

Dear Parents, Guardians and Students:

Welcome to the Bridgewater-Raynham Regional School District. Everyone in our schools will work very hard during this school year to provide parents with exceptional communication and students with a meaningful and productive learning experience.

Our School Committee consists of eight members—four from each town. They are dedicated to moving our schools to the next level.

Bridgewater-Raynham Regional School Committee Members

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Raynham
2018

MRS. JULIE SCLEPARIS
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MR. JASON C. HAMMOND
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Vision Statement

The district, in partnership with its communities, will provide outstanding educational opportunities and resources for all students to achieve academic excellence in order to realize their potential and to succeed as responsible citizens in a global society.

Mission Statement

The mission of the Bridgewater-Raynham Regional School District is to provide excellence in education for all students in an environment that values the individual.

Cultural Diversity

Diversity brings depth and richness to the educational environment of the Bridgewater-Raynham Regional School District. Research indicates that students gain substantial academic, social, and other educational benefits when provided with diverse educators and role models.

The Bridgewater-Raynham Regional School District is committed to sustaining a workplace and learning environment that is welcoming, accepting, and free of discrimination for all—regardless of race, color, national origin, sex, sexual orientation, religious beliefs, disability, genetic information, gender identity or age.

In order to effectively serve all students, Bridgewater-Raynham Regional School District strives to understand the issues that make school more challenging for some. To this end, Bridgewater-Raynham Regional School District:

- wants to understand how to make school more safe and welcoming for all regardless of their differences.
- must actively work to remove barriers to student learning.

- needs to understand how to work more effectively with diverse groups of parents so they can support their children's success at school.

- must ensure that all students have access to quality educational programs and that equity exists between program offerings at schools across Bridgewater-Raynham Regional School District.

It is also the policy of Bridgewater-Raynham Regional School District that the curriculum content and instructional materials utilized reflect the cultural and racial diversity present in the United States and variety of careers, lifestyles, and roles open to our students. One of the objectives of curriculum and teaching strategies is to reduce stereotyping and eliminate bias on race, color, national origin, sex, sexual orientation, religious beliefs, disability, genetic information, gender identity or age.

In an effort to provide you with a current view of our schools, we encourage you to access this website: www.bridge-rayn.org

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George H. Mitchell Elementary School
Home-School Compact

I. OUR MISSION

The George H. Mitchell School is committed to providing an academic and social environment that promotes optimal learning for students in a safe, structured and caring setting.

II. PARENT STATEMENT

As the primary caregiver of my child, I acknowledge the responsibility to assist and support the school in the learning process by:

- Developing open communication with my child and the school.
- Displaying positive examples and positive reinforcement for my child.
- Ensuring that my child attends school ready to learn (well rested and well nourished).
- Providing the needed follow through with homework assignments.
- Encouraging my child to achieve his/her full potential.
- Appreciating and acknowledging my child's successes in and out of school.

III. STAFF BELIEF

A child's success in school is based on a strong home/school relationship. Fundamental to this relationship is effective communication to and from the home.

First and foremost, we must remember that every child is a unique and special individual and should be placed in a safe, caring, challenging, and positive environment where he/she will be able to develop and build upon his/her necessary skills to succeed.

Also, through mutual cooperation and interaction, each child will continue to strengthen his/her basic values of fair play and teamwork, along with mutual respect, honesty and empathy.

Each child's future in his/her community, society and country is based on his/her development as a responsible, productive adult.

IV. STUDENT COMMITMENTS

- Come to school prepared — i.e., homework and supplies.
- Believe that I can learn.
- Be respectful of myself, my school, and others.
- Always try to do my best in my work and in my behavior.
- Work and play cooperatively with students and adults.
- Work on becoming a "good listener".
- Obey school and classroom rules.
- Show good manners, "please and thank you".

We acknowledge that this Title I Compact is a cornerstone of an effective home-school relationship. We will work together to promote its mission and uphold its statements, beliefs and commitments.

George H. Mitchell Elementary School
166 Mt. Prospect Street
Bridgewater, MA 02324
www.bridge-ravn.org/mitchell
508-279-2100

August 2018

Dear Students and Parents/Guardians:

In my role as George H. Mitchell Elementary School Principal, I would like to welcome all of you to what promises to be an extremely exciting and challenging year. In our nurturing environment your child will learn with staff members who celebrate and honor the similarities and differences of individuals. Our primary goal is to provide challenging, appropriate learning experiences that will facilitate every child's cognitive, social, emotional, and physical growth.

You are our partners in the education of your child. Both good sense and research tell us that when schools and families work together, children experience greater educational success; therefore, we value and need your involvement. Consider joining GMSPA, attending School Council Meetings, or volunteering in your child's classroom or in other parts of the school. Together we can create joyful learning for your child and all of the children who attend Mitchell Elementary School.

Although there continue to be changes, most of the operating procedures at Mitchell remain the same and that is the purpose of this booklet. No institution can operate effectively without rules, policies and guidelines, and those which impact you are included in the booklet.

Please take the time to review this handbook with your child. If you have any questions or comments at any time regarding the information in this handbook, the teacher of your child, or myself, are always happy to speak with you. On behalf of the TEAM Mitchell School Staff, we hope that you will consider this and invitation to be in constant communication with us. Schools function best when they are an integral part of the community, and when parents support their children's experiences in school.

Sincerely,

Dennis S. Bray
Principal

Erek Bratt
Assistant Principal

Part One: General Information

School Hours

The school day for students starts promptly at 9:05 AM and concludes with dismissal at 3:25 PM. Students should not arrive at school before the above-mentioned start time because staff supervision will not be available. All students should report directly to their classroom upon entering the building. Student drop off starts at 8:50-9:05, any student arriving later than 9:05 is considered tardy and will be marked as such. Please do not drop your child off prior to 8:50.

District Calendar

Please see attached for Bridgewater Raynham Regional School District academic year calendar and important events:

https://www.bridge-ravn.or2/files/6014/9332/0784/2017-2018_BRRSD_ACADEMIC_YEAR_CALENDAR.pdf

https://www.bridge-ravn.org/files/3714/9332/0795/2017-2018_BRRSD_Calendar_of_Important_Events.pdf

School Conferences

By working together, the school and the home can help children attain their maximum growth in learning and personality. The principal, assistant principal, teachers, specialists, and school psychologist welcome conferences with parents and guardians. A conference by appointment saves time and avoids conflict with previously scheduled meetings. Special and academic problems are adjusted more satisfactorily when discussed with the individual teacher. Parents should first contact their child's teacher if there is a concern.

Please note, annual parent/teacher conferences are held in the fall and spring, please view the District Calendar for exact dates.

Information on policies and procedures within a building may be obtained by contacting the principal. Constructive solutions to school problems will be reached when home and school work in friendly cooperation.

Parent-Teacher conferences will be held during the fall and spring of each year. These dates are listed on the district's 2018-2019 school calendar. Parents/Guardians are highly encouraged to attend their child's conference at least twice a year. Parents/guardians can meet with their child's teacher at any time during the school year that is mutually agreed upon.

School Cancellation/Delay Information

It is a school system policy to hold school on stormy days. The decision as to whether or not a child should attend school shall be left to parental discretion. In extremely bad weather, when it is deemed wise to have no school or when a delayed opening is appropriate, such notice shall be broadcast over radio stations WPEP (1570), WBET/WCAV (1460), WNBH/WCTK (1340), WMSX (1410), WPLM (1390), WBZ (1030), and WBMX (680) between 6:45 AM and 7:15 AM and between 11:00 AM and 12:00 noon. Cancellations will also be broadcast on WCVB-TV5 "Eye Opener News" , WBZ-TV4 News at 5:00 AM, Boston Channel Z5 (WFXT-Fox 25) and "This Morning News Program.

PLEASE DO NOT seek "NO SCHOOL" information the night before the day in question; a decision is not reached until roads are checked out early in the morning.

Monthly Calendar and Newsletter

Parents/ Guardians will receive a weekly e-mail from Mr. Bray or Mr. Bratt containing important information about happenings/events occurring at Mitchell on a weekly basis. Each month, students will receive a school calendar that depicts all the special events related to the George H. Mitchell Elementary School. It will also include district-wide events, professional development days etc. The calendar can also be found on our school web page at <http://www.bridge-rayn.org>

Part Two: Attendance

Attendance

According to MGL, C. 76, Section 5, every person in control of a child shall cause him to attend school as required, and, if he fails to do so for a seven (7) day session or fourteen (14) half day sessions within a period of six months, be punished by a fine of no more than \$20.00.

Children are expected to be in school for the required 180 days unless they are ill. On the day a student returns to school from an absence, he must bring a note from home signed by his parent or guardian explaining the absence. This note should be given to the classroom teacher, who will forward it to the office. If absent five or more consecutive days, a note from your child's physician must be provided to the School Nurse when your child returns to school.

Attendance Check Program: The purpose of this program is to monitor attendance primarily for safety reasons, but also for general attendance purposes. The need for good communication between the home and the school on attendance matters is apparent.

Cooperation between the home and the school is essential if this program is to be manageable and effective. If your child will be absent from school, we request that parents call the school and notify us of their child's absence. If you do not call your child in absent, an automated phone call will go out to your phone number. This will be completed on a daily basis. Please make sure you call your child is absent if he or she will not be in school.

Parents can also help by making sure that Student Emergency Sheets and Parent Portal are kept up to date and that we are advised of any change of phone numbers and home, daycare, work, etc.

Please keep in mind that even though your child's absence may have been reported through a phone call, notes are still required for each and every absence.

Religious Holiday Guidance

State and federal laws require schools to make reasonable accommodation to the religious needs of students and employees in observance of holy days. Mass. General Laws [Chapter 151B, section 4 \(1A\)](#) addresses this issue with respect to employees. With respect to students, Mass. General Laws [Chapter 151C, section 2B](#) reads in relevant part as follows:

Any student in an educational or vocational training institution...who is unable, because of his religious beliefs, to attend classes or to participate in any examination, study or work requirement on a particular day shall be excused from any such examination or study or work requirement, and shall be provided with an opportunity to make up such examination, study or work requirement which he may have missed because of such absence on any particular day; provided, however, that such makeup examination or work shall not create an unreasonable burden upon such school. No fees of any kind shall be charged by the institution for making available to the said student such opportunity. No adverse or prejudicial effects shall result to any student because of his availing himself of the provisions of this section.

Schools may meet their obligation to accommodate students by excusing individual absences for religious observance, or by adjusting the school calendar to provide a school year of at least 180 school days while taking into account possible days of low attendance due to religious holidays. (MA DESE,12/06/17)

Therefore, the Bridgewater-Raynham Regional School District will implement the following practices:

1. Students who are absent for religious reasons will be marked as excused only when a parent and/or legal guardian has provided a note explaining the absence.
2. Students who are unable to attend classes or to participate in any examination, study or work requirement on a particular day shall be excused from any such examination or study or work requirement, and shall be provided with an opportunity to make up such examination, study or work requirement which he may have missed because of such absence on any particular day; provided, however, that such makeup examination or work shall not create an unreasonable burden upon such school. Students will be excused from said work and granted extensions only when a parent and/or legal guardian has provided a note explaining why the student was unable to complete the assignment. Students will have up to the number of days absent plus one additional day to complete missed assignments. For example, if a student is absent for two school days, the student will have 3 days to make up the missed assignments.

**Please note, it is the teacher's discretion to determine what work requires completion. **

Tardies

Any student late for school MUST be signed in at the main office. Any student late for school needs to report to the office before going to his/her classroom.

Dismissal

Except in cases of illness, early dismissal from school will be granted only on the presentation of a note from the parent or guardian. If a child is to be dismissed early, he/she should bring the note to his/her teacher stating the time and reason. The child being dismissed will be sent to the office at the appropriate time for dismissal. Parents are asked to report to the main office to meet their child. Please do not attempt to dismiss your child from his/her classroom. Teachers have been instructed not to release a child unless notified by the school office. No child will be dismissed except by his/her parent, guardian or person designated by them and must be on file. Persons not related to the student must have a picture I.D available, and written authorization from the child's parent.

Parent Pick-ups

Students who are to be dismissed as a parent pick-up must have on file in the office a written notification as to when and to whom they will be dismissed. Parents who pick up children at the end of the day must have photo identification.

Arrivals

Students will not be allowed in the building until 8:50 A.M. Students are considered tardy after 9:05 A.M. If your child is a parent drop off, please follow building procedures.

Vacations

Family vacations scheduled during the school year are strongly discouraged. Nothing can substitute for the direct instruction and guided practice that is available only in the classroom. Should it be necessary for families to remove their children from school for a vacation, parents must contact the office with the information prior to the planned absence. It is NOT our practice to send schoolwork with a child on vacation. An opportunity to make up any missed work will be provided when the children return to school.

Part Three: Academics

Grade Level Structure

Children may be enrolled in kindergarten if they are five (5) years of age prior to September 1st of the enrolling school year.

Kindergarten Program

As of August 2014, Bridgewater-Raynham Regional School District is offering full-day kindergarten for all incoming kindergarteners. Students will receive full-day curriculum instruction and unified arts, which includes physical education twice a week, art and music once a week and computer/library every other week. Students will also be served lunch and engage in recess each day.

Kindergarten Screening

Prior to enrollment students are screened to assess their developmental milestones before they are enrolled. This screening takes place each spring, in late May or June. In some instances, students may need to be rescreened and/or will be referred for further testing through our Special Education Department.

Academic Intervention

The Child Study Team, or CST, is a group of teachers, school psychologists and administration working together to support the needs of the students within our school. The CST committee members work together to design a plan that supports the student and teacher. The teacher presents his/her concerns to a team who brainstorm ideas and strategies for the teacher to implement in the classroom. The same team meets within four to six weeks to assess the progress of the student and the strategies that were implemented.

When teachers are completing the CST referral paperwork, they are asked if they have shared their concerns with the parent/guardian before the team meets. If you have any questions regarding the CST and its process, please contact our school guidance staff or principal.

Homework

5180.1 - Homework is an extension of the curriculum that improves student performance by reinforcing material presented in the classroom. It is an important link between school and home that allows parents to become involved with their children's education.

Homework gives students the opportunity to practice skills without the pressure of time and to apply principles based upon work begun in the classroom. It may enrich school experiences and promote a permanent interest in learning. A secondary goal of homework is to stimulate individual initiative and personal responsibility and maintain enthusiasm for learning.

Homework also encourages students to organize their time, to work independently, to use good study skills and to develop self-discipline.

5180.11 The teacher shall be responsible for helping students and parents understand the reasons for homework and his/her procedures for giving and evaluating homework assignments.

5180.12 The care with which a homework assignment shall be given, the quality of the responses of students, and the nature of the follow-up activities in the classroom shall be of greater importance than the quantity of work in a homework assignment.

5180.13 The amount of homework and the length of time available to the student to complete the assignment shall be appropriate to the age, ability and maturity of the student.

5180.14 A student shall not be given a homework assignment which requires resources and references which are not accessible to him/her. Also homework should not be assigned to an individual or a class for disciplinary reasons.

5180.2 Homework assignments in the elementary grades should be assigned on a regular basis. No one assignment shall require more than a total of thirty minutes, although long-term projects will require spreading the work of assignments into manageable parts.

5180.3 At the middle school level, a teacher shall be aware that the homework requirements shall vary according to the subject matter at high school level and shall work primarily toward preparing a student for this task. Teaching teams should take care that a schedule of homework is worked out amongst the middle school teachers, so that a student shall not be over-burdened on any given night and under- burdened on another.

5180.4 The time required to complete homework assignments will vary at all grade levels according to the nature of the subject being studied and the needs and abilities of the students. The following is a guideline for weekly homework assignments:

Kindergarten	1/2 to 1 hour
Grades 1-2	1 1/2 to 3 hours
Grades 3-5	3 to 6 hours
Grades 6-8	4 to 9 hours
Grades 9-12	5 to 10 hours

Report Cards

Bridgewater-Raynham Regional School District adopted the implementation of the Standards-based Report Card for students in kindergarten through fourth grade, as of June 2011. The report card is aligned to the grade level Common Core Curriculum Frameworks in accordance with the Department of Elementary and Secondary Education of Massachusetts.

Standards-based report cards are designed to inform parents/guardians of how their child is doing in comparison to his/her grade level standards. Each content area is broken down into specific skills and concepts that students are assessed on. The academic rating scale is a rubric that identifies at which level the student is progressing towards meeting the year end standards.

Part Four: Student Services

Health Services

The basic purpose of the health program is to assure that each child attains the greatest benefit from the educational opportunities provided by the school and grows into a healthy adult in the future. Policies have been developed to protect the health and promote the safety of all children while in school.

FOR YOUR CHILD'S PROTECTION, PLEASE KEEP HIM AT HOME IF HE/SHE SHOWS SIGNS OF NOT FEELING WELL.

Please keep your child home 24 hours after a fever is no longer present with use of medication (i.e. Tylenol or Ibuprofen) and 24 hours after their last episode of vomiting or diarrhea.

Please send a note when your child returns to school explaining the reason for your child's absence.

If your child is absent more than five (5) consecutive days, he/she must have a doctor's note to return to school.

Be sure your child understands that he/she should always tell his/her teacher if he/she is hurt or feels sick. Any student who is sick or hurt in school should report to the nurse's office. If the school nurse feels that a student should be dismissed, the parent or guardian will be called. Parents will either pick the child up at school or provide a way home.

District Protocol for Physical Restrictions during Academic Day

- All students with a chronic health condition that impairs their mobility, (Muscular Dystrophy, Spina Bifida, congenital anomalies, etc.), will have an Individualized HealthCare Plan and an Emergency Safety Plan.
- Any student who arrives at school with a casted extremity, or wearing a splint, immobilizer or boot, shall be sent to the school nurse for the development of an IHCP or Accommodation Plan as needed. Teachers will be notified of any accommodations that have been put in place. If parents have immobilized an extremity without consulting a physician, a phone call will be made to the parent for clarification.
- Any student with a casted extremity or wearing a boot, immobilizer or splint will **not** be allowed to participate in Physical Education or recess to ensure their safety and the safety of others.
- In order to resume all activities, the student will need a note from their doctor. Doctor's notes will indicate when a child may resume full participation in all activities. **It is full participation or no participation.**
- Students will be excused from Physical Education (due to illness or injury) if a note is sent from the parent. If subsequent days are needed limiting activities, a doctor's note will be required.

The school nurses will assess each individual student using sound professional nursing judgment. Any questions regarding this protocol can be directed to the Nurse Leader or Building Administrator

Medication Policy

It is more desirable for medication to be administered in the home. However, any pupil who is to receive medication at school must comply with school regulations.

1. Written orders from a physician detailing the name of the drug, dosage, time interval medication is to be taken. (Forms AI-A4) (This includes psychotropic medications.)
2. Written permission from the parent or guardian of the pupil requesting that the school district comply with the physician.
3. Medication must be brought to school by the pupil's parent or guardian in a container appropriately labeled by the pharmacy with the child's name affixed to the container. Unused medication must be brought home in the same manner.
4. A locked cabinet will be provided for the storage of medication.
5. Short-term medications that are to be administered for less than 10 days require the parent to sign consent forms A2 or A3.

Concussion Policy

The purpose of this policy is to provide information and standardized procedures for persons involved in the prevention, identification, training, management and return to activity decisions regarding students who incur head injuries while involved in school or extracurricular athletic activities¹ including, but not limited to, interscholastic sports, in order to protect their health and safety as required by Massachusetts law and regulations. The requirements of the law apply to all public middle and high schools, however configured, serving grades six through twelve. In addition to any training required by law, the following persons shall complete one of the head injury safety training programs approved by the Massachusetts Department of Public Health as found on our district website under *Athletics*: coaches; certified athletic trainers; school physicians; school nurses; athletic directors; directors of school marching bands; employees or volunteers working with coaches; and students who participate in an extracurricular activity and their parents. In addition, all coaching staff in the Bridgewater-Raynham Regional School District shall maintain current CPR certification.

Upon the adoption of this policy by the School Committee, the Superintendent shall ensure that the MDPH receives an affirmation on school district letterhead that the district has developed policies that have been approved by the School Committee no later than March 1, 2012 in accordance with 105CMR201.000. This policy shall be updated and reviewed at a minimum of every two years.

The Superintendent shall maintain or cause to be maintained complete and accurate records of the district's compliance with the requirements of the Concussion Law, and shall maintain the following records for three years or, at a minimum, until the student graduates, unless state or federal law requires a longer retention period:

1. Verification of completion of annual training and receipt of materials;
2. DPH Pre-Participation Forms with receipt of materials, or school based equivalents;
3. DPH Report of Head Injury Forms, or school-based equivalents;
4. DPH Medical Clearance and Authorization Forms, or school based equivalents;
5. Re-Entry Plans for Academics and Return to Play Athletic Activities

This policy also applies to volunteers who assist with extracurricular activities. Such volunteers shall not be liable for civil damages arising out of any act or omission relating to the requirements of the law, unless such volunteer is willfully or intentionally negligent in his act or omission.

Most student athletes who sustain a concussion can fully recover as long as their brain has time to heal before sustaining another hit; however, relying only on an athlete's self-report of symptoms to determine injury recovery is inadequate, as many high school athletes were previously unaware of the signs, symptoms or the severity concussive injuries pose, or they may feel pressure from coaches, parents, and/or teammates to return to play as quickly as possible. One or more of these factors will likely result in under-diagnosing the injury and a premature return to play. Massachusetts General Laws and Department of Public Health regulations make it imperative to accurately assess and treat student athletes when concussions are suspected.

¹ Extracurricular Athletic Activity means an organized school sponsored athletic activity generally occurring outside of school instructional hours under the direction of a coach, AD, Marching Band Director, including but not limited to: Skiing, snowboarding, baseball, basketball, cheerleading, field hockey, football, rugby, lacrosse, track, fencing, swimming, golf, gymnastics, marching band, tennis, ice hockey, wrestling, volleyball, softball and squash.

Student athletes or students in the general population who receive concussions may appear to be “fine” on the outside, when in actuality they have a brain injury and are not able to return play or academics. Incurring a second concussion can prove to be devastating to a student who has not healed from an initial head injury. Research has shown that young concussed athletes who return to play before their brain has healed are highly vulnerable to more prolonged post-concussion syndrome or, in rare cases, a neurological injury known as Second Impact Syndrome. The following procedures and protocols will outline how our district is implementing the requirements of the new Concussion Law. This protocol will also be reviewed on a yearly basis with all staff to discuss the procedures to be followed to manage all sports-related concussions. This protocol will also be reviewed annually by the Athletic Trainer, Athletic Director, Nurse Leader and all of the athletic and nursing staff. The Concussion Education for our athletes, coaches, parents, volunteers and all others required by law is a top priority. Any changes in this document will be approved by the school committee and given to athletic staff, nursing staff, coaches and all school personnel. An accurate summary of this policy shall be placed in the student and faculty handbooks.

*LEGAL REFS; M.G.L. 111:222; 105 CMR 201.000

Review done by Health Advisory Council, Nurse Leader, Athletic Director and Athletic Trainer 12/2017

Health Examinations

Health examinations are required all for children entering PreK, Kg, grades 3, 6 and 10, children demonstrating special needs, and for all new pupils in our system. We strongly urge that the child's own physician perform this very important examination for reasons of privacy, a more thorough appraisal, immediate treatment if necessary, and to develop the good health practice of seeing a physician at regular intervals.

Screening Programs

All screening programs begin in the fall of each school year. Dates vary based on the availability of the screener and the classroom schedules. Parents may opt —out of any screening procedure including, BMI's, with a written note to the school nurse at the beginning of the school year. A note from a physician is required if parents/guardians choose to have their own physician do the Postural Screening.

Hearing and Vision Tests

Hearing and vision tests are done annually for pupils in grades PreK-5, grade 7 and grade 10 by a screener who is trained by the Department of Public Health. If your child fails the first screening, he will then be given an individual retest by the school nurse who will notify you if there is a failure. Extensive follow-up work is done by the school nurse to insure each child will receive needed care. If you need help in making arrangements to have your child seen by a physician, please call your school nurse. In addition to the routine vision and hearing screening, individual tests are given by the school nurses throughout the year as needs are indicated by parental request, classroom teachers, other pupil personnel and private physicians.

BMI Screening Program

Is required in grades 1, 4, 7, and 10 by the Massachusetts Department of Public Health. The result of your child's BMI screening is strictly confidential, and will not be discussed with anyone other than you. All height and weight are done in a confidential manner. Parents may choose to opt-out if they notify the school nurse in writing.

Head Lice

Your child will be in close contact with many children. Head lice still exist. It would be well to check your child's head carefully each week. Examine several areas of the scalp, especially the nape of the neck and over the ears. Your doctor can prescribe treatment. Please call your school nurse and she will provide you with more information.

Immunization Requirements — See chart on this link:

<http://www.mass.gov/kohhs/docs/dph/cdc/immunization/guidelines-ma-school-requirements.pdf>

Food Allergies

If your child has moderate to severe food allergies, it would be well to teach your child to question all foods eaten outside of the home. To avoid all concerns, it would be best for your child to bring lunch from home. An *Allergy Action Plan* should be completed by the parent and school nurse. Our cafeterias do not serve any peanut or tree nut products. No outside foods for student consumption are allowed to be brought in for celebrations of any kind. Please stress with your child "No Sharing" of any snacks or lunches.

Health Education

Health education is ongoing each day. School health services personnel act as resource for parents, pupils and teachers in providing counseling and materials regarding special needs of pupils as well as classroom units in health education such as nutrition, menstruation, smoking, etc.

Health Insurance

If your child is not covered by a health insurance plan, please contact the school nurse for free or low-cost insurance options.

Hospitalization

Parents should notify school nurse of any hospitalization for illness or surgery. A note from the doctor will be necessary to return to school so follow-up care can be provided as necessary.

Student Emergency Forms

Each year you will be required to complete a student emergency form giving information regarding your work phone numbers, neighbor's names (in case you are not at home), means of transportation, phone number, etc. Also, we request information regarding any emergency treatment your child may need for allergies, medication prescribed by a physician or any condition your child may have requiring our special consideration. This sheet should be filled out on both sides and returned to school promptly.

These sheets are carefully screened. Your school nurse may call you to more fully understand your child's situation. Information to his teachers is given in a professional, confidential manner.

- Children will ONLY be dismissed by person(s) listed on Student Emergency Form.
- There must be two alternate numbers to call. Even if parent is not employed outside the home, it is often necessary to call someone else in the event of dentist appointments, grocery shopping, etc.
- It is important for the school to be informed of changes during the school year, of employment, home address, phone numbers, etc.

- In the event your child is injured and ambulance transportation has been arranged, treatment cannot be instituted until parent is reached.
- There are no facilities for keeping ill children in school. The schools do what is best for your child. Your child will have a cumulative health record started on his entering kindergarten which will follow him throughout high school. All appraisals, with consequent follow-up are diligently recorded.

Communicable Disease Control

According to School Health Regulations, your child will be required to have a certificate of readmission from your family physician or school physician AFTER HE/SHE HAS BEEN EXCLUDED FROM SCHOOL WITH A CONTAGIOUS DISEASE. These certificates may be issued by the school physician by appointment only at no charge.

Some of these contagious diseases include:

Chicken Pox	Infectious Hepatitis	Impetigo	Strep Throat
Conjunctivitis	Scarlet Fever	Ringworm	Salmonella

Pupils absent **5 days or less** with a non-contagious disease may be readmitted with a note from the parent.

Lunch

The School Lunch Program was created to provide every student with a nutritionally balanced meal during the regularly scheduled lunch periods.

Lunch may be purchased for **\$3.00, Reduced Lunch \$.40**. Milk may be purchased for \$ **.50** by those students who bring their own lunch. Prices are subject to change. Free and reduced-price lunches are available for eligible families.

Food Service Operations has implemented a computerized Point of Sale system in each of the seven schools in the Bridgewater-Raynham Regional School District.

- All students are assigned a 4-digit Personal Identification Number (PIN). These numbers are unique to each student. Students will use the same PIN during their entire tenure at Bridgewater-Raynham. Student PIN's do not change when they change grades or schools. PIN's must be entered into the PIN Pad by every student when they purchase a meal or snack, at every school.
- When a student enters their PIN into the PIN Pad, their unique account information is displayed on the computer. Students can always pay for their meals and snacks with cash. Students may also use their positive account balance to pay for meals and snacks if they have prepaid.
- Parents/Students have the option to prepay for meals and snacks. They may add money to the student's unique account in a variety of ways.

Checks

Students can bring in a check for any amount. Students should present the check to the cafeteria cashier when they go through the lunch line. The balance of the check will be added to the student's account at this time, and any purchases will be deducted from their current balance. Please indicate the student's full name on the memo portion of the check. If you'd like to split a check between students at the same school, you may do so by indicating names and amounts on the check or an associated note. You may not split a check between students that attend different schools. Checks will be deposited on the same day that they are presented. If a check is returned for insufficient funds, the check amount will be deducted from the student's account and checks may not be accepted for that account in the future.

Cash

Students can bring in additional cash and ask the cashier to add it to their account. The amount of cash will be added to the student's account at this time, and any purchases will be deducted from their current balance.

MyPaymentsPlus.com

Visit MyPaymentsPlus.com to manage your student's meal account online. Click "Register a Free Account" and follow the onscreen instructions. You will need your student's 8 digit ID number which can be provided by the food service office (email brfoodservice@bridge-rayn.org) or cafeteria cashiers. Once you have registered you can add

money to student accounts online with a check or credit card (a 4.75% fee is charged by MyPaymentsPlus for this service). You may also check account balances, monitor account purchases, and receive low balance notifications. You do not need to make payments online to use the online service. This is a good tool to have to keep tabs on a child's cafeteria transactions, account balances, etc...

- Parents can limit the amount a student spends each day, or limit the items that are allowed to be purchased by contacting the Food Service Office.
- In order to maintain a positive account balance, parents should monitor them at MyPaymentsPlus.com. In addition, cashiers will inform students as they pass through the lunch line if their account balances are low or if they owe money. Parents may also inquire about account balances by contacting the Food Service Office.
- a) Elementary students without money to purchase a lunch will be provided maximum of (2) meals (\$5.50) on their cafeteria account under extenuating circumstances. Payment for any lunch provided is the responsibility of the parent/guardian. The meals will consist of one (1) regular meal on the first occurrence, and one (1) cheese sandwich plus fruit/veggies and milk on the second occurrence for a total of (\$5.50) on their cafeteria account. Only meals are available for purchase.

When an elementary or middle school student has been provided with a lunch without payment, cafeteria cashiers will inform the student verbally and inform the Principal. A letter will go home to the parent indicating that the child has received a meal without payment. The letter will also indicate that the child who has a negative balance without funds to pay for a lunch will receive a cheese sandwich if their cafeteria balance is not paid. In addition, the School will place a phone call home to inform the parent/guardian of the student's account status.

- Any student with a negative cafeteria balance will not be allowed to purchase a la carte items until the negative balance is paid off.
- If negative balances remain prior to the end of the school year, students may not be allowed to participate in grade level privileges (eg. field days, attending graduation, attending proms, etc.)
- If a financial hardship is suspected, families will be encouraged to apply for free/reduced meals anytime during the school year. Outstanding balances are still the responsibility of the parent/guardian.

Contact the School Lunch Program (508-279-3405) or check the cafeteria web pages (bridge-rayn.org click departments then cafeteria) for free and reduced lunch applications and other information. E-mail the Food Service Director at brfoodservice@bridge-rayn.org with any questions or concerns.

Emergency Drills

Fire Drills are practiced to prepare for any emergency. These drills will be strictly supervised and may take place at any time. The classroom teacher is in charge and will lead his/her class in following the proper protocol for these procedures. Students are expected to remain quiet and follow the instructions of his/her teacher.

A.L.I.C.E

The school and school district uses the A.L.I.C.E. response protocol in the event an active intruder situation occurs on one of our campuses. A.L.I.C.E. stands for Alert, Lockdown and barricade, Inform, Counter, and Evacuate. The **A.L.I.C.E** Training Institute defines each response as follows:

ALERT is when you first become aware of a threat. The sooner you understand that you're in danger, the sooner you can save yourself. A speedy response is critical. Seconds count.

LOCKDOWN and barricade entry points into your room in an effort to create a semi-secure starting point if evacuation is not an option.

The purpose of **INFORM** is to continue to communicate information in as real time as possible, if it is safe to do so. Armed intruder situations are unpredictable and evolve quickly, which means that ongoing, real time information is key to making effective survival decisions. Information should always be clear, direct and in plain language, not using codes.

COUNTER is a strategy of last resort. Counter focuses on actions that create noise, movement, distance and distraction with the intent of reducing the shooter's ability to shoot accurately. ALICE Training does not believe that actively confronting a violent intruder is the best method for ensuring the safety of those involved.

EVACUATE to a safe area. Evacuating takes people out of harm's way and hopefully prevents students, staff, and/or civilians from having to come into any contact with the shooter.

Transportation

At no time are children allowed to ride any other bus except the one they have been assigned. Parents may request a regular bus stop other than the one closest to home providing the stop is on a route scheduled for the child's school and there is space on the bus. Only one alternate bus stop per child is allowed. A "Regular Bus Stop Change Request" form is available in the school office.

- Appropriate pupil behavior is essential for the safety of everyone who rides a school bus. Thus, the following rules must be obeyed at all times.
- Students should arrive at the Bus Stop five minutes before the anticipated arrival of the bus.
- Parents who meet students after school should be at the designated stop five minutes prior to the scheduled arrival.
- Students should wait well back from the roadway until the bus has completely stopped, the door has been opened, and the lights are flashing before approaching the bus.
- Students shall enter the bus in an orderly fashion, go directly to a seat and remain seated until the destination is reached and the bus is at a complete stop. On reaching their destination, students shall leave the bus in an orderly fashion and get safely away from the bus.
- Bus windows may be opened only with the permission of the bus driver. Students shall keep hands, arms, heads, and belongings inside the bus.
- There will be no eating or drinking allowed on the school bus.

- If it is necessary to cross the street, the student shall cross in front of the bus.
- Students are expected to help the driver in keeping the inside of the bus clean by not eating, drinking, littering, or throwing objects around the bus.
- Students shall keep their hands off the person and property of others.
- Students shall keep the aisles clear. Books, lunch boxes, athletic equipment and musical instruments should be placed under the seat or held by the student.
- In order not to distract the driver, students shall converse quietly.
- Students are not to touch any safety equipment on the bus. The emergency door is for emergency use only.
- The bus driver shall have the same authority as the classroom teacher and as such, has the right to establish reasonable rules on the bus, including the right to assign seats to the students.

The bus driver should report to the principal in writing any violations of the above rules and regulations. Under no circumstances should the driver put pupils off the bus going to or coming from school. When incidents are reported to the principal, he/she will take appropriate measures to correct the problem. Parents will be notified in writing that further misconduct by their child may result in the loss of the privilege of riding the school bus for a period of time. When such action has been taken, it will then become the responsibility of the parents to provide transportation for the child to and from school each day.

Part Five: Student Life

Code of Conduct

We believe:

- Education is the shared responsibility among families, school, and the community.
- Every child should have the opportunity to learn and grow in an environment in which they feel valued, respected, and safe.
- Every child should experience a sense of belonging as a contributing member of our diverse learning community.
- Every child is responsible and accountable for his or her behavior.

Classroom

In addition to the general school conduct code, each teacher will develop a room management plan consistent with the philosophy of the Code of Conduct. Room management plans will be posted in classrooms, discussed with students, and communicated to parents.

Students who do not observe classroom rules are subject to appropriate consequences by the teacher. Repeated infractions will be communicated to the parents and may be brought to the attention of the principal.

Corridor

In order to ensure the safe and smooth passing of students during arrival or dismissal or at any other time, students are expected to keep to the right at all times, especially on the stairs. Students are expected to walk at all times, keep their hands and feet to themselves, pass in a quiet orderly manner, and keep the corridors clean and free from litter or debris.

Cafeteria

Students are expected to display appropriate table manners and good behavior at all times. Students are expected to be courteous and respectful to the cafeteria staff and others. The cafeteria rules will be posted in the cafeteria and reviewed with students. Students who do not observe cafeteria rules are subject to appropriate consequences. Consequences may include having an assigned seat, loss of recess privilege, removal from the cafeteria, or other consequences. Repeated infractions will be communicated to parents and may be brought to the attention of the principal.

Recess

During recess students are expected to remain within the designated playground areas at all times. Students are not permitted to use the playground equipment without adult supervision. Students are expected to follow all

instructions or corrections from supervising teachers and staff members. In order to avoid accidents, students are expected to use good judgment and play in a safe manner at all times. Wrestling, tackle football, "play fighting," tripping, pushing, excessive running are not permitted. Baseballs, baseball bats, hockey sticks, lacrosse sticks, or other unsafe objects are not permitted on the playground. Students are also reminded that the provisions of the discipline procedure with regards to minor and major offenses are in effect at all times. Students who do not observe recess rules are subject to loss of recess and other appropriate consequences. Repeated infractions of recess rules will be communicated to parents and maybe brought to the attention of the principal.

Activities, Assemblies and After School Programs

Students are expected to behave in the proper manner at all school sponsored functions and programs, including assemblies, field trips, field days, concerts, after school programs, and other school activities. Inappropriate behavior may result in the loss of participation in school activities or other consequences.

To participate in afternoon and/or evening school programs, students must be present in school for at least one half of the day of said activities. The Principal or his/her designee may make exceptions.

Dress Code

Personal appearance should not disrupt the educational process, call undue attention to the individual, violate federal, state, or local health and obscenity laws or affect the welfare and safety of the student or his/her classmates. Concern for personal appearance is an indication of self-respect and of courtesy toward others. The essentials are cleanliness, safety, and neatness in dress and grooming. Any decisions concerning questionable dress will be made by the administration. Students wearing flip flops to school are not allowed to run at recess or play on the playground equipment for safety reasons.

The committee recognizes the First Amendment's guarantee of Freedom of Expression applies to students. A student's style of dress is an individual statement of who he/she is. However, the Committee has the right to restrict certain aspects of dress; for example: A student may not wear a shirt, including a T-shirt or a sweatshirt, with an offensive slogan.

An offensive slogan includes, but is not limited to:

- profane or obscene language
- language that mocks or ridicules a person or a particular group
- pictures/graphics that demean a person or a particular group
- promotes alcohol or tobacco products

Electronic Devices

Students are prohibited from using electronic devices (i.e. cell phones, iPod, iPads, laser pointers, Kindles, cameras, and any device which can transmit/record either audio or video material). Unauthorized use of such devices will result in immediate confiscation by any staff member and will be turned over to a school administrator. Such devices will **ONLY BE RETURNED TO A PARENT OR LEGAL GUARDIAN.**

Toys are not permitted in school unless requested by the classroom teacher for a special event or occasion.

Field Trips

A field trip shall be a valuable part of the educational program and shall be planned as an education experience. Permission to take a class on a field trip shall be secured from the building administrator. Prior to making arrangements for the field trip, approval from the Superintendent must be obtained. All out-of state field trips must have prior approval from the School Committee.

- Siblings and friends may not accompany chaperones or students on a field trip. Students are to remain in the control of the school officials in charge of the field trip until all students are released to parents once the students have returned to school property.
- Parental permission slips shall be secured for any field trip involving transportation of students outside the Regional School District. Parental permission forms are not needed for walking trips.
- The classroom teacher shall meet the educational needs of a student whose parents will not allow that student to go on a field trip.
- The classroom teacher and a parent or other adult assistants shall adequately supervise each field trip. One (1) adult per eight (8) students, exclusive of teachers, shall be recommended.

- Whenever practicable, a minimum of two classes at a time shall go on a field trip so that the expense of transportation shall be more cost effective to the parents.
- Students on field trips represent their school and shall understand that they shall remain under school supervision during the entire field trip. They shall understand the standards of personal conduct expected on a field trip. Students will not be permitted to bring electronic devices with them on field trips. (e.g. iPod touches, cell phones, ipads, video game players, etc.)
- No student shall be unable to attend a field trip if he/she is unable to pay the field trip cost.
- Whenever feasible, money shall be refunded to any student who has paid for a field trip, but who shall be absent from school on the day of the field trip.
- Teachers sponsoring the field trip shall "sign out" at the school office immediately before the field trip begins; the teacher shall "sign in" at the school office immediately after the bus returns to school.

Chaperones and Volunteers

All parent volunteers and chaperones must have a C.O.R.I (Criminal Records Check) completed and returned every year in September.

Part Six: Local, State and Federal Policies

Disciplining Students with Disabilities

All students are expected to meet the requirements for behavior as set forth in this handbook. Federal Law and Regulations Require that additional provisions be made for students with disabilities. The principal shall notify the Director of Special Education of the suspendable offense of a student with either an IEP or a Section 504 Accommodation Plan.

School personnel may exclude a student with a disability from school for a disciplinary violation for not more than 10 consecutive days (to the extent those alternatives are applied to students without disabilities), and for additional removals of not more than 10 days in the same school year for separate incidents of misconduct (as long as those removals do not constitute a change in placement) equivalent to discipline imposed on students without disabilities for the same offense. IDEA 2004, section 615 (k) (1) (B).

After a child with a disability has been removed from his or her placement for 10 school days in the same year, during any subsequent days of removal, the child must continue to receive services that enable the child to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP; and the child must receive, as appropriate, a functional behavioral assessment, and behavioral intervention services and modification, that are designed to address the behavior violation so that it does not recur.

Within 10 school days of any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the district, the parent, and relevant members of a child's IEP, any teacher observation, and any relevant information provided by the parents to determine if:

- (a) If the conduct in question was caused by, or had a direct and substantial relationship to the child's disability
- (b) If the conduct in question was the direct result of the district's failure to implement the IEP

The conduct must be determined to be a manifestation of the child's disability if the district, the parent, and relevant members of the child's IEP team determine that a condition in either paragraph (i) or (ii) of this section was met. The TEAM will make a finding, a manifestation determination, as to the relationship between the student's misconduct and his/her disability condition, conduct a functional behavioral assessment if appropriate, and modify or amend the IEP to provide special education services during the suspension, or to include a behavioral intervention plan. If the district, the parent and relevant members of the IEP Team make the determination that the conduct was a manifestation of the child's disability, the IEP team must:

1. Either:

(a) Conduct a functional behavioral assessment unless the district had conducted a functional behavioral assessment before the behavior that resulted in the change of placement occurred and implement a behavioral intervention plan for the child.

(b) If a behavioral intervention plan already has been developed, review the behavioral intervention plan and modify it as necessary to address the behavior.

2. Except as provided in 34CFR 300.530(g) of this section return the child to the placement from which the child was removed, unless the parent and the district agree to a change of placement as part of the modification of the behavioral plan.

There are some special circumstances in which the district may unilaterally remove a student and place them in an Interim Alternative Education Setting without regard to whether the behavior is determined to be a manifestation of the child's disability. Specifically school personnel may remove a student to an interim alternative education setting for not more than 45 school days without regard to whether the behavior is determined to be a manifestation of the child's disability, if the child:

1. Carries a weapon to or possesses a weapon at school, on school premises or to or at a school function under the jurisdiction of the district

2. Knowingly possesses or used illegal drugs or sells or solicits the sale of a controlled substance while at school, on school premises, or at a school function under the jurisdiction of the district.

3. Has inflicted serious bodily injury upon another person while at school, on school premises or at school function under the jurisdiction of the district.

On the date on which the decision is made to make a removal that constitutes a change of placement of a child with a disability because of a violation of a code of student conduct, the district must notify the parents of the decision, and provide the parents the procedural safeguards notice described in 34 CFR 300.504. The building principal will notify the Director of Special Education, and then will notify the Department of Elementary and Secondary Education as required by law as to the course of action. Subsequent amendments to state or federal law will supersede contrary handbook provisions.

A student not yet eligible for Special Education may be protected under IDEA 2004 regulations if the district can be deemed to have had knowledge that the student had a disability. The district must be deemed to have knowledge that a child is a child with a disability if before the behavior that precipitated the disciplinary action occurred:

1. The parents of the child expressed concern in writing to a supervisory or administrative personnel of the appropriate educational agency, or to a teacher of the child, that the child isn't in need of special education and related services.

2. The parent of the child requested an evaluation of the child pursuant to Sec. 300.300 through 300.311.

3. The teacher of the child or other personnel of the district expressed specific concerns about a pattern of behavior demonstrated by the child directly to the Director of Special Education of the agency or to other supervisory personnel of the agency.

The district would not be deemed to have knowledge if:

1. The parent of the child

- a. Has not allowed an evaluation of the child pursuant to 34 CFR 300.300 through 300.311 or
- b. Has refused services under IDEA or

2. The child has been evaluated in accordance with Sed. 300.300 through 300.311 and determined to not be a child with a disability under this part.

If the district does not have knowledge that a child is a child with a disability (in accordance with paragraphs (b) and (c) of this section) prior to taking disciplinary measures against the child, the child may be subjected to the disciplinary measures applied to children without disabilities who engage in comparable behaviors. If a request is made for an evaluation of a child during the time period in which the child is subjected to disciplinary measures under 34 CFR 300.530, the evaluation must be conducted in an expedited manner.

Until the evaluation is completed, the child remains in the educational placement determined by school authorities, which can include suspension or expulsion without educational services. If the child is determined to be a child with a disability, taking into consideration information from the evaluation conducted by the agency and information provided by the parents, the agency must provide special education and related services in accordance with this part, including the requirements of 34 CFR 300.530 through 300.536 and IDEA 2004 section 612 (a)(1)(A).

The parent of a child with a disability who disagrees with any decision regarding placement in this context or the manifestation determination under or a district that believes the maintaining the current placement of the child is substantially likely to result in injury to another child or others may appeal the decision by requesting a hearing from the Massachusetts Department of Elementary and Secondary Education Bureau of Special Education Appeals.

Discipline of Students with Disabilities Under Section 504

1. As a nondiscrimination statute, Section 504 prohibits the district from disciplining students with disabilities more harshly than nondisabled students would be disciplined under similar circumstances. In addition, students identified with disabilities under Section 504 may not be expelled or suspended from school for more than 10 school days in a school year for misconduct that is a manifestation of the student's disability.
2. If a suspension will not exceed 10 consecutive days and will not result in the student receiving more than 10 cumulative school days of suspension during the current school year, the student may be disciplined in the same manner as a nondisabled student under similar circumstances. The student may be suspended beyond 10 school days, consecutively or cumulatively, only if the Section 504 team determines that the behavior in question was not a manifestation of the student's disability.
3. If a proposed suspension will exceed the 10-day limit, the Section 504 Team should meet and make a manifestation determination in accordance with the district's Section 504 manifestation determination procedures.
4. However, a manifestation determination review is not required, regardless of the length of the suspension or expulsion, if the student is a current user of alcohol or illegal drugs and the behavior resulting in disciplinary action is an alcohol or drug infraction. Under those circumstances, the student may be disciplined in the same manner as other students under similar circumstances.

General Administrative Authority

Other unacceptable behavior and subsequent consequences not specified will be dealt with at the discretion of the administration, consistent with the established Discipline Policy of the Bridgewater-Raynham Regional School District and the General Laws of Massachusetts.

Anti-Bullying Policy

The Bridgewater-Raynham Regional School District is committed to providing all students with a safe learning environment that is free from bullying and cyberbullying.

In accordance with Ch.71, Section 370 of Massachusetts General Laws, the Bridgewater-Raynham Regional School District has implemented a plan to educate, prevent, and respond to bullying. Bullying and harassment will not be tolerated and is prohibited.

Bullying is **repeated** written, verbal or electronic expression, or physical act or gesture directed at a student or staff member by one or more student(s) or staff member(s). This unwanted behavior may cause:

- Physical or emotional harm
- Damage to the victim's property
- Reasonable fear, intimidation, humiliation, ridicule or insult
- Violation of rights of the victim at school
- Disruption of the educational process for that student or the school

Cyberbullying is bullying through the use of technology or electronic devices such as telephones, cell phones, computers, and the Internet. It includes, but is not limited to, email, instant messages, text messages, and Internet postings. For further definition, see M.G.L. c71S370.

Reporting Bullying

The Bridgewater-Raynham Regional Schools will respond and investigate all suspected report of bullying with the goal of preventing future incidents. Students may report suspected bullying incidents by:

- Completing a Harassment or Bullying Reporting Form and providing it to a
- Guidance Counselor, Principal, or Assistant Principal
- Report verbally in person to one of the above listed. A form will be completed at that time
- Harassment or Bullying Reporting Forms will be given to the Assistant Principal or Principal
- Forms may be found on the District website and are available at the school.
- Reports may be made anonymously; however, this may limit the ability to contact the individuals making the report when necessary. Also, no disciplinary actions can be taken against a student solely on the basis of an anonymous report

Parent / Guardian and Staff Resources

- Parents may report by completing a Harassment or Bullying Reporting Form, which can be found on the District website
- Teachers and Staff will assist in keeping students safe in school by recognizing and addressing behaviors that may be inappropriate. To assist in the prevention of bullying incidents, teachers and staff will report all suspected behaviors that may be considered bullying.

Report Response Procedure

- Person receiving the report (principal/designee) will assess for the safety of the victim
- The Principal/designee, will review the incident and proceed with but not limited to interviews of reporters or targets, note witnesses and/or adults who may have been present, determine online involvement, and query about behaviors which may be threatening in the context of the bullying
- After determining the seriousness of the incident, the Principal/designee will interview the alleged aggressor
- If determination that a criminal charge may be pursued, immediate notification will be made to the School Resource Officer

Response Action Plan

- Disciplinary actions shall balance the need for accountability with the need to teach appropriate behavior
- Depending on the seriousness of the incident and the repetition of bullying behaviors, school response may include:
 - o Notification of parents/guardians

- Notification of the School Resource Officer
 - Detention, after school, and/or suspension and expulsion
 - Other interventions may include mediation and/or individual intervention
 - for the target and the aggressor such as counseling, parent/student meeting
 - Consequences will also consider progressive discipline recognizing the seriousness, age and frequency of a student's behaviors requiring disciplinary action
- A plan with the goal of restoring a sense of safety for the target and the aggressor will be developed if necessary. Factors to be taken into consideration may include:
 - Where the incident has taken place
 - Unstructured areas and adults who have contact with the student reporter
 - Parents of the target and the aggressor will be notified verbally and in writing. In accordance with the Family Educational Rights and Privacy Act and Massachusetts State Law, 606CMR23.07(4) school officials cannot share the specific disciplinary procedures against any child except your own, and actions being taken that affect another child or the content of communication with another child's parent or guardians or any contract with a child who is not your own.
 - Reporting form and action plan will be kept on file In the event of further incidences involving the students involved, this documentation will be considered.

Harassment Policy

It is the goal of the Bridgewater-Raynham Regional School District to provide equal employment for all employees, to prevent any unlawful discrimination or harassment, including sexual harassment, of any individual working at or attending our schools, and to provide a mechanism by which individuals can bring any concerns about discrimination or harassment to the District's attention.

We expect all individuals to treat each other with dignity and respect. We are committed to maintaining a safe and secure environment in which staff and students are all treated with respect. The Bridgewater-Raynham Regional School District will not condone or tolerate any harassment, discrimination, or different treatment, of or among staff or students based upon characteristics that include but are not limited to: Age, Disability, Sex (including sexual orientation), Gender Identity, Religion, Race, Nationality, Creed, Color and Homelessness.

Not only does the Bridgewater-Raynham Regional School District prohibit discriminatory treatment of its staff and students by supervisors and administrators, we also will not tolerate discriminatory treatment among staff or among students, including harassment.

Harassment and Retaliation

Harassment, including sexual harassment, in any form or for any reason is absolutely forbidden and violates Title VI and Title VII of the Civil Rights Act of 1964, Title IX of the Civil Rights Act of 1972, G.L. c.151B, and c.278s 3A of the Acts of 1996.

The Bridgewater-Raynham Regional School District will not tolerate retaliation against any individual who has brought harassment or other inappropriate behavior to our attention. Retaliation is strictly forbidden, and if any individual is found to have retaliated against any individual for filing a complaint and/or cooperating in the investigation of any complaint, such action shall be grounds for separate discipline.

Harassment includes verbal or physical conduct which may or does offend, denigrate, or belittle any individual because of, or due to, any of the characteristics listed above. Such conduct includes pictures, jokes,

comments, innuendoes, graffiti, or any other behavior which creates an environment which is offensive and impairs the ability of the employees to work, and students to learn.

The Committee recognizes that employees and students have legal rights under Massachusetts and federal anti-defamation laws that are not superseded by this policy.

The student and the employee retain all state and federal protection throughout a harassment investigation; and, both can seek the remedies afforded them by state and federal law at any time. The Committee shall take the necessary steps to ensure that the parties involved shall have the utmost protection of privacy; that is, only those persons with a need to know will be informed of the complaint.

Massachusetts General Laws, Chapter 151B, Section 1 (18):

The term "sexual harassment" shall mean sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when; (a) submission to or rejection of such advance, requests or conduct is made either explicitly or implicitly a term or condition of employment or as a basis for employment decisions; (b) such advances, requests or conduct have the purpose or effect of unreasonably interfering with an individual's work performance by creating an intimidating, hostile, humiliating or sexually offensive environment. Discrimination on the basis of sex shall include, but not be limited to sexual harassment.

Massachusetts General Laws, Chapter 151C, Section 1(e):

Sexual harassment means any sexual advances, requests for sexual and other verbal or physical conduct of a sexual nature; (i) submission to or rejection of such advances, requests or conduct is made either explicitly or implicitly services or condition of the provision of the benefits, privileges or placement services or as a basis for the evaluation of academic achievement; or (ii) such advances, requests or conduct have the purposes or effect of unreasonably interfering with an individual's education by creating an intimidating, hostile, humiliating or sexually offensive educational environment.

Title VII of the 1964 Civil Rights Act:

Unwelcome sexual advances, requests for sexual favors and other verbal and physical conduct of a sexual nature constitute sex harassment when; 1) submission to such conduct is made a term or condition of employment, 2) submission or rejection of such conduct is used as a basis for employment decisions or 3) such conduct unreasonably interferes with work performance, or creates an intimidating, hostile or offensive working environment.

Examples of Sexual Harassment:

Sexual harassment may include but is not limited to:

1. Verbal harassment or abuse;
2. Subtle unwelcome pressure for sexual activity;
3. Inappropriate patting or pinching;
4. Intentional unwelcome brushing against an employee's (co-workers)/ student's body;
5. Demanding sexual favors accompanied by implied or overt threats concerning an individual's employment or educational status;
6. Demanding sexual favors accompanied by implied or overt promises of preferential treatment with regard to an individual's employment or educational status;
7. Any sexually motivated unwelcome touching;
8. Sexual epithets, jokes, written or oral references to sexual conduct, gossip regarding one's sex life. Comments on an individual's body, comments about an individual's sexual activity, deficiencies, or prowess;

9. Displaying sexually suggestive objects, pictures, cartoons;
10. Unwelcome leering, whistling, sexual gestures, suggestive or insulting comments;
11. Inquiries into one's sexual experiences;
12. Discussion of one's sexual activities

Investigation

The Harassment Investigator is the person appointed by the Committee to investigate charges of *harassment*. The *Harassment Investigator* shall both be an employee and person the students feel comfortable approaching with such a charge. The Bridgewater-Raynham Regional School District's **Harassment Co-Investigators** are:

Assistant Superintendent and/or Human Resources Director
166 Mt. Prospect Street, Bridgewater, MA. 02324
(Telephone # (508)-279-2140)

Complainant and Respondent:

Complainant is the person bringing forth the charge of harassment.

Respondent is the person charged with harassment.

Reasonable Man/Reasonable Woman Standard:

The *Harassment Investigator* shall employ either a *reasonable man* or a *reasonable woman* standard, depending upon the sex of the *complainant*, when investigating a charge of harassment. That is, would a *reasonable man* or a *reasonable woman* perceive the conduct of the *respondent* as harassment.

Reprisal:

A *reprisal* is an action that is retaliatory in nature. Any other form of harassment shall be considered a reprisal. For example, **respondent** is a supervisor/teacher and gives *complainant* an undeserved negative evaluation/grade because *complainant* brought the claim of harassment against the *respondent*.

Employee(s):

Employee(s) shall be read to mean: administrators, teachers, clerical, cafeteria workers, educational assistants, custodial staff, and anyone else employed by, or a volunteer of the Committee.

Harassment may encompass an accumulation of incidents, and not just one incident; i.e. a joke, etc. that may seem innocuous when said the first time but continues after *complainant* states that she/he is offended by that type of remark/joke/etc. The following *Procedure* section refers to an "incident" of harassment but also means the accumulation of "incidents" to the point of harassment.

Persons who need to know:

Persons who need to know shall include, at the appropriate time(s), the *respondent*, any witnesses, the *Harassment Investigator*, the representatives present in the investigation interviews, the complainant's parent(s)/guardian(s) if *complainant* is a student, the Superintendent, and the Committee.

Procedure:

When complainant is a student:

If a student confides in an employee that the student, or another student, has been treated inappropriately by either another student or an employee of the Committee, the employee shall **immediately** bring the matter to the attention of the building Principal or Assistant Superintendent. If the Principal/Assistant Superintendent determines that the actions meet the criteria of harassment, the *Harassment Investigator* will immediately be contacted.

The Harassment Investigator shall:

- (1) notify the student and her/his parent(s)/guardian(s) that the student's claim of harassment has been referred to the *Harassment Investigator* for an investigation.
- (2) notify the proper authorities, if the situation warrants such obligation.
- (3) notify the *respondent* of the charge against her/him and inform her/him that she/he may have a representative present when interviewed by the *Harassment Investigator*.
- (4) interview the *complainant* with parent(s)/guardian(s) and/or legal representation present.
- (5) interview the *respondent* with union representation or legal representation present, if requested.
- (6) interview the employee who notified the Investigator of the claim of harassment.
- (7) interview any witnesses to the harassment; and,
- (8) submit a written determination to the Superintendent.
- (9) re-interview the *complainant* and the *respondents*, under the same circumstances as the first interview, if the *Harassment Investigator* believes more information or clarification is necessary. Or, the *Harassment Investigator* may permit the *complainant* and the *respondent* the equal opportunity to submit written reports with any additional information.

The *Harassment Investigator* shall document the statements of the *complainant*, the *respondent*, and the witnesses, as to (a) the date(s) of the alleged incident(s); (b) the dates of the meetings with the interested parties; and (c) the persons present at the meetings.

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

The Superintendent shall:

- (1) notify the *complainant* and the *respondent* that a determination has been made; and,
- (2) determine whether action needs to be taken if action is taken, the Superintendent shall notify the Committee in the same manner as she/he would in other serious matters.

Action shall consist of but not be limited to one of the following:

- (1) warning
- (2) suspension
- (3) dismissal, following all due process procedures
- (4) expulsion

SHOULD HARASSMENT BE OF THE LEVEL OF ASSAULT OF A MINOR, THE PROPER AUTHORITIES WILL BE NOTIFIED AT ANY POINT IN TIME DURING THE INVESTIGATION. THE SCHOOL COMMITTEE'S INVESTIGATION, THROUGH ITS *HARASSMENT INVESTIGATOR*, SHALL BE SEPARATE BUT THE SCHOOL COMMITTEE WILL COOPERATE WITH THE AUTHORITIES.

When the complainant is an employee:

If an employee believes that she/he has been harassed, she/he shall report the incident immediately to the *Harassment Investigator*, or a person with whom the *complainant* feels the most comfortable reporting such a matter (e.g. union representative, supervisor). If the harassment is not reported to the *Harassment Investigator* initially, the person to whom it was reported shall notify the *Harassment Investigator* immediately upon learning about the harassment.

After the report of harassment, the *Harassment Investigator* shall immediately begin the investigation. The investigation shall consist of:

(1) interviewing both the *complainant* and the *respondent*, individually and privately, unless the presence of a union representative or other legal representative is requested.

(2) documenting the statements of both the *complainant* and the *respondent* by noting:

- (a) the date(s) of the alleged incident(s);
- (b) the date(s) of the meetings with the *complainant* and the *respondent*;
- (c) the persons present at the meetings, and ; (d) the names of persons

given as witnesses.

(3) interviewing any witnesses named by either the *complainant* or the *respondent*, individually and privately, unless the presence of a union representative or other legal representative is requested.

(4) documenting the statements of the witnesses, who will sign-off as to the validity of the statements;

and,

(5) re-interviewing the *complainant* and the *respondent*, under the same circumstances as the first interview, if the *Harassment Investigator* believes more information or clarification is necessary.

Or, the *Harassment Investigator* may permit the *complainant* and the *respondent* the equal opportunity to submit written reports with any additional information.

The *complainant* and the *respondent* shall both verify the *Harassment Investigator's* documentation of their individual statements as to the incident(s) of harassment, by signing the *Harassment Investigator's* notes of the meeting(s), making any corrections to their own statements, if necessary.

The *respondent* shall be informed of the *complainant's* identity and shall also be informed that reprisals against the *complainant* shall/will not be tolerated.

Within a reasonable time of the submission of the complaint of harassment and completion of the investigation:

(1) the *Harassment Investigator* shall file a written report which shall include her/his findings of fact with the Superintendent.

(2) the Superintendent shall determine what action shall be taken, if any.

(3) if the charge is substantiated, the action to be taken shall consist of, but not be limited to, one of the following:

- (a) warning
- (b) suspension
- (c) dismissal
- (d) expulsion

(4) the action of the Superintendent shall be taken as soon as possible following the submission of the *Harassment Investigator's* report.

(5) if action is taken, then said action shall be placed in the *respondent's* personnel file.

If the *Harassment Investigator's* findings do not substantiate the charge of harassment, then the charge is not placed in the *respondent's* personnel file.

When complainant is an employee and respondent is a student:

If an employee believes that she/he has been harassed by a student, the employee shall report the incident(s) immediately to the *Harassment Investigator*.

After the report of harassment, the *Harassment Investigator* shall immediately commence the investigation.

The *Harassment Investigator* shall:

- (1) notify the parent(s)/guardian(s) of the student *respondent*;
- (2) interview the *complainant* with union representation or legal representation present, if

requested;

Harassment Investigator may permit the *complainant* and the *respondent* the equal opportunity to submit written reports with any additional information.

(3) interview the student *respondent* with parent(s)/guardian(s) and/or legal representation present;
(4) document the statements of both the *complainant* and the student *respondent* by noting

(a) the dates of the alleged incident(s),

(b) the dates of the meetings with the *complainant* and the *respondent*, (c) the persons present at the meetings, and,

(d) the names of persons given as witnesses;

(5) interview any employee witnesses named by either the *complainant* or the *respondent*, individually and privately, unless the presence of a union representative or other legal representative is requested;

(6) interview any student witnesses, named by either the *complainant* or the *respondent*, with either parental approval or the parent(s)/guardian(s) and/or legal representative present;

(7) document the statements of the witnesses, who will sign-off as to the validity of the statements;

and,

(8) re-interview the *complainant* and the *respondents*, under the same circumstances as the first interview, if the *Harassment Investigator* believes more information or clarification is necessary. Or, the *Harassment Investigator* may permit the *complainant* and the *respondent* the equal opportunity to submit written reports with any additional information.

The *complainant* and the student *respondent* shall both verify the *Harassment Investigator's* documentation of their individual statements as to the incident(s) of harassment, by signing the *Harassment Investigator's* notes of the meetings, making any corrections to their own statements, if necessary.

Within a reasonable time of the submission of the complaint of harassment and completion of the investigation:

(1) the *Harassment Investigator* shall file a written report which shall include her/his findings of fact with the Superintendent;

(2) the Superintendent shall determine what action shall be taken, if any;

(3) the action to be taken may include, but not be limited to:

(a) an apology to the victim;

(b) participation in a workshop in awareness of harassment;

(c) detention;

(d) researching and writing a paper on the topic of harassment;

(e) counseling;

(f) suspension or expulsion -- the procedure for suspension will follow the procedure set forth in the Student Handbook for serious offenses.

(4) the action of the Superintendent shall be taken as soon as possible following the submission of the *Harassment Investigator's* report;

(5) if action is taken, then said action shall be placed in the student *respondent's* file.

If the *Harassment Investigator's* findings do not substantiate the charge of harassment, then the charge is not placed in the student *respondent's* file.

Safeguards

REPRISAL AGAINST THE *COMPLAINANT* OR ANY WITNESSES AFTER *NON* - FINDING SHALL NOT BE TOLERATED. BOTH THE *COMPLAINANT* AND THE *RESPONDENT* SHALL BE PROVIDED WITH A COPY OF THE *HARASSMENT INVESTIGATOR'S* REPORT. CONFIDENTIALITY WILL BE MAINTAINED TO THE BEST ABILITY OF THE *HARASSMENT INVESTIGATOR*. THE PERSONS WHO NEED TO KNOW WILL BE THE ONLY ONES TO BE TOLD THE NAMES OF THE PARTIES.

If either the *complainant* or the *respondent* is dissatisfied with the results of the investigation of the harassment charge, she/he may discuss her/his dissatisfaction directly with the Superintendent. If still dissatisfied, she/he may turn to the grievance procedure set forth in the applicable collective bargaining agreement.

At all times, the parties retain all rights under state and federal laws, and are free to avail themselves of those rights.

If an individual believes that she/he has been subjected to harassment, she/he may file a formal complaint with either or both of the government agencies set forth below. Using the District's complaint process does not prohibit an individual from filing a complaint with these agencies. Each of the agencies has a short time period for filing a claim (EEOC - 180 days; MCAD - 6 months).

The United States Equal Employment Opportunity Commission ("EEOC")
1 Congress Street - 10th Floor
Boston, MA 02114 (617) 565-3200

The Massachusetts Commission Against Discrimination ("MCAD")
1 Ashburton Place - Rm. 601
Boston, MA 02108 (617) 727-3990

The Committee issues this policy to provide measures to fight harassment at a level below litigation; but, the Committee does not intend to usurp any rights guaranteed under state or federal laws.

Copies of this policy shall be given on an annual basis to each student and employee of the Committee--either as a part of a handbook or by the normal route for disseminating important notices--and posted in conspicuous places: i.e., places where employees gather and are most likely to see the postings.

The Committee shall arrange trainings for the students and employees to explain the policy and sensitize students and employees to harassment. Sources utilized in forming this policy include:

Who's Hurt and Who's Liable: Sexual Harassment in Massachusetts Schools, Massachusetts Board of Education (1986)

Sexual Harassment in the Schools: Preventing and Defending Against Claims,

Gregory, Gwendolyn H., Naomi E. Giltens, et al., eds.

Revised Edition, NSBA Council of School Attorneys (1993).

Approved by the Bridgewater-Raynham Regional School Committee: June 23, 1999

Title IX (Non-Discrimination)

Title IX of the Federal Education Amendment of 1972, Non-Discrimination on the Basis of Sex in Educational Programs and Activities:

The Bridgewater-Raynham Regional School District provides equal education opportunity without regard to race, color, national origin, religion, sex, marital status, disability, age, or sexual orientation. All students have access to all academic and nonacademic programs at Bridgewater Raynham Regional School District. Inquiries regarding compliance with Title IX may be directed to Central Office, 166 Mt. Prospect Street, Bridgewater,

MA. 02324 (Telephone # (508)-279-2140), or to the Director of Office of Civil Rights, Department of Health and Human Services, Washington, D.C.

Hazing Policy

The policy on hazing is in compliance with Chapter 536 of the Acts of 1985 which amend Chapter 269 of the General Laws of Massachusetts. Hazing shall mean any conduct which willfully or recklessly endangers the physical or mental health of any student or other person, regardless of the person's willingness/permission to participate. Hazing activities of any type are inconsistent with the educational goals of the Bridgewater-Raynham Regional School District and are prohibited at all times. If anyone, students, parents, staff, etc., become aware of hazing or the possibility of hazing, they are to report it immediately to an administrator or law enforcement officer.

Any student who organizes or participates in hazing as defined above shall be suspended from school for up to eight days. The student's record may be placed before the School Committee with a recommendation from the Administration of the time and place of the hearing in accordance with Chapter 76, Section 17 of the General Laws of Massachusetts.

In compliance with Chapter 269 Section 18, of the General Laws of Massachusetts, acts of hazing shall be reported to appropriate Law officials. Below is a copy of the law:

Chapter 269, § 17. Crime of Hazing: Definition; Penalty

Whoever is a principal organizer or participant in the crime of hazing, as defined herein, shall be punished by a fine of not more than three thousand dollars or by imprisonment in a house of correction for more than one year, or both such fine and imprisonment.

The term "**hazing**" as used in this section and in sections eighteen and nineteen, shall mean any conduct or method of initiation into any student organization, whether on public or private property, which willfully or recklessly endangers the physical or mental health of any student or other person. Such conduct shall include whipping, beating, branding, forced calisthenics, exposure to the weather, forced consumption of any food, liquor, beverage, drug or other substance, or any other brutal treatment or forced physical activity which is likely to adversely affect the physical health or safety of such student or other person, or which subjects such student or other person to extreme mental stress, including extended deprivation of sleep or rest or extended isolation.

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

Chapter 269, § 18. Duty to Report Hazing

Whoever knows that another person is the victim of hazing as defined in section seventeen and is at the scene of such crime shall, to the extent that such person can do so without danger or peril to himself or others, report such crime to an appropriate law enforcement official as soon as reasonable practicable. Whoever fails to report such a crime shall be punished by a fine of not more than one thousand dollars.

Chapter 269, § 19. Hazing Statues to be Provided: Statement of Compliance and Discipline Police Required

Each institution of secondary education and each public and private institution of post secondary education shall issue to every student group, student team or student organization which is part of such institution or is recognized by the institution or permitted by the institution to use its name or facilities or is known by the institution to exist as an unaffiliated student group, student team or student organization, a copy of this section and sections seventeen or eighteen; provided, however, that an institution's compliance with this section's requirements that an institution issue copies of this section and sections seventeen and eighteen to unaffiliated student groups, teams or

organizations shall not constitute evidence of the institution's recognition or endorsement of said unaffiliated student groups, teams or organizations.

Each such group, team or organization shall distribute a copy of this section and sections seventeen and eighteen to each of its members, plebes, pledges or applicants for membership. It shall be the duty of each such group, team or organization, acting through its designated officer, to deliver annually, to the institution an attested acknowledgment stating that such group, team or organization has received a copy of this section and said sections seventeen and eighteen, that each of its members, plebes, or applicants has received a copy of sections seventeen and eighteen, and that such group, team or organization understands and agrees to comply with the provisions of this section and sections seventeen and eighteen.

Each institution of secondary education and each public or private institution of post secondary education shall, at least annually, before or at the start of enrollment, deliver to each person who enrolls as a full time student in such institution a copy of this section and sections seventeen and eighteen.

Each institution of secondary education and each public or private institution of post secondary education shall file, at least annually, a report with the regents of higher education and in the case of secondary institutions, the board of education, certifying that such institution has complied with its responsibility to inform student groups, teams or organizations and to notify each full time student enrolled by it of the provisions of this section and sections seventeen and eighteen and also certifying that said institution has adopted a disciplinary policy with regard to the organizers and participants of hazing, and that such policy has been set forth with appropriate emphasis in the student handbook or similar means of communicating the institution's policies to its students. The board of regents and, in the case of secondary institutions, the board of education shall promulgate regulations governing the content and frequency of such reports, and shall forthwith report to the attorney general any such institution which fails to make such report.

Upon receiving information that any group or organization is practicing hazing, the administration will refer the matter to the Police Department for possible prosecution under Chapter 269, section 17 or 18. Any organizer of said group upon being found guilty, shall be permanently excluded from any such position.

AHERA

Mr. Paul Fox, Director of Maintenance and Custodial Services, may be contacted at (508) 824-2720 regarding EPA Asbestos Hazard Emergency Act (AHERA) management plans.

AIDS POLICY

A copy of the Bridgewater-Raynham Regional School District's Policy on AIDS (#2830) is available in the main office as well as in the office of the Superintendent of Schools, and can be reproduced and/or reviewed at any time with advanced notice.

STUDENT RECORDS

NOTIFICATION OF RIGHTS UNDER FERPA AND THE MASSACHUSETTS STUDENT RECORDS REGULATIONS

The Family Educational Rights and Privacy Acts (FERPA) and/or The Massachusetts Student Records Regulations afford parents and students over 14 years of age ("Eligible Students") certain rights with respect to the student's education records. Parents and students can obtain a complete copy of their rights under the Massachusetts Student Records Regulations by contacting the school principal. Such rights generally include the following:

1. The right to inspect and review the student's education records within 45 days of the day the district receives a request for access. Parents or eligible students should submit to the school principal (or appropriate school official) a written request that identifies the record(s) they wish to inspect. The principal will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected. Massachusetts General Laws Ch. 71, Section 37H states "...when a student is expelled under the provisions of this section, no school or school district within the commonwealth shall be required to admit such student or to provide educational services to said student.

If the student does apply for admission to another school or school district, the superintendent of a school district to which the application is made may request and shall receive from the superintendent of the school expelling said student a written statement of the reasons for said expulsion."

2. The right to request the amendment of the student's education records that the parent or eligible student believes is inaccurate or misleading. Parent or eligible student may ask their school district to amend a record that they believe is inaccurate or misleading. They should write the school principal, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading.

If the District decides not to amend the records as requested by the parent or eligible student, the District will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

3. The right to consent to disclosures of personally identifiable information contained in the student's education records except to the extent that FERPA and the Massachusetts Regulations authorizes disclosure without consent.

One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the District as an administrator, supervisor, instructor, consultant or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the District has contracted to perform special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, the District discloses education records without consent to officials of another school district which a student seeks or intends to enroll.

In addition, the Bridgewater-Raynham Regional School District generally discloses "directory information" without parent/eligible student consent. Such information includes a student's name, address, telephone listing, date and place of birth, major field of study, dates of attendance, weight and height of members of athletic teams, class, participation in officially recognized activities and sports, degrees, honors and awards, and post-high school plans. In the event a parent or eligible student wishes the school not to release such directory information, the student or parent should notify the school principal no later than October 1st of the current school year.

4. Then right to file a complaint with the U. S. Department of Education concerning alleged failures by the District to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is Family Policy Compliance Office, U. S. Department of Education, 400 Maryland Avenue, SW, Washington, DC 20202-4605.

Chapter 622 (Non-Discrimination)

Chapter 622 of the Massachusetts General Laws, an act prohibiting discrimination in public schools, reads as follows:

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

If you have any questions or concerns regarding student records or the implementation of Chapter 622, please contact Mr. Ryan Powers at Central Office, 166 Mt. Prospect Street, Bridgewater, MA. 02324 (Telephone # (508)-279-2140).

Section 504 of Rehabilitation Act of 1973

The Federal law regarding Section 504 of the Rehabilitation Act of 1973 pertains to discrimination against handicapped individuals.

In brief, Section 504 states... "no otherwise qualified handicapped individuals...shall, solely by reason of his handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance." Copies of the law may be obtained from:

U.S. Department of Education
Office of Civil Rights
33 Arch Street Suite 900
Boston, Massachusetts 02110-1491
Phone: (617) 289-0111

The Office of the Superintendent of schools, 166 Mt. Prospect Street, Bridgewater, MA. 02324 (Telephone # (508)-279-2140) will coordinate the Bridgewater-Raynham Regional School District's effort to carry out the responsibilities of the regulations, including any investigation of any complaint communicated to him/her alleging the Bridgewater-Raynham Regional School District non-compliance with any part of Section 504. Complaints also may be filed directly with:

Office for Civil Rights
Region 1
33 Arch Street Suite 900
Boston, Massachusetts 02110-1491

The following four-step structured grievance procedures have been adopted to protect the rights of all persons protected by these regulations.

Step 1

Parents and Students

At the school building level, complaints are to be heard by the building principal. If the parent or student is not satisfied with the decision of the principal, he/she can continue the grievance procedure to Step.

Employees

At the school building level, complaints are to be heard by the employee's immediate superior and building principal. If the employee is not satisfied with the decision of the immediate superior and principal, he/she can continue the grievance procedure to Step 2.

Step 2

Parents and Students

At this level, the grievance is to be heard by the designee of the Superintendent's Office. If the parent, student or interested party is not satisfied with the decision, he/she can continue the grievance procedure to Step 3.

Employees

At this level, the grievance is to be heard by the designee of the Superintendent's Office. If the employee is not satisfied with the decision of the designee, he/she can continue the grievance procedure to Step 3.

Step 3

Parents, Students and Employees

At the School Committee level, the grievance is to be heard by the Superintendent and the Bridgewater-Raynham School Committee. If the parent, student, interested party or employee is not satisfied with the decision of the School Committee, she/he can continue the grievance procedure to Step 4.

Step 4

Parents, Students, Employees and Interested Parties

At the office of Civil Rights level, the parent, student, employee or interested party can contact the Boston Regional Office of Civil Rights, Region 1, 133 Arch Street, Suite 9, Boston, MA 02110-1491, for appropriate follow-up grievance procedures.

If you have any questions regarding Section 504 of the Rehabilitation Act of 1973, or wish to peruse the full text of the regulations, do not hesitate to contact the Office of the Superintendent of Schools, 166 Mt. Prospect Street, Bridgewater, MA. 02324 (Telephone # (508)-279-2140). Copies of the law can be obtained from the U.S. Department of Health, Education and Welfare Office of Civil Rights, Washington, D.C. 20201

Parent Notification Relative to Sex Education

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

At the beginning of each school year, all parents/guardians of students in our schools will be notified in writing of the courses and curriculum we offer that primarily involve human sexual education or human sexuality issues. The Superintendent of Schools will determine the administrator(s) responsible for sending the notice(s). Parents/guardians of students who enroll in school after the start of the school year will be given the written notice at the time of enrollment.

If the planned curriculum changes during the school year, to the extent practicable, parents/guardians will be notified of this fact in a timely manner before implementation.

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

- (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 material for these curricula, which will be made reasonably accessible to parents/guardians and others to the extent practicable. Parents/guardians may arrange with the principal to review the materials at the school, and may also review them at other locations that may be determined by the Superintendent of Schools.

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

Approved by the Bridgewater-Raynham Regional School Committee: June 25, 1997

A copy of this policy has been filed with the Massachusetts Department of Education.

Classroom Observations

Classroom observations by individuals will be arranged at the discretion of the building administrator. The length of time of the observation will be considered in light of the disruption it might cause students and the instructional venue. The district reserves the right to ensure that all classroom observers are accompanied and to perform its own observation concurrently.

Part Seven: Individual School Policies

Wonders Reading Program

In the fall of 2017, the George H. Mitchell Elementary School adopted the Wonders Reading Program. The Wonders reading program provides a wealth of researched based print and digital resources to build strong literacy foundations, analyze complex text, engage in collaborative conversations, and writing to sources. This program adheres to the current Massachusetts English Language Arts Curriculum Frameworks, known as the Common Core.

Empowering Writing

In the fall of 2014, all students in kindergarten through grade five will engage in writing through the Empowering Writing Curriculum. Empowering Writing introduces specific writing skills and strategies in a whole class setting. Each skill introduced is taught through the use of literature. The goal is to use building blocks that focus on instructional methodologies so students work towards mastery in writing a narrative, an expository or persuasive writing piece while using supporting evidence and/or details. Attention is given to the development of student understanding and use of clear text structures that align with a particular genre.

Everyday Mathematics Program

All students in kindergarten through fourth grade are currently teaching mathematics with the new Everyday Math 4 Program as of September 2015. This program meets the current Massachusetts Mathematics Curriculum Frameworks, also known as the Common Core. Through the Everyday Math curriculum, students learn concepts and

skills with the use of manipulatives and real-life problems. Children are taught to "think mathematically" as they experience new material and look for multiple strategies in problem solving. This program spirals in nature, and has many concepts and skills introduced and taught in each grade.

Students are involved in math messages and reflexes, partner games, math journals, assessments, and exploratory lessons just to name a few of the components of a typical unit in the Everyday Math Program. *Homelinks* is the homework component, which is sent home with students, which provides solutions to problems that are essential to parents/guardians in assisting their child with homework.

Handwriting

Students in kindergarten through fourth grade will be instructed approximately three times a week in handwriting using the newly adopted *Zaner-Bloser* Handwriting Program. In kindergarten and first grade, students are learning correct letter formation, size, shape, slant and spacing as they learn to write words and create multiple sentences.

Music

Currently, students in first grade through third grade receive music instruction every other week throughout the school year. During this time, the music program at the George H. Mitchell Elementary School seeks to foster love and appreciation of music through singing, instrument playing, listening and movement activities designed to build performance and music literacy skills. Students are exposed to a varied repertoire of American folksongs and folk dances, as well as music from around the world.

Art

Students in first grade through third grade receive art instruction every other week throughout the school year. Students are introduced to a variety of drawing techniques, methods and materials within the visual arts program. Students create two and three-dimensional shapes, identify primary and secondary colors, and use a variety of line patterns. Through these lessons, students design and interpret their own artwork and develop a greater awareness and appreciation of the arts.

Physical Education

GMES students participate in a quality physical education program twice a week. Physical education classes consist of lessons that promote game skills, fitness, and movement skills in dance and gymnastics with an emphasis on individual effort and cooperative participation. Classes also include physical fitness and cardiovascular exercises to assist students with maintaining healthy physical fitness levels.

Technology

Each classroom has approximately two computers that students may use throughout the day, as determined by the classroom teacher. Also, all students attend the school's computer lab on a bi-weekly basis where students explore and engage in various student friendly and curriculum based games, books and activities.

ST Math

ST Math is an instructional, comprehensive research based math software program that utilizes spatial-temporal reasoning to teach math concepts which are aligned to the Common Core State standards. ST Math is an innovative visual learning approach that differentiates instruction to reach students at their individual level.

All students will be required to complete a designated amount of time on ST Math on a weekly basis. In addition, ST Math offers a homework component which will be managed by the classroom teacher.

Lexia

Currently, our special education population will engage in the computer based Lexia Reading Software. Lexia Reading provides explicit, systematic, and structured practice on the essential reading skills of phonemic awareness, phonics, fluency, vocabulary, and comprehension. Lexia is a technology-based system of differentiated practice with embedded assessment and targeted instruction, designed as an essential component of every reading curriculum. This program provides educators norm-referenced measures that predict performance and prescribe instructional intensity to improve reading achievement.

Reading Incentive Program Committee

Each year, the George H. Mitchell School proudly sponsored a reading incentive program that encourages students to read each night with their families. In doing so, students receive recognition for their efforts and most importantly, build the love of reading while maintaining the skills they have learned in school. In early fall, the committee members will meet to begin the planning of the reading incentive program for the current year and this information is then shared with faculty, staff, parents and students. This committee also appreciates the assistance of our GMSPA volunteers with supporting this school-wide initiative.

Standards-Based Report Card

Bridgewater-Raynham Regional School District adopted the implementation of the Standards-based Report Card for students in kindergarten through fourth grade, as of June 2011. The report card is aligned to the grade level Common Core Curriculum Frameworks in accordance with the Department of Elementary and Secondary Education of Massachusetts.

Standards-based report cards are designed to inform parents/guardians of how their child is doing in comparison to his/her grade level standards. Each content area is broken down into specific skills and concepts that students are assessed on. The academic rating scale is a rubric that identifies at which level the student is progressing towards meeting the year end standards.

Dynamic Indicators of Basic Early Literacy Skills (DIBELS)

The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) is a formative early literacy assessment that is utilized three times per year in kindergarten through grade three. It is used to screen for whether students are at risk of reading difficulty, and to monitor student progress and guide instruction. DIBELS is an approach to assessment that uses brief, timed measures to track student growth over time.

Marie Clay Dictation

Kindergarten students are assessed a couple times of year using the Marie Clay dictation. The teacher recites a sentence that students need to reproduce in writing. Each student is assessed on his/her ability to formulate letters, identify letter sounds, and demonstrate understanding of concepts of print. Once the student work is scored, they are given a stanine score, which identifies how well they perform against other children their age.

Fountas and Pinnell Benchmark Assessment System

First grade students are assessed twice a year using the Fountas and Pinnell Benchmark Assessments. The reading assessment is conducted one-on-one between the teacher and the student. This assessment enables teachers to systematically observe, record, and evaluate each student's reading performance. It also assists teachers in planning and guiding student instruction based on their individual needs, and therefore may be given at additional times throughout the year for instructional purposes.

School Volunteer Guidelines

The George H. Mitchell Elementary School recognizes that citizens as volunteers provide valuable services which benefit our school and students. Volunteers may come from all backgrounds and all age groups and may include parents/guardians and/or community members willing to give their time to help our students and school staff. Our program will operate within the parameters noted below.

Purpose and Scope

1. To enhance the quality of education and student achievement.
2. To supplement the work of classroom teachers, upon the request, under the approval of the school administration.
3. To enable the teachers to increase individualized instruction in the classroom.
4. To provide enrichment experiences to supplement the educational program.
5. To enhance teacher effectiveness by providing them more time for educational activities and experiences.
6. To provide the community with an understanding of schools and the educational process.

General Rule

Building administrators shall make the final determination as to whether an interested community member will serve as a volunteer. The safety and well-being of the students, staff and volunteers of the G.H.M.E.S. is paramount. School volunteers shall be expected to abide by all applicable laws, District policies and administrative procedures when performing their responsibilities. All District employees working directly with a volunteer are responsible for directing and supervising the activities of the volunteer with broad supervision provided by the building principal/administrators.

Volunteer and Chaperone Required Forms

Individuals interested in volunteering at the G.H.M.E.S. are required to complete and submit a confidentiality form, a Criminal Offender Record Information (C.O.R.I) form completed and returned through the school district, and have attended a volunteer training through the volunteer coordinator or with administration before participating in activities involving the students. The GMES Volunteer Handbook and required forms are available at each school office. The CORI form should be submitted at the beginning of each school year through the in which you intend to volunteer or chaperone.

Road to Kindergarten

During the spring of 2011, the "Road to Kindergarten" Orientation Program was established by the GMSPA organization's vice-president, Mrs. Kristine Smith. The purpose for the Road to Kindergarten's implementation is for the incoming kindergarten students and their families to be well informed about their child's new school, George H. Mitchell Elementary School. The Road to Kindergarten website is a great resource about the school and also lists many events in which families can participate in, prior to the new school year beginning. The web site is as follows:

<https://sites.anogle.com/site/roadtokindergarten>

Confidentiality

The George H. Mitchell School volunteers must respect the confidential nature of any communication of personal and educational information regarding students, parents/guardians or staff. Student's academic and medical records, telephone contacts and information about students and their families or employees of the district acquired through volunteering must NEVER be communicated beyond the parameters of the actual volunteer work itself. Questions regarding the school's practices, policies or personnel should be directed to one of the building administrators.

This policy concerning confidentiality shall emphasize that any infringement will be considered a gross violation of rules and may lead to immediate discontinuation of an individual's relationship with the school as a volunteer.

Field Trips

Each grade shall participate in one field trip a year upon approval from the Superintendent. All field trips are a valuable part of the educational program and shall be planned as an education experience.

Siblings and friends may not accompany chaperones or students on a field trip. Students are to remain in the control of the school officials in charge of the field trip until all students are released to parents once the students have returned to school property. Classroom teachers will designate an appropriate number of chaperones based on school committee policy. The designated chaperones will be asked to ride the bus to and from the field trip. Parents/guardians are not permitted to dismiss their child from the field trip location.

Parental permission slips shall be secured for any field trip involving transportation of students outside the Regional School District. If any of the terms of the permission slip are crossed out and signed by the parent, the student will not be able to attend. Parental permission forms are not needed for walking trips.

Students on field trips represent their school and shall understand that they shall remain under school supervision during the entire field trip. They shall understand the standards of personal conduct expected on a field trip.

No student shall be unable to attend a field trip if he/she is unable to pay the field trip cost. Whenever feasible, money shall be refunded to any student who has paid for a field trip, but who shall be absent from school on the day of the field trip.

Chaperones and Volunteers

All parent volunteers and chaperones must have a C.O.R.I (criminal records check) completed and returned (through the school district) and attend volunteer training before participating in activities involving the students. CORI forms are available at each school office and should be submitted at the beginning of each school year through the school in which you intend to volunteer or chaperone.

Visitors/School Security

If you visit the school for any reason, please report to the school office immediately upon entering the building.

Parents and volunteers must check in at the office prior to proceeding to _____ classroom or work area.

Visitors/Nolunteers are required to sign the visitors' log and will be issued a visitor badge. **Unannounced** classroom visits are discouraged because they can be disruptive to the learning environment.