

Clinton Elementary School

STUDENT HANDBOOK

2022-2023

**Committed to Excellence for all
Students**

SCHOOL DIRECTORY

Ms. Meghan Silvio, Principal 978-365-4230 ext.
15515

Mrs. Alyssa Piermarini, Asst. Principal 978-365-4230 ext.
15514

Mrs. Cathy Small, School Nurse..... 978-365-4230 ext.
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Mrs. Meghan Heighton, School Nurse..... 978-365-4230 ext.
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Mrs. Beth McNally, Dean of Students..... 978-365-4230 ext.
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Mrs. Emma Mayo, School Counselor.....978-365-4230 ext.
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Mrs.Cathy Gaughan, Office Secretary 978-365-4230
ext. 15517

Mrs. Jasmin Vazquez, Office Secretary..... 978-365-4230
ext.15516

Mr. David Vanasse, Director of Food Services 978-365-4230
ext. 15502

Ms. Angela Casasanto, Cafeteria Manager 978-365-4230
ext. 15545

School Phone Number 978-365-4230

School Fax Number 978-368-7209

For all pertinent school information, please visit the Clinton Public Schools Website at www.clinton.k12.ma.us.

CLINTON ELEMENTARY SCHOOL

MISSION STATEMENT

Together with families and the community, the mission of Clinton Elementary School is to develop a sense of community, independence, responsibility, and individuality. Integrating technology and thorough data collection, teachers and administrators will provide rigorous and diverse learning experiences in a safe, student-centered, and nurturing environment to ensure the development of all students.

VISION

Clinton Elementary School provides equitable access to learning opportunities for all students to acquire the knowledge, skills, and dispositions to succeed in middle school. Clinton Elementary School is a place where teachers share the following vision and are engaged in a regular cycle of examining our practices in achieving it.

At our school we have empowered, expert learners in all classrooms. Students are with expert teachers who facilitate learners in mastering rigorous standards by consistently using the multi-modalities of the Universal Design for Learning instructional practices.

All students at the school are engaged through the use of high-quality curriculum and instructional practices that are used consistently by teachers. A data collection system is used regularly to identify student specific needs and provide a tiered system of supports to be inclusive of all children. Our school environment is characterized by positive social behavior and social development where students are safe to self-regulate and self-advocate. We recognize and celebrate that all students are unique and have differences and we take pride in getting to know our students in order to make learning

accessible to each.

At Clinton Elementary school we strive to better know ourselves and confront unconscious bias and commit to discussions around systemic and social injustices in order to remove any barriers to providing equitable opportunities for all students.

Clinton Elementary School provides opportunities for active participation of all families as partners in learning with and about our students.

SCHOOL HOURS

- The school day begins at 8:47 a.m. and ends at 3:07 p.m.
 - Arrival window is 8:30-8:45. Breakfast is 8:30.
- **No child should arrive before 8:30 a.m.**
- A child arriving after 8:35 a.m. MUST be accompanied by an adult when reporting to school.

The hours for Pre School are: Session One- 9:15-11:45 a.m./ Session Two- 1:00-3:30 p.m. ABA Preschool 8:30-11:30 (Monday- Friday) and 12:15-3:15 (Tuesday-Friday)

- When entering the building for any reason, you must stop and sign in at the Office. You will be required to wear a visitor's badge and sign out before you leave the building.

ATTENDANCE

The administration and staff at the Clinton Elementary School recognize that consistent and timely attendance is vital to a student's success in school. We understand that students and their families are faced with many challenges throughout the school year. However, regular attendance at school is essential to ensure that children are able to reach their full potential. Please ensure that your child is here every day.

- All parents/guardians are required to do the following when a child is going to be absent from school:
 1. Call the morning of the day the student is out to report absenteeism to school officials. The telephone number is 978-365-4230 to report an absence.
 2. On the day the child returns to school, a note explaining the reason for absence should be delivered to the Office.
 3. Any parent/guardian requesting homework must do so by 10:00 a.m. and may pick up the work after the school day.

M.G.L. c. 76 s. 1B requires a pupil absence notification program. In addition, there is a policy of notifying the parent or guardian of a student who has missed 2 or more periods unexcused over at least 5 days in a school year or missed 5 or more school days in a school year. Under this same policy, the Principal or

designee must make reasonable efforts to meet with the parent or guardian of a student who has 5 or more excused absences to develop an action plan for student attendance.

DISMISSAL PROCEDURES

Safety procedures are strictly enforced to ensure the safety of our children.

Bus Students:

- If your child rides a bus, they will not be dismissed as a walker after 3:00 unless a note has been sent in.
- Once your bus is assigned, you may NOT ride another bus for 1 day circumstances such as play dates, parties, meetings etc.
- Parents of Preschool/ Kindergarten Students: An adult must be visible for all pick ups and drop offs. We will not drop off a PK/K student without a visible adult.
 - Buses will load in the front loop of the school at 3:15.

PICK UP AND DROP OFF

The loop in front of the school is a designated FIRE LANE. You Cannot Park and leave your car. DO NOT EXIT YOUR VEHICLE IN LOOP. During Pick-Up & Drop off, this is a single lane access, and used for buses during the day.

- Parents will be encouraged to use the PikMyKid app at the check in point in the parking lot to notify our staff that you are here as early as 3:05, and/ or have their student 3 digit code visible in their car on the dashboard for the staff on duty. They will enter the parent pick up line through the back of the building. Cars will form two lanes upon entering the driveway and should pull up close to each other. Parents **should remain in their car at all times**. Students will load cars through the **passenger side door** and parents will drive out through the Ash Street access. Cars should abide by the traffic flow and not drive around other cars. There is a 5-10mph limit.
- If parents want to park their car and walk down to dismiss their child, they should park in the front of the building and walk to the back to dismiss their child.

- Children will only be dismissed to persons listed on their emergency form. In emergency situations ONLY, written changes will be accepted. No verbal transportation changes are ever allowed. A note signed by a parent/legal guardian, along with a photo ID of the person dismissing, must be produced by 2:40.

- Clinton Elementary reserves the right to enforce police retention for children not picked up by 4:00 p.m.

SCHOOL BUS PLEDGE

I pledge to make the bus a safe place by:

1. Following the driver's instructions at all times.
2. Riding in my assigned section or seat on my assigned bus to and from school.
3. Lining up in a single file to board the bus and always walking towards the bus.
4. Remaining seated while the bus is in motion.
5. Keeping my hands, feet, head and all objects out of the aisles and inside the bus at all times.
6. Speaking in a normal voice while riding; I will not yell or make distracting noises.
7. Refraining from eating and drinking on the bus.
8. Refraining from throwing any objects on the bus.
9. Respecting others, I will not tease or make fun of others. I will not use physical behavior toward others.
10. Making others feel welcome; I will not save seats or force someone to move from their seat.
11. Reporting any Dangerous or Destructive (D & D) behavior should be reported immediately to the bus driver, Principals or the Guidance Counselor.

HOW TO REPORT DISRUPTIVE BEHAVIOR ON THE BUS

Notify the bus driver of the behavior or report the problem to the Dean of Students.

ALL DISRUPTIVE BEHAVIOR MUST BE REPORTED IMMEDIATELY.

Disruptive behavior will result in an action plan which may include a seat change or a bus suspension.

AFTER DISMISSAL

Students are expected to leave the school building immediately after dismissal unless they have a scheduled appointment (s), an extracurricular activity, or wish to meet with a teacher for assistance.

SCHOOL CANCELLATIONS

In case of an emergency or due to inclement weather, NO SCHOOL / DELAYED OPENINGS , or EARLY DISMISSAL ANNOUNCEMENTS will be made via an Automated Call service and on the following radio and / or television stations.

TELEVISION STATIONS:

WBZ – TV CHANNEL 4, WCVB – TV CHANNEL 5, WHDH TV CHANNEL 7, FOX25
www.clinton.k12.ma.us

If school is delayed, we will generally delay 2 hours. It is possible that the delay could be longer or shorter depending on the emergency or weather.

If school is released early, due to emergency, the same stations will be contacted thirty (30) minutes prior to the release of the students. Parents will also be notified thirty (30) minutes prior to the release of the students.

DO NOT contact the Police or Fire Department for school cancellations.

THUNDERSTORM DISMISSAL PROCEDURE

Please note that in the event of a severe thunderstorm happening between 3:00 and 3:15, all children will be held inside the school until the storm passes. Bus students will wait in the main hallway, and walkers will be in the cafeteria. This will cause a slight delay in the time that the children usually get home.

If you pick up your child, you will have to come inside the building and sign your child out if you wish to take them during the storm. Otherwise we will hold them until the bulk of the storm passes and then we will release the walkers out the front door and we will start rolling the buses.

IMMUNIZATIONS

In accordance with MGL Chapter 76, Chapter 15, parents must provide documentation of immunizations or have on file a religious or medical exemption. The following vaccines are required for entry into kindergarten, unless there is a medical exemption signed by a physician, or a religious exemption signed by a parent/guardian: (5) DPT, (4) Polio, (2) MMR, (3) Hep B, (4) HIB, (2) Varivax, or proof of chicken pox. A lead screen is also required for kindergarten admission.

Parents may also opt out due to religious beliefs. In this event, your doctor may provide you with an additional note that must be included in your child's' cumulative folder.

POLICY FOR CONTAGIOUS ILLNESS

- Flu/Virus/Fever over 100 F: May return once the fever is under 100F without Tylenol/Motrin for 24 hours.
- Vomiting or Diarrhea: May return if no vomiting or diarrhea for 12 hours.
- Skin Conditions: Impetigo, Ringworm, Scabies, Pink Eye and other unidentified rashes need to be evaluated by a physician and have a note stating it is not contagious.

MEDICINE

If possible, parents are advised to give medication at home and on a schedule other than during school hours. If a student's physician determines that a medication must be given during school hours, the medication will be administered by the school nurse.

• CHILDREN MAY NOT BRING ANY MEDICATION TO SCHOOL

- Medication must be brought to the health office by an adult.
- Medication must be in the original container with the pharmacy label, ask the pharmacist to label a second bottle to be left at school..
- Parent / Guardian will sign a consent form in the nurse's office.
- Doctor's order is required each school year.
- Medicine left in the nurse's office at the end of the school year will be disposed of in

June. Parents will be reminded via the Automated Call Service.

HEALTH AND WELLNESS PROTOCOL

In accordance with the Federal Law SEC.204. Local Wellness Policy and following the district's Health and Wellness Administrative Protocol, we will be adhering to their guidelines including:

- Hand washing guidelines will be followed.
- All children in grades K-12 will have the opportunity to be physically active on a regular basis.
- **PARENTS WILL BE NOTIFIED IF THERE WILL BE ANY FOOD CELEBRATIONS.**
- **Sharing or trading food or utensils in school is discouraged. ANY GROUP THAT USES THE SCHOOL FOR ANY AFTER SCHOOL EVENT THAT INVOLVES FOOD MUST CLEAN THE ROOM COMPLETELY AFTER THE EVENT IS OVER.**

MASSACHUSETTS COMPREHENSIVE GROWTH SCREENING

It is important to measure and monitor growth over time in all children as an indicator of health and development (US Preventive Services Task Force, 2005). The goal of the Massachusetts Department of Public Health's (MDPH) Comprehensive Growth Screening Program is the improvement in the health and well-being of school-age children in Massachusetts so that they are healthy and ready to learn. Consistent with this goal, schools are required by law to provide health screening (M.G.L. Chapter 71, Section 57 and 105 CMR 200.500).

Body Mass Index (BMI) provides a guideline based on weight, height, sex and age to assess your child's health. The Center for Disease Control (CDC) has established the following benchmarks:

Underweight--<5th percentile Within normal range--<= 25th percentile to < 85th percentile Overweight-- >= 85th to < 95th percentile Obese-- >= 95th percentile

The Department of Public Health requires students in grades 1, 4, 7 and 10 to participate in the Growth Screening Program.

PBIS and SEL

POSITIVE BEHAVIOR INTERVENTION AND SUPPORT and SOCIAL EMOTIONAL LEARNING:

The Goal of every Clinton Gael is to Be Safe, Be Respectful, and Be Responsible

PBIS stands for Positive Behavior Intervention and Support, and the goal is to increase, acknowledge and reward students' positive behavior choices. The PBIS philosophy is to improve the social behavior and climate of the school that will in turn impact academic instruction.

During this program, all staff members will be modeling, discussing and practicing appropriate school behavior. Students will be randomly rewarded by staff when they are "caught" demonstrating positive behaviors. Children will receive a honey ticket for their positive behavior which will be entered into weekly classroom and monthly school wide raffles to win prizes and activities.

The PBIS mascot which aligns with our goals is "Stinger". The School Wide Behavior Expectations are as follows:

Bee Safe, Bee Respectful, Bee Responsible. We are hoping to increase and encourage positive behavior, decrease negative behavior, and foster a feeling of community within the school. We are very excited to continue this program!

* As part of our in-class behavior intervention program and Social Emotional Learning students will be exposed to Second Step and the 1-2-3 Magic Program that emphasize the SEL Objectives of Social Awareness, Self-Awareness, Self-Management, Responsible Decision Making, and Relationship Building.

BULLYING

The following is a summary of the relevant student-related provisions of the District's DESE approved Bullying Prevention Policy (File JICFB 1A) and the Bullying Intervention Plan. To view the entire Policy and Plan, please visit the District Website at www.clinton.k12.ma.us.

The Clinton Public Schools is committed to providing a safe, positive and productive educational environment where students can achieve the highest

academic standards. No student shall be subjected to harassment, discrimination, intimidation, bullying, or cyberbullying.

Definitions:

“Bullying” is the repeated use by one or more students or staff (including, but not limited to, educators, administrators, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to an extracurricular activity and paraprofessionals) of a written, verbal, or electronic expression, or a physical act or gesture, or any combination thereof, directed at a target that:

- causes physical or emotional harm to the target or damage to the target’s property;
- places the target in reasonable fear of harm to him/herself, or of damage to his/her property;
- creates a hostile environment at school for the target;
- infringes on the rights of the target at school; or
- materially and substantially disrupts the education process or the orderly operation of a school.

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

- wire
- radio
- electromagnetic
- photo-electronic or photo-optical system, including, but not limited to, electronic mail, internet communications, instant messages or facsimile communications.

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

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

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

Whenever the term bullying is used, it is to denote either bullying, or cyber-bullying.

Bullying is prohibited:

- On school grounds;
- On property immediately adjacent to school grounds;
- At school-sponsored or school-related activities;
- At functions or programs whether on or off school grounds
- At school bus stops;
- On school buses or other vehicles owned, leased or used by the school district; or, • Through the use of technology or an electronic device owned, leased or used by the Clinton Public schools;

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

- create a hostile environment at school for the target;
- infringe on the rights of the target at school; and/or
- materially and substantially disrupt the education process or the orderly operation of a school.

Reporting:

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

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

Any student who knowingly makes a false accusation of bullying shall be subject to disciplinary action.

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

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

Retaliation:

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

Target Assistance:

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

BREAKFAST AND LUNCH PROGRAM

An outline of the breakfast and lunch program will be sent home with each child in September. Included in the packet of information will be a form to be completed by the parent/guardian to determine reduced/free meal eligibility, along with the daily and weekly costs of each meal.

BEFORE/AFTER SCHOOL PROGRAM

For information regarding before and after school daycare, please contact Melanie Chaves at Clinton Elementary School (978)-365-4230 or beforeafterschool@clinton.k12.ma.us

DRESS CODE

Decisions regarding personal dress should be personal and should be responsible of the individual student and parents. However, the School District may specifically regulate student dress and attire in accordance with health and/or safety standards, or if the dress is disruptive to the educational process, as determined by the School District.

Parents have the right and responsibility to determine how the student will dress

providing that the attire is not destructive to school property, complies with requirements for health and safety, and does not interfere with the educational process.

The role of the School District is to maintain a sound educational atmosphere conducive to learning. If student dress creates a disturbance, which interferes with the function of the school, the Administration is empowered to take proper steps to correct the situation.

The Administration reserves the right to define what proper attire is and take appropriate action.

PERMANENT RECORDS

According to the Family Rights and Privacy Act of 1974, the parent/guardian or student aged 18 or over is permitted to inspect and review educational records relating to the student.

CHANGE OF INFORMATION

It is imperative that the school office be notified immediately of a change of address, home or office telephone number, or of a change in emergency information during the academic year. It is the responsibility of the parent/guardian to notify the school of any change of information. This is to ensure the safety and well-being of your child.

STUDENT ASSESSMENT / PARENT CONFERENCES

An Open House to meet your child's teacher and see their classroom is held within the first few weeks of September. Parent conferences are held in December and in the spring. Every effort should be made to meet with your child's teacher to discuss your child's progress. Report card schedules are as follows:

Kindergarten-Grade 4— report cards are issued in December, March and June.

MCAS reading assessment is administered to grades 3 and 4 in May, and the Math assessment will be administered in May.

HOW CAN I BECOME INVOLVED?

- Become an active member of the PTA.
- Volunteer to become a member of school council.
- Become a school volunteer.

2022-2023 CPS VOLUNTEER PROGRAM

Volunteer Program information is sent out at the beginning of each school year. ALL VOLUNTEERS & CHAPERONES MUST BE A PART OF THE PROGRAM. Please contact the Volunteer Coordinator at Volunteers@clinton.k12.ma.us for more information.

2022-2023 CLINTON ELEMENTARY SCHOOL COUNCIL

The school council is a representative committee composed of the principal, parents, teachers and community members. An election will be held for representation in September. If interested in serving on the Clinton Elementary School Council, please contact the Principal.

2022-2023 CLINTON PARENT TEACHER ASSOCIATION (PTA)

The Clinton PTA sponsors enrichment programs, Holiday Children's Fund, field trip transportation, staff appreciation gifts, book fairs and academic scholarships

PTA Mission Statement:

To support and speak on behalf of children and youth in the schools, in the community, and before government agencies and other organizations that make decisions affecting children. To assist parents in developing the skills they need to raise and protect their

children. To encourage parent and public involvement in the public schools of this nation.

HOMEWORK POLICY

Homework is an important extension of activities begun in school by students under the guidance of their teachers and continued at home. Working together, home and school can guide students as they develop their learning capacities by making possible experiences which foster learning.

Homework provides for practice of skills and application of 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, personal responsibility and self-direction.

Listed below are the responsibilities of teachers, students and parents with regard to homework.

Teachers will:

- assign homework that is meaningful and useful to individuals
- provide appropriate and timely response to all homework assignments
- provide a balance between long-range and short-term assignments
- monitor long-term assignments in order to avoid last minute student efforts
- give clear, concise directions; allow time for student questions; consider availability of materials;
- provide legible worksheets when used
- inform parents of their role in supervising homework
- ensure that students who are absent know how they may make-up homework
- monitor the effectiveness of homework as reflected in student performance

Students will:

- record the directions for homework
- ask questions when necessary to clarify the assignment
- follow a schedule and keep materials in order
- hand in, on time, neat, accurate, and meaningful products
- plan time for completion of long-term assignments

- determine and complete homework assigned during absence

Parents will:

- provide a suitable place for study
- help students develop routine home study habits
- assist and correct but not do the actual work and notify the teacher if students experience extreme difficulty
- be aware of long-term assignments and assist students in learning to budget their time accordingly
- contact the teacher if he/she observes an absence of homework
- Read to students
- Because the time required of individuals to complete assignments varies, homework activities must, therefore, be planned to meet each student's individual learning profile. Though it is impossible to predict the time necessary for all students to complete assignments because of different learning rates and age levels, the following is suggested:

Grade K not regularly assigned

Grade 1 - will not exceed 10 minutes each night

Grade 2 - will not exceed 20 minutes each night

Grade 3 - will not exceed 30 minutes each night

Grade 4 - will not exceed 40 minutes each night

CURRICULUM GOALS

The district's mission of raising student achievement is being achieved through providing a rigorous curriculum to meet Massachusetts State Standards, for children and staff development for our teachers and administrators. Our efforts in literacy are focused on helping students to understand and think critically about the books that they are reading and to express their thinking orally and in writing. Our goal is that our children will become proficient and enthusiastic readers and writers, as well as lifelong learners. An important component of our work is the assessment of literacy skills and using these assessments to guide instruction as well as to keep parents informed of the progress of their children.

The district Mathematics Department has created a framework guide, which is aligned with the state's goals, and will guide our instruction in mathematics. Our focus in mathematics is on developing mathematical thinking skills through the exploration of essential math concepts.

Grade level standards for each grade level will be discussed at our Open House in September, and also on the district's website at www.clinton.k12.ma.us, or by contacting the school at 978-365-4230.

List of Acceptable Consequences to Match Minor and Major Infractions

Behavior Contacts are a consistent and clear consequence system followed at CES used *after classroom interventions have been met with no success*. Behavior Contacts are completed for students who do not follow school-wide expectations. The chart below identifies consequences that may be given prior to a Behavior Contact being initiated (or that may be paired with a Behavior Contact). *Consequences may be more severe based on the offense.

Minor/Major Behaviors and Consequences			
Minor Infractions (levels 1 & 2)	Consequences- Behavior Contact may be initiated if not rectified or repeated	Major Infractions (levels 3 & 4)	Consequences- Office Referral for all Incidences/handled by Administration/Dean
Negative Body Language/Facial expression (eye roll)	Separation from group Verbal warning	Fighting or Aggressive Physical Contact	To be determined by the principal or assistant principal with teacher notification PK-1 Parent notified, think sheet, missed social opportunity(s), restitution 2-4, parents notified, think sheet, miss up to 5 social opportunities, restitution *Potential Level 4 Consequence
Invading peer's personal space	Verbal warning Move desk or seating area	Chronic Minor Infractions	To be determined by the principal or assistant principal with teacher notification

			<p>PK-1 Parent notified, think sheet, missed social opportunity(s), restitution</p> <p>2-4, parents notified, think sheet, miss up to 5 social opportunities, restitution</p> <p>*Potential Level 4 Consequence</p>
Classroom Disruption (calling out, making noises, repeated need for redirection)	<p>Move desk or seating</p> <p>Student Break-remove to separate area of the room to calm down</p> <p>Use of partner teacher break</p>	Aggressive/ Abusive Language	<p>To be determined by the principal or assistant principal with teacher notification</p> <p>PK-1 Parent notified, think sheet, missed social opportunity(s), restitution</p> <p>2-4, parents notified, think sheet, miss up to 5 social opportunities, restitution</p> <p>*Potential Level 4 Consequence</p>
Refusal to follow a reasonable request	Make up time lost at fun activity or recess	Threats/Gestures To intimidate	<p>To be determined by the principal or assistant principal with teacher notification</p> <p>*Automatic proposal of out of school suspension up to ten days.</p> <p>*Hearing process</p> <p>*Possible Expulsion</p> <p>*Police may be notified</p> <p>*Stay away order</p>
Name Calling	<p>Verbal warning</p> <p>Apology letter</p>	Harassment of student or teacher	<p>To be determined by the principal or assistant principal with teacher notification</p> <p>PK-1 Parent notified, think sheet, missed social opportunity(s), restitution</p> <p>2-4, parents notified, think sheet, miss up to 5 social opportunities, restitution</p> <p>*Potential Level 4 Consequence</p>
Minor Destruction of Property	Write an apology to the owner or replace the broken item.	Spitting at someone	To be determined by the principal or assistant principal with teacher notification

			<p>PK-1 Parent notified, think sheet, missed social opportunity(s), restitution</p> <p>2-4, parents notified, think sheet, miss up to 5 social opportunities, restitution</p> <p>*Potential Level 4 Consequence</p>
fooling in the bathroom	Verbal Warning	Major Destruction of Property	<p>To be determined by the principal or assistant principal with teacher notification</p> <p>*Automatic proposal of out of school suspension up to ten days.</p> <p>*Hearing process</p> <p>*Possible Expulsion</p> <p>*Police may be notified</p> <p>*Stay away order</p>
Running when not appropriate	Go back to beginning of spot and walk	Profanity/ Foul Language	<p>To be determined by the principal or assistant principal with teacher notification</p> <p>PK-1 Parent notified, think sheet, missed social opportunity(s), restitution</p> <p>2-4, parents notified, think sheet, miss up to 5 social opportunities, restitution</p> <p>*Potential Level 4 Consequence</p>
Stealing (Minor)	Replace item, restitution letter of apology to the victim	Biting	<p>To be determined by the principal or assistant principal with teacher notification</p> <p>Skin Not Broken: PK-1 Parent notified, think sheet, missed social opportunity(s), restitution</p> <p>2-4, parents notified, think sheet, miss up to 5 social opportunities, restitution</p> <p>Broken Skin: *Automatic proposal of out of school suspension up to ten days.</p>

			*Hearing process *Possible Expulsion *Police may be notified *Stay away order
Rude Behavior	Write a letter of apology and make amends	Documented Bullying	To be determined by the principal or assistant principal with teacher notification *Automatic proposal of out of school suspension up to ten days. *Hearing process *Possible Expulsion *Police may be notified *Stay away order
Rumors/Gossip	Loss of social opportunity and written apology letter to the victim Parent notified	Inappropriate touching	To be determined by the principal or assistant principal with teacher notification *Automatic proposal of out of school suspension up to ten days. *Hearing process *Possible Expulsion *Police may be notified *Stay away order
Put downs/Teasing	Apology letter to person of intent	Racial/Sexual Comments	To be determined by the principal or assistant principal with teacher notification PK-1 Parent notified, think sheet, missed social opportunity(s), restitution 2-4, parents notified, think sheet, miss up to 5 social opportunities, restitution *Potential Level 4 Consequence
Refusing to Work	Redo work at another time such as fun activity time or recess or for homework.	Possession of a weapon/weapon-Like toy with intent to harm or threaten	To be determined by the principal or assistant principal with teacher notification. *Automatic proposal of out of school suspension up to ten days. *Hearing process *Possible Expulsion *Police may be notified *Stay away order

Inappropriate Tone/Attitude	Verbal warning Parent notified	Serious Disruption of Class	To be determined by the principal or assistant principal with teacher notification PK-1 Parent notified, think sheet, missed social opportunity(s), restitution 2-4, parents notified, think sheet, miss up to 5 social opportunities, restitution *Potential Level 4 Consequence
Inappropriate time/use Electronic Devices	Verbal warning Break from technology Personal electronic devices are not allowed to be visible during school hours.		
Inappropriate comments	Apology letter to the person of intent		
Verbal conflict/arguing	Verbal warning		
Throwing objects in the classroom	Verbal warning Pick up thrown item(s) Apology to intended target		

Parents will be notified when offenses become chronic.

Detentions: Detentions will be held Monday - Thursday from 3:07-3:35 p.m.. A note will go home the day prior to the detention; the note will come back signed by the parent, acknowledging that they are required to pick up their child in the office at 3:35. Detentions will be held in the Office.

In-House Suspensions: The student will be required to spend the day in the conference room off the Main Office. They will be required to complete all the work that the class will be doing for the day. Student will be dismissed at the normal time.

Out of School Suspensions: The student will receive zeros for all class work on the days he/she is out. The parent will be required to come into the school for a meeting with the administration prior to the student returning from out-of-school suspension. The length of suspension is at the discretion of the administration.

Missed Social Opportunities:

Lunch Detention- student will eat lunch in the office.

Recess Detention- student will spend recess in the office.

School Assembly/Field Trip- student will remain in the office.

The administration, trained to make disciplinary decisions, reserves the right to increase or decrease any disciplinary action depending on the circumstances and the developmental level of the child.

STUDENT SUSPENSION OR EXPULSION FROM SCHOOL

MGL c. 71, s. 37H ³/₄

This section shall govern the suspension or expulsion of students who are not charged with a violation of MGL c. 71, Section 37H or with a felony under Section 37H1/2.

When deciding the consequences for the student, the school district shall exercise discretion; consider ways to re-engage the student in the learning process; and avoid using expulsion as a consequence until other remedies and consequences have been employed.

For any suspension or expulsion under this section, the principal or a designee shall provide, to the student and to the parent or guardian of the student, notice of the charges and the reason for the suspension or expulsion in English and in the primary language spoken in the home of the student. The student shall receive the written notification and shall have the opportunity to meet with the principal or designee, to discuss the charges and reasons for the suspension or expulsion prior to the suspension or expulsion taking effect. The principal or designee, shall ensure that the parent or guardian of the student is included in the meeting, provided that such a meeting may take place without the parent or guardian only if the principal or designee can document reasonable efforts to include the parent or guardian in that meeting.

If a decision is made to suspend or expel the student after the meeting, the principal or designee shall update the notification for the suspension or expulsion to reflect the meeting with the student. If a student has been suspended or expelled for more than 10 school days for a single infraction or for more than 10 school days cumulatively for multiple infractions in any school year, the student and the parent or guardian of the student shall also receive, at the time of the suspension or expulsion decision, written notification of a right to appeal and the process for appealing the suspension or expulsion in English and in the primary language spoken in the home of the student; provided, however, that the suspension or expulsion shall remain in effect prior to any appeal hearing. The principal or designee shall notify the superintendent in writing, including, but not limited to, by electronic means, of

any out-of-school suspension imposed on a student enrolled in kindergarten through grade 3 prior to such suspension taking effect. That notification shall describe the student's alleged misconduct and the reasons for suspending the student out-of-school. For the purposes of this section, the term "out-of-school suspension" shall mean a disciplinary action imposed by school officials to remove a student from participation in school activities for 1 day or more.

A student who has been suspended or expelled from school for more than 10 school days for a single infraction or for more than 10 school days cumulatively for multiple infractions in any school year shall have the right to appeal the suspension or expulsion to the superintendent. The student or a parent or guardian of the student shall notify the superintendent in writing of a request for an appeal not later than 5 calendar days following the effective date of the suspension or expulsion; provided, that a student and a parent or guardian of the student may request, and if so requested, shall be granted an extension of up to 7 calendar days. The superintendent or a designee shall hold a hearing with the student and the parent or guardian of the student within 3 school days of the student's request for an appeal; provided that a student or a parent or guardian of the student may request and, if so requested, shall be granted an extension of up to 7 calendar days; provided further, that the superintendent, or a designee, may proceed with a hearing without a parent or guardian of the student if the superintendent, or a designee, makes a good faith effort to include the parent or guardian. At the hearing, the student shall have the right to present oral and written testimony, cross-examine witnesses and shall have the right to counsel. The superintendent shall render a decision on the appeal in writing within 5 calendar days of the hearing. That decision shall be the final decision of the school district with regard to the suspension or expulsion.

No student will be suspended or expelled from a school or school district for a time period that exceeds 90 school days, beginning the first day the student is removed from an assigned school building.

When the district suspends or expels a student it shall continue to provide educational services to the student during the period of suspension or expulsion. If the student moves to another district during the period of suspension or expulsion, the new district of residence shall either admit the student to its schools or provide educational services to the student under an education service plan.

Due Process: In *Goss vs. Lopez*, the United States Supreme Court held that before a student receives a disciplinary penalty, the student has the constitutional right to receive:

1. Oral or written notice of the charges against him/her
2. An explanation of the evidence against him/her
3. The opportunity to present his/her side of the story to an impartial decision maker (who may be a school administrator.)

In the case of a violation requiring suspension from school, notice of the suspension and the hearing must occur before the student may be asked to leave the school, except when a student presents an immediate threat to school officials, other students, or him/herself, or clearly endangers the school environment. In this case, the hearing may be delayed, but must be held within a reasonable period.

The Clinton Public Schools is an Equal Opportunity/Affirmative Action Employer and is in compliance with Federal regulations prohibiting discrimination in employment on the basis of race, color, religion, national origin, age, gender, gender identity, sexual orientation, homelessness, or disability.

All Students, Parents and Staff

From: The Office of the Superintendent

Re: Title VI, Title IX and 504 Coordinators

Dear Students, Parents and Staff:

It is the policy of the Clinton Public Schools not to discriminate on the basis of race, color, national origin, age, religion, sex, sexual orientation and/or disability in the admission to, access to, treatment in, or employment in its programs and activities. Ms. Loretta Braverman, Director of Pupil Personnel, has been designated to handle inquiries and/or complaints regarding the non-discrimination policy. All persons associated with the Clinton School System, including, but not necessarily limited to, the school committee, the administration, the staff and the students, are expected to conduct themselves at all times so as to provide an atmosphere free from sexual harassment. Any person who engages in sexual harassment while acting as a member of the school community will be in violation of this policy. Any member of the school community who believes that he or she has been subjected to sexual harassment will report the incident(s) to the grievance officer. Dr. Steve Meyer, Superintendent of Schools, has been designated to handle inquiries and/or complaints regarding the sexual harassment policy. Dr. Steven Meyer can be reached at 150 School St. Clinton, MA 01510 - 978-365-4200.

Each school year a 504 Coordinator is appointed for the school district. Section

504 of the Federal Rehabilitation Act of 1973 is a civil rights law that protects individuals with disabilities from discrimination. The following people have been appointed as 504 Coordinators at their respective buildings and can answer all inquiries and/or complaints with regards to the Section 504 statute:

Mrs. Beth McNally, Dean of Students, Clinton Elementary School - 978-365-4230;

Mr. Robert Seed, Assistant Principal, Clinton Middle School - 978-365-4220;

Ms. Jaime Kach, Assistant Principal, Clinton High School - 978-365-4208.

You may direct additional inquiries to the Office of the Superintendent, 150 School St. Clinton, MA 01510 - 978-365-4200.

DISCIPLINE PROCEDURES FOR DISABLED STUDENTS

Individualized Education Plan

All students are expected to meet the requirements for behavior as set forth in the student handbook. Chapter 71B of the Massachusetts General Laws and its implementing regulations require that additional provisions be made for students who have been found by an evaluation team to have special needs and whose program is described in an Individualized Education Plan (IEP).

The following additional requirements apply to the discipline of special needs students:

1. A suspension of longer than 10 consecutive days or a series of suspensions that are shorter than 10 consecutive days but constitute a pattern are considered to represent a change in placement.
2. When a suspension constitutes a change in placement of a student with disabilities, District personnel, the parent, and other relevant members of the Team, as determined by the parent and the district, convene within 10 days of the decision to discipline to conduct a “manifestation determination” which is a review all relevant information in the student’s file, including the IEP, any teacher observations, and any relevant information from the parents, to determine whether the behavior was caused by or had a direct and substantial relationship to the disability or was the direct result of the District’s failure to implement the IEP.
3. If District personnel, the parent, and other relevant members of the Team determine that the behavior is **NOT** a manifestation of the disability, then the suspension or expulsion may go forward consistent with policies applied to any student without disabilities, except that the District must still

offer:

a. services to enable the student, although in another setting, to continue to participate in the general education curriculum and to progress toward IEP goals; and

b. as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, to address the behavior so that it does not recur.

4. Interim alternative educational setting. Regardless of the manifestation determination, the District may place the student in an interim alternative educational setting (as determined by the Team) for up to 45 school days under the following circumstances:

a. on its own authority if the behavior involves weapons or illegal drugs or another controlled substance or the infliction of serious bodily injury on another person while at school or a school function or, considered case by case, unique circumstances; or

b. on the authority of a hearing officer if the officer orders the alternative placement after the District provides evidence that the student is “substantially likely” to injure him/herself or others.

5. In either Par. (3) or (4) above, the interim alternative education setting enables the student to continue in the general curriculum and to continue receiving services identified on the IEP, and provides services to address the problem behavior.

6. If District personnel, the parent, and other relevant members of the Team determine that the behavior **IS** a manifestation of the disability, then the Team completes a functional behavioral assessment and behavioral intervention plan if it has not already done so. If a behavioral intervention plan is already in place, the Team reviews it and modifies it, as necessary, to address the behavior. Except when he or she has been placed in an interim alternative educational setting in accordance with Par. 4, the student returns to the original placement unless the parents and District agree otherwise or a hearing officer orders a new placement.

7. Not later than the date of the decision to take disciplinary action, the School District notifies the parents of that decision and provides them with the written notice of procedural safeguards. If the parent chooses to appeal or the School District requests a hearing because it believes that maintaining the student’s current placement is substantially likely to result in injury to the student or others, the student remains in the disciplinary placement, if any,

until the decision of a hearing officer or the end of the time period for the disciplinary action, whichever comes first, unless the parent and the School District agree otherwise.

Section 504 Plan

The following procedures apply to students currently receiving services under section 504:

1. If a student is suspended for longer than 10 consecutive days or has a series of suspensions that are shorter than 10 consecutive days but constitute a pattern a Section 504 Team meeting is held.
2. District personnel, the parent, and other relevant members of the Team, as determined by the parent and the District, convene within 10 days of the decision to discipline to review all relevant information in the student's file, including the 504 Plan, any teacher observations, and any relevant information from the parents, to determine whether the behavior was caused by or had a direct and substantial relationship to the disability or was the direct result of the District's failure to implement the 504 Plan. This process is referred to as a manifestation determination.
3. If District personnel, the parent, and other relevant members of the Team determine that the behavior is NOT a manifestation of the disability, then the suspension or expulsion may go forward consistent with policies applied to any student without disabilities.
4. If District personnel, the parent and other members of the Team determine the behavior IS a manifestation of the student's disability, the team will review the 504 Plan to make any appropriate changes to support the student's educational access and implement the revised plan.

PROTECTION FOR CHILDREN NOT YET ELIGIBLE FOR SPECIAL EDUCATION AND RELATED SERVICES

A child who has not been determined to be eligible for special education and related services and who has engaged in behavior that violated any rule or code of conduct of the Clinton Public Schools, including any behavior described in the Individuals with Disabilities Education Act and/or its implementing regulations (the "IDEA"), may assert any of the protections provided for students with a disability if the LEA (Local Education Authority), which is the Clinton School Department, had knowledge that the child was a child with a disability before the behavior that precipitated the disciplinary

action occurred.

BASIS OF KNOWLEDGE:

An LEA must be deemed to have knowledge that a child is a child with a disability if:

1. The parent of the child has expressed concern in writing (or orally if the parent does not know how to write or has a disability that prevents a written statement) to personnel of the School District that the child is in need of special education and related services.
2. The behavior or performance of the child demonstrates the need for these services, in accordance with the IDEA.
3. The parent of the child has requested an evaluation of the child pursuant to the IDEA.
4. The teacher of the child or other personnel of the LEA has expressed concern about the behavior or performance of the child to the director of special education of the LEA or to other personnel in accordance with the LEA's established child find or special education referral system.

EXCEPTION:

A public agency would not be deemed to have knowledge if, as a result of receiving the information specified under Basis of Knowledge the agency has taken one of the following actions:

1. Conducted an evaluation and determined that the child was not a child with a disability
2. Determined that an evaluation was not necessary
3. Provided notice to the child's parents of its determination

NON-DISCRIMINATION AND SEXUAL HARASSMENT

A. Non-Discrimination

It is the policy of the Clinton Public Schools not to discriminate on the basis of race, color, national origin, age, homelessness, religion, sex, gender identity, and sexual orientation and/or disability in the admission to, access to, treatment in, or employment in its programs and activities.

All persons associated with the Clinton School System, including but not necessarily limited to, the school committee, the administration, the staff and the students, are expected to conduct themselves at all times so as to provide an atmosphere free from harassment.

Each school year a 504 Coordinator is appointed for the high school, and the District appoints a Title IX Compliance Officer. Section 504 of the Federal Rehabilitation Act of 1973 is a civil rights law that protects individuals with disabilities from discrimination. Title IX is a federal law prohibiting discrimination on the basis of sex in educational programs and activities of public schools.

References: School Committee Policies File: AC, File ACA and File ABA; Title IX; and Section 504.

HARASSMENT

Harassment of students by other students, employees, vendors and other 3rd parties will not be tolerated in the Clinton Public Schools. The alleged harassment must involve conduct that occurred within the school's own program or activity, such as whether the harassment occurred at a location or under circumstances where the school owned, or substantially controlled the premises, exercised oversight, supervision or discipline over the location or participants, or funded, sponsored, promoted or endorsed the event where the alleged harassment occurred, against a person in the United States. This policy is in effect while students are on school grounds, School District property or property within the jurisdiction of the School District, school buses, or attending or engaging in school sponsored activities.

Harassment prohibited by the District includes, but is not limited to, harassment on the basis of race, sex, gender identity, creed, color, national origin, sexual orientation, religion, marital status or disability. Students whose behavior is found to be in violation of this policy will be subject to disciplinary action up to and including suspension or expulsion pursuant to disciplinary codes. Employees who have been found to violate this policy will be subject to discipline up to and including termination of employment, subject to contractual disciplinary obligations.

Employee-to-Student Harassment means conduct of a written, verbal or physical nature that is designed to embarrass distress, agitate, disturb or trouble students when:

- Submission to such conduct is made either explicitly or implicitly a term or condition of a student's education or of a student's participation in school programs or activities; or
- Submission to or rejection of such conduct by a student is used as the basis for decisions affecting the student.

Student- to-Student Harassment means conduct of a written, verbal, or physical nature that is designed to embarrass, distress, agitate, disturb or trouble students, when:

- Such conduct has the purpose or effect of unreasonably interfering with a student's performance or creating an intimidating or hostile learning environment.

Harassment as described above may include, but is not limited to:

- Written, verbal, or physical (including texting, blogging, or other technological methods) harassment or abuse;
- Repeated remarks of a demeaning nature;
- Implied or explicit threats concerning one's grades, achievements, or other school matter.
- Demeaning jokes, stories, or activities directed at the student.

By law, what constitutes harassment is determined from the perspective of a reasonable person with the characteristic on which the harassment is based. Individuals should consider how their words and actions might reasonably be viewed by others.

The District will promptly and reasonably investigate allegations of harassment through designation of Title IX Coordinator or building based employees, who may include principals or their designees. The superintendent will recommend, in consultation with the principals, opportunities to the designated recipients for appropriate training.

Sexual harassment is unwelcome conduct of a sexual nature. The definition includes unwelcome conduct on the basis of sex that is so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the school's education program or activity it also, includes unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual nature. Sexual harassment includes conduct by an employee conditioning an educational benefit or service upon a person's participation in unwelcome sexual conduct, often called quid pro quo harassment and, sexual assault as the Federal Clery Act defines that crime. Sexual violence is a form of sexual harassment. Sexual violence, as the Office of Civil Rights (OCR) uses the term, refers to physical sexual acts perpetrated against a person's will or where a person is incapable of giving consent (e.g., due to the student's age or use of drugs or alcohol, or because an intellectual or other disability prevents the student from having the capacity to give consent). A number of different acts fall into the category of

sexual violence, including rape, sexual assault, sexual battery, sexual abuse and sexual coercion. Massachusetts General Laws Ch. 119, Section 51 A, requires that public schools report cases of suspected child abuse, immediately orally and file a report within 48 hours detailing the suspected abuse to the Department of Children and Families. For the category of sexual violence, in addition to Section 51A referrals these offences and any other serious matters shall be referred to local law enforcement. Schools must treat seriously all reports of sexual harassment that meet the definition of sexual harassment and the conditions of actual notice and jurisdiction as noted above. Holding a school liable under Title IX can occur only when the school knows of sexual harassment allegations and responds in a way that is deliberately indifferent (clearly unreasonable in light of known circumstance).

While it is not possible to list all those additional circumstances that may constitute sexual harassment, the following are some examples of conduct, which if unwelcome, may constitute sexual harassment, depending on the totality of the circumstances, including the severity of the conduct and its pervasiveness:

- Unwelcome sexual advances—whether they involve physical touching or not;
- Sexual epithets, jokes, written or oral references to sexual conduct, gossip regarding one's sex life; comment on an individual's body, comment about an individual's sexual activity, deficiencies, or prowess;
- Displaying sexually suggestive objects, pictures, cartoons;
- Unwelcome leering, whistling, brushing against the body, sexual gestures, suggestive or insulting comments;
- Inquiries into one's sexual experiences; and,
- Discussion of one's sexual activities.

The legal definition of sexual harassment is broad and in addition to the above examples, other sexually oriented conduct, whether it is intended or not, that is unwelcome and has the effect of creating an environment that is hostile, offensive, intimidating, to male, female, or gender non-conforming students or employees may also constitute sexual harassment.

Because the District takes allegations of harassment, including sexual harassment, seriously, we will respond promptly to complaints of harassment including sexual harassment, and following an investigation where it is determined that such inappropriate conduct has occurred, we will act promptly to eliminate the conduct and impose corrective action as is necessary, including disciplinary action where appropriate.

Please note that while this policy sets forth our goals of promoting an environment that is free of harassment including sexual harassment, the

policy is not designed or intended to limit our authority to discipline or take remedial action for conduct which we deem unacceptable, regardless of whether that conduct satisfies the definition of harassment or sexual harassment.

Retaliation against a complainant, because they have filed a harassment or sexual harassment complaint or assisted or participated in a harassment or sexual harassment investigation or proceeding, is also prohibited. A student or employee who is found to have retaliated against another in violation of this policy will be subject to disciplinary action up to and including student suspension and expulsion or employee termination.

The complainant does not have to be the person at whom the unwelcome sexual conduct is directed. The complainant, regardless of gender, may be a witness to and personally offended by such conduct.

NOTICE OF SEXUAL HARASSMENT

The regulations require a school district to respond when the district has actual notice of sexual harassment. School districts have actual notice when an allegation is made known to any school employee. Schools must treat seriously all reports of sexual harassment that meet the definition of harassment and the conditions of actual notice and jurisdiction as noted whether or not the complainant files a formal complaint. Holding a school liable under Title IX can occur only when the school knows of sexual harassment allegations and responds in a way that is deliberately indifferent (clearly unreasonable in light of known circumstances). Schools are required to investigate every formal complaint and respond meaningfully to every known report of sexual harassment.

The regulation highlights the importance of supportive measures designed to preserve or restore access to the school's education program or activity, with or without a formal complaint. Where there has been a finding of responsibility, the regulation would require remedies designed to restore or preserve access to the school's education program or activity.

DUE PROCESS PROTECTIONS

Due process protections include the following:

- 1) A presumption of innocence throughout the grievance process, with the burden of proof on the school;
- 2) A prohibition of the single investigator model, instead requiring a decision-maker separate from the Title IX Coordinator or investigator;

- 3) The clear and convincing evidence or preponderance of the evidence, subject to limitations;
- 4) The opportunity to test the credibility of parties and witnesses through cross examination, subject to “rape shield” protections;
- 5) Written notice of allegations and an equal opportunity to review the evidence;
- 6) Title IX Coordinators, investigators, and decision-makers must be free from bias or conflict of interest;
- 7) Equal opportunity for parties to appeal, where schools offer appeals;
- 8) Upon filing a formal complaint the school must give written notice to the parties containing sufficient details to permit a party to prepare for any initial interview and proceed with a factual investigation. For K-12 schools a hearing is optional but the parties must be allowed to submit written questions to challenge each other’s credibility before the decision-maker makes a determination. After the investigation, a written determination must be sent to both parties explaining each allegation, whether the respondent is responsible or not responsible, including the facts and evidence on which the conclusion was based by applying either the preponderance of the evidence or the clear and convincing standard; however, a school can use the lower preponderance standards only if it uses that standard for conduct code violations that do not involve sexual harassment but carry the same maximum disciplinary sanction. As long as the process is voluntary for all parties, after being fully informed and written consent is provided by both parties, a school may facilitate informal resolution of a sexual complaint.

A district may establish an informal investigation process that may, upon the request of the complainant be followed by a formal process.

The Superintendent in consultation with the Title IX Coordinator shall designate the principal of each school in the district, or their designee (or some other appropriate employee(s)) as the initial entity to receive the sexual harassment complaint. Also, in a matter of sexual harassment, the district shall require that the Title IX Coordinator be informed, as soon as possible, of the filing of the complaint. Nothing in this policy shall prevent any person from reporting the prohibited conduct to someone other than those above designated complaint recipients. The investigating officer may receive the complaint orally or in writing, and the investigation shall be conducted in such a way as to maintain confidentiality to the extent practicable under the circumstances and in compliance with applicable law. The investigation will be prompt, thorough, and impartial, and will include, at least, a private interview with the person filing the complaint and with witnesses. Also, the alleged harasser will be interviewed. When the investigation is completed, the complaint recipient will, to the extent appropriate, inform the person filing

the complaint and the person alleged to have committed the conduct of the results of that investigation.

COMPLAINT FORM

Date: ____/____/____

Time: _____

Place: _____

Name (s) of Complainant (s):

Name of grievance officer receiving report:

Date _____ and Time _____ of alleged incident.

Name (s) of person (s) present during the alleged incident:

Nature of complaint: (attach additional sheets if needed):

Follow-up (Check one):

_____ Letter*

_____ Face-to-Face Meeting*

_____ Administrative Action (Explain):

_____ Other (Explain):

Signatures:

Complainant

Grievance Officer

_____ Others

Present

*Attach copy of letter and response, if any, or summary of face-to-face meeting.

HOW PARENTS CAN HELP MAKE SCHOOLS SAFER

- Discuss the school's discipline policy with your child. Show your support for the rules, and help your child understand the reasons for them.
- Involve your child in setting rules for appropriate behavior at home.
- Talk with your child about the violence he or she sees on television, in video games, and possibly in the neighborhood. Help your child understand the consequences of violence.
- Teach your child how to solve problems. Praise your child when he or she follows through.
- Help your child find ways to show anger that do not involve verbally or physically hurting others.
- When you get angry, use it as an opportunity to model these appropriate responses for your child and talk about it.
- Help your child understand the value of accepting individual differences.
- Note any disturbing behaviors in your child. For example, frequent angry outbursts, excessive fighting and bullying of other children, cruelty to animals, fire setting, frequent behavior problems at school and in the neighborhood, lack of friends, and alcohol or drug use can be signs of serious problems. Get help for your child. Talk with a trusted professional in your child's school or in the community.
- Keep lines of communication open with your child even when it is tough. Encourage your child to always let you know where and with whom he or she will be. Get to know your child's friends.
- Listen to your child if he or she shares concerns about friends who may be exhibiting troubling behaviors. Share this information with a trusted professional, such as the school psychologist, principal, or teacher.
- Be involved in your child's school life by supporting and reviewing homework, talking with his or her teacher (s), and attending school functions such as parent conferences, class programs, open houses, and PTA meetings.
- Work with your child's school to make it more responsive to all students and to all families. Share your ideas about how the school can encourage family involvement, welcome all families, and include them in meaningful ways in their children's education.
- Encourage your school to offer before- and after-school programs.
- Volunteer to work with school-based groups concerned with violence prevention. If

none exist, offer to form one.

- Find out if there is a violence prevention group in your community. Offer to participate in the group's activities.
- Talk with the parents of your child's friends. Discuss how you can form a team to ensure your children's safety.
- Find out if your employer offers provisions for parents to participate in school activities.

WHAT PARENTS CAN DO TO HELP PREVENT YOUTH VIOLENCE

- Give your children consistent love and attention. Every child needs a strong, loving, relationship with a parent or other adults to feel safe and secure and to develop a sense of trust.
- Communicate openly with your children, and encourage them to talk about all aspects of their lives: school, social activities, and their interests and concerns. Listen respectfully and solicit their opinions. Then, if a problem crisis arises, they will be more likely to come to you.
- Set clear standards for your children's behavior, and be consistent about rules and discipline. Involve your children in the setting of rules whenever possible, and discuss the reasons for rules with them. Make sure they understand what you expect and the consequences for disobedience, and then enforce rules consistently.
- Make sure your children are supervised. Insist on knowing where your children are at all times and who their friends are. Try to get to know their friends' parents and your children's teachers. Encourage your children to participate in supervised after-school activities such as sports teams, tutoring programs, or organized recreation.
- Promote peaceful resolutions to conflict by being a good role model. Deal with conflict at home calmly, considerately and quickly and manage your anger without violence. Talk with your children about handling disagreements, and help your children learn how to examine and find non-aggressive solutions to problems.
- Talk to your children about the consequences of drug and weapon use, gang participation, and violence. If you own firearms, make sure that they are unloaded, locked up, and inaccessible to children. Other dangerous weapons should also be kept out of the reach of children.
- Try to limit your children's exposure to violence in the media. Monitor the programs your children watch, the music they listen to, and the video games they play. Take time

to watch television programs with your children and discuss any violence with them. Is the violence realistic? What would be the real-life consequences of such violence?

- Try to limit your children's exposure to violence in the home or community. Work toward making your home a safe, non-violent place, and always discourage violent behavior or hostile, aggressive arguments between family members. If the people in your home physically or verbally hurt and abuse each other, get help from a psychologist or counselor in your community. If your children are exposed to violence in the street, at school, or at home, they may need help in dealing with these frightening experiences. A psychologist, a counselor at school, or a member of the clergy, are among those who can help them cope with their feelings.
- Take the initiative to make your school and community safer. Join up with other parents, through school and neighborhood associations, religious organizations, civic groups, and youth activity groups. Talk together about your concerns about youth in the community, including issues related to alcohol, drugs, and violence, and share your common parenting concerns. Support the development and implementation of school and community plans to address the needs of youth.

ACCEPTABLE USE CLAUSE (For Computer Use)

The purpose of the Clinton Public Schools network and the Internet is to enhance education research. Access to the Internet enables students to explore thousands of libraries, databases and bulletin boards while exchanging messages with Internet users throughout the world. Families should be warned that some material accessible via the Internet may contain items that are illegal, defamatory, inaccurate and/or potentially offensive to some people.

While the district's intent is to make Internet access available to further educational goals and objectives, students may find ways to access other materials as well. It is the district's position that the benefits to students in the form of information resources and opportunities for collaboration exceed the potential disadvantages. Rules for Student Use of Internet and E-mail

Students behavior on school computer network is govern by the behavioral expectations, which appear in the Student Handbooks. In conjunction with these behavioral expectations, students may use the Internet only for approved school-related

activities.

Students will not be permitted to:

- Reveal their own personal information, such as addresses, telephone numbers, user names, passwords, etc., or that of other students.
- Use another's password and/or trespass in someone's folders, work and/or files that do not belong to you.
- Access e-mail accounts or chat lines without permission and supervision.
- Attempt to gain access to unauthorized resources or entities.
- Post anonymous messages.
- Download software, such as games, applications, etc., for personal use.
- Unauthorized use of resources, such as copy paper, printer toner etc.
- Access, send or display sites that provide material which does not conform with acceptable with acceptable
- school use, such as pornography, obscenity, etc.
- Violate copyright laws.
- Vandalize computers, computer software, computer systems, data and/or the computer network.
- Use the network for non-school related purposes, ie. commercial ventures, to set up personal web pages, advertising, etc.
- Violations may result in a loss of access as well as other disciplinary or legal actions.
- The administration reserves the right to review students' files and communications to maintain system integrity and ensure that the users are using the system within the authority provided by the District.

Teachers and other staff members will monitor students in the appropriate use of the system.

This regulation conforms with School Committee Policy JICA-A Student Internet Access.

Teachers and other staff members will monitor students in the appropriate use of the system.

This regulation conforms with School Committee Policy JICA-A Student Internet Access.

Effective date April 13, 1999 Adopted

CLINTON ELEMENTARY SCHOOL

STUDENT/PARENT/GUARDIAN RETURN FORM

A parent, guardian and the student him/herself must sign the acknowledgement form below, indicating that they received and read a copy of the handbook.

I have carefully read the Clinton Elementary School K-4 Student/Parent Handbook with my son/daughter. We understand the rules and regulations of the Clinton Elementary School and agree to abide by them.

Student Name _____

Student Signature _____

Parent/Guardian Signature _____

Date _____

_____ I give permission for the school to use my child's picture in any media action that pertains to the Clinton Elementary School.

_____ I do not give permission for the school to use my child's picture in any media action that pertains to the Clinton Elementary School.

_____ I give permission for my child to use the network and Internet for instruction and with adult supervision in accordance with the Acceptable Use Policy outlined previously in the handbook.

_____ I do not give permission for my child to use the network or the Internet for instruction and with adult supervision in accordance with the Acceptable Use Policy outlined previously in the handbook.

If you wish to indicate a partial or qualified restriction, please state specifics in a separate, signed letter to the Principal.

This policy shall not limit the right to publish images of any student participating in school sports, school plays, or concerts or other activities in the public domain.

Parent/Guardian Signature _____

Date _____