

# **Benjamin A. Friedman Middle School**

## **STUDENT – PARENT HANDBOOK 2018-2019**



**500 NORTON AVENUE  
TAUNTON, MASSACHUSETTS 02780  
508-821-1493**

**WELCOME**

This handbook is intended to give general information to students and parents regarding our school policies, curriculum, related services and activities. The information in this handbook is intended to help the reader to better understand our school, to adjust to our school and to become an integral part of it.

The ultimate purpose of education is to help each student become an effective citizen in our community and nation. Developing personal responsibilities and learning how to meet the obligations of good citizens will help each student to participate successfully in the world of tomorrow. Remember that personal success at the Friedman Middle School will be directly proportional to your efforts.

On behalf of the staff, I welcome all students and parents to the Friedman Middle School. My message to each new student is one of hope and confidence in you. It is my belief that you will always be conscious of the Friedman Middle School standards by attending school regularly, studying hard, listening well, participating in school activities, helping to keep the building, the furniture and the grounds in good condition and by being a good citizen at all times. Your school experience will be whatever you make it.

**Danielle Coute**  
Principal

**BIOGRAPHY OF BENJAMIN A. FRIEDMAN**

Benjamin A. Friedman was the 38<sup>th</sup> and 42<sup>nd</sup> Mayor of Taunton. He was born in Middleboro and raised and educated in Taunton. A graduate of Taunton High School, he was a supporter of public education throughout his adult life.

Mr. Friedman was a city councilor from 1962-1964 and served three terms as mayor between 1963 and 1970. In 1970 he returned to his local law practice. He chose to run for mayor again five years later and served one term before again leaving to resume his practice of law. His accomplishments as mayor have become legendary.

Three new schools were built and opened while he was mayor-Elizabeth Pole Elementary, Joseph H. Martin, and Edmund H. Bennett Elementary. He also committed the city to building the new Taunton High School. His administrations saw major infrastructure improvements in the city, as well as construction of the Vietnam Memorial Fountain on Taunton Green, which was funded in part by citizen contributions.

Mr. Friedman always worked toward the goal of quality education for all the children of Taunton.

**MIDDLE SCHOOL PHILOSOPHY**

The middle school should provide a comprehensive program that supports the transition of students from childhood through early adolescence. The program should incorporate structures, teaching methodologies, school-centered social activities and opportunities for personal growth and leadership that nurture and support the educational, intellectual, social, and emotional needs of students during these middle years. The middle school should bridge the gap between the typical child-centered elementary classroom and the specialized subject field program found at the high school level. Amid rapid educational, physical and emotional changes in each child at this age, the middle school should provide a school environment that celebrates growth and changes, and calmly supports students in their maturation process.

**SCHOOL PHILOSOPHY**

The Friedman Middle School staff believes in maintaining high quality educational offerings in a school environment that encourages good citizenship, recognizes the dignity of each person and emphasizes the responsibility of the individual to himself/herself and to society. It is clear to our staff that it is the school's responsibility to prepare each student to successfully contribute to a democratic society by teaching students to place a value upon leadership, self-reliance, cooperation, independence and interdependence.

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**TAUNTON PUBLIC SCHOOLS STRATEGIC PLAN**

***OUR MISSION (WHAT WE DO...)***

Academic excellence for every student, in every classroom, in every school.

***VISION (WHERE WE SEE OURSELVES IN TEN YEARS...)***

Taunton Public Schools is a leader amongst schools in the Commonwealth and throughout the nation. Our students will benefit from a comprehensive world-class education marked by innovative educational practices that prepare each one for a productive life in a global society. Academic excellence extends beyond traditional intellectual pursuits to provide a gateway to a better life.



***OUR CORE VALUES (WHAT WE BELIEVE...)***

**TRUST:** We believe that confidence in each other and a belief in each person's commitment to the educational process create the conditions necessary for children to grow and achieve

**OPTIMISM:** We believe that vibrant educational environments foster student engagement and joyful learning and help to develop a positive outlook for all.

**RESPECT FOR ALL:** We believe in the importance of accepting and celebrating all human differences and treating each student, family and staff member with dignity and respect.

**COLLABORATION:** We believe that teamwork and partnerships are essential, and we are stronger and smarter together than we are alone.

**HIGH EXPECTATIONS:** We believe high academic standards keep us motivated and engaged, leading to higher levels of achievement.

**HARD WORK:** We believe that effective effort and a strong work ethic culminate in positive performance.

Friedman Middle School does not discriminate on the basis of race, color, sex, gender identity, religion, national origin, sexual orientation or disability. In short, we treat children as equally as possible.

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## ACCIDENTS

Students sustaining injuries such as a minor cut or bruise will be attended to by the school nurse. If a student receives an injury that may require more involved medical attention, or if an emergency situation arises, parents will be contacted by phone either at home or at work. For this reason it is essential that the school have up to date phone information about every student. It is also very important to have emergency phone information for family, relatives or friends who can come to the school to bring home an injured child. Please note that students will only be dismissed to adults that have been listed on Emergency Contact Forms.

## ATTENDANCE POLICIES AND PROCEDURES

### ***Policy***

Since regular attendance is vital to success at school, Taunton School Department Policy now requires that any student who has fourteen (14) or more unexcused absences in a school year will be retained in the current grade (**See Appendix 1** (Massachusetts Law on Attendance), **Appendix 2** (Protocol for Monitoring School Attendance) and **Appendix 3** (Promotion Policy). Unexcused absences are those absences that are not accounted for by a doctor's certificate, a death in the family, court dates, or recognized religious holidays. Days of suspension from school will be counted as unexcused absences. Parents of students who have exceeded the absence limit set forth in the policy will be notified, via a form letter, and advised of the appeal process. Parents are expected to call the school each time their child is absent.

### ***Absentee Hotline***

The Absentee Hotline is, **(508) 821-1494**, and parents are urged to call on absences between 6:00 a.m. and 7:00 a.m. on the day, or day before, their student is to be absent.

### ***Absence Notes***

All student absences continue to require parents to forward a note to the school on the day the student returns, even if the parent has called the school on the day(s) the child is absent. The note is required to contain an identification of the day or days absent, the reason or reasons for absence, and a parental signature. A doctor's certificate is also required any time a student is absent for five (5) or more consecutive school days.

Each student is expected to present a note regarding his/her absence on the day the student returns to school. The homeroom teacher will remind students once about a missing note. If a note is not received within five (5) school days after an absence the student may be referred to administration for disciplinary action (Central Detention).

While absence notes are required, parents and students should also be aware that the submission of such a note does not make the absence excused (see Policy above).

Students are responsible for seeking out from their teachers all assignments missed and for completing all work missed during absences.

### ***Appointments and Vacations***

It is our belief that excellent school attendance is necessary for every student. We urge all families to minimize the number of regular doctor or dentist appointments during the school day. With the higher academic standards now in place (see **Appendix 3** - Promotion and Retention Policy), students may lose out on key concepts in the teaching/learning process each time they miss part or all of a school day. New material is introduced nearly every day and students may miss out when not in school.

Family vacations taken during the school year create a similar problem. While it is understood why families may wish to take vacations during the school year, our school and our school system

strongly encourage families to take vacations during times when school is not in session. Any new material missed by students when absent on family vacations should be sought out by students both before and after the vacation period. Teachers are expected to supply materials missed upon a student's return, but the make-up of all missed work is strictly the responsibility of the student. Days missed because of family vacations are counted as unexcused absences.

Parents are urged to notify the school principal and all classroom teachers at least one week before a family vacation that involves school days. No vacation days should be taken during state required testing periods. Teachers will provide missed materials for students to the extent possible.

### ***Arrival and Dismissal Procedures***

Students should arrive at school between 7:25 a.m. and 7:45 a.m. Teachers are not on duty until 7:25 a.m. For this reason, students will not be admitted into the building until that time unless they are participating in the breakfast program.

The official start time for school is 7:45 a.m. and the official dismissal time is 2:00 p.m. Students who arrive after 7:45 a.m. or leave before 2:00 p.m. must follow the procedures listed below:

#### ***Arriving Late Procedures:***

1. The student must check in at the main office, turn in a note from a parent about why the student is tardy and get a pass.
2. The student will report to either homeroom or class depending upon the time of arrival.
3. Students arriving tardy without a note at the time of tardiness may be subject to disciplinary action (Central Detention).

#### ***Leaving Early Procedures:***

1. A parent should provide the student with a note indicating the student's name, the time the student is to be dismissed, and the name of the person who will be picking the student up early.
2. The office will call the student to the office when the person picking the student up arrives there.
3. The person picking up the student will sign the student out once the student arrives in the office.

**An I.D. will be required of the person signing a student out of the building. If there is any court documentation which would restrict dismissal to only certain identified adults, the parent will need to provide a copy of such documentation for office personnel.**

#### ***Make-Up Work***

When a student is absent from school it is the student's responsibility to make-up work missed. Teachers may be available to assist with make-up work after school. Students must make-up missed work within an identified time period which is equal to the number of days the student was absent plus one. For example, a student absent for two consecutive days would have three days after returning to school before the missed work would be due. Incomplete grades should be made-up by the end of the next mid-term period.

#### ***Tardiness***

A student is considered to be tardy if he or she is not in homeroom by 7:45 a.m. The school's tardy policy mirrors the attendance policy. Tardiness is considered unexcused unless it is due to bereavement, a court appearance, a religious holiday, or excused by a doctor in written form. If a student's tardiness does not fall under one of these categories, he or she will be issued an unexcused tardy slip and may be required to attend after school or Saturday School programs. Students will also be considered tardy if they arrive late to any scheduled class. If a student reports late for class, the student will be directed to obtain a note from the teacher who detained him/her, thus causing the tardiness. The note must be brought to the receiving teacher prior to the close of school on the day of the tardiness. Both the receiving teacher and the student are to

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assume that the student is to report to the receiving teacher for detention unless the note is received.

To avoid any problems with tardiness students should report to their homeroom teacher promptly upon entering school in the morning and not linger in the hallways while moving from class to class.

**BEFORE SCHOOL / BREAKFAST**

Classes will begin at 7:45 a.m. daily. Students may enter the building at 7:25 a.m. Since the work day for our teachers begins at 7:25 a.m., there is no supervision available before that time. Students who wish to eat breakfast may go to the cafeteria between 7:00 a.m. and 7:45 a.m. Students must enter the school through the main Friedman entrance doors and proceed directly to the cafeteria. These are the only students who should be entering the building before 7:25 a.m. They are also reminded that they are to walk quietly to the cafeteria. In order to ensure that students arrive on time for homeroom, the cafeteria doors will be closed at 7:35 A.M.

**Families wishing to apply for Free or Reduced Lunch status may do so online at [www.tauntonschoools.org](http://www.tauntonschoools.org), or by completing a paper application available at the school office or Food Services offices (50 Williams Street, Taunton, MA).**

**BUILDING SECURITY**

All school building exits will be locked during school hours. The main entrance to the Friedman Middle School is equipped with a monitoring and communication system. All visitors must use the main entrance to gain access to the building and must report immediately to the school office, on the first floor, upon entering the building.

The Taunton Public School System is a tobacco free, chemical- free and weapons-free district. The guidelines for student behavior and the discipline code adopted for each building are designed to protect students from the irresponsible behavior of others. Most importantly, all students are directly accountable for the consequences of their behaviors.

To ensure the safety and security of all students in the schools, the Taunton Public School System reserves the right to conduct searches of students without warrants, their possessions, and school lockers, providing that there is a reasonable basis for the search. Therefore, students should have not expectations of privacy in these areas. The School Committee also authorizes unannounced searches using drug-sniffing dogs in any one of the school buildings to make certain that illegal drugs are not being brought onto school grounds and into the schools.

**BULLYING PREVENTION AND INTERVENTION**

**RATIONALE:**

On May 3, 2010, comprehensive legislation was passed under the new bullying and intervention law, M.G.L. c. 71, A 370 (as added by Chapter 92 of the Acts of 2010) to address bullying in public and non-public schools. Other provisions amended the state's special education law, M.G.L. c. 71B; and the student handbook requirements of M.G.L. c. 71 37H. The new law requires school districts to develop and adopt bullying prevention and intervention plans. Plans must meet the requirements of the law and should follow local policies and procedures. (Updated December 2010)

**PHILOSOPHY**

The Taunton Public Schools is committed to a safe educational environment for all students, employees, volunteers, and other stakeholders free from harassment, intimidation or bullying. It is the policy of the Taunton Public Schools to prohibit harassment, intimidation, and bullying by any means, including, but not limited to electronic, written, or oral or physical acts, either direct or indirect, when such acts physically harm or psychologically distress, a student(s) and/or property, substantially interfere with a

student's education, threaten overall educational environment or well being of a person/s and/or substantially disrupts the operation of school.

**DEFINITIONS**

**Bullying** is defined as behavior toward another person that is intentional, repetitive and hurtful resulting in an imbalance of power between the bully and the target. It is further defined as: unwanted purposeful written, verbal, nonverbal, or physical behavior, including but not limited to any threatening, insulting, or dehumanizing words or gestures, by an adult or student, that has the potential to create an intimidating, hostile, or offensive educational environment or cause long term damage; cause discomfort or humiliation; or unreasonably interfere with the individual's school performance or participation, is carried out repeatedly and is often characterized by an imbalance of power.

Bullying may involve, but is not limited to: slurs, pranks, physical attacks, unwanted teasing, social exclusion, sexual, religious, or racial harassments, innuendos, drawings, theft, cyberbullying/stalking, gestures, and public humiliation.

**Harassment** for the purpose of this policy means any threatening, insulting, or dehumanizing gesture, use of technology, computer software, or written, verbal or physical conduct directed against a student or school employee that:

- places a student or school employee in reasonable fear or harm to his or her person or damage to his or her property
- has the effect of substantially interfering with a student's education performance, or employee's work performance, or either's opportunities, or benefits
- has the effect of substantially negatively impacting a student's or employee's emotional or mental well-being
- has the effect of substantially disrupting the orderly operation of a school

**Cyberstalking** means to engage in a course of conduct to communicate, or cause to be communicated, words, images, or language by or through the use of electronic mail or electronic communication, directed at or about a specific person, causing substantial emotional distress to that person and serving no legitimate purpose.

**Cyberbullying** is defined as the willful and repeated harassment and intimidation of a person through the use of digital technologies, including, but not limited to, email, blogs, social websites, chat rooms, and instant messaging, and any other communication technologies.

**Bullying, Cyberbullying, and/or Harassment** also encompasses:

- retaliation against a student or school employee by another student or school employee for asserting or alleging an act of bullying, harassment, or discrimination
- retaliation also includes reporting a baseless act of bullying, harassment, and/or discrimination that is not made in good faith
- perpetuation of conduct listed in the definition of bullying, harassment, and/or discrimination by an individual or group with intent to demean, dehumanize, embarrass, or cause emotional or physical harm to a student or school employee by:
  - incitement or coercion
  - accessing or knowingly and willingly causing or providing access to data or computer software through a computer, computer system, or computer network within the school of the District school system
  - acting in a manner that has an effect of substantially similar to the effect of bullying, harassment, or discrimination.

**Bullying, Cyberbullying, Harassment, and Discrimination** also encompass, but are not limited to, unwanted harm towards a student or employee in regard to their real or perceived: sex, color, race, religion, national origin, age, disability (physical, mental, or educational), socio-economic background,

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ancestry, ethnicity, gender, gender identity or expression, linguistic preference, political beliefs, sexual orientation, or social/family background or being viewed as different in its education programs or admissions to education programs and therefore prohibits bullying of any student or employee by any School Committee member, District employee, consultant, contractor, agent, visitor, volunteer, student, or other person in the school or outside the school at school-sponsored events, on school busses, and at training facilities or training programs sponsored by the District. See **Appendix 19** for the Taunton Public Schools Policy regarding Bullying Prevention.

M.G.L. c. 71, sec. 370 (the Bullying Prevention Law) has been amended to extend the protections it affords students to include bullying by school staff. (2014)

Specifically, the law changes the definition of “bullying” to read: Bullying: the repeated use by one or more students or by a member of a school staff including, but not limited to , an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional of a written, verbal or electronic expression or a physical act or gesture or any combination thereof, directed at a victim that: (i) causes physical or emotional harm to a victim or damage to the victim’s property; (ii) places the victim in reasonable fear of harm to himself or of damage to his property; (iii) creates a hostile environment at school for the victim; (iv) infringes on the rights of the victim at school; or (v) materially and substantially disrupts the education process or the orderly operation of a school. For the purposes of this section, bullying shall include cyber-bullying.

It changes the definition of “perpetrator” to read: **Perpetrator: A student or a member of a school staff including, but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional, who engages in bullying or retaliation.**

The law revises subsection (d) referring to bullying prevention and intervention to read:

Each school district, charter school, non-public school, approved private day or residential school and collaborative school shall develop, adhere to and update a plan to address bullying prevention and intervention in consultation with teachers, school staff, professional support personnel, school volunteers, administrators, community representatives, local law enforcement, students, parents and guardians. The plan shall apply to students and members of the school staff, including but not limited to educators, administrators, school nurses. Taunton Public Schools will update the district policy during the fall, 2014.

### **BUS SERVICE**

All families should be aware that school policy indicates that a child’s school day begins when he or she leaves home and ends when he or she arrives back at home. Parents and the school share responsibility for each child’s safety between home and school. Students in grades 5 through 7 that live more than 1.5 miles from the school are entitled to bus service. These students may also be required to walk up to a half (.50) of a mile to reach a bus stop.

Riding a school bus is not a right. Rather, it is a privilege and as such it can be removed by the school principal if a student misbehaves on a school bus. Rules for student conduct on school buses are identified in **Appendix 4** of this handbook. In short, all bus rules can be explained by three simple ideas. First, students should remain in their seats. Second, students should keep their hands to themselves. Third, student talk on the bus should be reasonable both in what is said and how it is said. Appropriate language and the avoidance of yelling, screaming, whistling or shouting help make bus rides safer and more pleasant for all. Parents are urged to read all of Appendix 4 and to review rules with their child(ren). Students cited by the bus driver for breaking rules on the bus will meet with a school administrator to review the incident. The following guidelines will be followed with respect to students who fail to follow bus rules:

1.) On the first offense of a school year the principal/ assistant principal may counsel the student about the problem, notify the student’s parents verbally or in writing, attach in-school consequences according to the severity of the offense and remove the student’s privilege to ride the bus for one day.

2.) On the second offense during a school year the principal/ assistant principal will counsel the student about the problem, notify the student's parents verbally or in writing, and remove the student's privilege to ride the bus for one to three days and attach in-school consequences according to the severity of the offense.

3.) On the third offense the principal/ assistant principal will counsel the student about the problem, notify the student's parents verbally or in writing, remove the student's privilege to ride the bus for a period of one to five days

4.) For any single offense after the third that is exceptionally alarming and consistent with previous offenses, the principal/ assistant principal will follow the guidelines listed above with #3. He or she may then also seek to have the student removed from the bus for the remainder of the school year. Such action must first be approved in writing by the superintendent of schools or his/her designee.

Bus evacuation drills are conducted twice each school year. During these drills students will practice evacuating the bus through the rear door. These drills are done to prepare children for a possible emergency. Bus evacuation drills are executed by the students under the direction of the driver and a school administrator and are similar in nature to fire drills run in the school.

Parents should understand that each child must have only one address for pick-up and one address for drop-off. Neither the school district nor the bus company will honor requests to drop elementary level children off at one location one day and another location on another day. This would be dangerous to children and is prohibited.

### **CAFETERIA**

Everyone wants to find a clean table in the cafeteria. The cafeteria staff works hard to prepare meals that students will enjoy and they also strive to keep the lunchroom clean. Since there are four lunch periods it is important to leave tables and floors spotless at the end of each lunch period. To make the cafeteria a pleasant and safe place for everyone, we expect sensible and responsible behavior from all students in the cafeteria.

Lunch prices for school year 2015 -2016 are as follows: \$2.00 regular, \$.40 reduced; breakfast \$.80, reduced breakfast \$.30, milk \$.50 and snacks—varied prices.

- Upon entering the school each year, students are given free and reduced lunch applications.
- Lunches are to be paid for strictly on a cash basis, or via pre-payment plans made available through the Taunton Food Services Department.
- Failure to conduct oneself properly in the cafeteria may result in a student having their meal in the school office.

### ***Cafeteria Rules:***

- Students must enter the cafeteria in an orderly manner and sit at the assigned table. When called up for lunch there should be no running, pushing, crowding or cutting in line.
- The school staff wants students to be able to enjoy lunch time by being able to talk quietly with friends. This works best when students are polite to the cafeteria staff and use proper table manners.
- Students should stay in the seat chosen or assigned. Directions will be given as to the maximum number of people to be seated at any one table. Wandering around makes the aisles between tables very crowded.
- Students are expected to show respect for and listen to the team of teachers and adult support staff who supervise the cafeteria.
- No student should leave the cafeteria until granted permission to do so by a supervising adult.
- Students should not touch the food or belongings of others, and should always exercise proper table manners with other students.
- Students should dispose of their trash when instructed to do so by a teacher or administrator who is on duty. Students are asked to please help clean up their table(s) or area when asked to do so.

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**CANCELLATION OF SCHOOL / LATE START**

Taunton Public Schools introduced the use of an Automated Message Call System during the 2010 -2011 school year. Families wishing to receive an automated voice message for cancelations and other emergencies are advised to make certain that the school has the correct phone numbers at all times. Changes in your phone service or phone numbers should be shared with the school immediately.

School may be cancelled due to snow or other weather related emergencies. If school is cancelled for the day announcements are made on a number of area radio and television stations. A list of these stations appears below:

Television: Channels 4, 5, 6, 7, 10, 12, 25, 56 and Local channel 9 (Comcast); Local channel 23 (Verizon)

Radio: WBZ 1030 AM, WRKO 680 AM, WVBF 1530 AM, WSNE 93.3 FM

Website: [www.tauntonschoools.org](http://www.tauntonschoools.org)

Use of the district's **Alert Now** message delivery system

***Late Start Days***

On certain poor weather days the superintendent may choose to start school later than on regular days. The following guidelines are used for Late Start Days:

- 1.) School would begin one and one-half hours later than usual, or at 9:15 a.m.
- 2.) Announcements of a late start day would be made on the same stations that announce school cancellations.
- 3.) Bus pick-up times would be delayed by one and one-half hours
- 4.) Students would not be admitted into school until 8:55 a.m.
- 5.) The decision to institute the late start schedule does not preclude the cancellation of school for that day

***Early Release / School Emergencies***

In the event that stormy weather conditions or other emergency situations arise during a school day, there exists the possibility that students may need to be sent home early from school. We would ask that parents complete and return to school the Emergency Early Release Form found in **Appendix 13** of this book. Every effort will be made to contact one of the emergency contact people on a student's Early Release Form. In the event that an emergency (for example: gas leak, extended power failure in cold weather, extended disruption of water service) takes place at our school, plans are in place to transfer students to another school site.

At this time, Taunton Public Schools has an emergency phone call system in place that has the capability of calling all families in a matter of minutes. Be advised that the superintendent of schools or designee determines the conditions for the activation of this system. Given that this system relies upon the accuracy of information provided by families, it is imperative that all families notify us of any changes in either land line or cell phone numbers to insure their receipt of important information.

**DISCIPLINE (CODE OF CONDUCT)**

Self-discipline is one of the most important things that a public school can help to develop in children. While it is not a graded subject, self-discipline underlies the whole educational structure. It is a key in the development of self-control, character, orderliness and efficiency and is at the heart of good conduct and proper consideration for other people. (Amended 2010/2011)

In recent years many laws and regulations have been developed with respect to student conduct in school. These laws and regulations often target higher grade levels but may, on occasion, involve younger children. Some of these laws and regulations are spelled out in **Appendix 4** (Student Conduct on School Buses), **Appendix 5** (Student Conduct Policy), **Appendix 6** (Weapons), **Appendix 7** (Interrogations and Searches), and **Appendix 8** (Student Sexual Harassment).

## Friedman Middle School ~ 2018-2019

In general, the classroom teacher has the first responsibility for maintaining discipline in his or her classroom. The teachers and all staff members should, at all times, be treated with respect by students. In return, all students should expect to be treated with respect by all members of the school staff. Most classroom misbehavior will be handled by the classroom teacher.

Within our school we have a set of behavioral expectations (rules) for all students, all of which were created based upon the idea of maintaining a safe, healthy, and orderly environment where children can learn effectively. When students fail to meet these expectations, teachers or other staff members will provide corrective action. Corrective actions by staff may take numerous forms including: on the spot verbal warnings or reprimands, student-teacher private conferences, loss of recess privileges, removal from the lunchroom, removal from the playground, school detention, staff contact of parents, or referral to the principal. The list below includes many behaviors that may result in a corrective action by the classroom teacher or other staff member:

- A. Class disturbance
- B. Chewing gum or eating in class
- C. Lack of cooperation with any staff member
- D. Rude or discourteous behavior
- E. Student's lack of respect for oneself, as well as, for his/her classmates
- F. Discrimination
- G. Lack of respect for people or property
- H. Bullying
- I. Any form of rough or aggressive physical behavior
- J. Failure to do assigned work
- K. Cheating in any form
- L. Failure to stay in assigned seat
- M. Possession of electronic devices such as pagers, walkmans, and electronic games, and laser pointers on school property is not allowed unless approved of by a teacher beforehand.
- N. Running or causing excessive noise in hallways, cafeteria, or other areas
- O. Disturbing school assembly (actions which endanger others or disrupt the smooth operation of the school)
- P. All cell-phones are not to be visible and to be turned off at all times
- Q. Interfering with the safe operation of a school bus
- R. Being in the corridor without a pass (Misuse or Absence of a Pass)
- S. Unexcused tardy to class
- T. Leaving any class or homeroom without permission

In all instances of major rule violations the principal or assistant principal will be involved in disciplinary action. Every effort will be made to contact the parent as soon as possible. Any student being considered for suspension will be given the opportunity to provide an explanation of the event(s) leading to a suspension hearing. If the principal or assistant principal deems a suspension to be appropriate, parents will be notified of the type and duration of the suspension. Most suspensions are normally between one and three days in length, although the principal has the discretion of suspending a child for up to ten days for very serious misbehavior (See **Appendix 6** for example). The list below includes behaviors that may warrant a suspension of between one and three days:

- A. Obscene language or lewd behavior
- B. Possession of matches or other flammable devices
- C. Possession of tobacco or alcoholic products
- D. Stealing, vandalism, or deliberately causing damage to the property of others
- E. Fighting or assaulting other students
- F. Defiance toward any staff member
- G. Forgery
- H. Plagiarism

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- I. Repeated disrespectful behavior toward any staff member
- J. Threatening another student or staff member
- K. Bullying
- L. Discriminating behavior toward other students and/or staff members
- M. Disturbing School Assembly

***Classroom Behavior Addressed by the Classroom Teacher***

- 1. Failure to do assigned work
- 2. Cheating
- 3. Class disturbance
- 4. Food or gum brought to class
- 5. Lack of cooperation
- 6. Tardiness to assigned class
- 7. Rude and discourteous behavior
- 8. Students not reporting to assigned seats
- 9. Lack of respect for other student's property

NOTE: Teachers will refer students to the office for disciplinary action in extreme cases and/or for repeated infractions after trying several of the following disciplinary measures:

- On the spot corrections
- Student/teacher conferences
- Teacher detention
- Notification of Parent/Guardian by letter/phone/email
- Student, Teacher, Parent/Guardian conference

Prior to any suspension, all students are entitled to due process rights which include the right to know the source of information on which the suspension is to be based, and a right to present to the suspending authority his/her side of the event or events on which the suspension is to be based.

Longer suspensions may be assigned in those rare cases of a student assaulting a staff member, possession of illegal drugs, having possession of a weapon, and related serious offenses. In cases such as these the police will be notified.

Detailed information regarding the suspension of students with an Individualized Educational Plan is identified in **Appendix 9**.

***Notice of Procedural Safeguards (Please refer to Appendix #9 IDEA)***

With regard to the suspension of special education students state and federal laws provide a number of procedural safeguards to ensure that the student's rights are preserved, information is provided on a timely basis, and educational services are delivered appropriately. Parents/Guardians have considerable rights to agree or disagree with proposals of the school district and also have the right to present their proposals to the TEAM. The law also provides that a Special Education TEAM must consider evaluation information, observational information, the student's IEP and current placement. The TEAM must consider if the student understood the impact and consequences of his/her behavior. The TEAM will also review if the student's disability impaired the student's ability to control his/her behavior. If the parent/guardian disagrees with the TEAM's decision on the "Manifestation Determination", the parent has the right to request an expedited due process hearing from the Massachusetts Department of Elementary and Secondary Education. **Appendix 9** of this book provides detailed information about the suspension or any other form of disciplinary action with regard to students with special needs.

The Special Education disciplinary rules also apply to some students who have not yet been found eligible for special education. If, prior to the conduct in question, the parent has put his or her

concern that the student has a possible disability in writing to supervisory or administrative personnel or the student's teacher; if the teacher or other staff has expressed concerns about the student's pattern of behavior directly to the director of special education or other supervisory personnel, or if the student has been referred for an evaluation that has not yet been completed these special rules apply. The special education disciplinary rules do not apply if the parent has refused to consent to the evaluation or if the student has previously been found to be not eligible for special education.

### **DETENTION AT SCHOOL**

#### ***Central Detention***

Students are assigned to central detention by administration. The following central detention procedures should be noted by students and parents:

1. A student may be assigned detention for any instances of repeated unacceptable behavior or for repeated failure to complete required assignments.
2. Students may request a postponement of the detention if they have a valid reason (medical appointment, religious education, etc.) Participation in sports, intramurals, clubs, etc. is not considered a valid reason. **Request for a postponement must be made no later than the morning of the assigned detention by a time determined by the principal.**
3. The request for a postponement must be made to the teacher who assigned the detention. If denied, the student may appeal the decision to the administration
4. A day's notice will be given to all students to enable them to obtain alternate transportation.
5. Detentions must be served within 3 school days after issue
6. Parents/Guardians are responsible for making necessary transportation arrangements.
7. Central detention is served from 2:00 p.m.-2:45 p.m. Detention also may be served from 6:45 a.m. - 7:30 a.m. at the discretion of administration.
8. Central detention is a completely silent and work centered detention. A writing assignment will be provided by the administrator and/or teacher.
9. Failure to report to central detention as assigned could result in the following:  
First Offense: 1 additional day of central detention  
Second and Subsequent Offenses: 1 day suspension

#### ***Saturday Program***

Pursuant to funding, the Saturday program will be utilized for both academic and disciplinary concerns. Teachers may recommend students to the assistant or building principal who have not been completing their work. These students may be allowed to attend and complete their missing work. Regarding disciplinary concerns, administrators can assign participation in the program. The administrator may assign the student work from class or provide an alternative assignment. Failure to attend a Saturday detention for disciplinary concerns will result in further disciplinary action, which could include an out of school suspension or other disciplinary action deemed appropriate by the Principal/Assistant Principal.

#### ***Social Probation***

Students that have been suspended from school will be placed on a list forfeiting the privilege of attending or participating in the activities conducted by the school during that term. Teachers with the approval of administrators will reserve the right to deny attendance to any student they feel has not earned the privilege of participation. Participation may be excluded due to an established mark of conduct and/or effort. This mark will be communicated with students. Regarding effort, homework completion as well as class grades will be used as the measure. Regarding conduct, a suspension will forfeit privileges. Students that have been suspended more than four times during the school year will forfeit all privileges pertaining to school activities for the remainder of the school year. However, in cases where students have displayed marked improvement and/or effort, and upon the recommendation of the school staff, the student may be allowed to attend the next school activity, but only after a reinstatement hearing attended by staff,

administration, student, and/or parent. Students and/or parents will be notified of placement on the list as well as the rationale for such placement. Every opportunity will be provided for parents to discuss the matter with appropriate personnel.

***Suspensions: Offenses and Duration of Suspension***

The following student behaviors would be designated as major violations and, as such, render a student liable for central detention or suspension. The assignment of central detentions, Saturday detention, in-school suspensions, and out-of-school suspensions is strictly at the discretion of the administration. The following is a list of possible infractions and consequences.

- |    |   |    |  |
|----|---|----|--|
| a. | Obscene Language  | a. | First Offense: 1 day Suspension<br>Repeat Offenders: 2 days Suspension   |
| b. | Verbal and/or physical assault on a faculty member                      | b. | 3-10 days Suspension and Court Action  |
| c. | Possession of flammable devices (matches, lighters, firecrackers, etc.) | c. | 1 day Suspension<br>Repeat Offenders: 2 days Suspension  |
| d. | Smoking   | d. | 1 day Suspension/Possible Court Action   |
| e. | Possession of tobacco products  | e. | 5 days Central Detention<br>Repeat Offenders: 1 day Suspension   |
| f. | Stealing  | f. | Restitution and 5 days Central Detention<br>Repeat Offenders: 1 day Suspension and/or Possible Court Action  |
| g. | Vandalism   | g. | Restitution and 5 days Central Detention<br>Repeat Offenders: 1 day Suspension and/or Possible Court Action  |
| h. | Defiance/gross insubordination/disrespect toward any staff member       | h. | 1 day Suspension<br>Repeat Offenders: 2 days Suspension  |
| i. | Skiping Class   | i. | First Offense: 2 days Central Detention<br>Second Offense: 5 days Central Detention<br>Third Offense: 1 day Suspension                                   |
| j. | Bomb/Fire Scare (Threatening the security of the building)              | j. | Police Notified and 5 days Suspension and/or Possible Court Action and Fines   |
| k. | Under the influence of Drugs and/or Alcohol                             | k. | Refer to Guidance for Evaluation-1 day Suspension & Referral to Nurse for Sobriety Evaluation & Parent/Guardian Referral to Doctor for Medical Follow-up |
| l. | Possession and/or distribution of alcohol or drugs                      | l. | Police Notified and 5 days Suspension and/or Possible Court Action and Fines   |
| m. | Physical Contact (i.e. shoving, pushing,                                | m. | 5 days Central Detention   |

**Friedman Middle School ~ 2018-2019**

tripping other students)

Repeat offenders: 1 day Suspension

- |    |   |    |  |
|----|---|----|--|
| n. | Fighting---physical contact/violent confrontation/ assault        | n. | 1 day Suspension and/or Court Action   |
| o. | Throwing objects in, on, at or out of school bus or in school.    | o. | 5 days Central Detention<br>Repeat Offenders: 1 day Suspension and/or Removal from School Bus  |
| p. | Throwing object(s) that injures anyone                            | p. | Police Notified and/or 3-5 days Suspension   |
| q. | Inappropriate displays of affection (i.e. kissing and/or hugging) | q. | Parent Notified and 3-5 days Central Detention<br>Repeat Offenders: 1 day Suspension   |
| r. | Lewd Behavior   | r. | 1 day Suspension   |
| s. | Extortion   | s. | Police Notified and 3-5 days Suspension and/or Court Action  |
| t. | Possession of any instrument which could be used as a weapon      | t. | Student Arrested and 3-5 days Suspension and or Court Action   |
| u. | Tardiness to school (not in homeroom by 7:45 AM)                  | u. | The 5 <sup>th</sup> unexcused tardy of the term: central detention. Each successive unexcused tardy per marking period will result in another central detention. |

The 10<sup>th</sup> unexcused tardy will result in a Saturday detention. Each successive unexcused tardy will result in an additional central detention, Saturday detention, and/or referral to the Truancy Officer.

- |     |  |     |  |
|-----|--|-----|--|
| v.  | Truancy  | v.  | Parent notified, Truant Officer Notified, Guidance Referral, and 5 days of Central Detention   |
| w.  | Cheating/Plagiarism  | w.  | First Offense: Parent Notified and "0" Grade for Assignment<br>Second Offense: "0" Grade and 3 days Central Detention<br>Third offense: "0" Grade, 5 days Central Detention and Referral to Guidance |
| x.  | Forgery  | x.  | Parent Notified, 5 days Central Detention  |
| y.  | Trespassing during suspension period before, during and after school hours | y.  | Police Notified and 1 Additional day of Suspension   |
| z.  | Sexual, Physical or Verbal Harassment                                      | z.  | Parents Notified. Referred to Guidance, 1 day Suspension, Possible Court Action<br>Repeat Offenders: 2 days Suspension and Possible Court Action (See Appendix 8)                                    |
| aa. | Spreading personal remarks to instigate                                    | aa. | 5 days Central Detention. Parents Notified   |

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harm to another student

- |     |  |     |   |
|-----|--|-----|---|
| bb. | Hazing   | bb. | Police Notified and 5 days Suspension and/or Court Action   |
| cc. | Habitual Offender (any student who demonstrates a pattern of misconduct, repeatedly violates school rules that cause a classroom disruption, and/or is referred to administration 5 or more times in a given term may be considered a habitual offender) | cc. | Suspension, Parent Notification, and/or Court Action.   |
| dd. | Failure to attend Detention  | dd. | Failure to Attend Detention, 1 <sup>st</sup> Offense: 1 Additional Detention, Failure to attend Central Detention, 2 <sup>nd</sup> Offense: 1 Saturday Detention, Failure to Attend Saturday Detention, 1 <sup>st</sup> Offense: 1 day Suspension   |
| ee. | Leaving school grounds   | ee. | 1 day Suspension, Parent Notification, and / or Court Action  |
| ff. | Poor Behavior on bus   | ff. | First Offense: Consequence assigned according to the severity of the offense. Second Offense: Remove the student's privilege to ride the bus for one day and assign consequence according to the severity of the offense, Third Offense: Remove the student's privilege to ride the bus for a period of one to three days. Consequence assigned according to the severity of the offense, |

For any single offense after the third that is exceptionally alarming and consistent with previous offenses, the student may be removed from the bus for the remainder of the school year.

- |            |                                 |     |   |
|------------|---------------------------------|-----|---|
| gg.<br>and | Bullying                        | gg. | Punishment at the discretion of principal<br><br>in accordance with district practice and policy. |
| hh.        | Food/Beverage outside cafeteria | hh. | 1 Central Detention   |

**Student Discipline - Effective July 1, 2014**

**Section:**

[53.01:](#) Authority, Purpose, and Scope

[53.02:](#) Definitions

[53.03:](#) Policies and Procedures

[53.04:](#) Investigation of Disciplinary Incidents

[53.05:](#) Alternatives to Suspension under Section 37H<sup>3/4</sup>

[53.06:](#) Notice of Suspension and Hearing under Section 37H<sup>3/4</sup>

[53.07:](#) Emergency Removal under Section 37H<sup>3/4</sup>

[53.08:](#) Principal's Hearing under Section 37H<sup>3/4</sup>

[53.09:](#) Superintendent's Hearing under Section 37H<sup>3/4</sup>

[53.10:](#) In-School Suspension under Section 37H<sup>3/4</sup>

[53.11:](#) Exclusion from Extracurricular Activities and School-Sponsored Events

[53.12:](#) Disciplinary Offenses under Section 37H or 37H<sup>1/2</sup>

[53.13:](#) Education Services and Academic Progress under Sections 37H, 37H<sup>1/2</sup>, 37H<sup>3/4</sup>

[53.14:](#) Student Suspension and Expulsion Data Collection and Reporting

**The Student Discipline Regulations were approved by the Board of Elementary and Secondary Education on April 29, 2014. They are effective July 1, 2014.**

**53.01: Authority, Scope, and Purpose**

(1) 603 CMR 53.00 is promulgated pursuant to the authority of the Department of Elementary and Secondary Education under G.L. c. 69, §§ 1A and 1B, G.L. c. 71, §37H, and G.L. c. 71, § 37H<sup>3/4</sup>

(2) The purpose of 603 CMR 53.00 is:

(a) for those discipline offenses subject to G.L. 71, § 37H<sup>3/4</sup>, as set forth in 603 CMR 53.01(3)(a), to limit the use of long-term suspension as a consequence for student misconduct until other consequences have been considered and tried as appropriate;

(b) to promote engagement of a student's parent in discussion of the student's misconduct, and options for responding to it;

(c) to assure that every student who is expelled or suspended, regardless of the reason for suspension or expulsion, has the opportunity to receive education services to make academic progress during the period of suspension or expulsion; and,

(d) to keep schools safe and supportive for all students while ensuring fair and effective disciplinary practices.

(3) 603 CMR 53.00 sets forth, for all public preschool, elementary, and secondary schools and programs in Massachusetts, including charter and virtual schools:

(a) at 603 CMR 53.03 through 53.11, the minimum procedural requirements applicable to the suspension of a student for a disciplinary offense *other than*: a) possession of a dangerous weapon; b) possession of a controlled substance; c) assault on a member of the educational staff; or d) a felony charge or felony delinquency complaint or conviction, or adjudication or admission of guilt with respect to such felony, if a principal determines that the student's continued presence in

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school would have a substantial detrimental effect on the general welfare of the school, as provided in G.L. c. 71, §§37H or 37H½;

(b) the minimum requirements and procedures necessary to ensure that all students who have been suspended, in-school or out-of-school, or expelled, regardless of the type of offense, have an opportunity to make academic progress during their period of suspension, expulsion, or removal from regular classroom activities; and

(c) the requirements pertaining to school discipline data reporting and analysis.

### **53.02: Definitions**

(1) "Commissioner" means the commissioner of the Department of Elementary and Secondary Education appointed in accordance with G.L. c. 15, §1F, or his or her designee.

(2) "Department" means the Department of Elementary and Secondary Education.

(3) "Disciplinary offense" means any alleged or determined disciplinary infraction by a student, *except for*: a) possession of a dangerous weapon; b) possession of a controlled substance; c) assault on a member of the educational staff; or d) a felony charge or felony delinquency complaint or conviction, or adjudication or admission of guilt with respect to such felony, if a principal determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school, as provided in G.L. c. 71, §§37H or 37H½. A disciplinary offense, as defined, is subject to the provisions of G.L. c. 71, § 37H¾ and these regulations.

(4) "Disciplinary offense under G.L. c. 71, §§37H or 37H½ " means one or more of the following alleged or determined disciplinary infractions: a) possession of a dangerous weapon; b) possession of a controlled substance; c) assault on a member of the educational staff; and d) a felony charge or felony delinquency complaint or conviction, or adjudication or admission of guilt with respect to such felony, if a principal determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school, as provided in G.L. c. 71, §§37H or 37H½.

(5) "Expulsion" means the removal of a student from the school premises, regular classroom activities, and school activities for more than ninety (90) school days, indefinitely, or permanently, as permitted under G.L. c. 71, §§37H or 37H½ for: a) possession of a dangerous weapon; b) possession of a controlled substance; c) assault on a member of the educational staff; or d) a felony charge or felony delinquency complaint or conviction, or adjudication or admission of guilt with respect to such felony, if a principal determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school, as provided in G.L. c. 71, §§37H or 37H½.

(6) "In-school suspension" means removal of a student from regular classroom activities, but not from the school premises, for no more than (10) consecutive school days, or no more than ten (10) school days cumulatively for multiple infractions during the school year. Removal solely from participation in extracurricular activities or school-sponsored events, or both, shall not count as removal in calculating school days. In-school suspension for ten (10) days or less, consecutively or cumulatively during a school year, shall not be considered a short-term suspension under these regulations. If a student is placed in in-school suspension for more than ten (10) days, consecutively or cumulatively during a school year, such suspension shall be deemed a long-term suspension for due process, appeal, and reporting purposes under 603 CMR 53.00.

(7) "Long-term suspension" means the removal of a student from the school premises and regular classroom activities for more than ten (10) consecutive school days, or for more than ten (10) school days cumulatively for multiple disciplinary offenses in any school year. A principal may, in his or her discretion, allow a student to serve a long-term suspension in school. Removal solely from participation in extracurricular activities or school-sponsored events, or both, shall not count as removal in calculating school days. Except for students who are charged with a disciplinary offense set forth in subsections (a) or (b) of G.L. c. 71, §37 H, or in section 37H ½ of G.L. c. 71, no student may be placed on long-term suspension for one or more disciplinary offenses for more than ninety (90) school days in a school year beginning with the first day that the student is removed from school. No long-term suspension shall extend beyond the end of the school year in which such suspension is imposed.

(8) "Parent" means a student's father, mother, or legal guardian, or person or agency legally authorized to act on behalf of the student in place of or in conjunction with the father, mother, or legal guardian.

(9) "Principal" means the instructional leader or headmaster of a public school or his or her designee for purposes of school disciplinary matters. The board of trustees of a charter school or virtual school shall designate in the school discipline code who will serve as the principal for purposes of 603 CMR 53.00.

(10) "School-wide education service plan" means the document developed by a principal, in accordance with G.L. c. 76, §21, that includes a list of education services available to students who are expelled or suspended from school for more than 10 consecutive days.

(11) "Short-term suspension" means the removal of a student from the school premises and regular classroom activities for ten (10) consecutive school days or less. A principal may, in his or her discretion, allow a student to serve a short-term suspension in school. Removal solely from participation in extracurricular activities or school-sponsored events, or both, shall not count as removal in calculating school days.

(12) "Superintendent" means the chief executive officer employed by a school committee or board of trustees to administer a school system, charter school, or virtual school pursuant to G.L. c. 71, §§59, 59A, 89, or 94, or his or her designee appointed for purposes of conducting a student disciplinary hearing. The board of trustees of a charter school or virtual school shall designate in the school's discipline code who will serve as the superintendent for the purposes of 603 CMR 53.00.

(13) "Suspension" means short-term suspension and long-term suspension unless otherwise stated.

### **53.03: Policies and Procedures**

Each school committee and board of trustees shall ensure that policies and procedures are in place in public preschool, elementary, and secondary schools and programs under its jurisdiction that meet, at a minimum, the requirements of G.L. c.71, §37H¾, G.L. c. 76, §21, and 603 CMR 53.00.

### **53.04: Investigation of Disciplinary Incidents**

Nothing in these regulations shall prevent a school administrator from conducting an investigation, including student interviews, of a school-related disciplinary incident.

### **53.05: Alternatives to Suspension under Section 37H¾**

In every case of student misconduct for which suspension may be imposed, a principal shall exercise discretion in deciding the consequence for the offense; consider ways to re-engage the student in

learning; and avoid using long-term suspension from school as a consequence until alternatives have been tried. Alternatives may include the use of evidence-based strategies and programs such as mediation, conflict resolution, restorative justice, and positive behavioral interventions and supports.

**53.06: Notice of Suspension and Hearing under Section §37H<sup>3/4</sup>**

(1) Except as provided in 603 CMR 53.07 and 603 CMR 53.10, a principal may not impose a suspension as a consequence for a disciplinary offense without first providing the student and the parent oral and written notice, and providing the student an opportunity for a hearing on the charge and the parent an opportunity to participate in such hearing.

(2) The principal shall provide oral and written notice to the student and the parent in English and in the primary language of the home if other than English, or other means of communication where appropriate. The notice shall set forth in plain language:

- (a) the disciplinary offense;
- (b) the basis for the charge;
- (c) the potential consequences, including the potential length of the student's suspension;
- (d) the opportunity for the student to have a hearing with the principal concerning the proposed suspension, including the opportunity to dispute the charges and to present the student's explanation of the alleged incident, and for the parent to attend the hearing;
- (e) the date, time, and location of the hearing;
- (f) the right of the student and the student's parent to interpreter services at the hearing if needed to participate;
- (g) if the student may be placed on long-term suspension following the hearing with the principal:

- 1. the rights set forth in 603 CMR 53.08 (3)(b); and
- 2. the right to appeal the principal's decision to the superintendent.

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

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

**53.07: Emergency Removal under Section 37H<sup>3/4</sup>**

(1) Nothing in these regulations shall prevent a principal from removing a student from school temporarily when a student is charged with a disciplinary offense and the continued presence of the student poses a danger to persons or property, or materially and substantially disrupts the order of the school, and, in the principal's judgment, there is no alternative available to alleviate the danger or disruption. The principal shall immediately notify the superintendent in writing of the removal and the reason for it, and describe the danger presented by the student. The temporary removal shall not exceed two (2) school days following the day of the emergency removal, during which time the principal shall:

- (a) Make immediate and reasonable efforts to orally notify the student and the student's parent of the emergency removal, the reason for the need for emergency removal, and the other matters set forth in 603 CMR 53.06(2);
- (b) Provide written notice to the student and parent as provided in 603 CMR 53.06(2);
- (c) Provide the student an opportunity for a hearing with the principal that complies with 603 CMR 53.08(2) or 53.08(3), as applicable, and the parent an opportunity to attend the hearing, before the expiration of the two (2) school days, unless an extension of time for hearing is otherwise agreed to by the principal, student, and parent.
- (d) Render a decision orally on the same day as the hearing, and in writing no later than the following school day, which meets the requirements of 603 CMR 53.08(2)(c) and 53.08(2)(d) or 603 CMR 53.08(3)(c) and 53.08(3)(d), as applicable.

(2) A principal may not remove a student from school on an emergency basis for a disciplinary offense until adequate provisions have been made for the student's safety and transportation.

**53.08: Principal's Hearing under Section 37H<sup>3</sup>/<sub>4</sub>**

(1) The principal shall determine the extent of the rights to be afforded the student at a disciplinary hearing based on the anticipated consequences for the disciplinary offense. If the consequence may be long-term suspension from school, the principal shall afford the student, at a minimum, all the rights set forth in 603 CMR 53.08(3) in addition to those rights afforded to students who may face a short-term suspension from school.

**(2) Principal Hearing - Short-term Suspension**

(a) The purpose of the hearing with the principal is to hear and consider information regarding the alleged incident for which the student may be suspended, provide the student an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident, determine if the student committed the disciplinary offense, and if so, the consequences for the infraction. At a minimum, the principal shall discuss the disciplinary offense, the basis for the charge, and any other pertinent information. The student also shall have an opportunity to present information, including mitigating facts, that the principal should consider in determining whether other remedies and consequences may be appropriate as set forth in 603 CMR 53.05. The principal shall provide the parent, if present, an opportunity to discuss the student's conduct and offer information, including mitigating circumstances, that the principal should consider in determining consequences for the student.

(b) Based on the available information, including mitigating circumstances, the principal shall determine whether the student committed the disciplinary offense, and, if so, what remedy or consequence will be imposed.

(c) The principal shall notify the student and parent of the determination and the reasons for it, and, if the student is suspended, the type and duration of suspension and the opportunity to make up assignments and such other school work as needed to make academic progress during the period of removal, as provided in 603 CMR 53.13(1). The determination shall be in writing and may be in the form of an update to the original written notice.

(d) If the student is in a public preschool program or in grades K through 3, the principal shall send a copy of the written determination to the superintendent and explain the reasons for imposing an out-of-school suspension, before the short-term suspension takes effect.

(3) Principal Hearing - Long-term Suspension

(a) The purpose of the hearing is the same as the purpose of a short-term suspension hearing.

(b) At a minimum, in addition to the rights afforded a student in a short-term suspension hearing, the student shall have the following rights:

1. In advance of the hearing, the opportunity to review the student's record and the documents upon which the principal may rely in making a determination to suspend the student or not;
2. the right to be represented by counsel or a lay person of the student's choice, at the student's/parent's expense;
3. the right to produce witnesses on his or her behalf and to present the student's explanation of the alleged incident, but the student may not be compelled to do so;
4. the right to cross-examine witnesses presented by the school district;
5. the right to request that the hearing be recorded by the principal, and to receive a copy of the audio recording upon request. If the student or parent requests an audio recording, the principal shall inform all participants before the hearing that an audio record will be made and a copy will be provided to the student and parent upon request.

(c) The principal shall provide the parent, if present, an opportunity to discuss the student's conduct and offer information, including mitigating circumstances, that the principal should consider in determining consequences for the student.

(d) Based on the evidence, the principal shall determine whether the student committed the disciplinary offense, and, if so, after considering mitigating circumstances and alternatives to suspension as set forth in 603 CMR 53.05, what remedy or consequence will be imposed, in place of or in addition to a long-term suspension. The principal shall send the written determination to the student and parent by hand-delivery, certified mail, first-class mail, email to an address provided by the parent for school communications, or any other method of delivery agreed to by the principal and the parent. If the principal decides to suspend the student, the written determination shall:

1. Identify the disciplinary offense, the date on which the hearing took place, and the participants at the hearing;
2. Set out the key facts and conclusions reached by the principal;
3. Identify the length and effective date of the suspension, as well as a date of return to school;
4. Include notice of the student's opportunity to receive education services to make academic progress during the period of removal from school as provided in 603 CMR 53.13(4)(a);
5. Inform the student of the right to appeal the principal's decision to the superintendent or designee, but only if the principal has imposed a long-term suspension. Notice of the right of appeal shall be in English and the primary language of the home if other than English, or other means of communication where appropriate, and shall include the following information stated in plain language:

a) the process for appealing the decision, including that the student or parent must file a written notice of appeal with the superintendent within five (5) calendar days of the effective date of the long-term suspension; provided that within the five (5) calendar days, the student or parent may request and receive from the superintendent an extension of time for filing the written notice for up to seven (7) additional calendar days; and that

b) the long-term suspension will remain in effect unless and until the superintendent decides to reverse the principal's determination on appeal.

(e) If the student is in a public preschool program or in grades K through 3, the principal shall send a copy of the written determination to the superintendent and explain the reasons for imposing an out-of-school suspension, whether short-term or long-term, before the suspension takes effect.

**53.09: Superintendent's Hearing under Section 37H<sup>3</sup>/<sub>4</sub>**

(1) A student who is placed on long-term suspension following a hearing with the principal shall have the right to appeal the principal's decision to the superintendent.

(2) The student or parent shall file a notice of appeal with the superintendent within the time period set forth 603 CMR 53.08 (3) (c) 5.a). If the appeal is not timely filed, the superintendent may deny the appeal, or may allow the appeal in his or her discretion, for good cause.

(3) The superintendent shall hold the hearing within three (3) school days of the student's request, unless the student or parent requests an extension of up to seven (7) additional calendar days, in which case the superintendent shall grant the extension.

(4) The superintendent shall make a good faith effort to include the parent in the hearing. The superintendent shall be presumed to have made a good faith effort if he or she has made efforts to find a day and time for the hearing that would allow the parent and superintendent to participate. The superintendent shall send written notice to the parent of the date, time, and location of the hearing.

(5) The superintendent shall conduct a hearing to determine whether the student committed the disciplinary offense of which the student is accused, and if so, what the consequence shall be. The superintendent shall arrange for an audio recording of the hearing, a copy of which shall be provided to the student or parent upon request. The superintendent shall inform all participants before the hearing that an audio record will be made of the hearing and a copy will be provided to the student and parent upon request.

(6) The student shall have all the rights afforded the student at the principal's hearing for long-term suspension under 603 CMR 53.08(3)(b).

(7) The superintendent shall issue a written decision within five (5) calendar days of the hearing which meets the requirements of 603 CMR 53.08(3)(c)1 through 5. If the superintendent determines that the student committed the disciplinary offense, the superintendent may impose the same or a lesser consequence than the principal, but shall not impose a suspension greater than that imposed by the principal's decision.

(8) The decision of the superintendent shall be the final decision of the school district, charter school, or virtual school, with regard to the suspension.

**53.10: In-School Suspension under Section 37H<sup>3</sup>/<sub>4</sub>**

(1) The principal may use in-school suspension as an alternative to short-term suspension for disciplinary offenses.

(2) The principal may impose an in-school suspension for a disciplinary offense under this provision, provided that the principal follows the process set forth in 603 CMR 53.10(3) through 603 CMR 53.10(5) and the student has the opportunity to make academic progress as set forth in 603 CMR 53.13(1).

(3) The principal shall inform the student of the disciplinary offense charged and the basis for the charge, and provide the student an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident. If the principal determines that the student committed the disciplinary offense, the principal shall inform the student of the length of the student's in-school suspension, which shall not exceed 10 days, cumulatively or consecutively, in a school year.

(4) On the same day as the in-school suspension decision, the principal shall make reasonable efforts to notify the parent orally of the disciplinary offense, the reasons for concluding that the student committed the infraction, and the length of the in-school suspension. The principal shall also invite the parent to a meeting to discuss the student's academic performance and behavior, strategies for student engagement, and possible responses to the behavior. Such meeting shall be scheduled on the day of the suspension if possible, and if not, as soon thereafter as possible. If the principal is unable to reach the parent after making and documenting at least (2) attempts to do so, such attempts shall constitute reasonable efforts for purposes of orally informing the parent of the in-school suspension.

(5) The principal shall send written notice to the student and parent about the in-school suspension, including the reason and the length of the in-school suspension, and inviting the parent to a meeting with the principal for the purpose set forth in 603 CMR 53.10(4), if such meeting has not already occurred. The principal shall deliver such notice on the day of the suspension by hand-delivery, certified mail, first-class mail, email to an address provided by the parent for school communications, or by other method of delivery agreed to by the principal and the parent.

#### **53.11: Emergency Removal under Section 37H<sup>3</sup>/<sub>4</sub>**

The principal may remove a student from privileges, such as extracurricular activities and attendance at school-sponsored events, based on the student's misconduct. Such a removal is not subject to the procedures in G.L. c. 71, § 37H<sup>3</sup>/<sub>4</sub> or 603 CMR 53.00.

#### **53.12: Disciplinary Offenses under Section 37H or 37H<sup>1</sup>/<sub>2</sub>**

(1) School districts shall adopt disciplinary policies and procedures applicable to a student who is accused of a disciplinary offense under G.L. c. 71, §§37H or 37H- <sup>1</sup>/<sub>2</sub>. Such policies and procedures shall be consistent with the applicable statute and provide due process of law.

(2) The principal may remove a student who has committed a disciplinary offense under G.L. c. 71, §§37H or 37H<sup>1</sup>/<sub>2</sub> from school for more than ninety (90) days in a school year.

(3) Any student who is removed from school for a disciplinary offense under G.L. c. 71, §37H or §37H<sup>1</sup>/<sub>2</sub> shall have an opportunity to receive education services and make academic progress during the period of removal, as provided in 603 CMR 53.13.

#### **53.13: Education Services and Academic Progress under Sections 37H, 37H<sup>1</sup>/<sub>2</sub>, and 37H<sup>3</sup>/<sub>4</sub>**

(1) Any student who is serving an in-school suspension, short-term suspension, long-term suspension, or expulsion shall have the opportunity to earn credits, as applicable, make up assignments, tests, papers, and other school work as needed to make academic progress during the period of his or her removal from

the classroom or school. The principal shall inform the student and parent of this opportunity in writing when such suspension or expulsion is imposed.

(2) Any student who is expelled or suspended from school for more than ten (10) consecutive days, whether in school or out of school, shall have an opportunity to receive education services and make academic progress toward meeting state and local requirements, through the school-wide education service plan.

(3) The principal shall develop a school-wide education service plan describing the education services that the school district will make available to students who are expelled or suspended from school for more than ten (10) consecutive days. The plan shall include the process for notifying such students and their parents of the services and arranging such services. Education services shall be based on, and be provided in a manner consistent with, the academic standards and curriculum frameworks established for all students under G.L. c 69, §§ 1D and 1F.

(4) Notice of Education Services for Students in Long-Term Suspension and Expulsion; Enrollment Reporting.

(a) The principal shall notify the parent and student of the opportunity to receive education services at the time the student is expelled or placed on long-term suspension. Notice shall be provided in English and in the primary language spoken in the student's home if other than English, or other means of communication where appropriate. The notice shall include a list of the specific education services that are available to the student and contact information for a school district staff member who can provide more detailed information.

(b) For each student expelled or suspended from school for more than ten (10) consecutive days, whether in-school or out-of-school, the school district shall document the student's enrollment in education services. For data reporting purposes, the school shall track and report attendance, academic progress, and such other data as directed by the Department.

#### **53.14: Student Suspension and Expulsion Data Collection and Reporting**

(1) Every school district, charter school, and virtual school shall collect and annually report data to the Department regarding in-school suspensions, short- and long-term suspensions, expulsions, emergency removals under 603 CMR 53.07, access to education services under 603 CMR 53.13, and such other information as may be required by the Department. Such data shall be reported in a manner and form directed by the Department.

(2) The principal of each school shall periodically review discipline data by selected student populations, including but not limited to race and ethnicity, gender, socioeconomic status, English language learner status, and student with a disability status. In reviewing the data, the principal shall assess the extent of in-school suspensions, short- and long-term suspensions, expulsions, and emergency removals under 603 CMR 53.07, and the impact of such disciplinary action on selected student populations. The principal shall further determine whether it is necessary or appropriate to modify disciplinary practices due to over-reliance on expulsion, in-school or out-of school suspension, or emergency removals, or the impact of such suspensions, removals, and expulsions on selected student populations compared with other students.

(3) In the fall of each year, the Department shall publish an analysis and report of student discipline data disaggregated by district and school, and by selected student populations, included but not limited to race and ethnicity, gender, socioeconomic status, English language learner status, and student with a disability

status. The data shall be reported in a manner that protects the identity of each student and shall be made available to the public online in a machine readable format.

(4) The Department shall annually determine the schools with the highest percentage of students expelled or placed on long-term suspension for more than ten (10) cumulative days in a school year. After review of the discipline data described in 603 CMR 53.14(3) and other relevant school and district information, including but not limited to student demographics, student performance, promotion, attendance, attrition, graduation, and dropout rates, the Commissioner shall identify schools that need assistance to reduce over-reliance on long-term suspension or expulsion as a consequence for student misconduct. The Department shall identify models that such schools may use to incorporate intermediate steps before long-term suspension and expulsion and to foster positive school climate.

Through use of statistical analysis, the Commissioner shall identify schools and districts with data that reflect significant disparities in the rate of suspension and expulsion by race and ethnicity, or disability. Such schools and districts shall develop and implement a plan approved by the Department to address such significant disparities.

### ***Procedure for Expulsion***

Students may be expelled for the following:

- Possession of a dangerous weapon, not limited to gun or knife, or, possession of a controlled substance not limited to marijuana, cocaine or heroin on school premises or at a school sponsored/related event.
- Assault on a principal, assistant principal, teacher, teacher aide or other educational staff member at school or at a school sponsored / related event.

If a student is charged with (a) or (b) above, he/she shall receive written notice of opportunity for a hearing, at which the student may have representation and present evidence and witnesses before the school principal. (M. G. L. Chapter 71, Section 37H).

The principal may suspend instead of seeking expulsion but he/she shall state in writing to the superintendent his or her reasons, and shall represent his or her opinion that the student does not pose a threat to safety, security and welfare.

Any student expelled from school may appeal to the superintendent of schools within 10 days. The student has the right to counsel at a hearing before the superintendent. The subject matter of the appeal shall not be limited solely to a factual determination of whether the student has violated any provisions of state law as identified above (**See Appendix 5 and Appendix 6**)

If the student is expelled, and applies for admission at another school, the sending superintendent shall notify the receiving superintendent of the reasons for expulsion.

### **DISCRIMINATION**

In compliance with Massachusetts General Laws, Chapter 76, Section 5, Taunton Public Schools do not discriminate on the basis of race, color, sex, gender identity, religion, national origin, sexual orientation, or disability. The Taunton School System believes in equality. The district's Discrimination Policy including the grievance procedure can be found in **Appendix 10** of this handbook. (Amended 2014/2015)

### **ELECTRONIC DEVICES**

Taunton Public Schools acknowledges the popularity of a number of electronic devices however, the safety and security of each student and the learning environment needs to be assured. Therefore, we expect families and students to abide by the following tenets:

- Communications devices are not allowed in school.

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## **Friedman Middle School ~ 2018-2019**

- Cell phones (the exception) must be turned OFF when entering the building and not visible during school hours. Students found to be using their cell phone during the school day (ex. texting, recording, pictures) will be subject to confiscation of the cell phone (with return to parent) and/or disciplinary action, including suspension from school for insubordination. The administration, which does not recommend students having cell phones in school, is not responsible for lost or stolen cell phones.
- No audio devices are allowed in school. Audio devices include but are not limited to CD players, headphones, MP3 players, radios and laser pointers. Arrangements must be made with the appropriate teacher and administration for laser pointer to be brought to school for presentation purposes only. If brought into school, a laser pointer may be considered a weapon and disciplinary action will follow as set forth in the code of conduct. If such a device is visible, it will also be taken from the student and turned in to the office.
- No video devices are allowed in school.
- Electronic devices will not be returned to a student. Only a parent may retrieve an electronic device in the office. After the second violation of this policy, the device will not be returned until the end of the term to a parent or guardian.
- The school assumes no financial liability for lost, stolen, or damaged articles.

### **ELEVATOR USE**

Students who present a doctor's note may be allowed to use the school elevator to access the second floor. At no time should a student travel in the elevator alone. A student using the elevator must travel with an adult and a student buddy to assist with student books/backpack, etc. Note: not all schools are equipped with elevators.

### **EXTENDED DAY – BEFORE AND AFTER SCHOOL CARE FOR CHILDREN**

Taunton is pleased to offer before and after school care for children attending Taunton Public Schools. A variety of care plans are available based upon the needs of each child and their families. For care sites, please contact Ms. Donna Ross, Extended Day Director, 66 Summer Street, Taunton, MA at 508-821-1224 or by fax at 508-821-1357.

### **EXTRA-CURRICULAR / AFTER SCHOOL PROGRAMS**

The Friedman Middle School offers an enrichment program of after school activities based on student and staff interest. Activities may include: intramural athletic program, peer mediation, tutoring, yearbook and writing/newspaper, drama, student council, outdoor education and homework assistance.

The Friedman Middle School offers both band and chorus. Rehearsals are during the course of the regular school day, and membership is open to all students in all grades contingent upon approval of the instructor. Instrumental music lessons are available at a low cost to any interested student. Anyone interested in these lessons should contact their music teacher for further details.

These and other extra-curricular activities give students an opportunity to be a leader and to assume other responsibilities. We encourage students to be active in one or more of these programs.

### **FAMILY VACATIONS**

Parents and students are reminded that Massachusetts law requires compulsory attendance for students. We strongly discourage family vacations when school is in session. In addition to compromising the attendance law, family vacations interrupt the educational process of each course, in ways that make-up work cannot reverse. Teachers are not required to give out homework assignments prior to a family vacation, but may do so at their discretion.

### **FIELD TRIPS**

A field trip day is just like any other school day. Field trips are planned to teach students in a special way, and it is up to each student to follow the rules and learn effectively on a field trip. Parents seeking to have the school waive field trip fees for financial reasons should forward a copy of the **Appendix 14** form to the building principal during the first part of the school year.

Students are expected to follow all instructions from supervisors and adhere to all bus safety rules during the trip. A respect for the reputation of the school and for private and public property are most important. Any student not going on the trip is still expected to attend school on that day. Students who miss class work or homework on a field trip day are responsible for completing the missed work. In some instances, for health and safety reasons, parents/guardians may be asked to accompany their child(ren) on a field trip.

### **FIRE DRILLS / EMERGENCY DRILLS**

Fire Drills are held periodically throughout the year, weather permitting. During drills all students and staff practice building evacuation procedures and at times are observed by officials from the Taunton Fire Department. Exit routes for children are posted in all classrooms and teachers review fire drill procedures regularly.

In addition to fire drills other emergency drills including "lock-down" drills are held periodically during the school year.

### **FOOD & DRINK IN CLASSROOM / CORRIDORS**

Beverages and food of all types are only allowed in the cafeteria. Gum chewing is not allowed anywhere in the school building because it creates a major problem in keeping the school clean. Teacher detention will be assigned for this offense and repeat offenders will be referred to the office.

### **GUIDANCE**

The guidance department stands ready to help any students and/or parents with any questions or problems they may have. Our guidance staff is available every school day and can provide support for students with a wide variety of services, many of which are listed below. Students may want to talk to their guidance counselor about making new friends, getting along with classmates, organizing time to complete all assignments, making responsible decisions, or how to plan for the future. Students need permission from a teacher to make an appointment with the guidance counselor. Parents should call 508-821-1497 to make an appointment. The guidance counselor is also available two evenings a month for meetings with parents/guardians.

Some of the guidance services provided are listed below:

- Promote congenial relationships among students
- Review academic schedules with students
- Provide assistance with student academic problems
- Provide assistance with student personal problems
- Provide educational programs for students
- Facilitate programs for special needs students
- Coordinate all student testing
- Offer suggestions and assistance to parents concerning academics, discipline and socialization
- Provide assistance to teachers in handling certain classroom situations
- Assist students and parent in planning for transition to high school

### **HARDSHIP PLACEMENT**

The purpose of a Hardship Placement is to support families faced with family issues that prevent their child/children from attending the school designated for their home address. Requests for Hardship Placements will only be considered as a result of the following conditions. A written request describing the hardship must be presented to the Director of Transportation and Student Services. Submission deadline for a Hardship Request is June 1 of each school year. The declared hardship must fall into one of the categories that follow:

- The accommodation for family or student medical needs
- Judicial Decisions

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- Extreme Daycare Issue

Documentation providing evidence substantiating the hardship condition must be presented at the time of the written request. Procedures for reviewing each request have been established by the district. For more detailed information and the Hardship Request forms go to [www.tauntonschools.org](http://www.tauntonschools.org) – Hardship Request.

### **HEALTH SERVICES / SCHOOL NURSE**

The health concerns of today's school age children involve a broad range of physical, social, behavioral and emotional issues which may impact on a student's educational progress. It is the school nurse's goal to help identify these issues and to provide comprehensive health services to the student population. In doing this we are promoting better school participation, improved learning and higher educational achievement for all students.

The following is a list of services provided by our school and requirements that are mandated by the Massachusetts Department of Public Health in conjunction with regulations of the Massachusetts Board of Nursing:

#### ***Annual Health Card***

Each year the school nurse sends out a health card to the parents/guardians of every child in the school. The card allows parents to update important information about their child's medical issues that the nurse should know. All information is kept confidential. Parents/Guardians are asked to complete this card each year for the safety of their child. Students who receive any regular prescription medicine in school may have their photograph attached to their health folder in the school nurse's office to allow any possible substitute nurse to double check that the correct student is receiving the medication.

**Please update all phone numbers as needed (home, work, cell, pager, and other emergency contacts so that we may contact you should your child become ill or injured at school. It is also essential that you provide the school with up to date emergency contact numbers in the event we cannot contact you should your child need emergency medical care.**

#### ***Exclusions and Extended Absences***

The school nurse is required to exclude a child from school under certain circumstances. These include a failure by the family to provide the required documentation of immunizations, failure to provide a doctor's certificate upon return after an absence of five or more days, the confirmation that a child has a highly contagious disease.

***Extended Absences:*** Parents must furnish the school with a doctor's certificate any time the child is absent for five (5) or more consecutive school days. This certificate should include the reason for the child's extended absence. This information helps the nurse to properly monitor each child's health and well being in the days following an injury or extended illness.

#### ***Field Trips***

In short, most children may self-administer medication on a field trip, if they have received authorization from their doctor, their parents, the school nurse, and the school principal. The Taunton Public Schools are registered with the Massachusetts Department of Public Health such that our school nurse may delegate the administration of oral daily prescription medication, as well as asthma inhalers and EpiPen, to a responsible adult attending any field trip within Massachusetts. The school nurse cannot delegate any medications that require injection (other than EpiPen) such as insulin, nor may she delegate authority to administer PRN (as needed) medications such as Benadryl.

If a child has a medical issue around daily or as needed medication and the child has a field trip coming up in the near future, parents are urged to contact the school nurse as early as possible so that appropriate field trip arrangements may be made.

### ***Health Insurance***

Please indicate on the Annual Health Update card your insurance information. If you are in need of health insurance, please contact the school nurse. The school nurse can provide you with further information regarding the application as mandated under the Massachusetts Health Reform Law.

### ***Illness/ Injuries***

If a child becomes ill or is injured in some way at school, the student needs to go to his/her teacher or to the adult who is supervising the classroom, lunchroom, playground or other area of the school. The staff member will direct the child to the school nurse's office. Minor injuries such as scrapes, cuts, bumps, and bruises will be attended to by the school nurse. The school nurse will notify parents/guardians when any significant injury takes place. In cases of reported illness, the nurse will assess a child's vital signs and make a determination as to whether or not the child will remain in school. **A fever of above 100 degrees, vomiting or diarrhea requires that a child be sent home as soon as possible. If your child is diagnosed with a contagious or communicable illness, we request a note from your physician stating the illness so we can monitor the classroom and school for further outbreaks.**

### ***Immunizations***

Massachusetts law and Massachusetts Department of Public Health regulations require that children be immunized against several diseases before they enter school and at several stages during their school experiences. Parents/Guardians are required to provide a record of those immunizations to the school nurse. Parents/Guardians should be aware that no child may be admitted into seventh grade unless the family has supplied the school nurse with medical documentation that their child has received a second dose of measles vaccine.

### ***Medical Screenings at School***

Medical screenings are designed to detect unrecognized conditions as early as possible so as to not hinder scholastic performance. Massachusetts Department of Public Health regulations require schools to conduct vision, hearing, height and weight, dental and postural screenings. Vision and hearing screenings are done in the 5<sup>th</sup> and 7<sup>th</sup> grades. Height and weight and postural screenings are done annually for all grades. Physical education teachers may assist with the postural and height and weight screenings. Dental screenings are done in 7<sup>th</sup> grade. Parents will be notified of abnormal findings discovered in any of the screenings with recommendations for follow-up care with the appropriate health care provider.

Parents/Guardians should notify the school nurse in writing at the beginning of each school year if they do not want their child to participate in any of the identified health related screenings. As a final note, the screenings done at school are simple screenings and are not meant to replace routine or diagnostic procedures and testing done by family physicians.

### ***Medical Support Services for Families***

Parents are encouraged to have their child's health care provided by their own physician. However, when that is not possible, there is a School Based Health Center available to the community that offers most medical services for children. Appointments are required and can be made using the following information:

School Based Health Center  
Friedman Middle School  
500 Norton Ave.  
508-821-5779

Also available to families of our community is the Dr. Mark Doherty Dental Clinic located at 80 Main Street, #86, Taunton, MA and offers services to children and adults. The clinic accepts virtually all forms of health insurance including Medicaid. The Dr. Mark Doherty Dental Clinic can be reached at: 508-821-9041.

### **Medications**

It is very important for the school nurse to have the participation and cooperation from you and your child's physician when establishing a medication administration plan for your child at school. Whenever possible, medications should be scheduled at times other than school hours.

- A parent/guardian or responsible adult designated by the parent needs to deliver all medication for their child to the school nurse.
- A student may not carry medication in their back pack, or on their person or self-administer medication without the authorization of their physician, school nurse, principal, and parent
- All prescription and non-prescription (over the counter) medications need written authorization form the parent.
- All prescription medication needs written authorization from a physician (medication orders sent by fax are acceptable)
- Short-term medication, such as antibiotics, and non-prescription medications may be given without written authorization from a physician. **However, the school nurse may require a written medical order anytime there are concerns or questions about the medication.**
- Prescription medication needs to be brought into school in a pharmacy-labeled container. Non-prescription (over the counter) medication needs to be brought into school in a manufacturer's labeled container.
- All prescription and non-prescription medication container labels must include the name of the medication, expiration date, and the dosage. Baggies and unlabeled containers are **not** acceptable.
- Any time a nurse can require more information from the doctor or pharmacist about a medication before she will administer the medication.

### **Physical Exams**

A copy of a physical exam dated within eighteen (18) months preceding entry into 7<sup>th</sup> grade is required. **Please request a copy of your child's physical and immunizations each time service has been provided and forwards a copy to the school nurse so that your child's health record remains current.**

Parents should keep their copy of each of these physical forms for their own records.

### **Return to School Certificate**

A note from your child's doctor is required upon return to school if your child is absent from school for five (5) or more consecutive school days due to illness or injury. Please ask your physician to state the specific illness or injury on the note. This will allow the school nurse to monitor and care for your child appropriately, and keep her informed of illness trends occurring within the school building.

### **HOMELESS STUDENTS / MCKINNEY-VENTO ACT**

Any student who becomes temporarily homeless (lacking a fixed and adequate residence) is entitled to several protections under a federal law known as the McKinney-Vento Act. In essence, students who are deemed to be "homeless" under Massachusetts Department of Education definitions are entitled to free school meals and transportation back to their school of origin. Should a family or some portion of a family be forced from their permanent residence into an alternate location (shelter, doubling with relatives or friends), the parent should notify the school principal or guidance counselor for assistance and support

with regard to their rights under the McKinney-Vento Act. In addition to the principal and guidance counselor, each school district has a Homeless Coordinator who works with the Massachusetts Department of Education on these matters. The Taunton Homeless Mr. Chris Baratta. He can be reached at by calling 508-821-1214.

### **HOMEWORK**

Homework is defined as tasks assigned to students that are to be completed during non-instructional and/or non-school hours.

Because education is a lifelong process it is important that students recognize that learning occurs at home and out in their community. Homework is one means of teaching the necessary skills of independent study and learning outside of school. In the Taunton Public Schools homework includes not only written work, but also related activities such as reviewing ideas taught in class, reading from the textbook, long-term assignments, news reporting, research projects, recreational reading and other activities that are related to what is being taught in classroom.

Parents can be supportive of their child's efforts in school by regularly checking the student agenda/planner, providing a consistent time and suitable place for work to be completed, by promoting a positive attitude toward homework and by contacting the child's teacher(s) in a timely fashion, if problems with homework develop.

### ***Reasons for Homework***

Homework should never be assigned without a specific academic purpose. Reasons for homework include the following:

- Expanding or enriching classroom work
- Building interest in reading and learning
- Encouraging parent awareness about current student learning
- Providing an opportunity for students to pursue special interests or ability areas in a structured manner
- Reinforcing skills and activities taught in the classroom
- Developing memory of key concepts, ideas or specific facts
- Developing and fostering study habits and patterns
- Building self-discipline
- Promoting independent work habits
- Fostering independent reading
- Instilling a strong work ethic in students

### ***Fundamentals of Homework***

Homework at the middle school level will be assigned each night of the week. The following chart indicates local policy with respect to the minimum amount of homework children should have daily:

Grades 5 & 6	60 – 90 minutes
Grades 7	1.5 – 2.5 hours

Homework is not generally assigned over vacation periods except for long term projects such as book reports or research papers or for activities designed to help students perform better on state and/or end of the year exams

Homework agenda planners are provided (if financially feasible) for students to assist with recording and transporting their daily homework, as well as providing an easy means for communication back and forth with the teacher. These planners also can assist parents who can check each day as to what the homework is supposed to be. Teachers check homework notebooks periodically and can also use them to communicate important information to home.

All homework assignments should be valued by the teacher and the student. Students are expected to complete assignments carefully and teachers are expected to review all homework during the following day. Homework counts as part of each student's grade in each subject where homework is assigned. Failure to submit assigned homework will result in the lowering of a student's grade(s) and may also result in disciplinary action (detention). Within the context of district/school programs, each teacher develops her/his own specific system for handling homework, and parents should be informed about the details of the system.

***Some Suggestions for Students and Parents about Homework***

- A quiet, well-lighted place is the best place for homework to be completed.
- A regular schedule for completion of homework works best.
- Students should remember to label all homework and check it for errors before submitting it to the teacher
- Parents can help their child by checking, before the child begins to work, to see if the child understands the homework assignment.
- Parents should check the agenda planner daily.
- Parents should provide as much structure to homework completion as necessary. Students who need little guidance can be left alone while students who tend to lose focus may need more supervision.
- Parents should be encouraging about homework and avoid severe criticism and undue pressure.
- Some students may need assistance in developing a system by which completed homework is safely returned to the teacher.
- Parents should not hesitate to contact the teacher as soon as possible if homework issues develop.
- Students should seek assistance from the teacher(s) involved should they find part or all of an assignment confusing or too difficult.

***Backpacks***

Children should not be carrying excessive amounts of weight in backpacks to and from school. Sometimes library books as well as a textbook or two needed for homework can be quite heavy. It is important that parents check on the weight of their child's backpack to prevent physical problems. Information to assist parents with this issue can be found in **Appendix 11** of this book.

**HONORS PROGRAM**

Taunton Public Schools is pleased to offer an Honors Program to its students. Parents interested in understanding the Honor's Program criteria are asked to consult the approved policy appearing in **Appendix 18** found at the back of this Handbook.

**LIBRARY**

Students may check out library books for two weeks. If students return the books to the library on time, these books may be renewed for two more weeks or other books may be selected.

There will be no fines for overdue books. Students who do not return their overdue books after two warnings will have their name turned in to the office and their names will be placed on a restriction list. Students may come to the library during supplementary period if they sign up with the librarian. They must have a specific project to work on during this time. Students who do not have a project may not sign up. Also, if a student is disruptive during the supplementary library, he/she will be sent back to his/her room with a signed pass from the library. These students must have a signed pass with the time on it.

Students may come to the library before school, after school, or at any other time, but must bring a written, timed and signed pass from the teacher. When students leave the library, they pick up their pass at the circulation desk. The time they leave will be marked on the pass.

- No gum, markers, crayons, food or loud talking is allowed in the library.
- All books must be scanned at the check-out desk by the librarian or a library assistant only. (Students do not need library cards to use the library).
- Students are also expected to have a public library card. This will allow students to borrow texts as well as learn about other community resources readily available to them
- Reference books may not be checked out of the library.
- Students are expected to have library-related work to do when they come to the library.
- Students who are noisy and disruptive will be asked to leave.
- A copy machine is in the library for library work only. Students may use the library copy machine for a designated page-by-page fee.
- Any personal use is prohibited.

### **LOCKERS**

Lockers are assigned to all students. Combinations provided become the responsibility of the students, as is their security. The combinations are changed every year. Lockers are the property of the school department and, therefore, subject to inspection by the administration at any time. Administrators have the right to search lockers with probable cause (See **Appendix 7**). Please do not leave money or expensive items in your locker. The school is not responsible for any lost items. No one is to go to his/her locker, except during the specified times or when given permission by a teacher. The specified times are before homerooms in the morning, a mid-day time and prior to dismissal. It is the responsibility of each student to keep his or her locker clean.

### **LOST & FOUND**

A "Lost and Found" box is located in the cafeteria and office. If students have misplaced a personal item, they should check the box to see if it has been deposited. Please return all items found to the "Lost and Found" box. However, students are also asked to do the following:

1. Students are discouraged from bringing money unless for lunches or school sponsored activities
2. Students are discouraged from bringing valuable items to school
3. The school is not liable for items that are lost or stolen

**\*\*\*The school assumes no financial responsibility for lost or stolen articles\*\*\***

### **MAIN OFFICE**

All visitors must report to the main office and all dismissals take place from the main office. Our school has one full time to assist students and parents with problems and questions.

### ***Office Phones***

The school telephone is for business purposes only. Students are not allowed to use the telephone for personal reasons. Students may get permission to use the phone for emergencies and to inform parents when they have to remain after school. Only emergency messages will be delivered to individual students.

### **PARENT / FAMILY INVOLVEMENT**

#### ***Friedman Partners in Education***

Our school's parent-teacher organization is known as the Friedman Partners in Education. The purpose of the Friedman Partners in Education is to keep parents actively involved in the education of their child(ren) and to provide support for the middle school's programs and special events. Membership is open to all parents and we encourage all parents to be actively involved in the organization.

#### ***Parent Teacher Conferences***

Parent Teacher Conferences are held annually during National Education Week in November during the afternoon and evening. Dates will vary from year to year. Notification is provided via publicity on the local media and via the school calendar. Conferences in addition to National Education Week are encouraged and may be scheduled at any time during the school year by calling or writing the school's guidance counselor or principal.

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### ***Rights on Sex Education***

Parents may choose to have their child(ren) excluded from classes where sex education material is being presented. **Appendix 12** of this handbook details all of the relevant legal and policy information for parents.

### ***Visitors***

The Friedman Middle School staff welcomes people to visit with us at the school. When arriving at the school, all visitors must report to the main office prior to going to another part of the building. This is the case whether the visit is scheduled or not. Cooperation in this matter will help everyone to screen and keep out unauthorized or unwelcome visitors that may compromise the safety of our children.

### ***Volunteers***

Parents are warmly encouraged to volunteer to assist our staff in the school. There are a number of different roles that parent volunteers can play in supporting the educational process. Parents with strong educational backgrounds may assist as tutors with individual children. Others may have clerical skills to support the office staff. Many have great talent at working with young children and may serve as supporters of the classroom teacher. Regardless of background, everyone is welcome and staff members will train any volunteer once the volunteer begins service.

- All volunteers must have a CORI check on file. Note: CORI results do not need to be run by each school since they are valid for district wide involvement and are not school site specific.
- All volunteers must have received, read and acknowledged receipt of the Volunteer Handbook.
- CORI'S will not be submitted for review after May 1<sup>st</sup> of any school year.

Information and forms to sign up for volunteering can be found in the school office.

### **PHYSICAL EDUCATION PROGRAM**

The physical education program is offered to children on a scheduled cycle. The classes emphasize the development of the child through individual, as well as group activities. All children must participate in physical education classes. The only exceptions will be students who are in possession of an excuse from a physician. Physical education at this level is mandated by state law. Repeated failure to take part in physical education classes will be treated as a disciplinary matter (Defiance). Students are responsible for bringing appropriate clothes to physical education class.

### **PICTURES/YEARBOOKS**

Individual pictures are taken during the school year. Students and parents will be notified of the date and costs. Purchase of pictures is optional. Yearbooks may be ordered in November/December with a minimum deposit of one-half the cost of the yearbook. Students may pay the total amount at this time if they so desire. Individual pictures by homeroom and group pictures will be placed in the yearbook.

### **PROMOTION / RETENTION POLICY**

The Taunton Public School System has a new and detailed policy regarding promotion from one grade to another. This policy is based upon the No Child Left Behind Act which requires schools to develop programs and teaching models by which all children will achieve academic success at a high level. Following the requirements of the law, promotion from one grade to another now requires that students demonstrate a high level of competence in all academic areas before being promoted. In addition to the higher academic standards, students must also maintain a good record of school attendance. The details of the Promotion / Retention Policy can be found in **Appendix 3** of this handbook. The policy is extremely important and is very different from promotion policies that were in place when previous generations attended school. We urge all parents and all students to read the policy carefully.

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**REPORTING OF STUDENT PERFORMANCE / ACADEMIC SUPPORT**

***Report Cards***

Report cards are issued four times a year: November, January, April and June. Marks for each term close about two weeks before grades are issues. The master calendar for the school year includes these dates on it.

Students earn four term grades and an end of the year grade average in English, mathematics, social studies, and science. Students also receive two grades per year in a variety of other subjects, such as art, music, physical education, computer science, health and industrial arts according to grade level offerings. A conduct and effort grade will also be recorded to reflect a student's general conduct in class for each subject and effort as displayed by preparedness for class, participating in class discussions, following directions and asking questions.

Parents must sign the report card copy and each student must return the report card copy the day after it is brought home.

***Grading Policy***

A. The "grade" a student receives on his/her report card is indicative of the student's effort and determination and should properly reflect the student's achievement based on the course of study.

B. Letter grades presently in effect are:

A+	95-100 Superior Work
A	90-94 Excellent Work
B+	85-89 Very Good Work
B	80-84 Good Work
C+	75-79 Commendable Work
C	70-74 Fair Work
D	60-69 Poor Work
F	Below 60 Failing Work
I	Incomplete Work (to be completed in two weeks)
X	Working to capacity but not at grade level

***Progress Reports***

Progress reports are generally issued in October, December, March and May to inform students and parents regarding how well each student is doing in each subject. Reports are issued part way through a term in order to provide notice and time to those students doing poorly so that they can improve their grade(s) before report cards are issued.

***Extra Help***

Students are encouraged to arrange with their teachers specific days and times for extra help when necessary. This will also ensure that the teacher involved is available on the same day the student wishes to stay.

In cases when a student is having difficulty with work, or has been absent for several days, the teacher may request that the student remain after school for extra help. This request should never be considered as a punishment, but rather as an additional effort from the teacher to aid the student. Students who receive a progress report (see above) indicating a problem with academic performance should take advantage of the extra help that is available after school.

***Mandatory Extra Help***

Teachers may assign students to stay after school for mandatory extra help. This may be done when a student repeatedly fails to do homework or is in serious danger of failing. Twenty-four

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hours written notice will be given. A student who fails to stay for mandatory extra help will be assigned detention.

### ***Honor Roll***

In order to make the Honor Roll at the Friedman Middle School, you must have A's and B's in all subjects and maintain a grade of B or better in conduct.

### **Basic Philosophy of Honor Roll-**

An honor roll provides recognition to those students whose efforts have enabled them to fulfill their academic responsibilities at a level worthy of distinction. It distinguishes those who have attained a superior level of performance in all their educational endeavors. If students are to receive this recognition, they should also be above average in character and reliability. Only then are they truly "honor" students.

In the areas of art, music, industrial art, family consumer science, health and physical education, students are graded only twice a year, but this extended period of time is sufficient for each student to earn a grade of "B" or better. It should be noted that the basic philosophy of grading for these subjects is such that students who expend the effort and complete their responsibilities toward class material will earn a grade of "B" or better. Because a student is not an athlete, artist, or musician doesn't prevent him/her from earning a grade of "B" or better.

Our school maintains two Honor Roll categories:

**High Honors-** Receive "A's" in all major subjects (social studies, English, math, reading and science) and must have a "B" or better in all graded areas including conduct

**Honors** - Must have a "B" or better in all graded areas including conduct

### **SCHEDULING**

Curriculum Allocations: All students have time allotted for the academic curriculum areas such as reading, English, mathematics, science, and social studies. The time allocations for these subject areas vary with the needs at different grade levels. During middle school students also receive instruction in the encore areas of the curriculum such as art, music, health, physical education, and computer education.

### **SCHOOL BASED HEALTH CENTER**

Parents/Guardians are asked to grant permission for their son/daughter to be seen at the School Based Health Center located at the Friedman Middle School, by completing the Permission / Sign Off form available in the school office. Students of families who do not return this Permission /Sign Off form will not be allowed to be seen by the staff of the School Based Health Center.

### **SCHOOL BUS TRANSPORTATION POLICY AND GUIDELINES – SEE APPENDIX #20**

### **Special Education and 504 Accommodations**

Federal and state laws that guarantee the rights of all students with a disability to access the curriculum of the public schools are in place throughout our state. For the most part, Massachusetts regulation 603 CMR 28.00 governs special education programs and procedures in our school. The purpose of these regulations is to insure that eligible students receive special education services designed to develop the student's potential in the least restrictive environment. Regulations provide for a TEAM evaluation for any student who is unable to progress effectively in a regular school program. The TEAM is usually composed of a parent, school counselor, psychologist, principal, special educator, and classroom teacher. The TEAM is convened to evaluate the student and, if needed, to recommend an educational program that is centered upon the student's individual special needs.

Several special education services are available at our school including instruction from special education teachers, speech and language therapy, occupational therapy, physical therapy, vision therapy, mobility therapy, and adaptive physical education.

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Students with a disability who need classroom accommodations to fully access the school's educational program are eligible for accommodations within the school under what is termed a 504 Plan. Based upon a 1973 federal law, 504 plans specify particular classroom or school accommodations which teachers and staff must implement to support a child's learning. A simple example of an accommodation would be a case where a child has a hearing loss in one ear. The accommodations might simply be to insure that the child is seated in a location where the child's better functioning ear is directed toward the teacher and that the teacher regularly checks with the student to insure he or she has heard the current assignment clearly.

Overlapping Section 504, Title II of ADA of 1990 prohibits discrimination, exclusion from participation, and denial of benefits on the basis of disability in the areas of education programming and activities. Students must have equal access to all educational, occupational, scholarship and extracurricular programs regardless of disability. Equal access to educational facilities and access to all areas of a school are covered under Title II.

Any parent who suspects that their child may have a disability may request a special education evaluation. To do this, please contact the school's guidance counselor to discuss the child and the process for conducting an evaluation. The Director of Special Education is Dr. Sheilah Reardon whose office is located at 50 Williams Street, Taunton, MA; phone: 508-821-1210. Matters dealing with 504 plans may be referred to the Director of Special Education, Dr. Sheilah Reardon (see above)

### **SPORTS / INTERSCHOLASTIC**

Interscholastic athletics are offered in cross-country, girls/boys basketball, girls/boys soccer and cheerleading. Intramurals and activities are also open to all students. The number of intramurals and other activities is determined each year by available financing and the efforts of faculty, staff and parent volunteers.

### ***Eligibility Requirements***

A student is not eligible to participate in interscholastic sports if he/she has a failing grade average in **any** subject during the current school year. The academic standing of those in danger of failing is to be reviewed bimonthly during the particular season to determine continued eligibility. Any student who, as a result of the bimonthly review, is found to be ineligible, shall remain ineligible for the duration of that particular season. In addition, a student must earn a report card grade of "C" or better in conduct and effort to remain eligible to participate in interscholastic sports. Any student suspended from school will be ineligible during the period of the suspension and for the first game following the suspension. Any student suspended twice during the school year will be deemed ineligible to participate in any interscholastic sport for the remainder of that school year. It will be the responsibility of the building administrators, teachers and coaches to monitor and enforce the above stated policy.

### **STUDENT COUNCIL**

Each year, student body officers are elected by the students of the school. Homeroom representatives, selected by the students in each class, and council officers assist in the smooth operation of the school. Every homeroom in the school elects a representative and an alternate to serve on the student council.

Each student interested in running for the office of President, Vice President, Secretary or Treasurer must fill out "nomination papers" with reasons why the student wishes hold that position. Candidates must gather twenty-five signatures from other students in support of their candidacy.

### ***Requirements to maintain office:***

- A grade of A or B in conduct and effort
- Must have a passing grade in all subjects

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- No suspensions
- Good Attendance (95%+)
- Missed meetings require a written excuse
- Proper conduct and procedural protocol must be observed at meetings
- Report on meetings to homeroom the following morning
- All activity requests must be submitted to the student council sponsor

### SCHOOL DANCES / SOCIALS

In cooperation with the parent – teacher organization and student council, the school sponsors several dances and socials throughout the school year. The students decorate the cafeteria and a disc jockey adds the music and special lighting. The parent – teacher organization and student council typically sell refreshments.

Please remember these few rules so that our dances and socials will continue to be a success:

- All rules for good conduct which apply during the school day also apply at school dances.
- Dances are ONLY for students of that particular middle school.
- Parents are requested to arrive promptly at the end of the event to transport students home. Failure to do so could result in student restriction from future dances and socials.
- Parents must enter the building to pick up students. No student will be allowed to leave the building unless accompanied by a parent/guardian/responsible adult.
- Students must attend school on the day of the dance if they want to be admitted that evening.
- Students who have been suspended since the last dance **may** not allowed to attend the dance.
- Students on the library restriction list because of overdue library books, or with unpaid lost textbook or other fees, are not allowed to attend the dance.
- Students may be restricted from dances for poor grades, behavior issues, as well as attendance issues.

### STUDENT DRESS

Appropriate dress is necessary for the healthy, safe, and undisturbed operation of the school and classes. Student's attire should be neat and clean. The following are examples of attire which could potentially be disruptive to the educational process. Parents will be contacted in all instances, wherein, a student's attire is considered either disruptive to the educational process or presents a danger to his or her health safety. The following are guidelines for parents and students:

- Bare feet or slippers are not allowed.
- Bare midriffs, cleavage, tube tops, tank tops and spaghetti strap tops are prohibited.
- "See-through" clothing is unacceptable.
- Underwear of any kind should not be visible.
- Inappropriately short clothing will not be tolerated. Shorts, skirts and sweater shirts should be at least "finger tip" length
- Gym shorts are acceptable for physical education classes or other planned school activities, but **NOT** in class.
- Hats, bandanas and other head gear are not to be worn in school except as required for health or safety reasons or during Hat Days.
- Outdoor clothing such as jackets may not be worn during the school day.
- Slogans on clothing which contain profanity, obscenity, derogatory statements or references to tobacco products, drugs, or alcohol are prohibited.

### STUDENT OF THE MONTH PROGRAM

Each month, students from each grade level are selected for recognition. Students are chosen for outstanding citizenship and student qualities. The nominations and selection of the students of the month are made by the grade level teachers. Students selected as Students of the Month are treated to a recognition breakfast. The parent(s) / guardian(s) of each Student of the Month award winner are notified in advance of the award recognition program.

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### **STUDENT RECORDS**

All student records are kept as confidential materials. Parents do have the right to see such records. In order to see the records an appointment with the counselor must be made prior to the day that one wishes to view his/her child's records.

A student has the right to review his or her records after reaching 14 years of age. Any student wishing to see his or her school records must make a request in writing to the Guidance Counselor. The counselor will review the records with the student.

### **TESTING**

#### **PARTNERSHIP FOR ASSESSMENT OF READINESS FOR COLLEGE AND CAREERS (PARCC) TESTING AND OTHER TESTING**

The Massachusetts Educational Reform Act of 1993 mandated state testing of students at certain grades beginning in 1994. The Federal "No Child Left Behind" Act of 2001 and its subsequent reauthorizations mandated the testing of every public school student in the nation in English and Math, every year from grade three through grade eight, and again in grade ten.

Material for the PARCC tests comes from the Common Core State Standards, a set of documents that specifically identify what it is experts believe students should know and be able to do at each grade level in each subject area taught. Because Taunton's curriculum carefully follows the state's curriculum frameworks in English and Math the test is a pretty good indicator as to whether or not students are learning what is in the frameworks. Massachusetts regulations now require each student to pass the tenth grade PARCC test in English, Math and Science in order to receive a high school diploma.

PARCC Testing is done each spring. Results report back the performance of individual students, schools, and districts. A very complicated accountability system is attached to the performance of schools, grades, and even classrooms. The Massachusetts Department of Elementary and Secondary Education, operating under No Child Left Behind guidelines from the United States Department of Education, can, and in some cases must impose severe sanctions against a school that is repeatedly underperforming. Parents will be notified each year of their child's test results and of the school's status under the accountability system.

In addition to PARCC testing, the district may from time to time administer other tests to students to help determine the academic performance level of students in areas including language arts and mathematics. Parents will be notified by school newsletter in advance of such testing.

### **TEXTBOOKS**

Textbooks are public property and are on loan to the student. Textbooks must be kept in good condition for future use. The guidelines below are in place in all schools.

- All textbooks must be covered.
- Subject area homeroom teachers will issue textbooks, record serial numbers, and note the condition of each book for each student.

In June, all textbooks issued will be collected with the serial number and book condition checked. Lost or damaged books will be replaced at the student's expense. Any student who fails to make restitution for lost or damaged books, will not be able to participate in any extra-curricular activities, including intramurals, interscholastic sports, and social functions sponsored by the school.

### **"TIER" TIMES**

Taunton Public Schools operate on a three tier cycle to reduce the transportation time for students and to maximize the investment made in transportation.

**Tier I:** Friedman Middle, Taunton High School

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**Friedman Middle School ~ 2018-2019**

**Arrival Time: 7:30 a.m.**

**Departure Time: 2:00 p.m.**

**Tier 2:** Chamberlain, Galligan, Martin Middle, Mulcahey Elementary, Parker Middle,

**Arrival Time: 8:20 a.m.**

**Departure Time: 2:35 p.m.**

**Tier 3:** Barnum, Bennett, East Taunton, Hopewell, Leddy, Elizabeth Pole

**Arrival Time: 9:00 a.m.**

**Departure Time: 3:15 p.m.**

**TRANSFERS**

Parents should notify the school guidance office as soon as possible should the family decide to move out of the school district. To facilitate a change in schools a copy of the student's health records and a transfer card may be picked up at the office at which time a parent will need to sign a release of information form so that records may be sent to the new school.

**WEBSITE**

In the interest of timely news, efficient communication, and to reduce the net expense of payer copies, tremendous effort has been expended to improve our district web site. Please take full advantage of the richness of material and information that is at your finger tips. Visit: [www.tauntonschools.org](http://www.tauntonschools.org)

**WELLNESS**

Taunton Public Schools has implemented a Wellness Policy. Families are asked to familiarize themselves with the expectations of the Wellness Policy and adhere to its principles when considering snacks, home packed lunches, and special event food products brought into a school celebration.

**APPENDIX 1**  
**MASSACHUSETTS LAW ON ATTENDANCE**  
**Chapter 76, Section 1**

Every child between the minimum and maximum ages established for school attendance by the Board of Education, except a child between fourteen and sixteen who meets the requirements for the completion of the sixth grade of the public school as established by said board and who hold a permit for employment in private domestic service or service on a farm, under Section 85, of Chapter 149, and is regularly employed there under for at least six hours per day, or a child between fourteen and sixteen who meets said requirements and has the written permission of the Superintendent of Schools of the town where he resides to engage in non wage-earning employment at home, or a child over fourteen who hold a permit for employment in a cooperating employment, as provided in said Section 86, shall, subject to Section 15, attend a public day school in said town, or some other day school approved by the School Committee, during the number of days required by the Board of Education in each school year, unless the child attends school in another town, for said number of days, under Section 6 to 12, inclusive, or attends an experimental school project established under an experimental school plan, as provided in Section 1G of Chapter 15, but such attendance shall not be required of a child who physical or mental condition is such as to render attendance inexpedient or impracticable subject to the provisions of Section 3 of Chapter 71B or of a child granted an employment permit by the Superintendent of Schools when such Superintendent determines that the welfare of such child will be better served through the granting of such permit, or of a child who is being otherwise instructed in a manner approved in advance by the Superintendent or the School Committee. The Superintendent of Schools may transfer to any specialized type of school on a full-time basis any child who possesses the educational qualifications enumerated in this section and in the opinion of the Superintendent would be benefited by such transfer. The Superintendent, or teachers insofar as authorized by him or by the school committee, may excuses cases of necessary absence for other causes not exceeding 7 day sessions or 14 half-day sessions in any period of six months.

## APPENDIX 2

### Taunton Public Schools – Taunton Massachusetts

## PROTOCOL FOR MONITORING ATTENDANCE (1-8) AND (9-12)\*

Minimal Guidelines:	1-8 First Semester	1-8 Second Semester (Cumulative Total)	High School (Protocol for Each Semester)
<b>Step 1:</b> Establish an administrative Procedure for telephoning Parents regarding absences	Parent is contacted whenever student is absent without documentation	Parent is contacted whenever student is absent without documentation	Student absent from school without a call from parent: Grade 9: Staff member will call Grades 10-12: Computer phone system will call
	With or Without Notification **	With or Without Notification **	
<b>Step 2:</b> First Notice: <i>Official Notification of Attendance Problems! sent to home</i> (white to parent; gold to Attendance Officer; pink filed in student folder)	4	8	<b>***Unexcused class period absence</b> Associate Headmaster meets with student as outlined in student handbook and contacts parents by phone. Assoc Headmaster sends letter to parents at 4, 8 & 12 absences.
<b>Step 3:</b> Second Notice: <i>Official Notification of Attendance Problems!</i> sent to home scheduling a parent meeting; agency and/or Truancy Case-worker referral may be initiated (may be sent certified mail or delivered by the Supervisor of Attendance.)	8	12	<b>5 Whole day unexcused absences</b> Associated Headmaster will refer student under 16 yrs to the Supervisor of Attendance for a home visit and/or court referral. Headmaster sends certified letter to parent with copy of appeal process. A referral is made to Attendance Panel.
<b>Step 4:</b> Visit and/or letter from the Supervisor of Attendance/Staff	Upon Referral	Upon Referral	
<b>Step 5:</b> Attendance Panel Hearing OR Additional actions to be initiated (file Failure to Send/CHNS/ Court Attendance Hearing)	No Later than 10	No Later than 14	<b>11 Whole day unexcused absences</b> Headmaster send certified letter with copy of appeal process. Students lose academic credit after 11 <sup>th</sup> unexcused absence. Student may request an attendance hearing under the appeal process.

NOTE: \* Throughout this process the classroom teacher and/or principal will utilize appropriate disciplinary actions (detentions, reprimands, parent contacts, in house/Saturday detention) in accordance with the student handbooks.

\*\* Medical documentation or unique family situations may exempt student from these actions.

\*\*\* Absences will only be excused for illness that is certified by doctor's note, court appearances supported by a document from the court, appointments involving certified outside agencies, bereavement of a family member and authorized school sponsored activities.

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## **APPENDIX 3**

### **PROMOTION OF STUDENTS**

Revised/Approved: Taunton School Committee

February 15, 2006

File: IKE

Only those K – 12 students who demonstrate academic competency will be considered eligible for promotion to the next grade level. Academic competency is indicated by use of criterion-referenced tests, teacher observations and judgments, course grades, Massachusetts Comprehensive Assessment System (MCAS), and other standardized testing administered by the district or state. Academic competency includes at least 80% mastery of grade level state standards and completion of all academic courses with passing grades.

The superintendent is charged with developing multi-year plans to implement this promotion policy. Planning could include retentions in the same grade or other recommended options such as transition classes, summer school, and alternative placements located in specific schools, Saturday or after school makeup sessions, alternative schools, online instructional programs, and other means to ensure that students meet or exceed state standards and promotion expectations.

The judgment of the principal, with recommendations from a building team (teacher(s) and other staff members, which could include guidance counselors, curriculum supervisors, parents, etc.) will determine which students are eligible for promotion on the basis of academic standards and attendance. When there is a marked discrepancy between academic competency and the classroom performance of a student, the building team will investigate. Parents will be part of the grade level placement process for their child(ren), unless they opt not to participate.

In addition to being notified in writing about this policy, parents will be informed whenever a teacher(s) determines that a student is not making sufficient progress towards being eligible for end-of-year promotion. An Individual Student Success Plan now referred to as the ISSP, will be created for each student within thirty (30) days of said determination that the student is not making sufficient progress or the student is to be retained in grade. Said plan will be developed by the building team referred to in paragraph three (3) above. The ISSP shall be submitted to the parent(s) for approval and signature. Furthermore, at regular intervals during the school year, when quarterly report cards are distributed, and following the analysis of standardized test results, district personnel are to communicate the status of students to their parents relative to the criteria herein, (See Administrative Regulations IKE-R). For some students, the utilization of the Individual Student Success Plan process is an appropriate intervention approach, as well as another means of communicating and collaborating with parents.

Student success in school with regards to this policy or other areas is a jointly shared responsibility among educators, parents (or other significant adults in their lives) and the students themselves – especially as they become older. Parents and students should initiate inquiries as to progress toward promotion, high school graduation and other educational/career goals.

The intent of the Taunton Public Schools is to establish a collaborative partnership with parents and students. Educators share state standards, progress toward those standards and means of realizing the standards and then solicit the cooperation of students and parents. Educators are obviously held accountable; however, students and parents also have roles in terms of accountability.

Whenever a principal, with recommendations from a building team, determines that a student is to be retained at the present grade level and the parent or guardian is dissatisfied with the determination, the parent may appeal the decision first to the principal. If dissatisfied with the principal's decision, parents may further appeal to the superintendent or his/her designee. The Superintendent or designee will

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review the student's file, which would include report cards, Individual Student Success Plan, list of parent conferences and other contacts, etc. and contact the parent(s). The decision of the superintendent or designee shall be final.

### **CHANGE IN GRADE PLACEMENT DURING A SCHOOL YEAR**

Throughout the school year, a recommendation may be made by a building team to the principal to change the grade level placement of a student during the current school year. In making such a recommendation, consideration will be given to the student's age, maturity, attendance, effort, and the student's academic potential. The principal will share the recommendation with the superintendent or his/her designee who, based on all available information, will review this decision with the principal. This reviewed decision or the principal's original recommendation will be final.

### **SPECIAL EDUCATION AND LIMITED ENGLISH PROFICIENT STUDENTS**

Promotion decisions shall be based on each student's progress toward attainment of measurable annual goals and objectives as specified in his or her Individual Education Plan (IEP). Goals and objectives must be based on evaluation data, annual review, re-evaluation (three-year) data, and current levels of performance. The goals and objectives must be developed in accordance with the standards found in the Massachusetts Curriculum Frameworks. Unless specified in the I.E.P., special education students enrolled in regular education classes are expected to meet the promotion standards applicable to their non-handicapped peers.

Limited English Proficient students are expected to meet promotion standards. Each student's progress will be evaluated by the principal, the classroom teacher(s) and the English Language Learner director. This team will determine the appropriate subsequent grade level placement, which could include retention in grade level or promotion, continued placement in a Sheltered English Immersion class, (if unable to perform ordinary classroom work in English), as well as summer school, completion of special assignments, online instructional programs, etc.

### **PROMOTION STANDARDS**

Teachers will recommend each student for promotion based upon the criteria outlined in this policy and the teacher's professional assessment that the student's classroom performance indicates the ability to succeed at the next grade level. The intent is for all students to have the academic skills and habits to be successful.

Two basic standards (academic achievement and attendance) apply to students in grades K – 12. A student will be considered for promotion when he or she has met each of the following standards:

#### **PRE-KINDERGARTEN**

- I. Achievement Standard – While pre-kindergarten pupils are not formally promoted to kindergarten, their status and progress on developmentally appropriate Massachusetts Standards are part of the transition process. The principal, with teacher recommendations, will inform parents and the receiving kindergarten how the pupil is progressing. In some cases, a recommendation may be made to the parent(s)/guardian(s) that another year of pre-kindergarten would be appropriate.
- II. Attendance – The parent(s)/guardian(s) of any pupil with fourteen (14) or more unexcused absences will be notified that continued absences in later schooling will be a hindrance to the child's education. In addition, fourteen (14) or more unexcused absences might influence the

principal's recommendation that a pupil should continue in pre-kindergarten for another year. (see above notation about reaching five years of age).

### **GRADES KINDERGARTEN THROUGH FOUR**

- I. Academic Achievement Standard – Students must meet the criteria in items A, B, and C, below to be considered for promotion to the next grade level.
  - A. Testing – Student demonstrates mastery of 80% of all reading/language arts and mathematics state standards for his or her grade level. These criteria will apply to science in 2006-2007 and social studies in 2007-2008.
  - B. Teacher Assessment - On classroom work, students are to earn a minimum of "Meets the Standard" on at least 80% of reading/language arts and mathematics state standards. Teachers are to make this assessment based upon district instructional guidance and grading practice. These criteria will apply to science in 2006-2007 and social studies in 2007-2008.

Although not a criteria for promotion, students are expected to exhibit proper behavior and significant effort toward meeting state standards in ALL subjects. When these expectations are not met, a teacher and/or principal may assign remediation. State standards exist in all subjects and students are expected to meet at least 80% of these standards and earn passing grades. Teachers will work with students and, as necessary, parents to achieve these expectations.
  - C. Homework and Other Assignments – A student's assignments are to be calculated to determine a student's progress towards meeting the standards. A student should have a minimum of 90% of homework and other assignments **completed** to be eligible for promotion (Teacher(s)' evaluation of homework/assignments may be a component of Teacher Assessment – above B)

- II. Condition for Promotion – As a possible proactive measure, principals may establish programs to assist potential at-risk students and require attendance as a condition for possible promotion.
  - A. At-risk students may be required to attend after-school and/or Saturday school programs at the 80% (or an individualized predetermined level) attendance level for the available program.
  - B. Principals may give parents a choice about sending a student to any available summer school(s) and meeting the summer school requirements as an option to retention.

### III. Attendance Standard

- A. A student who has had thirteen (13) or fewer unexcused absences during the school year is eligible for promotion.
- B. Any student with fourteen (14) or more unexcused absences (state law) is automatically retained in the current grade based upon attendance, unless granted a waiver via Special Promotion Review.
- C. In cases where a student has missed thirty-two (32) or more days of school, including excused days, the principal of that school will contact the parents of that student to discuss attendance concerns and to determine if retention is in the best interest of the student.

### **GRADES FIVE THROUGH SEVEN**

- I. Academic Achievement Standard – Students must meet the criteria in items A, B, and C, below to be considered for promotion to the next grade level.
  - A. Testing – Student demonstrates mastery of 80% in reading/language arts and mathematics state standards for his or her grade level. This criteria will apply to science in 2006-2007 and social studies in 2008-2009
  - B. Teacher Assessment – In accordance with district grading practices, a student earns a minimum of passing or above as the final grade for the year in the following courses:
    - English Language Arts
    - Reading
    - Mathematics
    - Social Studies
    - Science

Although not a criteria for promotion, students are expected to exhibit proper behavior and significant effort toward meeting state standards in ALL subjects. When these expectations are not met, a teacher and/or principal may assign remediation. State standards exist in all subjects and students are expected to meet at least 80% of these standards and earn passing grades. Teachers will work with students and, as necessary, parents to achieve these expectations.

- C. Homework and Other Assignments – A student’s assignments are to be calculated to determine a student’s progress towards meeting the standards. A student should have a minimum of 90% of homework and other assignments **completed** to be eligible for promotion (Teacher(s)' evaluation of homework/assignments may be a component of Teacher Assessment – above B)
- II. Condition for Promotion – As a possible proactive measure, principals may establish programs to assist potential at-risk students and require attendance as a condition for possible promotion.
    - A. At-risk students may be required to attend after-school and/or Saturday school programs at the 80% (or an individualized predetermined level) attendance level for the available program.
    - B. Principals may give parents a choice about sending a student to any available summer school(s) and meeting the summer school requirements as an option to retention

- III. Attendance Standard
  - A. A student who has had thirteen (13) or fewer unexcused absences during the school year is eligible for promotion.
  - B. Any student with fourteen (14) or more unexcused absences (state law) is automatically retained in the current grade based upon attendance, unless granted a waiver via Special Promotion Review.
  - C. In cases where a student has missed thirty-two (32) or more days of school, including excused days, the principal of that school will contact the parents of that student to discuss attendance concerns and to determine if retention is in the best interest of the student.

### **GRADES EIGHT THROUGH TWELVE**

- I. Academic Achievement Standard – Taunton High School Students must earn the required number of credits to advance to the next grade level.
  - A freshman must earn at least thirty (30) credits by the end of freshman year to be promoted to sophomore year

## **Friedman Middle School ~ 2018-2019**

- A sophomore must have earned a total of sixty (60) credits by the end of sophomore year to be promoted to junior year
- A junior must have earned a total of one-hundred (100) credits by the end of junior year to be promoted to senior year
- A senior must have earned a total of at least one-hundred and forty (140) total credits and have completed the additional requirements outlined in the high school handbook to graduate.

The final grade in a course reflects student achievement regarding the Massachusetts Curriculum Frameworks, especially the English Language Arts and Mathematics Frameworks which are incorporated in every course. Credit will be granted once the student attains a passing grade inclusive of test results and completion of necessary coursework and homework.

Since it will take a few years for the Pre-K – 8 promotion standards to positively impact high school student performance, there will be a period of adjustment. Beginning at least by the start of the 2007-2008 school year, the promotion standards for grades nine through twelve will be raised in terms of credits, percentage of homework completed in courses, the passing percentage in each course, and meeting at least 80% of the state standards for each course.

II. Attendance Standard – Students must meet the District’s Attendance Policy and the high school’s attendance protocol to acquire course credit for each semester.

- Students must have seven (7) or fewer unexcused absences from each course during each semester to receive credit
- Students having seven (7) or more unexcused absences and found to be in violation of Taunton High School’s Attendance Protocol must adhere to the school’s attendance contract to acquire credits
- Any student with thirty-two (32) or more absences is automatically retained in the current grade for all courses based upon attendance, unless granted a waiver via a Special Promotion Review

### **SPECIAL PROMOTION REVIEW**

Multiple promotion factors may, in the judgment of a building team, warrant special promotion of a student who does not meet the aforementioned standards. If a student is promoted after a Special Promotion Review, a building team must develop a specific Individual Student Success Plan by the end of June during the year of the Special Promotion Review. Any student who is at-risk should have an Individual Student Success Plan.

## **APPENDIX 4**

### **STUDENT CONDUCT ON SCHOOL BUSES**

#### **Procedures for Drivers and Parent/Guardians**

1. In case of any misconduct on a bus, the incident will be reported on the proper form to the school Principal. He/she will report the incident in writing to the parent/guardian concerned, with a copy to the Superintendent.
2. In case of a repetition by the same student, the Principal will suspend the student's transportation privileges for one or more days.
3. After a third offense, a conference may occur with the Superintendent or designee. If such incidents reoccur, bus privileges may be denied the student for the remainder of the year.

#### **Loading and Unloading at Bus Stop**

1. Riders must be on time. Bus drivers will not wait.
2. Riders will enter or leave the bus at regular stops only.
3. Orderly behavior and respect for private property will be required.
4. Instructions and directions of the driver must be followed by the riders when entering or leaving the bus.

#### **Required Conduct Aboard the Bus**

1. Riders must remain in seats or in place when the bus is in motion.
2. Whistling and shouting are not permitted.
3. Profanity and obscene language are forbidden.
4. Smoking is prohibited.
5. The following disturbances are prohibited:
  - Pushing or wrestling
  - Annoying other passengers or disturbing their possessions
  - Talking to the driver
  - Climbing over seats
  - Throwing objects within the bus or out of windows
  - Opening or closing windows
  - Leaning out of windows
  - Littering the bus
6. Parent/guardians will be held responsible for any defacing or damaging of the bus.

Parent/guardians and students will be informed of these regulations at the beginning of each school year, and parent/guardians will be asked to return signed forms indicating that the regulations have been received and read.

The School Committee and its staff share with students and parent/guardians the responsibility for student safety during transportation to and from school. The authority for enforcing School Committee requirements of student conduct on buses will rest with the Principal.

To ensure the safety of all students who ride in buses, it may occasionally be necessary to revoke the privilege of transportation from a student who abuses this privilege. Parent/guardians of children whose behavior and misconduct on school buses endangers the health, safety, and welfare of other riders will be notified that their children face the loss of transportation privileges in accordance with regulations approved by the School Committee.

## **APPENDIX 5**

### **STUDENT CONDUCT POLICY**

Good citizenship in schools is based on respect and consideration for the rights of others.

Students will be expected to conduct themselves in a way that the rights and privileges of others are not violated. They will be required to respect constituted authority, to conform to school rules and to those provisions of law that apply to their conduct.

Any of the following actions may subject a student to expulsion by the Principal under the terms of M.G.L. 71:37H:

1. Found on school premises or at school-sponsored or school-related events including athletic games, in possession of a dangerous weapon or a controlled substance.
2. Who assaults a principal, assistant principal, teacher, teacher's aide, or other educational staff member on school premises or at school-sponsored or school-related events including athletic games.

Any of the following actions will subject a student to suspension, expulsion, subject to School Committee action, or other disciplinary measures: (see Appendix 4)

#### **Procedure for Drivers and Parent / Guardian**

- 1) The bus driver submits "bus conduct report" to the principal
- 2) The principal will contact the parent informing them of the warning.
- 3) After the child's third warning and from then on, the child will lose his/her bus privileges with each infraction.

## APPENDIX 6 WEAPONS

The Educational Reform Act of 1993 dictates to all school Principals a set of procedures relative to the possession of a weapon in a public school. There are no specifications as to the age of students so that this part of the law applies to all grades. The law reads as follows.-

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

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

Massachusetts General Laws Ch. 71, Section 37, 1993 (Amending Ch. 71 Sec. 37L)

Parent/guardians should be aware that there is no discretionary language in this portion of state law. The principal of the school is supposed to follow this procedure if any child bring a weapon to school regardless of the child’s age. It is the responsibility of parent/guardians to remind their child(ren) that they must not ever bring any form of a weapon into a school.

LEGL REF: M.G.L. 71:37L

## **APPENDIX 7**

### **INTERROGATION AND SEARCHES**

#### **Searches by Staff**

The right of inspection of students' school lockers is inherent in all authority granted School Committee and administrators. This authority may be exercised as needed in the interest of safeguarding children, their own and school property.

Nevertheless, exercise of that authority by school officials places unusual demands upon their judgment so as to protect each child's constitutional rights to personal privacy and protection from coercion and to act in the best interest of all students and the schools.

Searches by school officials of students' automobiles or the student will be conducted in a way that protects the student's rights consistent with the responsibility of the school system to provide an atmosphere conducive to the educational process.

#### **Interrogations by Police**

The schools have legal care of students during the school day and during hours of approved extracurricular activities. It is the responsibility of the school administration to make an effort to protect each student's rights with respect to interrogations by law enforcement officials. Therefore:

1. When law enforcement officials find it necessary to question students during the school day or periods of extracurricular activities, the school Principal or designee and the parent/guardian will be present. Prior to an interrogation, the parent or guardian **MUST** be notified.
2. If custody and/or arrest is involved, the Principal will request that all procedural safeguards, as prescribed by law, be observed by the law enforcement officials.

## **APPENDIX 8**

### **STUDENT SEXUAL HARASSMENT**

The School Committee recognizes its share of the responsibility for the health, welfare and safety of the students who attend our schools. The Committee prohibits all forms of sexual harassment.

1. Sexual harassment consists of unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature.
2. Form of sexual harassment include, but are not limited to, the following:
  - A. Verbal harassment, such as derogatory comments, jokes or slurs.
  - B. Physical harassment, such as unnecessary or offensive touching or impeding or blocking movement.
  - C. Visual harassment, such as derogatory or offensive posters, cards, cartoons, graffiti, drawings or gestures.
3. **Disciplinary Actions:** Any student who is found to be responsible for sexual harassment will be subject to appropriate discipline (suspension, and/or School Committee exclusion). The severity of the disciplinary action will be based upon the circumstances of the infractions.

## **APPENDIX 9**

### **SUSPENSION OF STUDENTS WITH INDIVIDUAL EDUCATION PLANS AND/OR SECTION 504 ACCOMODATION PLANS**

The following are procedures required with respect to the suspension of students with disabilities:

- 1.) Any student may be suspended up to ten (10) days in any school year.
- 2.) After a student with special needs has been suspended for ten (10) days in any school year, during any subsequent removal the public school must provide sufficient services for the student to continue to receive a free and appropriate public education.
- 3.) The school must also provide the following procedural safeguards for students with disabilities prior to any suspension of more than ten (10) consecutive days or more than ten (10) cumulative days (if there is a pattern of suspension) within a school year:
  - A.) A suspension of longer than ten (10) consecutive days or a series of suspensions that are shorter than ten (10) consecutive days but constitute a pattern are considered to represent a change in placement.
    - B.) 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."
    - C.) 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:
      1. 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
      2. as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, to address the behavior so that it does not recur.
    - D.) 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
      1. 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
      2. 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 himself/herself or others.In either case, the interim alternative educational 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.
    - E.) 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 as identified above, the student returns to the original placement unless the parents and district agree otherwise.

F.) 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 officer or the end of the time period for the disciplinary action, whichever comes first, unless the parent and the school district agree otherwise.

4.) There are also procedural requirements applied to students not yet determined to be eligible for special education including the following:

A.) If, prior to disciplinary action, a district has knowledge that the student may be a student with a disability, then the district makes all protections available to the student until and unless the student is subsequently determined not to be eligible. The district may be considered to have prior knowledge if:

1. the parent had expressed concern in writing; or
2. the parent had requested an evaluation; or
3. district staff had expressed directly to the special education director or other supervisory personnel specific concerns about a pattern of behavior demonstrated by the student.

The district may not be considered to have had prior knowledge if the parent has not consented to evaluation of the student or has refused special education services, or if an evaluation of the student has resulted in a determination of ineligibility.

B.) If the district had no reason to consider the student disabled, and the parent requests an evaluation subsequent to the disciplinary action, the district must have procedures consistent with federal requirements to conduct an expedited evaluation to determine eligibility.

C.) If the student is found eligible, then he/she receives all procedural protections subsequent to the finding of eligibility.

**Contact Information:**

The Director of Special Education is Dr. Sheilah Reardon whose office is located at 50 Williams Street, Taunton, MA; phone: 508-821-1210. Matters dealing with 504 plans may be referred to the Director of Special Education, Dr. Sheilah Reardon (see above).

References: 20 U.S.C Chapter 33, Section 1415(k); 34 CFR 300.519 – 529; IDEA 2004: Section 615(k)(5)(B)(iii); 615(k)(5)(C); M.G.L. Ch. 76, Sections 16-18.

## **APPENDIX 10**

### **DISCRIMINATION POLICY (amended school year 2014 – 2015)**

In accordance with Massachusetts General Laws, Chapter 76, Section 5 and the policy at The Taunton School Department:

No person shall be excluded from or discriminated against in admission to a public school of any town, or in obtaining the advantages, privileges and courses of study of such public school on account of race, color, sex, gender identity, religion, national origin, sexual orientation or disability.

Inquiries regarding compliance with Title IX regarding activities relating to insuring nondiscrimination in the admission and treatment of students, curriculum and discrimination in employment policies and practices may be directed to:

Mr. Chris Baratta  
Director of Transportation & Student Services  
215 Harris Street  
Taunton, MA 02780  
508-821-1214

Inquiries regarding compliance with Section 504 may be directed to:

Dr. Sheilah Reardon  
Director of Special Education  
50 Williams Street  
Taunton, MA 02780  
508-821-1210

### **DISCRIMINATION POLICY – GRIEVANCE PROCEDURE**

Any school employee, parent, student or interested party, may file a grievance if that person feels discriminated against, denied a benefit or excluded from participation in any educational program or activity on the basis of sex, gender identity, race, color, religion, national origin, sexual orientation or disability in accordance with Massachusetts General Laws, Chapter 76, Section 5.

#### **Section 1. Definitions**

- (a) “Days” means working days for grievances filed by employees; and school attendance days for grievances filed by students.
- (b) “School Department” means the Taunton School Department.
- (c) “Employee” means a person who is on a permanent basis as opposed to a temporary basis on the payroll of the School Department.
- (d) A “grievance” is a complaint alleging action by the School Department in violation of Title IX or the implementing regulations.
- (e) “Responsible Official” means the employee designated by the School Department to coordinate its efforts to comply with and carry out its responsibilities under Title IX and the implementing regulations.
- (f) “Student” means a person enrolled in one of the schools operated by the School Department.
- (g) “Superintendent” means the Superintendent of Schools or his/her designee.

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## **Section 2. Procedure**

All grievances brought by students or employees shall be handled in the following manner:

### **Step One – Informal**

Within twenty (20) days of the time that the grievant knew, or reasonably should have known of the grievance, or within twenty (20) days of the publication of this grievance procedure, whichever is later, the grievant shall present the grievance orally to the building principal (if the grievant is a student) or to the immediate supervisor (if the grievant is an employee). Within five (5) days after the presentation of the grievance, the principal or immediate supervisor shall orally answer the grievance.

### **Step Two – The “Responsible Official”**

- (a) Within five (5) days of the oral answer, if the grievance is not resolved it shall be stated in writing, signed by the grievant and submitted to the “responsible official”.
- (b) The grievance shall (1) name the employee or student involved; (2) state the facts giving rise to the grievance; (3) identify the specific provisions of Title IX or the implementing regulations alleged to be violated; and (4) indicate the specific relief requested.
- (c) Within five (5) days after receiving the written grievance, the “responsible official” shall give an answer in writing to the grievant.

### **Step Three – The Superintendent**

- (a) If the grievance is not resolved in Step Two, the grievant may, within five (5) days of receipt of the “responsible official’s” answer, appeal to the Superintendent by filing the grievance and the “responsible official’s” answer, along with any written response of the grievant to the answer of the “responsible official” with the Office of the Superintendent, which shall receipt therefore.
- (b) The Superintendent shall hear the grievance within ten (10) days after receipt of any written grievance properly filed with the Superintendent’s office and shall render a decision in writing within ten (10) days after such hearing.
- (c) The grievant shall be afforded a full and fair opportunity to present evidence relevant to the facts and to the issues raised by the grievance and may be represented by counsel at the hearing of a grievance by the Superintendent.
- (d) The grievant shall be furnished a copy of the decision of the Superintendent
- (e) The decision of the Superintendent shall be final within the school corporation.

## **Section 3. Failure to Observe Time Limits**

In the event the grievant fails to exhaust his/her remedies under grievance procedure provided above, or to abide by the time limits with respect to each step, the grievance shall be presumed to be all settled in accordance with the School Department’s last answer thereto. In the event the School Department fails to give its answer at any step within the time limits prescribed, the grievant shall have the right to proceed immediately to the next step. Any time limit may be extended by written mutual agreement of the grievant and the School Department.

## **Section 4. Effect of Settlement**

Any settlement of a grievance shall be applicable to the grievance only and shall not be the binding authority for the disposition of any other grievance. Any grievance initiated under this procedure shall be brought by and for the student or employee alleging action in violation of Title IX and the implementing regulations by the School Department affecting the student or employee initiating the grievance.

## **APPENDIX 11**

### **BACKPACK INFORMATION**

Recently developed medical information suggests that children should be very careful about the use of backpacks. The American Academy of Orthopedic Surgeons has made the following suggestions.

1. Backpacks should never be worn over one shoulder. This method of carrying a pack has the potential to be the most harmful to a child's back and posture.
2. A child's backpack should not normally exceed 15% of the child's body weight, and absolutely never exceed 20% of the child's weight. Thus, a 100-pound child should not be carrying more than 15 pounds in a backpack.
3. The heaviest items in a student backpack should be packed closest to the back.
4. Padded backpacks with wide straps are the best choice.
5. Students should never wear a backpack while on skates, skateboards, etc.
6. Backpacks should be transported on the floor in cars and buses. (Backpacks may become flying objects if a vehicle must make a quick stop).
7. Hip straps on a backpack can help balance a backpack with a heavy load.

## **APPENDIX 12**

### **PARENTAL NOTIFICATION RELATIVE TO SEX EDUCATION**

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

At the beginning of each school year, all parents/guardians of students in our schools will be notified, in writing, of courses and curriculum we offer that primarily involves human sexual education or human sexuality issues. This notice will be included with the annual distribution of the school calendar and other required parental notices. In addition, the notice will be included in the middle and high school handbook. Parents will be required to sign a "receipt notice" to insure they receive a copy of the "Handbook" and or the annual school calendar notice packet. Parents/guardians from students who enroll in school after the start of the school year will be given the written notice at the time of enrollment. If the planned curriculum changes during the school year, to the extent practicable, parents/guardians will be notified of this fact in a timely manner before implementation.

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

- (1) Exempt their child from any portion of the curriculum that primarily involves human sexual education or human sexuality issues, without penalty to the student, by sending a letter to the school Principal requesting an exemption. Any student, who is exempted by request of the parent/guardian under this policy, may be given an –alternative assignment.
- (2) Inspect and review program instruction materials for these curricula, which will be made reasonably accessible to parents/guardians and others to the extent practicable. Parents/guardians may arrange with the Principal to review the materials at the school and may also review them at other locations that may be determined by the Superintendent of Schools or his/her designee.

A parent/guardian who is dissatisfied with a decision of the Principal concerning notice, access to instructional materials, or exemption for the student under this policy may send a written request to the Superintendent for review of the issue. The Superintendent or designee will review the issue and give the parent/guardian a timely decision within fifteen (15) days after receipt of the written request. A parent/guardian who is dissatisfied with the Superintendent's decision may send a written request to the School Committee for review of the issue. The School Committee will review the issue and give the parent/guardian a timely written decision within four weeks of the request. A parent/guardian who is still dissatisfied after this process may send a written request to the Commissioner of Education for review of the issue in dispute.

The Superintendent of Schools will distribute a copy of this policy to each Principal by September 1 of each year.

In compliance with Chapter 71 of the General Laws, Section 32A, parents are being provided with the following list of courses which have lessons which may involve human sexuality education or human sexuality issues:

1. Health Department Curriculum  
Health – Grades 5-10  
Current Issues in Health – Grades 9-12
2. Family & Consumer Science Department Courses:  
"Introduction to Child Development"

*Academic excellence for every student, in every classroom, in every school.*

Child Development  
Nutrition and Family Health

3. Science Department Courses:  
Life Sciences – 7  
Biology, Anatomy, Human Body and Current Issues – Grades 9-12
4. To Be Determined:  
School assemblies or guest speakers on such topics as: AIDS, Adolescent Health Issues, Dating, Violence, etc.

This State Statute affords parents or guardians the flexibility to exempt their children from the portion of the curriculum that addresses sexuality issues.

Since each of these curriculums are reviewed and approved by educators, a community advisory committee, and the School Committee, we strongly recommend that all students participate in the age appropriate lessons scheduled for the child's grade level. However, if you do not want your child to participate, you have the right to exempt your child from the "human sexuality lessons" by submitting a request in writing to the child's Principal. Parents/guardians are encouraged to submit this request at the beginning of their child's enrollment year. This written request for exemption should be made annually. The Principal will then forward this exemption request to the appropriate staff members. It should be noted, that whenever a student is exempt from specific lessons, he or she will be given an alternative assignment which will be used to allow the student to earn "marking credit" for the curriculum material missed.

Should parents/guardians want additional information about various curriculums or wish to review curriculum materials, contact should be made with the building Principal who will coordinate a time and place for the review.

**APPENDIX 13**  
**MIDDLE SCHOOL EMERGENCY EARLY RELEASE FORM**

In the event of stormy weather conditions or other unforeseen emergency, it may be necessary to dismiss students early from school. If your child attends a.m. kindergarten they will be dismissed with all of the students. If parents or other responsible adults are not at home to receive and supervise their children, other arrangements should be made for the children to go to a friend's, neighbors, or relative's house should an emergency arise. In order to meet this responsibility, the school is asking all parent/guardians to inform the school of these arrangements in the event of an unexpected early school release.

**Emergency release information** will be provided via the following pathways  
Television: Channels 4, 5, 6, 7, 10, 12, 25, 56 and Local channel 9 (Comcast); Local channel 23 (Verizon)  
Radio: WBZ 1030 AM, WRKO 680 AM, WVBF 1530 AM, WSNE 93.3 FM  
Website: [www.tauntonschools.org](http://www.tauntonschools.org)  
Use of the district's **Alert Now** message delivery system

-----  
STUDENT'S NAME \_\_\_\_\_ ROOM # \_\_\_\_\_

**CHECK ONE:**

\_\_\_\_\_ A parent, an adult or an older child is usually at home to supervise my child. If you check this off you may not receive a phone call.

\_\_\_\_\_ If a parent/guardian/babysitter cannot be contacted by dismissal time, arrangements have been made for by child to go to the home of:

NAME \_\_\_\_\_ BUS # \_\_\_\_\_

ADDRESS: \_\_\_\_\_

**Please provide multiple phone numbers and an e-mail address**

TELEPHONE: \_\_\_\_\_ CELL: \_\_\_\_\_

WORK: \_\_\_\_\_ OTHER: \_\_\_\_\_

FAMILY E-MAIL ONLY: \_\_\_\_\_

If efforts to contact an authorized adult are unsuccessful, then students will be held at their school or at another location until regular dismissal time when the child will be placed on the school bus for regular dismissal.

If parents cannot be contacted by the early dismissal time, every effort will continue to be made by the school to inform parents that their child have been sent to the emergency early release address as instructed above.

\_\_\_\_\_  
Signature of Parent  
Student \_\_\_\_\_ Room # \_\_\_\_\_  
Teacher name: \_\_\_\_\_  
Date: \_\_\_\_\_

**(Utilize consolidated sign-off page – end of appendices)**

**APPENDIX 14**  
**FIELD TRIP FEE WAIVER REQUEST FORM**

School Committee Policy states that no child will be denied access to a school sponsored academic field trip due to financial reasons. To request full or partial waiving of any academic field trip fee during the school year, a parent may complete and submit a form to the building principal. That form, known as a *Field Trip Fee Waiver Request*, is available on request from any building principal.

<b>TAUNTON PUBLIC SCHOOLS</b>	
<b>Field Trip Fee Waiver Request</b>	
<p>This form is for use in regard to school sponsored academic field trips. Please complete and return this form to the building principal in a sealed envelope marked with the word "Confidential."</p>	
<p>Student's Name _____</p>	
<p>School _____</p>	<p>Grade _____</p>

<b><i>For Office Use Only</i></b>	
<p>Recorded By _____</p> <p>_____</p>	<p>Date _____</p>

**APPENDIX 15**  
**NEWS MEDIA – PHOTOGRAPHIC RELEASE**

\*\*\*\*\*

TAUNTON PUBLIC SCHOOLS  
215 Harris Street  
Taunton, MA 02780

**NEWS MEDIA – PHOTOGRAPHIC RELEASE**

Many activities, both academic and extra curricula, throughout every school year often receive coverage by the local newspaper, radio, and even, periodically, television reports. This coverage normally includes the names and, sometimes, pictures of students (when appropriate).

In order to comply with concerns that involve the right to privacy, the Taunton Public Schools’ administration has drafted this “Release of Information Permission Slip”. Parents are asked to review, sign and return these slips so that they can be kept on file.

Please be advised that any news coverage in schools is monitored by principals, teachers and program supervisors. It is our goal that all coverage be done in such a way as to protect the reputation of students and the school system.

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**RELEASE OF INFORMATION PERMISSION SLIP**

I \_\_\_\_\_ (do) (do not) grant permission to the Taunton  
(Parent or Guardian)

Public Schools to allow news releases about school activities which my son/daughter may be a participant.

When appropriate, my child’s name and/or picture may be used in the news release.

**Name of student** \_\_\_\_\_

**Signature** \_\_\_\_\_

**Relationship** \_\_\_\_\_ **Date** \_\_\_\_\_

**(Utilize consolidated sign-off page – end of appendices)**

## APPENDIX 16

### Internet Acceptable Use and Social Networking Policies and Administrative Procedures

#### I. Mission Statement:

Academic excellence for every student, in every classroom, in every school.

#### II. Purpose:

The Taunton Public School District shall provide access for employees and students to the computer network, including access to external networks, for purposes of advancing the interest and educational purposes of the Taunton Public Schools. Educational purposes shall be defined as classroom activities, career and professional development, and self-discovery activities of an educational nature. The purpose of the computer network is to assist in preparing students for success in life and work by providing access to a wide range of information and the ability to communicate with others. The computer network will be used to increase communication (staff, parent and student), enhance productivity, and assist staff in upgrading existing skills and acquiring new skills through a broader exchange of information. The computer network will also be used to provide information to the community including parents, governmental agencies, and businesses.

#### III. Acceptable Use:

The Superintendent or designee shall implement the Internet Acceptable Use Policy, the Social Networking Policy for Staff and their associated Administrative Procedures, and all user agreements, consistent with the purposes and mission of Taunton Public School District as well as with applicable federal and state law and governing collective bargaining agreements.

#### IV Availability:

The Superintendent or designee shall implement, monitor, and evaluate the district's computer network for instructional and administrative purposes as provided herein.

Access to the computer network, including external networks, shall be available to employees and students for instructional and administrative purposes and in accordance with the Internet Acceptable Use Policy, the Social Networking Policy for Staff and their associated Administrative Procedures.

All users shall be required to acknowledge receipt of this policy, the Social Networking Policy (staff only) and their associated Administrative Procedures, which together govern the use of electronic media by students and employees of the District and shall agree in writing to comply with these policies and administrative procedures. Noncompliance with the Internet Acceptable Use Policy, the Social Networking Policy for Staff and their associated Administrative Procedures may result in suspension or termination of certain user privileges and other disciplinary actions, including the possibility of suspension or expulsion for students, and suspension or dismissal for employees subject to the applicable provisions of any governing collective bargaining agreement and consistent with the policies of the Taunton Public Schools and relevant law(s). Violations of law may result in criminal prosecution as well as disciplinary action by the Taunton Public Schools subject to the applicable provisions of any governing collective bargaining agreement and relevant law(s).

**V Monitored Use:**

Electronic mail transmissions and other use of electronic resources by students and employees utilizing the District's electronic mail accounts shall not be considered confidential and may be monitored at any time by designated staff to ensure appropriate use for instructional and administrative purposes. Copies of all information created, sent or retrieved are stored in the District's backup files. The District reserves the right to access and monitor all messages and files on the District's computer system as it deems appropriate in the ordinary course of its business, including, but not limited to ensuring proper use of resources and conducting routine maintenance. . Where appropriate, communications, including text and images, may be disclosed to law enforcement officials without prior consent of the sender and receiver.

**VI Liability:**

Except as otherwise provided in an applicable collective bargaining agreement, Massachusetts General Laws, or this policy, the Taunton Public Schools shall not be liable for users' inappropriate use of electronic resources or violations of copyrighted or restricted material, or for costs incurred by users which are knowingly not related to acceptable use under this policy. The Taunton Public Schools shall not be responsible for ensuring the accuracy or usability of any information found on external references.

By signing the "Staff Internet Use Agreement" form the employee accepts responsibility for his/her own actions in using the District's computer system. By signing the "Student Internet Use Agreement" form the student accepts responsibility for his/her own actions in using the District's computer system.

**VII Acknowledgment:**

Each user will sign the appropriate Student or Staff Internet Use Agreement form (Attachments A and B) before receiving access to the District's computer network. Parent/Guardians must also sign for student access.

*End of Policy*

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*The following information is separate from the policy and consists of Administrative Procedures associated with the policy as well as a list of Common Sense Rules for Use of Electronic Media*

**ADMINISTRATIVE PROCEDURES GOVERNING THE INTERNET ACCEPTABLE USE POLICY FOR STAFF AND STUDENTS AND THE SOCIAL NETWORKING POLICY FOR STAFF**

1. The District will provide each user with one copy of the District's Internet Acceptable Use Policy, the Social Networking Policy (staff only) and these Administrative Procedures. Access to the District's computer network will be granted to a user only after he/she signs the appropriate Internet Use Agreement Form and returns it to his/her building principal who will then forward a copy to the Personnel Office to be placed in his/her personnel file.
2. Employees should not permit students to use the District's computer network if they have not signed the Acceptable Internet Use Policy and do not appear on the roster of approved computer users who have access to the District's computer network. Access will only be granted to students with a signed Internet Use Policy and permission of building administrator or designee(s).

3. Passwords are confidential. All passwords shall be protected by the user and neither shared, nor displayed.
4. Principals or their designee will be responsible for disseminating these policies and procedures in the building(s) under their control. Principals or their designee will ensure that all users complete and sign an agreement to abide by policies and procedures regarding use of the computer network.
5. Individual users shall, at all times, be responsible for their use of accounts issued in their name.
6. A student record is kept by the public school and includes any information concerning a student that is organized on the basis of the student's name or in such a way that a student may be individually identified. This includes any documents and communication generated using all types of electronic media and all parts (i.e. subject line, body) of electronic communication. Any electronic communication should be written with the awareness that it may be shared with a parent, a member of the general public (e.g. newspaper) or the Superintendent of Schools.
7. The District's Technology Department shall be responsible for establishing appropriate retention and backup schedules. Before any information is deleted from the District's computer network by anyone using the system, employees should ensure that it is permissible to delete pursuant to all applicable federal and state public, health and student records laws.
8. Taunton Public Schools shall be authorized to monitor or examine all system activities of all users including electronic mail transmissions, as deemed appropriate to ensure proper use of electronic mail resources.
9. System users should only purge electronic information according to District retention guidelines, which shall occur consistent with all applicable federal and state public, health, and student records laws.
10. System users may redistribute copyrighted material only with written permission of the copyright holder or designee. Such permission must be specified in the document or in accordance with applicable copyright laws, the District's Internet Acceptable Use Policy, the Social Networking Policy for Staff and these Administrative Procedures. Copyrighted software or data shall not be distributed or placed on the district computer network without permission from the holder of the copyright and the system administrator.
11. System administrators may upload/download public domain programs to the computer network. System administrators are responsible for determining if a program is in the public domain.
12. Commercial use of the computer network is prohibited.
13. A system user's account may be deactivated/disabled after 30 days of non-use, unless such non-use is due to an approved leave of absence for the user.
14. The District's computer network may not be used for illegal purposes, in support of illegal activities, for any activity prohibited by District policy, or in any way that would constitute conduct unbecoming a school department employee.
15. System users shall not use another user's account without the user's permission.

16. Any malicious attempt to harm, improperly access, or destroy equipment, material data, or programs is prohibited.
17. Deliberate attempts to degrade or disrupt system performance may be viewed as violations of District policy and/or as criminal activity under applicable state and federal laws. This includes, but is not limited to, the uploading or creation of computer viruses.
18. Vandalism will result in the cancellation of system privileges and will require restitution for costs associated with hardware, software, and system restoration, and will result in disciplinary action.
19. Forgery or attempted forgery is prohibited.
20. Attempts to read, delete, copy or modify the electronic mail of other users or to interfere with the ability of other users to send/receive electronic mail is prohibited.
21. Users should always use appropriate language; swearing, vulgarity, ethnic or racial slurs and other inflammatory language is prohibited and may result in disciplinary action.
22. Pretending to be someone else when sending/receiving messages is prohibited.
23. Transmitting or viewing obscene or vulgar material, i.e. material deemed harmful to minors under the Children's Internet Protection Act, is prohibited.
24. Revealing personal information without the person's permission (name, address, phone numbers, photograph, etc.) is prohibited.
25. The District will cooperate fully with local, state, or federal officials in any investigation concerning or related to alleged misuse of the district's computer network.
26. Principals or their designee will support employees in the enforcement of the District's Internet Acceptable Use Policy, the Social Networking Policy for Staff and these Administrative Procedures
27. Computer Viruses: Though all of our computers have virus-scanning software, the data files are not always up-to-date especially with respect to new viruses. Most viruses are transmitted by CDs, USB drives, e-mail and Internet downloads. If a staff member suspects a virus on his/her computer, he/she is asked to call the Director of Technology immediately. If an employee works on a home computer and uses e-mail or USB drives/CDs to transmit files, the employee should make certain the home computer has up-to-date virus scanning software.
28. A user who knowingly violates the District's Internet Acceptable Use Policy, the Social Networking Policy for Staff and these Administrative Procedures will be subject to suspension or termination of computer network privileges and may be subject to appropriate disciplinary action, including the possibility of suspension or expulsion (in the case of a student), or suspension, dismissal, and/or prosecution (in the case of an employee), in accordance with the applicable provisions of any governing collective bargaining agreement and other applicable federal and state laws.

**Common Sense Rules for the Use of Electronic Media**

- Be polite. Do not send abusive messages/postings to others.  
*Academic excellence for every student, in every classroom, in every school.*

- Use appropriate language. Offensive, bullying, obscene, vulgar, defamatory, threatening, discriminating, harassing, or inflammatory language will not be tolerated in any public or private message.
- Adhere to copyright and licensing agreements.
- Do not deliberately or inadvertently spread computer viruses.
- Do not use/view another person's files/drives (Z: Drive, J: Drive, etc) without permission.
- Do not destroy, abuse, modify, or improperly access the school's hardware or software.
- Do not illegally distribute software.
- Do not place unlawful information into electronic media.
- Do not use electronic media for commercial purposes, product advertising, or political lobbying.
- Do not access, download, store, or print files that are offensive, bullying, obscene, vulgar, defamatory, threatening, discriminating, harassing, or inflammatory.
- Do not post another person's personal information such as home phone number, address, or photographs. Take precautions when posting personal information about yourself.
- Keep your password private and keep in mind that it is wise to frequently change passwords.
- Do not interfere with, harm or modify the work of other users.
- Staff members should treat all electronic communications as a public record, or something you would print and put into a student record file or share with a parent, a member of the general public (e.g. newspaper) or the Superintendent of Schools.
- Student users should never discuss highly sensitive or confidential information in e-mail communications.
- Student/staff relationships and parent/staff relationships via electronic media sources (including email, Facebook, Twitter, text messages, or the like) should be limited to necessary school-related issues only.
- Email (using personal or work email accounts) sent during the work day or at anytime if work related, is a public record and/or a student record.
- It is impossible to guarantee the confidentiality and security of any transmission made on the Internet.

**Internet and Network Access Agreement**  
STUDENT INTERNET USE AGREEMENT

Student User Name: \_\_\_\_\_

School: \_\_\_\_\_

Grade: \_\_\_\_\_

I/We acknowledge that we have been given the opportunity to review the District’s Internet Acceptable Use Policy, and the associated Administrative Procedures a copy of which can be found on the Taunton Public Schools website at [www.tauntonschoools.org](http://www.tauntonschoools.org)\*. I/We understand, and will abide by the Taunton Public School’s Internet Acceptable Use Policy, and the associated Administrative Procedures. I/We understand the terms and conditions of use of the District’s computer network. I/We further understand that any violation of the District’s Internet Acceptable Use Policy, and the associated Administrative Procedures shall be considered unethical and may constitute a criminal offense. I/We recognize that should any violation be committed, access privileges may be revoked and school disciplinary actions and/or legal action may be taken.

\_\_\_\_\_  
Student’s Name

\_\_\_\_\_  
Student’s Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Parent/ Guardian’s Name

\_\_\_\_\_  
Parent/Guardian’s Signature

\_\_\_\_\_  
Date

\* I understand that I can contact my building principal to obtain a hard copy of the Taunton Public School’s Internet Acceptable Use Policy, and the Associated Administrative Procedures if needed.

**(Utilize consolidated sign-off page – end of appendices)**

**APPENDIX 17**

**TAUNTON PUBLIC SCHOOLS**

*HANDBOOK SIGN-OFF PAGE*

STUDENT \_\_\_\_\_

My signature below indicates that I have received, read, and understood the contents of the **BENJAMIN FRIEDMAN MIDDLE SCHOOL HANDBOOK** for the **2015 - 2016** school year.

My signature also indicates that I have reviewed the contents with my son/daughter.

\_\_\_\_\_  
Parent's Signature

\_\_\_\_\_  
Date signed

**(Utilize consolidated sign-off page – end of appendices)**

Approved: Taunton School Committee  
 March 2, 2011  
 Revision Approved  
 September 7, 2011

FILE: IHCC

**APPENDIX 18**  
**SELECTION PROCESS - MIDDLE SCHOOL HONORS PROGRAM**

Each middle school will establish a screening committee (principal, guidance counselor and grade level teachers) to review candidates for the Middle School Honors Program. The following criteria must be met for a student to enter (or continue) in the Honors Program. When a student is selected, the parent(s), student and principal will sign a contract outlining the expectations for all students who agree to participate in the Honors Program.

<b>Middle School Honors Selection Criteria</b>		
<b>Selection Criteria</b>	<b>Initial Placement in Grade 6</b>	<b>Initial Placement in Grade 7</b>
Criterion #1	Minimum of B+ average in Grade 5 core subjects.	Minimum of B+ average in Grade 6 core subjects.
Criterion #2	Portfolios containing excellent writing samples (based upon DESE rubric).	Portfolios containing excellent writing samples (based upon DESE rubric).
Criterion #3	Honors Math and English: 3-year aggregate scores of at least 260 or higher on the MCAS Mathematics and English Language Arts assessments. Honors English: 3-year aggregate scores of at least 260 or higher on the MCAS English Honors Math: 3-year aggregate scores of at least 260 or higher on the MCAS Mathematics	Honors Math and English: 3-year aggregate scores of at least 260 or higher on the MCAS Mathematics and English Language Arts assessments. Honors English: 3-year aggregate scores of at least 260 or higher on the MCAS English Honors Math: 3-year aggregate scores of at least 260 or higher on the MCAS Mathematics
Criterion #4	Mathematics Mid-Year Average of 85%+ or higher.	Mathematics Mid-Year Average of 85%+ or higher.
Criterion #5	English Language Arts Mid-Year Average of 85%+ or higher.	English Language Arts Mid-Year Average of 85%+ or higher.
Criterion #6	Grade 5 teacher verification.	Grade 6 teacher verification.
Criterion #7	Students must have written parental consent to participate.	Students must have written parental consent to participate.

- The Honors Program will begin in Grade 6.
- Once a student is enrolled in the Honors Program, he/she will continue in the program in subsequent grades unless he/she fails to meet the agreed upon criteria described above for the Honors Program. At the end of each academic year, the Screening Committee for each school will review the 'continued enrollment' to determine continuation in the program. The students will be required to meet the honors criteria every year and grade advancement in the Honors Program is not automatic.
- Students should be placed in Honors English Language Arts and Honors Mathematics, based upon their having met all seven (7) of the Honors selection criteria in the Taunton Public Schools policy manual. Students may qualify for either Honors ELA or Honors Mathematics. All criteria must be met, including **either** criterion #4 **or** criterion #5 in order for a student to qualify for placement in one subject-specific Honors class.
- When available, three (3) year aggregate MCAS scores will be taken into consideration (i.e. Grades 3, 4 and 5 scores for placement in Grade 6 Honors, and Grades 4, 5, and 6 scores for placement in Grade 7 Honors).
- If additional seats are available, a student may be placed into an Honors section if they have scored a 260 or above on their most recent MCAS exam.
- If a student is above the threshold for the grade average, but falls short of the MCAS score, then an appeal could be requested. If there is a situation where six (6) criteria are met, with the MCAS score falling short, the Superintendent or his/her designee would make the determination that an additional assessment be administered. The number of qualified students who may participate in the Honors Program will not be limited.
- After the first marking term, the parent may opt to transfer the student to a regular English or Math course after a teacher/parent conference.
- Students Granted Hardship Placement will be placed in an academic setting for one school year. Students on Hardship Placement may be considered for Honors placement, however, not at the expense of students in district who qualify. Consideration will also be given pending class sizes. At the conclusion of year one, students on Hardship Placement who wish to be considered for Honors placement will be screened to determine if they meet the criteria outlined above.
- Non-Resident or private school students will be held to the same standards as those who are entering our schools via Hardship Placement. If there is space in the program after resident students are placed, non-resident/private school students will be considered. If MCAS scores are not available these students will be administered an end of the year Math and ELA exam, an MCAS writing prompt, and an additional assessment to determine eligibility. Student report cards will also be factored in.

## **APPENDIX 19**

### **BULLYING PREVENTION**

The Taunton Public Schools is committed to providing a safe, positive and productive educational environment where students can achieve the highest academic standards. No student shall be subjected to harassment, intimidation, bullying or cyberbullying.

“Bullying” is the repeated use by one or more students of a written, verbal or electronic expression, or a physical act or gesture, or any combination thereof, directed at a target that:

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

“Cyberbullying” means bullying through the use of technology or any electronic communication, which shall include, but shall not be limited to, any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a:

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

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

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

Bullying and cyberbullying may occur in and out of school, during and after school hours, at home and in locations outside of the home. When bullying and cyberbullying are alleged, the full cooperation and assistance of parents and families is expected.

For the purpose of this policy, whenever the term bullying is used it is to denote either bullying, or cyberbullying.

Bullying is prohibited:

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

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

- Create a hostile environment at school for the target;
- Infringe on the rights of the target at school; and/or
- Disrupts, materially and substantially, the education process or the orderly operation of a school.

### **Prevention and Intervention Plan**

The Superintendent and/or his/her designee shall oversee the development of a prevention and intervention plan, in consultation with all district stakeholders, which may include teachers, school staff, professional support personnel, school volunteers, administrators, community representatives, local law enforcement agencies, students, parents and guardians, consistent with the requirements of this policy, as well as state and federal laws. The bullying prevention and intervention plan shall be reviewed and updated at least biannually.

The principal is responsible for the implementation and oversight of the bullying prevention and intervention plan within his or her school.

### **Reporting**

Students, who believe that they are a target of bullying, observe an act of bullying, or who have reasonable grounds to believe that these behaviors are taking place, are obligated to report incidents to a member of the school staff. The target shall, however, not be subject to discipline for failing to report bullying.

Each school shall have a means for anonymous reporting by students of incidents of bullying. No formal disciplinary action shall be taken solely on the basis of an anonymous report.

Any student who knowingly makes a false accusation of bullying shall be subject to disciplinary action, in accordance with the district disciplinary policies.

Parents or guardians, or members of the community, are encouraged to report an incident of bullying as soon as possible.

A member of a school staff shall immediately report any instance of bullying the staff member has witnessed or become aware of to the school principal or their designee.

### **Investigation Procedures**

The principal or his/her designee, upon receipt of a viable report, shall promptly contact the parents or guardians of a student who has been the alleged target or alleged perpetrator of bullying. The actions being taken to prevent further acts of bullying shall be discussed.

The school principal or his/her designee shall promptly investigate the report of bullying, using a Bullying/Cyberbullying Report Form which may include interviewing the alleged target, alleged perpetrator, staff members, students and/or witnesses.

Support staff shall assess an alleged target's needs for protection and create and implement a safety plan that shall restore a sense of safety for that student.

Confidentiality shall be used to protect a person who reports bullying, provides information during an investigation of bullying, or is witness to or has reliable information about an act of bullying.

If the school principal or his/her designee determines that bullying has occurred he/she shall take appropriate disciplinary action and if it is believed that criminal charges may be pursued against the perpetrator, the principal shall consult with the Superintendent/designee to determine if criminal charges

are warranted. If it is determined that criminal charges are warranted, the local law enforcement agency shall be notified.

The investigation shall be completed within fourteen (14) school days from the date of the report. The parents or guardians shall be contacted upon completion of the investigation and informed of the results, including whether the allegations were found to be factual, whether a violation of this policy was found, and whether disciplinary action has or shall be taken. At a minimum the principal or his/her designee shall contact the parents or guardians as to the status of the investigation on a weekly basis.

Disciplinary actions for students who have committed an act of bullying or retaliation shall be in accordance with district disciplinary policies.

Each school shall document any incident of bullying that is reported per this policy and a file shall be maintained by the principal or his/her designee. A monthly report shall be provided to the Superintendent.

Confidentiality shall be maintained to the extent consistent with the school's obligations under law.

### **Retaliation**

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

### **Target Assistance**

The Taunton Public Schools shall provide counseling or referral to appropriate services, including guidance, academic intervention and protection to students, both targets and perpetrators, affected by bullying, as necessary.

### **Training**

The faculty and staff at each school shall be trained annually on the bullying prevention and intervention plan applicable to the school including, but not limited to, training in preventing, identifying, responding to and reporting incidents of bullying.

### **Curriculum Implementation**

Age appropriate, evidence-based instruction on bullying prevention shall be incorporated into the curriculum for all K to 12 students.

### **Publication and Notices**

Annual written notice of the relevant sections of the bullying prevention and intervention plan shall be provided to students and their parents or guardians, in age-appropriate terms.

Annual written notice of the bullying prevention and intervention plan shall be provided to all school staff.

Relevant sections of the bullying prevention and intervention plan relating to the duties of faculty and staff shall be included in the school employee handbook.

The bullying prevention and intervention plan shall be posted on the Taunton Public Schools website.

REFERENCES: Massachusetts Department of Elementary and Secondary Education's Model Bullying Prevention and Intervention Plan.

LEGAL REFS.: Title VII, Section 703, Civil Rights Act of 1964 as amended  
Federal Regulation 74676 issued by EEO Commission  
Title IX of the Education Amendments of 1972  
603 CMR 26.00  
MGL 71:370;  
MGL 265:43, 43A;  
MGL 268:13B;  
MGL 269:14A

CROSS REFS.:

AC, Nondiscrimination

ACAB, Sexual Harassment

JBA, Student-to-Student Harassment

JICFA, Prohibition of Hazing

JK, Student Discipline Regulations

## **APPENDIX 20**

### **SCHOOL BUS TRANSPORTATION POLICY AND GUIDELINES**

“Be aware of the fact that the General Laws give to school and parent/guardians joint jurisdiction over students on their way to and from school. Students should always be mindful that they hold in their keeping the good name of the school and should so conduct themselves as to bring no discredit upon it.”

Elementary pupils in grades 1-4 who live more than one and one quarter (1-1/4) miles from their school, middle school pupils in grades 5-7 who live more than one and one-half (1-1/2) miles and grades 8-12 who live more than two (2) miles from their school, are eligible for transportation.

After the beginning of the school year, it may be necessary to change some bus stops. Parents will be notified if a change affects their children. Behavior of children on buses is a safety concern and will be enforced improper conduct may cause the termination of this transportation privilege.

All Kindergarten pupils, except those living in close proximity to their school of attendance, will be provided with transportation. Parents will receive a notice indicating the specific school and where their child bus stop will be.

Also, any pupil may be required to walk the following distances to a Bus Stop:

- a. High School - 1 mile
  - b. Middle Schools - ½ mile
  - c. Elementary - ½ mile
  - d. Kindergarten - close proximity
1. In all cases where transportation is provided by means other than public utilities service, bids shall be called for in May, every third year, to be presented to the Committee at its second meeting in June of the same year when contracts for required transportation shall be awarded, effective September 1, following, for the period covering three succeeding years, the Committee reserves the right to reject any or all bids and call for new ones.
  2. The Superintendent and Staff shall make whatever rules and regulations deemed necessary for the safe and efficient transportation of pupils. The failure of any pupil to comply with such rules and regulations may result in his/her being denied transportation.
  3. To provide and operate a safe, efficient and economical school bus transportation system with the resources of this community.
  4. To adopt and maintain school bus transportation system flexible enough to meet the requirements of and to partake in the educational programs offered by the Taunton Public School System.
  5. To maintain conditions on all school buses which are in the best interest of all pupils while promoting public awareness and understanding of the entire transportation program serving the public and private schools in the City of Taunton

**RESPONSIBILITIES OF SCHOOL COMMITTEE AND SCHOOL ADMINISTRATION**

1. To foster compliance of compulsory attendance laws under Chapter 76, Section I. Transportation shall be furnished pupils to enable them to attend schools which provide a basic curriculum for the required length of school day, school year, and other similar standards.
2. The School Administration and/or School Committee are responsible for all phases of school transportation subject to rules and regulations of the Board of Education and the statutes of the Commonwealth of Massachusetts and regulations lawfully adopted by the State Board of Education and the Massachusetts Registry of Motor Vehicles.
3. Cooperate with all agencies in promoting traffic safety.
4. Keep parent/guardians and pupil's informed concerning the time schedules and their responsibilities in the transportation program.
5. Plan routes and designate bus stops that will provide maximum safety and convenience for those served.
6. Make certain that buses are in safe operating condition. Cooperate in getting buses inspected by the Registry of Motor Vehicles.
7. Secure first-hand information regarding operation of buses by riding bus routes periodically.
8. Assist and advise the bus drivers in maintaining proper pupil behavior.
9. Be responsible for supervision of pupils when loading or unloading on school premises.
10. Keep accurate school attendance records of all transported pupils.
11. See that all buses carry the equipment required by law and inspect equipment to see if it is in proper working order.
12. Assign a responsible person to accompany the bus driver on all special trips other than transporting pupils to and from school.
13. Plan and organize an instructional program for the pupils regarding the- various factors of school transportation.
14. See that every bus has a time schedule posted.
15. See that adequate insurance protection is carried.
16. Forward to State Board of Education all reports and forms as required

RESPONSIBILITIES OF PARENTS

1. The responsibility of transporting pupils to and from school each day requires the corporation of the students being transported. A complete understanding of the parent/guardians' vested interest, in school transportation is very helpful in aiding the school administration and the school committee to maintain a successful transportation design.
2. The purpose of school transportation is to provide safe, comfortable and economical transportation only for pupils living beyond walking distances or in hazardous areas, as determined by the administration and the committee, within school districts of this community.
  - a. Parents should realize that school transportation is not a personalized service for their children and that buses should not be expected to operate overly improperly maintained roads, private lanes leading to a residency, or into limited access roads which do not have adequate turnarounds for school buses.
3. Parents should have their children at bus stops on time as well as encouraging responsible conduct and courtesies to and from bus stops. Inherent in this responsibility is the expectation that a pupil, especially at the elementary level, leaves and returns to his or her residence where a parent/guardian or another designated adult is present.
4. Suggestions by parent/guardians and/or pupils for improvements of school transportation may be submitted in writing to school Principals. Further necessary action shall proceed to the Superintendent's staff and the school committee.
5. Parents should insure the cooperation of their children with the authorities responsible for school transportation.
  - a. It should be understood that pupils riding on a school bus MUST OBEY all regulations governing pupils riding school buses or forfeit, their right to ride.
6. In cases of a specific emergency, a parent/guardian may request arrangements through the school Principal for the driver to deliver a child at another designated place en route other than near the residency.
7. In cases where parent/guardians wish to take pupils home from school, arrangements with the school Principal should be made before the bus leaves the school.

In no case should parent/guardians stop the bus along its route for the purpose of removing children

**RESPONSIBILITIES OF THE SCHOOL BUS DRIVER**

The school bus driver is expected to comply with all motor vehicle laws of the Commonwealth of Massachusetts and regulations established by the State Board of Education, the local School Committee, and the Massachusetts Registry of Motor Vehicles. Also, the safety and well-being of students riding school buses rests heavily on the school bus driver in the operation of the school bus.

1. It is the duty of each school buses driver the check the vehicle at the start of a run to insure that it is in safe operating condition.
2. The driver is responsible for keeping the bus clean inside and out, for seeing that defrosters, heaters, and windshield wipers are functioning, arid for reporting to the proper authority any defects that might affect safety.
3. The driver must also see that the aisles in the buses are kept clear of objects that might cause an accident and see that tools, equipment, and the like are properly secured.
4. The driver is responsible for the no smoking observance while transporting pupils on the school bus.
5. The driver will cooperate with all agencies to insure safe comfortable and economical pupil transportation.
6. The driver will make adequate and prompt reports covering all accidents involving a school transportation vehicle, and submit them to the Superintendent and proper police authority.
7. The driver must take proper precautions, in the event of an accident involving the vehicle, to protect both lives and property.
8. In the event of an accident involving a school bus, the driver is responsible for reporting the accident to the nearest law enforcement agency and for getting an officer on the scene as soon as possible, and also call the Superintendent of Schools. Never leave students unattended.
9. The driver is responsible for enforcing all regulations governing the conduct of pupils while they are riding the bus. The driver's relationship with the pupils should be on the same level as that expected of a teacher.
10. The driver shall give full instructions to all pupils on his/her bus concerning the proper procedures in crossing the road after alighting from the bus.
11. The driver shall keep a set of these local regulations posted in a conspicuous place in the school bus.
12. When stopping the bus on the highway, the driver, after ascertaining that the way is clear, shall signal pupils across the road in front of the bus. The driver shall not start the bus until pupils are seated in the bus or have completed crossing the roadway.

13. The driver will report all cases of pupil disobedience, in writing, to the school Principal who, in turn, will forward a copy of such to the Superintendent.
14. The driver will be responsible for the pick-up and discharge of pupils at designated bus stops on the established routes being served unless otherwise directed by the school Principal or the Superintendent's Staff.

#### RULES AND REGULATIONS FOR BUS PUPILS

Your school day begins when you leave your home and it ends when you return. You come under the jurisdiction of the-school administration during this entire period. Remember, it is a privilege to ride the school bus. If you are not well-behaved and courteous, or, if you endanger the health and safety of other pupils, this privilege will be taken from you. The bus driver shall be considered to have the same authority as a teacher in the classroom.

#### THESE RULES OF BEHAVIOR ARE FOR YOUR SAFETY

1. Remain well back from the roadway while awaiting the arrival of the bus. Refrain from throwing things or playing at a bus stop.
2. Pupils shall be on time for the bus to and from school each day.
3. Pupils shall enter the bus in an orderly fashion and go directly to a seat and remain seated until the destination is reached.
4. Positively No Smoking on the school bus.
5. There shall be no littering or defacing of the buses.
6. There shall be no shouting, profanity, rough-housing or throwing things in or out of the bus.
7. Pupils shall keep their hands, arms, and head inside the bus.
8. Pupils shall not open or close the bus windows without the permission of the drive.
9. All articles such as athletic equipment, books, musical instruments, etc. must be kept out of the aisles.
10. It is essential that each pupil cooperate with the bus driver for the safety of all concerned.
11. Pupils who refuse to obey promptly the directions of the driver or refuse to obey regulations forfeit their right to ride on the bus.

CONSOLIDATED PARENTAL/GUARDIAN PERMISSION FORM

Student Name: \_\_\_\_\_ Teacher's Name: \_\_\_\_\_

Appendix # 13: Early Release Form

Check one:

\_\_\_ A parent, an adult or older child is usually home to supervise my child. If you check this off, you may not receive a phone call.

\_\_\_ If a parent/guardian/babysitter cannot be contacted by dismissal time, arrangements have been made for the child to go to the home of:

Student name: \_\_\_\_\_ Parent/Guardian name: \_\_\_\_\_

Address: \_\_\_\_\_ Bus # \_\_\_\_\_

Please provide multiple phone numbers and e-mail addresses

Home Telephone \_\_\_\_\_ Work \_\_\_\_\_ Cell \_\_\_\_\_

Other \_\_\_\_\_ Family e-mail only \_\_\_\_\_

If efforts to contact an authorized adult are unsuccessful, then students will be held back at their school or at another location until regular dismissal time when the child will be placed on the school bus for regular dismissal.

If parents cannot be contacted by the early dismissal time, every effort will continue to be made by the school to inform parents that their child have been sent to the emergency early release address as instructed above.

Parent Signature: \_\_\_\_\_ Date: \_\_/\_\_/201\_\_

Appendix # 15: News/Media Release of Information

Check One:

\_\_\_ I, the parent/guardian, DO GRANT permission to Taunton Public Schools to allow news releases about school activities in which my student may be a participant. When appropriate, my child's name and/or picture may be used in the news release.

\_\_\_ I, the parent/guardian, DO NOT GRANT permission to Taunton Public Schools to allow news releases about school activities in which my student may be a participant.

Parent Signature: \_\_\_\_\_ Date: \_\_/\_\_/201\_\_

Appendix # 16: Internet Acceptable Use Policy Agreement

I /we acknowledge that we have been given the opportunity to review the District's Internet Acceptable Use Policy, and the associated Administrative Procedures a copy of which can be found on the Taunton Public Schools website at www.tauntonschoools.org. I/We understand, and will abide by the Taunton Public School's Internet Acceptable Use Policy, and the associated Administrative Procedures. I/We understand the terms and conditions of use of the District's computer network. I/We further understand that any violation of the District's Internet Acceptable Use Policy, and the associated Administrative Procedures shall be considered unethical and may constitute a criminal offense. I/We recognize that should any violation be committed, access privileges may be revoked and school disciplinary actions and/or legal action may be taken.\* I understand that I can contact my building principal to obtain a hard copy of the Taunton Public School's Internet Acceptable Use Policy, and the Associated Administrative Procedures if needed.

Student Name: \_\_\_\_\_ Date: \_\_/\_\_/20\_\_ Student Signature: \_\_\_\_\_

Parent/Guardian Name: \_\_\_\_\_ Date: \_\_/\_\_/20\_\_ Parent/Guardian Signature: \_\_\_\_\_

Please place a check in the box if you do not grant permission for your child's supervised use of the internet.

Appendix # 17: Handbook Sign off Page

My signature below indicates that I have read, and understand the contents of the Friedman Middle School Handbook. Additionally, my signature indicates that I have reviewed the contents with my son/daughter.

Student Name: \_\_\_\_\_ Student Signature: \_\_\_\_\_

Parent/Guardian Name: \_\_\_\_\_ Parent/Guardian Signature: \_\_\_\_\_