or a 504 Plan has been suspended for 10 days in any school year, during any subsequent removal the public school provides sufficient services for the student to continue to receive a free and appropriate public education. Manifestation and determination will be conducted according to and as required by regulation.
3. The school provides additional procedural safeguards for students with disabilities prior to any suspension beyond 10 consecutive days or more than 10 cumulative days (if there is a pattern of suspension) in any school year.

**State Requirements**

M. G.L. c 76, sections 16-18

**Federal Requirements (IDEA-97)**

34 CFR 300.519-300.529

Procedures for suspension of students with disabilities when suspensions exceed 10 consecutive school days or a pattern has developed for suspensions exceeding 10 cumulative days; responsibilities of the Team; responsibilities of the district:

As suspension of longer than 10 consecutive days or a series of suspensions that are shorter

than 10 consecutive days but constitute a pattern are considered to represent a change in placement.

1. Prior to a suspension that constitutes a change in placement of a student with disabilities, district personnel, the parent, and other relevant members of the Team, as determined by the parent and the district, convene to review all relevant information in the student's file, including the IEP, any teacher observations, and any relevant information from the parents, to determine whether the behavior was caused by or had a direct and substantial relationship to the disability or was the direct result of the district's failure to implement the IEP—"a manifestation determination."
2. If district personnel, the parent, and other relevant members of the Team determine that the behavior is NOT a manifestation of the disability, then the district may suspend or expel the student consistent with policies applied to any student without disabilities, except that the district must still offer:
  - a. services to enable the student, although in another setting, to continue to participate in the general education curriculum and to progress toward IEP goals; and
  - b. as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, to address the behavior so that it does not recur.
3. Interim alternative educational setting. Regardless of the manifestation determination, the district may place the student in an interim alternative educational setting (as determined by the Team) for up to 45 school days
  - a. on its own authority if the behavior involves weapons 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.

Characteristics. In either case, the interim alternative education setting enables the student to continue in the general curriculum and to continue receiving services identified on the IEP, and provides services to address the problem behavior.
4. If district personnel, the parent and other relevant members of the Team determine that the behavior IS a manifestation of the disability, then the Team completes a functional behavioral assessment and behavioral intervention plan if it has not already done so. If a behavioral intervention plan is already in place, the Team reviews it and modifies it, as necessary, to address the behavior. Except when he or she has been placed in an interim alternative educational setting in accordance with part 4, the student returns to the original placement unless the parents and district agree otherwise.
5. Not later than the date of the decision to take disciplinary action, the school district notifies the parents of that decision and provides them with the written notice of procedural safeguards. If the parent chooses to appeal or the school district requests a hearing because it believes that maintaining the student's current placement is

substantially likely to result in injury to the student or others, the student remains in the disciplinary placement, if any, until the decision of the hearing offices or the end of the time period for the disciplinary action, whichever comes first, unless the parent and the school district agree otherwise.

Federal Requirements:

IDEA-97: 34 CFR 300.519-300.528

IDEA 2004: Section 615(k) (1)-(4)

### **Appendix 3** - Promotion and Attendance

PK thru Grade 5:

The Whitman-Hanson Regional School District recognizes each pupil as an individual and also recognizes the wide variance in individual, emotional, social, physical, and intellectual growth patterns. Retention is a very serious educational action which is only recommended in rare situations. Factors that play a prominent role in arriving at a decision regarding promotion and retention are recommendations from teachers, recommendations from counselors and specialists, recommendations from school administrators, the student's test scores on the School Department's various testing instruments, periodic report cards, and the child's potential to achieve. The Promotion and Attendance Policy/Grades K thru Grade 5 attempts to provide a balance between individual rates of growth and basic standards.

Kindergarten: Promotion from this grade to the next grade level depends upon effective progress by pupils in academic readiness and social and emotional areas of pupil development.

Grades 1 - 5: Promotion from each of these grades to the next level depends upon effective progress by students in the areas of reading, English language arts, and mathematics including input from state-wide and other assessments.

Attendance Requirements: According the Chapter 76, Section 2 of the Massachusetts General Laws, "Every person in control of a child described in section one shall cause him to attend school as therein required, and if he fails to do so for 7 day sessions or 14 half day sessions within any period of 6 month" be subject to further action . In addition; Students may be considered for retention if:

--More than 30 days in a school year are missed.

--More than 15 days in a marking period are missed.

This Attendance Policy may be waived in instances of extended student medical problems, or in other extenuating circumstances including the Department of Education's Policy on the discipline of Special Needs students.

Parent/Guardian Notification of Possible Retention: Parents will be notified in writing if their child is in danger of being retained for the following school year, midway through the current school year.

Decisions Regarding Promotion and Attendance: Those students who are in danger of being retained will immediately be referred to the school principal, adjustment counselor, teachers, and other staff members who are involved in an individual child's education.

The Building Pre-referral Team will be notified to assess the overall education status of the students being referred in an effort to find modifications for those students to experience a higher degree of success before any retention recommendations are made.

In the event that a student is not successful in meeting the Whitman-Hanson School District's standards for promotion, the principal will notify parents/guardians of an intention to retain their child at a particular grade level before the last week of school or earlier if possible.

**Appendix 4** - Updated Medical Policy Guidelines  
Children and Adolescents with HIV Infection/AIDS in School Settings

Students with AIDS/HIV infection have the same right to attend classes or participate in school programs and activities as any other student.

**Facts about the Transmission of HIV**

HIV can be transmitted through unprotected sexual intercourse, through blood-to-blood contact (such as the sharing of injection drug needles and syringes) and from an infected woman to her baby at or before birth. A large body of research has demonstrated that HIV is not transmitted through casual contact, such as in a school setting. Therefore, except in very rare cases (Appendix A), there is no legitimate public health reason to exclude students with AIDS or HIV infection from attending school.

A student who is diagnosed with AIDS or presents evidence of being immuno-compromised is at a greater risk of contracting infections. This means there may be good reasons to inform the school nurse or school physician of a student's AIDS diagnosis or HIV infection status. This student's parent(s) or guardian(s) would benefit from information from the school nurse or school physician about the occurrence of threatening contagious diseases (such as chicken pox or influenza) when making a decision regarding school attendance. The school nurse or school physician may also need to attend to the particular needs of HIV-infected students regarding immunization schedules and medications.

In consultation with the student's primary care physician, the student's parent(s) or guardian(s) may decide to inform certain school personnel about the student's AIDS/HIV status, particularly the school nurse or school physician. If they so choose, the following guidelines are recommended:

- \* The student's parent(s) or guardian(s) may inform the school nurse or school physician directly.
- \* Alternatively, the student's parent(s) or guardian(s) may request that their primary care physician make the disclosure. In this case, specific, informed, written consent of the student's parent(s) or guardian(s) is required.
- \* Further disclosure of a student's HIV status by the school nurse or school physician to other school personnel requires the specific, informed, written consent

of the student's parents(s) or guardian(s).

#### Statutes Governing Disclosure

As a general rule, a student's health records related to AIDS/HIV should be regarded as confidential. The Massachusetts General Laws, c.111, s.70F, prohibit health care providers, physicians and health care facilities (including school-based clinics) from disclosing HIV test results, or even the fact that a test has been performed, without the specific, informed, written consent of the person who has been tested. This statute prohibits testing persons for HIV antibodies without their permission, and protects against the nonconsensual release of medical records (including school health records) which contain such information.

These statutory requirements apply specifically to health care providers. However, case law in Massachusetts and other states leads to the conclusion that other school staff members beside health care providers may be liable for civil damages in the event of nonconsensual disclosure of information related to HIV status or AIDS diagnosis. In short, information about an individual's AIDS/HIV status should be treated as highly confidential, and released only with the specific, informed, written consent of the individual's parent(s) or guardian(s).\*

\* Under state public health statute M.G.L. c.112 s.12F minors may consent to their own dental care and medical testing, diagnosis and treatment in certain circumstances (including HIV infection). This law mandates confidentiality of medical information and records except when an attending physician or dentist reasonably believes that the condition of the minor is so serious that the minor's life or limb is endangered. Accordingly, if an adolescent student has sought HIV antibody testing independent of parental consent, that student has the right to keep this information confidential, and any disclosure of this information would require the student's specific, informed, written consent.

#### Medical Guidelines Regarding Students Who Bleed in an Uncontrollable Fashion in a School Setting

A number of serious infectious diseases are spread by contact with human blood. Among these blood-borne infections are the Hepatitis B virus and HIV (the virus that causes AIDS). Consequently, students who bleed uncontrollably should not have routine contact with other individuals in school settings.

As a public health measure, students who exhibit the following conditions should be advised not to attend school until such time as these conditions are resolved:

1. If a student has weeping or bloody skin or mouth sores that cannot be successfully covered or controlled with medications
2. If the student exhibits biting of an unusual frequency or severity that would be accompanied by actual transfer of blood from the biter, as might happen only from a student with chronically bloody gums or mouth

### 3. If the student exhibits bloody diarrhea

These conditions are grounds for the exclusion of any student from a school setting, regardless of whether she/he is known or suspected to harbor a blood-borne infection.

Adapted from Medical Update to Policy Guidelines: Infants, Toddlers and Preschoolers with HIV Infection/AIDS in Early Childhood Settings (Department of Public Health, June 1989)

#### Universal Precautions for School Settings

Universal precautions refer to the usual and ordinary steps all school staff need to take in order to reduce their risk of infection with HIV, the virus that causes AIDS, as well as all other blood-borne organisms (such as the Hepatitis B virus).

They are universal because they refer to steps that need to be taken in all cases, not only when a staff member or student is known to be HIV-infected.

They are precautions because they require foresight and planning, and should be integrated into existing safety guidelines.

Appropriate equipment (mops, buckets, bleach, hot water, hand soap, disposable towels and latex gloves) must be readily available to staff members who are responsible for the clean-up of body fluid spills.

1. Treat human blood spills with caution.
2. Clean up blood spills promptly.
3. Inspect the intactness of skin on all exposed body parts, especially the hands. Cover any and all open cuts or broken skin, or ask another staff member to do the cleanup. Latex gloves contribute an added measure of protection, but are not essential if skin is intact.
4. Clean up blood spills with a solution of one part household bleach to ten parts water, pouring the solution around the periphery of the spill. Disinfect mops, buckets and other cleaning equipment with fresh bleach solution.
5. Always wash hands after any contact with body fluids. This should be done immediately in order to avoid contaminating other surfaces or parts of the body (be especially careful not to touch your eyes before washing up). Soap and water will kill HIV.
6. Clean up other body fluid spills (urine, vomit, feces), unless grossly blood contaminated, in the usual manner. They do not pose a significant risk of HIV infection.

Adapted from Universal Precautions for School Settings, Massachusetts Department of Education and Medical Update to Massachusetts Policy Guidelines: Infants, Toddlers and Preschoolers with HIV Infection/AIDS in Early Childhood Settings (June, 1989).

## **Appendix 5** - Distribution of Information

Be it enacted by the Senate and House of Representatives in General Court assembled, and by the authority of the same, as follows:

Chapter 71 of the General Laws is hereby amended by inserting after section 34G the following section:

### Section 34H.

(a) Each public elementary and secondary school shall provide the following information in a timely and appropriate manner to the parent of a child enrolled in the school if the parent is eligible for information pursuant to this section and requests the information in the manner set forth in this section: report cards and progress reports; the results of intelligence and achievement tests; notification of a referral for a special needs assessment; notification of enrollment in a transitional bilingual program; notification of absences; notification of illnesses; notification of any detentions; suspensions or expulsion; and notification of permanent withdrawal from school. Each school shall also make reasonable efforts to ensure that other written information that is provided to the custodial parent but not specified in the preceding sentence be provided to the requesting parent if that parent is eligible for information pursuant to this section and requests the information in the manner set forth herein. All address and telephone number information shall be removed from information provided pursuant to this section. Receipt of this information shall not mandate participation in any proceeding to which notification pertains nor shall it authorize participation in proceedings and decisions regarding the child's welfare which are not granted through the award of custody. For purposes of this section, any parent who does not have physical custody of a child shall be eligible for the receipt of information pursuant to the procedures of this section unless said parent has been denied legal custody of the child based on a threat to the safety of the child or to the custodial parent, or who has been denied visitation, or who has been ordered to supervised visitation, or whose access to their child or to the custodial parent has been restricted by a temporary or permanent protective order unless said protective order, or any subsequent order which modifies said protective order, specifically allows access to the information described in this section.

(b) A parent eligible for information pursuant to this section who wishes to have this information shall submit a written request to the school principal annually. The initial request shall include: a certified copy of the probate court's order or judgment relative to the custody of the child indicating that the requesting parent has not sought and been denied shared legal custody as defined in section 31 of chapter 208 based on a threat to the safety of the child or the custodial parent and is entitled to unsupervised visitation with his child, or a certified copy of an order by a probate and family court judge specifically ordering that this information be made available to the requesting parent which certifies on its face that it is being made after a review of the records, if any, of the judgment of custody and the

criminal history of the petitioner, that provision of the requested information has not been determined to pose a safety risk for the custodial parent or to any child in the custodial parent's custody and that it is in the best interest of the child that such information be provided to the petitioner; and an affidavit from the requesting parent certifying that the judgment or order remains in effect and that no temporary or permanent protective order restricting access to the custodial parent or to any child in the custodial parent's custody is in effect.

(c) Upon receipt of a request for information pursuant to this section the school shall immediately notify the custodial parent of the receipt of the request.

Notification must be made by registered mail and by first class mail in both the primary language of the custodial parent and in English. The school may seek reimbursement for the cost of postage from the requesting parent. The notification shall also inform the custodial parent that information requested pursuant to this section shall be provided to the requesting parent after 21 days unless the custodial parent provides to the principal of the school documentation of any court order which prohibits contact with the child, or prohibits the distribution of the information referred to in this section or which is a temporary or permanent order issued to provide protection to the custodial parent or any child in the custodial parent's custody from abuse by the requesting parent unless said protective order or any subsequent order which modifies said protective order, specifically allows access to the information described in this section.

(d) In each subsequent year, the parent eligible for information pursuant to this section shall indicate in the annual request that he/she continues to be entitled to unsupervised visitation with his/her child to be eligible for the receipt of the information pursuant to this section. Upon receipt of a request for information pursuant to this section the school shall immediately notify the custodial parent of the receipt of the request. Notification shall be made by registered mail and by first class mail in both the primary language of the custodial parent and in English. The school may seek reimbursement for the cost of postage from the requesting parent. The notification shall also inform the custodial parent that information requested pursuant to this section shall be provided to the requesting parent after 21 days unless the custodial parent provides to the principal of the school documentation of any court order which prohibits contact with the child, or prohibits the distribution of the information referred to in this section or which is a temporary or permanent order issued to provide protection to the custodial parent or any child in the custodial parent's custody from abuse by the requesting parent.

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

(f) The principal of each public elementary and secondary school shall designate

a staff member whose duties shall include the proper implementation of this section.

- (g) Requests for information made pursuant to this section which are made while a permanent protective order restricting access to the custodial parent or to any child in the custodial parent's custody is in effect shall constitute a violation of said protective order and be subject to the applicable penalties.
- (h) The Department of Education shall promulgate regulations to implement the provisions of this section. Said regulations shall include provisions which assure that the information referred to in this section is properly marked to indicate that said information may not be used to support admission of the child to another school.

#### **Appendix 6** - Section 504/Americans with Disabilities Act Complaint Procedures

The Whitman-Hanson Regional School District does not discriminate on the basis of disability with regard to admission, access to services, treatment, or employment in its programs or activities. Any alleged discriminatory practices within the scope of Section 504 or the Americans with Disabilities Act should be addressed through the grievance procedures which follow.

##### Step 1-

Any student or parent/guardian who believes he/she has a basis for complaint under Section 504, or the Americans with Disabilities Act shall informally discuss the complaint with their building 504/ADA coordinator. The Building 504/ADA Coordinator will investigate and document the complaint (including dates of meetings, disposition and dates of disposition), and give written reply to the complainant within ten working days of meeting with the complainant.

##### Step 2-

If the complaint is not satisfactorily resolved through Step 1, it may be filed in writing by the complainant. To be considered, the written complaint must fully set out the circumstances giving rise to the allegations and must be filed with the Building 504/ADA Coordinator within 10 working days of disposition at Step 1. The Building 504/ADA Coordinator shall notify the District ADA Coordinator of the written complaint.

The District 504/ADA Coordinator will appoint a hearing officer within 10 working days of receipt of the written complaint from the Building 504/ADA Coordinator.

The hearing officer will conduct a hearing regarding the complaint within 15 working days of appointment. The hearing officer shall give the parent or student full and fair opportunity to present evidence relevant to the issues brought forth under the complaint. The parent or student may, at their own expense, be assisted or represented by individuals of their choice (excluding members of the School Committee), including legal counsel.

The hearing officer will present his/her written decision to the District 504/ADA Coordinator and complainant within 10 working days of the hearing.

Step 3-

If the complaint is not satisfactorily resolved through Step 2, the complainant may file a written appeal to the Superintendent of Schools. To be considered, the written complaint must fully state the circumstances giving rise to the alleged complaint and must be filed with the Superintendent's Office within 5 working days of disposition at Step 2. The Superintendent shall review all aspects of the complaint and issue a finding within 5 working days of receipt of the grievance. Should the Superintendent be unable to reach an agreement with the parties concerned, he/she shall forward the complaint to the School Committee immediately.

Step 4-

The School Committee will address the complaint at its next regularly scheduled meeting provided the written complaint is received in the Superintendent's Office at least one week prior to the next scheduled meeting of the School Committee. Within 10 working days of addressing the complaint, the School Committee will issue a written disposition of the alleged grievance.

Step 5-

If the complaint is not satisfactorily resolved following Step 4, further appeal may be made to the United States Office of Civil Rights, Department of Education, Washington, DC 20201

At a minimum, the following documents should be included by a hearing officer as part of the complete investigation:

- \* A statement of the facts as contended by each of the parties.
- \* A statement of the facts as found by the Hearing Officer and identification of all evidence to support each fact.
- \* A list of all witnesses' interviews and documents reviewed during the investigation.
- \* A narrative describing attempts to resolve the grievance.
- \* The hearing officer's conclusion as to whether the allegations in the grievance are meritorious or not.
- \* If the hearing officer believes the grievance is valid, he/she will recommend appropriate action to the District ADA/504 Coordinator.

The District 504/ADA Coordinator is: Student Services Department, 781-618-7428.

WHITMAN-HANSON REGIONAL SCHOOL DISTRICT

SECTION 504/ADA GRIEVANCE FORM

Date: \_\_\_\_\_

Your name \_\_\_\_\_

Your school and/or position \_\_\_\_\_

Place where you may be reached \_\_\_\_\_

Address \_\_\_\_\_

Phone \_\_\_\_\_

Nature of your grievance: (Please describe the policy or action you believe may be in violation of Title IX or other civil rights statute: please identify any persons) you believe may be responsible.) (Attach a separate page if desired.)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

If others are affected by the possible violation, please give their names and/or positions:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Please describe any corrective action you wish to see taken with regard to the possible violation. You may also provide other information relevant to this grievance.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
Signature of Grievant

Date

\_\_\_\_\_  
Signature of Person Receiving Grievance

\_\_\_\_\_  
Date

Location

## **Appendix 7: Harassment/Prejudice** **Acts of Harassment or Prejudice**

### **General Information**

The Whitman-Hanson Regional School District is a community of learners that rejects harassment or prejudice in all forms and believes that children learn best when not influenced by stereotypical or preconceived ideas or opinions which disregard facts. Harassment or prejudice is demonstrated by intolerance, hatred, or bias toward others with the intent to do physical or emotional injury or harm to the victim. Harassment and prejudicial acts are damaging because they deny the individuality and dignity of the person(s). While no one is free of prejudice, our District believes that no one should be allowed to openly harass or demonstrate prejudice toward others. Acting in a harassing or prejudicial manner will be dealt with accordingly. This harassment may include behavior, such as wearing of clothes or symbols, which denigrates others or which is offensive to others because of its negative racial, religious, or ethnic connotations. Some examples of harassing or prejudicial acts are:

- Drawing (or wearing) of swastikas or other negative symbols on a wall, book, etc.
- Making negative statements directed at a person or group of people based on religion.
- Making negative comments directed at a person or group of people based on job or economic status.
- Making prejudicial comments to a person or group of people based on a person's intellectual capacity.
- Fighting, kicking, hitting, tripping, pinching, scratching and/or other violent conduct.
- Other physical conduct, not violent in nature, such as touching, staring, blocking a doorway, following a person, and/or laughing/sneering at a person.
- Destruction of a person's property.
- Calling a person at home, sending postal or electronic mail to the person's residence and/or following the person, and/or being at the person's home in an attempt to harass/intimidate.

All acts of harassment or prejudice, when reported to school officials, shall be investigated thoroughly using the same process that is available for racial or sexual harassment investigations.

### **Racial Harassment**

Pursuant to Title VI and Title VII of the Civil Rights Acts racial harassment of a student, present or prospective employee, or visitor shall not be tolerated. Violation, if proven, will result in disciplinary action. Any person who believes that he/she has been the victim of racial harassment may seek redress through Whitman-Hanson's Racial Harassment Grievance Procedure by contacting your building principal as listed at the end of this section, or by contacting the Superintendent's Office at 781-618-7412.

Racial harassment is defined as:

Verbal or physical conduct which has the purpose or effect of substantially interfering with an individual's work or educational performance, or creating an intimidating, hostile or offensive working or educational environment, when such conduct is undertaken because of the race and/or color of the person against whom the conduct is directed.

Examples of racially harassing conduct include but are not limited to:

- Racial epithets;
- Use of racial stereotypes;
- Graffiti, notes, letters, cards, pictures using racial epithets, racial slurs, racial stereotypes and/or demeaning references to a member of a race;
- Fighting, kicking, hitting, tripping, pinching, scratching and/or other violent conduct when done because of the victim's race;
- Other physical conduct, not violent in nature, such as touching, staring, blocking a doorway, following a person, and/or laughing/sneering at a person when such conduct is undertaken because of the person's race;
- Destruction of a person's property because of the person's race; and
- Calling a person at home, sending mail to the person's residence and/or following the person, and/or being at the person's home in an attempt to harass/intimidate because of the person's race/color.

Racial harassment is not limited to prohibited conduct by a supervisory employee toward a non-supervisory employee or by a teacher toward a student. Racial harassment includes, but is not limited to the following considerations:

- A. The harasser does not have to be the victim's supervisor. He/she may also be an agent of the employer, a supervisory employee who does not supervise the victim, a non-supervisor employee (co-worker), or, in some circumstances, even a non-employee (student, parent).
- B. The harasser and the victim can both be students.
- C. The harasser could be either a student or a staff member, and the victim could be either a student or staff member.
- D. The victim does not have to be the person at whom the conduct is directed. The victim may also be someone who is affected by such conduct when it is directed toward another person. For example, inappropriate attempts of humor or the racial harassment of one person may create an intimidating, hostile, or offensive working or educational environment for another or may unreasonably interfere with an individual's work or educational performance.

All personnel and students will be responsible for implementing, monitoring and enforcing the above policy. All personnel and students are to strictly adhere to this policy.

**Title IX**                      Superintendent                      Jeffrey Szymaniak                      781-618-7412

## **Racial Harassment Grievance Procedure**

### **Preface**

A formal grievance may be filed at any time by a student, employee, administrator, and/or applicant who believes that his/her rights as outlined above have been violated. Each student, faculty member, administrator, or staff member has an obligation to make every effort to resolve problems informally as they arise. All members of the community are urged to resolve problems fairly and informally so that they do not become sources of grievances to be pursued formally through the grievance procedure. If a suitable solution cannot be reached informally through independent means, a formal grievance may be initiated.

**Definitions:** A “grievance” shall be a complaint by an individual that there has been a violation of the racial harassment policy.

- A. The grievant should file a written statement of the grievance within thirty (30) days of the alleged harassment. The grievance should be filed with his/her supervisor, or in the event that the supervisor is the alleged harasser, with the building principal or assistant superintendent. If the grievant is a student, the grievance should be filed with the student’s adviser, counselor, and principal or other staff member.
- B. In the event that the grievant does not feel comfortable making the grievance as outlined above, he/she is free to file the grievance with any administrator above him/her in the organizational chart. The grievance should be in writing because of due process concerns for the alleged harasser. However, if the grievant is unable to put the grievance in writing, the grievance shall be written by the administrator and must be signed by the grievant before proceeding.
- C. Once the grievance is received, an appropriate investigation of the grievance shall be undertaken. In the case of a student grievance, the investigation shall be done by the principal or his designee.
- D. Such investigation may consist of, but may not be limited to, the following actions:
  - Interview(s) with the grievant.
  - Interview(s) with the individual alleged to be the harasser.
  - Interviews with other employees, other students, or other witnesses.
  - Interviews with other individuals.
  - Review of pertinent records.
- E. Within a reasonable time after receipt of the grievance, a decision on the grievance shall be rendered, and the alleged harasser and the grievant shall be informed of the decision and whether or not the allegations were found to be credible.
  - a. If the allegations are not deemed credible, the matter shall be closed. The

documents, notes, and other materials from the investigation shall be kept as a record for an appropriate period of time. The purpose for retaining this record is to enable Whitman-Hanson to prove that it conducted an appropriate investigation.

- b. If the allegations, or any part of the allegations, are deemed credible, appropriate action against the harasser shall be taken.
  - c. Remedial actions will depend on the severity of the incident(s). An admission of guilt, an acknowledgment of a verbal warning, a promise not to commit such offense again, and other action taken to provide appropriate relief for the grievant may be sufficient resolution. At this stage, it is hoped to sensitize the person at fault to the effects of such behavior, to be constructive and not unduly punitive in the disciplinary action. If informal resolutions are not adhered to or if the allegations involve conduct for which informal resolutions are not appropriate, the administrator may deem it necessary to take appropriate action that can include discipline up to and including termination (if an employee) or exclusion (if a student).
- F. If the grievant is not satisfied with the results of the grievance, he/she may appeal to the Superintendent.
  - G. Grievants are not limited to a formal grievance procedure but may seek relief from other agencies, including the Equal Employment Opportunity Commission, the Massachusetts Commission Against Discrimination, or the Office for Civil Rights of the Department of Education.
  - H. Any retaliatory action of any kind by an employee or student against any employee or student as a result of that person's seeking redress under these procedures, cooperating in an investigation, or otherwise participating in any proceeding under those procedures, is prohibited and shall be regarded as a separate and distinct grievable matter under this procedure.
  - I. All grievance proceedings will, to the greatest possible extent, be held in confidence by all persons directly or indirectly involved in them.

## **Sexual Harassment Policy and Complaint Procedure for Students**

### **Introduction**

It is the policy of the Whitman-Hanson Regional School District that all students should be able to attend school and participate in a learning environment which is free of any kind of sexual harassment. Sexual harassment thus violates the policies of the District and also violates the law, specifically Title IX and general Laws c. 151C.

### **What is sexual harassment?**

The legal definition of sexual harassment is: *Unwelcome advances, requests for sexual favors and other verbal or physical conduct of a sexual nature when:*

1. Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's success as a student;
2. Submission to or rejection of such conduct by an individual is used as the basis of

- educational decisions affecting such individuals; or
3. Such conduct has the purpose of effect of substantially interfering with an individual's educational performance, or creating an intimidating, hostile or offensive educational environment.

**Some Examples of Sexual Harassing Conduct:**

- touching (arm, breast, buttocks, etc.)
- verbal comments (about parts of the body, what type of sex the victim would be "good at," clothing, looks, etc.)
- name-calling (from "honey" to "bitch" and worse)
- spreading sexual rumors
- leers and stares
- sexual or "dirty" jokes
- cartoons, pictures, and pornography
- using the computer to leave sexual messages or graffiti or to play sexually offensive computer games
- gestures with the hands and body
- pressure for sexual activity
- cornering, blocking, standing too close, following
- conversations that are too personal
- "rating" an individual - for example, on a scale from 1 to 10
- obscene T-shirts, hats, pins
- showing R-rated movies during class (not curriculum-based)
- sexual assault and attempted sexual assault
- massaging the neck, massaging the shoulders
- touching oneself sexually in front of others
- graffiti
- making kissing sounds or smacking sounds; licking the lips suggestively
- howling, catcalls, whistles
- repeatedly asking someone out when he or she isn't interested
- "spiking" (pulling down someone's pants)
- facial expressions (winking, kissing, etc.)
- "slam books" (lists of students' names with derogatory sexual comments written about them by other students)
- "making out" in the hallway

**Complaint Procedure**

If you feel that someone has sexually harassed or is sexually harassing you, you should file a complaint as promptly as possible by following the steps below; in this way, the sexual harassing conduct will stop, and the person who is sexually harassing you will know that you do not like or accept such conduct.

**Steps for Filing a Complaint**

1. Speak or send a note to any employee of the school system whom you trust, i.e., principal, assistant principal, teacher, nurse, counselor, custodian, crossing guard, aide, cafeteria worker, etc. You can also speak to your parents who can then notify the principal or assistant principal. Remember that the complaint procedure does not start until school personnel receive the complaint.
2. If you have not or do not want to put the complaint in writing, the employee will do so. This should be done no later than two (2) school days after you have talked, or given the note, to the employee. The complaint has to be put in writing to make sure that the employee's understanding of your complaint is correct.
3. The employee will refer the written complaint to the principal. The principal or his/her designee may speak with you to get more information. In any case, the principal or his/her designee will speak to the person who is alleged to have sexually harassed you (called "the respondent") to obtain information as well.
  - a. If the principal feels that the complaint can be resolved without a formal investigation, he/she may use the informal procedure. The informal procedure simply tries to resolve the situation and can be done in many ways. Even if the Principal thinks that the informal procedure is acceptable, you or the respondent can ask that the formal procedure be used, rather than, or after, the informal procedure.

Examples are:

- Principal or his/her designee may have a conversation between you and the respondent where you can tell the respondent that the behavior bothers you and must stop.
- The Principal or his/her designee may have you write a letter to the respondent saying that the behavior bothers you and must stop.
- The Principal or his/her designee may have separate conversations with you and the respondent.

Examples of possible resolutions are:

- Letters of apology
- Assurances that the offensive behavior will end
- Disciplinary action

4. The informal procedure will be completed within five (5) school days from the date the principal receives the complaint. The principal or his/her designee will notify you and the respondent of the results of the informal procedure. Resolution of the situation may or may not occur as a result of the informal procedure. If all the parties involved in this informal procedure feel that a resolution has been achieved, this discussion will remain confidential and no further action will be taken. If any of the parties feel that resolution has not been achieved, the following formal procedure will be used. Investigative deadlines may be extended under extenuating circumstances such as illness.

## **Formal Procedure:**

1. The formal procedure is used when any one of the following happens:
  - a. You or the respondent ask that the formal procedure be used,
  - b. The principal or his/her designee decides that the formal procedure should be used, or
  - c. You or the respondent feels that the informal procedure was not helpful or adequate and one of you requests within five (5) school days, that the formal procedure be used.
2. The formal procedure will be completed within twenty (20) school days of the complaint being filed with the principal, or if the informal procedure was used, within twenty (20) school days of the request to start the formal procedure.
3. The principal or his/her designee will investigate the complaint and complete a written report, which will include:
  - All facts and circumstances of the incident.
  - A summary of the investigation which will include interviews with anyone reasonably believed to have relevant information, namely, you, the respondent and, if either is under the age of 18, their parents (if appropriate), witnesses, and anyone else who may have experienced similar conduct.
  - A description of any actions already taken and/or proposed by the principal or his/her designee.

Copies of this written report, including the principal's decision, and the rationale and documentation of it will be forwarded to each of the parties involved within five (5) school days of completion of the investigation. All documentation of sexual harassment complaints will be kept on file with the Assistant Superintendent.

If the principal or his/her designee finds that sexually harassing conduct has occurred, then/he/she may discipline the respondent, require the respondent to apologize to you, require that the respondent go to counseling or training, take any combination of these actions or any other appropriate action.

You or the respondent may appeal the decision in writing to the Assistant Superintendent, within fifteen (15) school days of receipt of the findings of the formal procedure. The decision will be reviewed to ensure adequacy of the investigation and conclusions. Parties will be given an opportunity to submit additional information. The Assistant Superintendent will make a decision and provide it in writing to you and the respondent within thirty (30) days.

## **Other Resources**

Individuals also have the right to seek a remedy from Massachusetts Commission Against Discrimination, One Ashburton Place, Boston, MA 02108, (617)994-6000, and the Regional Office of Civil Rights for the U.S. Department of Education, 222 John W. McCormack Bldg., Boston, MA 02109, (617) 223-9662.

## **Retaliation**

No one may retaliate against you for filing a complaint. Further, no one may retaliate against any student, employee person because they provided information or helped in the investigation. If any person feels that they have been subjected to retaliation, he/she should file a complaint with the principal.

## **Considerations to Remember**

- A male as well as a female may be the victims of sexual harassment, and a female, as well as a male, may be the harasser.
- The victim may be the same or opposite sex as the harasser.
- The victim does not have to be the person at whom the unwelcome sexual conduct is directed. The victim may also be someone who is affected by such conduct when it is directed toward another person. For example, in appropriate attempts of humor or the sexual harassment of one girl (or boy) may create an intimidating, hostile, or offensive environment for another girl (or boy) or may unreasonably interfere with an individual's educational performance.

## **Dissemination Process**

To insure that all our students are afforded an opportunity to understand this policy, it shall be annually distributed as follows:

- a. If asked at any level, the school principal, assistant principal, school adjustment counselor, guidance counselor, or school psychologist may assist a parent to help the child comprehend the meaning of the policy. It shall also be reviewed by the building principal at the start of the school year and with every new student enrolled by that student's guidance counselor.
- b. For students PK and K, parents will receive a copy of the policy in their enrollment packet. Parents will be asked to review this policy with their child(ren).
- c. For students' grades 1 through 8, each building health teacher will review this policy in class as part of the curriculum. It shall also be included in the student handbook. This curriculum activity will not be considered a human sexuality curriculum component and, therefore, not covered under Massachusetts General Law Section 32A (Parent Notification Act.)
- d. For students' grades 9 through 12, each shall receive a copy of this policy at the beginning of the school year either by hard copy or through the student handbook.
- e. For self-contained classes or other unique situations, the classroom teacher or specialist assigned shall be responsible for review of this policy with the student as directed by the administrator of Special Education.

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