

Penn Brook Elementary School Handbook 2024- 2025

**68 Elm Street
Georgetown, MA 01833
978-352-5785
FAX: 978-352-5787
Safe Arrival: (978) 352-5785 option #1**

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Georgetown School Committee

51 North Street
Georgetown, MA 01833
(978) 352-5777 (ext.513)

Michael Hinchliffe, Chair
Cheryl Lachendro, Vice Chair
Stacy McMaster, Clerk
John Cancellara
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2024-2025 Membership

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2023-2026
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Vocational High School

GEORGETOWN PUBLIC SCHOOLS

Mission Statement

The Georgetown Public School District is dedicated to educating all students to their fullest potential so that they may become responsible, tolerant, and successful individuals.

Belief Statement

In the Georgetown Public School District our beliefs drive our commitments, decisions and actions. Specifically we believe that:

- Our students come first! Their individual, intellectual, physical, social and emotional growth is a priority.
- Our students can reach high standards.
- Our schools must promote academic excellence, creativity, innovation and the achievement of personal excellence.
- Our schools should foster pride in self, school, community, country and world.
- Our curriculum should be state of the art, comprehensive and challenging for all students.
- Our students will become responsible problem solvers and become critical thinkers.
- Our schools must create lifelong learners who demonstrate moral and ethical integrity and contribute to the shaping of society.
- Our teachers, parents/guardians and community are partners in understanding and educating every student. Their role is to encourage and support the achievement of our students' goals and dreams.
- Technology is a critical learning tool essential for future success in our global society.
- Our schools will be welcoming, inclusive and safe places to learn where individual differences are respected and valued.

School Procedures

The Main Office

The main office serves as the center of a wide range of important activities. It is the communication link between home and school. The main office number of the Penn Brook School is (978) 352-5785. If you know your party's extension, you may dial and leave a message, or follow the prompt.

School Hours- 8:40- 2:45

Morning drop-off will begin at 8:30.

Residency Validation

Residency validation is required at the time of enrollment, and may be required at any time.

The Georgetown Public Schools are open to those students who qualify as residents under the laws of the State of Massachusetts and in accordance with the prevailing common rule. A pupil who lives within the system permanently, or with no present intention of removal, whether with a guardian, one who stands in loco parentis, or an emancipated minor is entitled to all school privileges as a resident of the system.

Georgetown also participates in the School Choice program, authorized by the School Committee annually. Please see the following School Committee Policies:

- Sections JF (School Admissions),
- JFA-E1, JFA - E2 (School Admissions)
- JFBB (School Choice):

The Georgetown Public Schools complies with all requirements of the McKinney-Vento Homeless Assistance Act.

If you are not a legal resident, participating in the school choice program, or otherwise enrolled in the Georgetown Public Schools under another law (i.e. McKinney-Vento or ESSA) it will be necessary for you to withdraw your child from the Georgetown School District and register him/her in the school district where you reside. It is important that you do this as soon as possible so that the transition to their new school will be a smooth one.

In order to verify residence within the Town, a student enrolling in the Georgetown School District must provide documentation of actual residence. In addition to providing such documentation at the time of initial enrollment, the school administration may request verification at any later time if there is doubt of actual residence. In addition, the School District will require the parents to pay in full to the Town of Georgetown if it is determined that your child is residing in Georgetown for the sole purpose of attending school. The School District reserves the right to require additional information to establish residency.

All applicants for enrollment must submit at least one document each from Column A, B, and C and any other documents that may be requested, including but not limited to those from Column A, B, or C (noted below). A parent, guardian, or student who is unable to produce the required documents should contact the Superintendent of Schools.

Column A	Column B	Column C
<u>Evidence of Residency</u>	<u>Evidence of Occupancy</u>	<u>Evidence of Identification</u>
Record of recent mortgage payment and/or property tax bill	Recent bill dated within the past 60 days showing Georgetown address	Valid Driver's License
Copy of Lease and record of recent rental payment	Gas Bill	Valid MA Photo ID Card
Landlord Affidavit and recent rental payment	Oil Bill	Passport
Section 8 Agreement	Electric Bill	
	Home Phone Bill (Not Cell)	
	Cable Bill	
	Excise Tax Bill	

Lost and Found

Lost and found items are placed in a specifically designated area. Children are encouraged to label clothing and personal property with their names written in a clear and visible manner. Periodically, all items in the lost and found that are unclaimed are donated to a local charity.

School Visitors

Upon arrival, all visitors must report to the main office and present a valid government issued i.d. that will be scanned into the FBI sex offender database. Visitors will be printed a VISITOR'S PASS, to be worn before visiting any classrooms, cafeteria, playground, or any other part of the school. Before leaving, visitors should turn in their pass and sign out. For the safety of all children, unless there is a scheduled appointment, no one will be permitted to enter the school without first obtaining permission from the office.

Student Attendance

The Penn Brook School requires a high level of participation in engaged learning. Regular class attendance enables students to benefit from classroom discussions, presentations and interactive activities. These shared academic experiences are integral to the learning process and cannot be re-created or replicated in another setting.

Massachusetts law requires compulsory attendance for all students. **Chapter 76, section 1** of the Mass General Laws states that all children between the ages of six and sixteen must attend school. A school district may excuse up to seven day sessions or fourteen partial day sessions in any six-month period. The school must uphold the law.

An EXCUSED ABSENCE/TARDY includes:

- Documented illness or injury
- Bereavement/family funeral
- Major religious observances
- Extraordinary family circumstances (excused at the discretion of the principal)

An **UNEXCUSED ABSENCE/TARDY** is not covered by the aforementioned definition. Examples of an unexcused absence may include, but may not be limited to:

- Repetitive or chronic absence or tardiness due to illness or injury not documented by a doctor or other medical professional
- Truancy
- Family vacations
- Undocumented absences
- Non-emergency family situations

Notification of Unexcused Absences

When a student has missed 2 or more periods for 5 school days or has missed 5 or more school days in the school year due to unexcused absences, the parents will be notified and provided with the opportunity to meet with the Principal, or Principal's designee, to develop an action plan to address the student's school attendance.

Proactive Steps to Improve Attendance – If a student has...

- Five (5) or more consecutive days absent, parents must obtain a doctor's note and submit it to the school.
- Seven (7) absences (excused or unexcused), a letter of warning will be issued to parents reminding them of the school's attendance policy, and that they will be contacted to schedule a meeting should absences approach 10 days.
- Ten (10) absences (excused or unexcused), a parent conference will be scheduled to discuss the attendance policy and to develop a proactive attendance plan.
- Fifteen (15) absences (in disregard of the personal attendance plan), an attendance hearing will be held with the parents and administrators.
- Eight (8) absences within a quarter a 51A (neglect) report may be filed with the Department of Children and Families or CRA(Child Requiring Assistance) petition may be filed with the Juvenile Court.

Absence / Safe Arrival Program

To assure your child's safety, parents are requested to call the Penn Brook School (978-352-5785) no later than 9:15 a.m. if your child will be absent. If a phone call is not received, parents will be called at home or at work to verify the child's absence. Please leave a message on the student-absent line with the following information: the date, child's first and last name, grade and teacher.

The numbers to call:

Penn Brook	978-352-5785	Option # 1
Fax #	978 352-5787	

In addition, a note from a parent/guardian to the homeroom teacher is required when a pupil is absent, tardy or to be dismissed during the regular school day. The note regarding the absence is required on the child's first day back to school following the absence. It should be written and signed by a parent or guardian stating the date(s) of the absence(s) and the reason for the absence(s).

In accordance with provisions of the mandated attendance law, continued absence from school for any reason, and especially absence from school due to truancy, shall be referred to the Superintendent of Schools for their attention.

Make Up or Work Due to Student Absence

At the minimum, a student will be allowed two school days grace for each day out of school to turn in any work missed due to an excused absence. Teachers may make any additional arrangements with their students. However, it is the responsibility of the student and/or their parents to speak to the teachers regarding make-up assignments.

Tardy Information

The school day begins at 8:40. Students who arrive after 8:40 must report to the office, accompanied by an adult to obtain an entry pass.

Tardy Consequences

- After 7th tardy – Letter home
- After 10th tardy – Conference with the parent and student
- Subsequent tardies may result in the parents being asked to attend a meeting with administration

Appointments

Consistency in your child's academic day is important. Please try to make appointments, such as doctors and dentists, after school hours or on early release day afternoons. On those rare occasions when an appointment is unavoidable, please notify the main office and your child's classroom teacher as soon as possible.

Family Vacations during School Time

Our schools discourage taking family vacations while school is in session. However, should parents choose to have their child be absent from school for reasons other than illness or extenuating family circumstances, the Principal and teacher/s should be notified in advance. The child will be expected to make up missed work and advanced assignments will be not provided prior to the family vacation. The school and the individual teachers will not assume responsibility for providing individual tutoring or extensive individual help for the student when he/she returns. Teachers will maintain a collection of assignments done in class during the child's absence and provide a reasonable time for the student to make up the work that was missed while absent.

Arrival/Dismissal Procedures

Penn Brook Drop Off and Pick up Procedures

Arrival: No earlier than 8:30

There is no supervision for students before 8:30am, unless your child is in Before School Care.

Students will arrive at school and go directly to their classroom. There will be transportation monitors in the front of the school to help direct students where to go. If you are driving, please pull along the curb to the fire hydrant at the *end* of the school. **Please do not park and exit your vehicle in the front of the school.** If you intend to get out with your child, pull into a parking lot and park.

The school day begins at 8:40am. Students arriving after 8:40am are tardy and must be accompanied to the office by an adult for a tardy slip.

Dismissal

Anyone picking up a student at dismissal requires a “dismissal number.” If you already have a number, you do not need a new number. If you do not have a “dismissal number,” please stop in at the front office and obtain a number.

Motor Vehicle Idling

Please note that Massachusetts law prohibits the unnecessary idling of motor vehicles on school property. Violators may be subject to a fine. M.G.L. c. 90, §16B.

School Cancellations

The Superintendent of Schools has the authority to close school temporarily whenever conditions exist which may endanger the health and/or safety of the pupils. During stormy or extremely cold weather, parents are urged to exercise their own judgment in sending their children to school.

When a decision has been made to cancel school, the Superintendent or their designee will notify parents via AP Notifier, the automated telephone messaging system before 6:00 a.m. The announcement will also be posted on radio stations WBZ-Boston (1030 AM on the radio dial) and WHDH-Boston (850 AM on the radio dial) and television stations Channel 4, Channel 5 and Channel 7. In addition, school closure or delay information will appear on Georgetown Community Television, Channel 9 on Comcast, and Channel 42 on Verizon. It will also be posted on the district's website.

Delayed Opening Procedure

In some cases, instead of a school cancellation, a delayed opening will be required. The Superintendent of Schools and/or their designee will determine the length of the delay based upon the circumstances and discussions with public safety and bus officials. Generally however, in the event of a delay, the procedure will be as follows:

- The start of school will be delayed by two hours, 8:40 a.m. changed to 10:40 a.m. on these days for grades K - 6.
- The bus schedule will be delayed by two hours.

- Penn Brook Extended Day Program before school hours will be canceled.
- School will still be dismissed at the normal time.

Walkers and Bikers

Students who walk to school or ride a bicycle must enter school property from the main driveway on Elm St. Children who ride their bicycles to school must walk their bicycles on the sidewalk from Elm St to the bike racks. State law requires a helmet for children under the age of 16. Students must complete a permission form to ride their bicycles to and from school and it must be signed by the parent. Bicycle racks are located on the school grounds but the school is not responsible for damage or loss of bikes and/or equipment. Any damage to bicycles should be reported to the school office immediately.

Animals on School Property

With the exception of service animals, School Committee policy (File:IMG) prohibits animals in schools. Many children are allergic to animals and no matter how friendly the pet seems to be, its reaction can be unpredictable when surrounded by small children. For this reason, animals are prohibited on school property.

Dismissals

School dismissal is at 2:45. Early dismissals before the end of the school day can be distracting to students as well as their classroom teachers and their instructional program. If you plan to have your child dismissed for any reason, a note is required. This note should be sent on the morning of the dismissal and should state the following: child's name, teacher's name, time of dismissal, name of the person picking up the child, the date and parent's signature.

Dismissal Due to Illness

Children who become ill during the school day will report to the Nurse's Office. If necessary, after notifying the parent or other designated adult, the student will be dismissed to the specified adult.

Dismissal / Transportation Changes

If your child will be going home with another student or family after school, a note is required. This note should be sent on the morning of the change and should state the following: child's name, teacher's name, time of dismissal, name of the person picking up the child with their pick up number, the date and parent's signature. It is important to note students are **not allowed to change buses** except for emergency purposes. **The switching of buses for play purposes, to accommodate one's personal schedule or following field trips is not allowed. A request to change buses or ride a school bus without a bus pass must be obtained by the principal.**

Winter Recess

Recess is an important part of a child's day as it provides for social interaction and physical activity. However, when the temperature drops below 32 degrees the Principal will make the decision to go outside. This decision will be based upon the following: weather conditions such as the wind-chill,

condition of the playground surface ice etc. Students should always be prepared with the appropriate clothing such as boots, snow pants, hats and mittens.

School Meals at Penn Brook Elementary School

The offerings at Penn Brook are ever-changing and are catered to meet the preferences of our students while meeting the many nutrition requirements that school meal programs must follow. The Georgetown School Committee's Health and Wellness policy strives to promote the overall health and wellness of all students. In accordance with the policy, we encourage healthy snacks. As such, soda will not be allowed for lunch and/or snacks; seltzer water is an acceptable beverage. There are a number of options available daily so if your child hasn't tried school lunch or breakfast yet, now is a great time to start. There is something for everyone in our kitchen!

Beginning in the 2024-2025 school year, school lunches are free of charge. Lunch at Penn Brook includes the main entrée, milk or water, and a wide array of fruits and vegetables. We offer a number of "kid-favorites" as well as home-style, from scratch options and are expanding our vegetarian options as well. Students can also select from a number of Grab-n-Go items and help themselves to the colorful array of fruits and vegetables available daily on our Garden Bar. Breakfast is served daily from 8:30-8:40 AM (for students attending before school care, breakfast is served at 8:00).. We offer a number of tasty options such as bagels, assorted cereals and warm French toast sticks. Each meal comes with a choice of milk, fruit and juice. It is a great option for busy mornings and helps support student readiness for school!

Breakfast is served daily from 8:30-8:40 AM (for students attending before school care, breakfast is served at 8:00). All food items we serve are certified and approved by the USDA and DESE in accordance with healthy meals guidelines for K-12 schools.

Lunch is served daily from 11:15am-1:05pm.

Social Media

Website: <http://www.gssapp.org/GeorgetownPublicSchools/foodservices/> Check here often for menus and news from the kitchens!

Twitter: https://twitter.com/GPS_SchoolMeals Follow us @GPS_SchoolMeals for photos, menu changes, program updates and events

Facebook: <https://www.facebook.com/Georgetown-Public-Schools-Food-Services-1712289065720418/> Like us on Facebook to see photos and videos from the kitchen and cafeteria

Instagram: https://www.instagram.com/georgetown_school_meals/ Follow us @Georgetown_School_Meals for photos and updates from the kitchens

Catering

The Food Services Department is currently developing a catering menu to make available on our new website. Save yourself the hassle of coordinating refreshments for your event and let our kitchens take care of it for you. If you are planning on hosting an event at the school, we encourage you to contact us to

discuss your event and how our team can help with your event.

Dining with Food Allergies and Other Special Nutrition Needs

The Food Service Department is committed to providing safe and delicious meals to all of our students. We want to make sure that children with medical nutrition concerns have the opportunity to enjoy school meals as well. If your child has a medically documented nutrition-related condition (allergies, celiac disease, diabetes, etc) please contact Michael Anderson, Director of Operations, to discuss accommodations that your child may need.

Definition of Terms

* Nut-prohibited: This term is used to describe the areas of the school where foods containing peanuts and/or tree nuts are not permitted. This term also includes foods that are manufactured on shared machinery that was also used to process peanuts/tree nuts. The following locations are considered nut-prohibited: the school kitchen and the kindergarten wing.

Birthday Celebrations

Parents who wish to celebrate their child's birthday with food must adhere to the following requirement:

* Foods may be purchased from the Food Service Department. Please contact the Penn Brook Kitchen at 978-352-5785 x2125 for information on items available for purchase.

Holiday Celebrations

Penn Brook Elementary schools currently permit classrooms to host two classroom celebrations that involve food. The two celebration parties are before December break and before February break. Foods for these celebrations must be purchased through the Georgetown Food Service Department. Please contact the Penn Brook Kitchen at 978-352-5785 x2125 for information on items available for purchase. We encourage teachers to use non-food activities to celebrate special occasions.

Fundraisers

Federal and state nutrition mandates also include guidance on foods sold to students during the school day. (The school day is defined as starting at midnight the night before school starts and ending 30 minutes after students are dismissed). Because fundraisers involving food typically do not occur during these times at Penn Brook, fundraisers are exempt from these nutrition standards, though we do encourage fundraisers to focus on sale of healthier options or non-food items. However, we strongly recommend that ingredients are listed on any products, including homemade items.

Please note that if unallowable food items are brought to school, you will be asked to take them home. If you need further assistance finding an appropriate item for a celebration or fundraiser, please contact Michael Anderson.

School Bus Transportation

School Bus Regulations

Georgetown provides bus transportation for those who qualify under the guidelines established by the District. All school behavior rules apply while students are on any school bus. Students are to ride their assigned bus. Students are to obey the instructions of the school bus driver. School bus behavior rules are based on common sense and courtesy and have been created to ensure the proper conduct and safety of all who ride the bus. Violations of school bus behavior rules may result in the loss of bus riding privileges.

School Bus Transportation Routes

Students in grades K-12 who live a mile and a half or more from school will be eligible to ride the bus. Children who wish to ride the bus must register annually in the spring of each year. School bus transportation routes are published in the local newspapers and on the district website before the beginning of each school year. There are four (4) critical times involved for the pupils being transported:

1. The bus stop
2. Boarding the bus
3. Riding the bus
4. Disembarking

Bus Expectations

Parents are advised to urge their children not to use the bus stop as a play area. Once on the bus, supervision is by the bus driver. As common courtesy and for the safety of all, children are expected to behave in an orderly manner. Misbehavior could divert the bus driver's attention and cause an accident. For this reason, regulations pertaining to pupil conduct on buses are fairly strict. Repeated misbehavior can result in loss of riding privileges. Bus misconduct notices will be reserved for those cases where verbal warnings and reprimanding have been unsuccessful. A written notification from the bus driver will be sent home with the child addressing the misbehavior. Parents are required to sign the notice and students should return the signed notice to the bus driver on the following school day. Both the bus driver and the school office keep this notice on file. The disciplinary action taken increases based on repeated bus misconduct. Some infractions are so serious that they necessitate immediate suspension of riding privileges. Do not lose your riding privilege! Follow these rules:

- Observe the same acceptable conduct code as in the classroom.
- Be courteous and respectful.
- Do not shout, argue or use disrespectful/profane language.
- Consumption of food or beverages is not allowed on the bus.
- Help keep the bus clean.
- Cooperate with all the driver requests.
- Do not be disruptive or destructive.
- Stay in your seat.
- Keep head, hands and feet inside the bus.
- Remember that the bus driver is authorized to assign seats.

Student Records

The Georgetown Public Schools complies with applicable federal and state laws and regulations pertaining to Student Records. Those laws and regulations are designed to ensure a parent's and eligible student's rights to access, inspect, and to request amendment of the child's student record.

The Massachusetts Student Record regulations and the Family Educational Rights and Privacy Act (FERPA) apply to educational records maintained by a school on a student in a manner such that he or she may be individually identified. The regulations divide the record into the transcript and the temporary record. The transcript includes only the minimum information necessary to reflect the student's educational progress. This information includes name, address, course titles, grades, credits, and grade level completed. The transcript is kept by the school system for at least sixty (60) years after the student leaves the system.

The temporary record contains the majority of the information maintained by the school system about the student. This may include such things as standardized test results, class rank, school sponsored extracurricular activities, and evaluations and comments by teachers, counselors, and other persons. The temporary record is destroyed no later than seven (7) years after the student leaves the school system.

The following is a summary of major parent and student rights regarding their student records:

Inspection of Record

A parent, or a student who has entered the ninth grade or is at least 14 years old (eligible student), has the right to inspect all portions of the student record upon request. The parent and/or eligible student have the right to receive copies of any part of the record, although a reasonable fee may be charged for the cost of duplicating materials. The record must be made available to the parent or eligible student no later than ten (10) calendar days after the request, unless the parent or student consents to a delay. The parent and/or eligible student may request to have any of the contents of the record interpreted by professional qualified school personnel or may invite anyone else of their choosing to inspect or interpret the record with them.

Rights of Non-Custodial Parents

Unless there is a court order to the contrary, a non-custodial parent (parent without physical custody of the student) of any public-school student has the right, subject to certain procedures, to receive information regarding the student's achievements, involvement, behavior, etc. A non-custodial parent who wishes to have this information shall submit a written request to the child's school principal. Upon receipt of such a request, the principal shall send written notification to the custodial parent by certified and first-class mail that the records and information will be provided to the non-custodial parent in twenty-one (21) calendar days unless the custodial parent provides documentation of the non-custodial parent's ineligibility to access such information. In all cases where school records are provided to a non-custodial parent, the electronic and postal address and other contact information for the custodial parent shall be removed from the records provided. Any such records provided to the non-custodial parent shall be marked to indicate that they may not be used to enroll the student in another school. Upon receipt of a court order that prohibits the distribution of information pursuant to M.G.L. c. 71, §34H, the school will notify the non-custodial parent that it shall cease to provide access to the student record to the non-custodial parent. M.G.L. c.71, §34H, 603 CMR 23.07

Confidentiality of Records

With a few exceptions, no individuals or organizations but the parent(s), student, and authorized school personnel are eligible to access information in or from a student record without the specific, informed written consent of the parent or the eligible student.

Third Party Access

Authorized school personnel to include: (a) school administrators, teachers, counselors and other professionals who are employed by the school committee or who are providing services to the student under an agreement between the school committee and a service provider, and who are working directly with the student in an administrative, teaching, counseling, and/or diagnostic capacity; (b) administrative office staff and clerical personnel, employed by the school committee or under a school committee service contract, and whose duties require them to have access to student records for purposes of processing information for the student record; and (c) the Evaluation Team which evaluates a student, shall have access to the student record of students to whom they are providing services, when such access is required in the performance of their official duties. The consent of the parent or eligible student shall not be necessary.

Amendment of the Student Record

Eligible students and/or parents have the right to add additional information, comments, data, and/or other relevant material to the student record. In addition, with limited exception under state and federal law, eligible students and/or parents also have the right to request in writing that information in the student record be amended or deleted. Any such request should be directed to the building Principal; the parent and student have a right to a conference with the building principal to make their objections known. The building principal will render a written decision on such a request within one week. If the parent and/or eligible student are not satisfied with the decision, the regulations contain provisions through which the decision may be appealed to higher authorities in the school system.

Transfer of Student Records

In accordance with 603 CMR 23.07(4)(g), it is the practice of the Georgetown Public Schools to forward the student record of any student who seeks or intends to enroll, or already has enrolled in another public-school district, if the disclosure is for purposes of the student's enrollment or transfer. The parent or eligible student has the right to receive a copy of the school record that is forwarded to the new school.

Destruction of Student Records

The regulations require that certain parts of the student record, such as the temporary record, be destroyed within seven (7) years of a student's transfer or graduation. School authorities are also allowed to destroy misleading, outdated, or irrelevant information in the record from time to time while the student is enrolled in the school system. Before any such information may be destroyed, the parent and eligible student must be notified, and provided with the opportunity to obtain a copy of any records to be destroyed.

Complaints

A parent or eligible student has a right to file a complaint with the Student Privacy Policy Office, U.S. Department of Education, 400 Maryland Avenue SW, Washington, D.C. 20202-5901, (202) 260-3887 or with the Massachusetts Department of Education, 350 Main Street, Malden, MA 02148, (781) 338-3300.

The above is only a summary of some of the more significant provisions of the federal (the Family Educational Rights and Privacy Act) and state regulations pertaining to student records that relate to student and parent rights. If more detailed information is desired, a copy of the regulations may be obtained from the principal's office or the Department of Elementary and Secondary Education. These are designed to ensure parents' and students' rights of confidentiality, inspection, amendment, and destruction of student records, and to assist school authorities in their responsibilities for the maintenance of student records. The applicable regulations may be found at 603 CMR 23.00.

Disclosure of Directory Information

The Family Educational Rights and Privacy Act (FERPA), a Federal law, requires that Georgetown Public Schools, with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your child's education records. However, Georgetown Public Schools may disclose appropriately designated "directory information" without written consent, unless you have advised the district to the contrary in accordance with district procedures. The primary purpose of directory information is to allow the Georgetown Public Schools to include this type of information from your child's education records in certain school publications. Examples include but are not limited to:

- A playbill, showing your student's role in a drama production;
- The annual yearbook;
- Honor roll or other recognition lists;
- Graduation programs; and
- Sports activity sheets, such as for wrestling, showing weight and height of team members.

Directory information, which is information that is generally not considered harmful or an invasion of privacy, if released, can also be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish year books. In addition, two federal laws require local educational agencies (LEAs) receiving assistance under the Elementary and Secondary Education Act of 1965 (ESEA) to provide military recruiters, upon request, with three directory information categories – names, addresses, and telephone numbers – unless parents have advised the LEA that they do not want their student's information disclosed without their prior written consent.

If you do not want Georgetown Public Schools to disclose directory information from your child's education records without your prior written consent, please notify the principal in writing. Please specify the agencies, purposes and/or information you do not want released. Georgetown Public Schools has designated the following information as directory information:

- Student's name
- Participation in officially recognized activities and sports
- Address
- Telephone listing
- Weight and height of members of athletic teams
- Email address
- Photograph
- Degrees, honors, and awards received
- Date and place of birth
- Major field of study
- Dates of attendance
- Grade level
- The most recent educational agency or institution attended

Notification of Rights Under the Protection of Pupil Rights Amendment (PPRA)

PPRA affords parents certain rights regarding our conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. These include the right to:

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

the student or student's parent; Mental or psychological problems of the student or student's family; sex behavior or attitudes; illegal, anti-social, self-incriminating, or demeaning behavior; critical appraisals of others with whom respondents have close family relationships; legally recognized privileged relationships, such as with lawyers, doctors, or ministers; religious practices, affiliations, or beliefs of the student or parents; or income, other than as required by law to determine program eligibility.

- Receive notice and an opportunity to opt a student out of the following: any other protected information survey, regardless of funding; any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law; and activities involving collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others.
- Inspect, upon request and before administration or use: protected information surveys of students; instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and instructional material used as part of the educational curriculum.
- These rights transfer from the parents to a student who is 18 years old or an emancipated minor under State law. Specific activities and surveys covered under this requirement include: the collection, disclosure, or use of personal information for marketing, sales or other distribution; the administration of any protected information survey not funded in whole or in part by DOE; and any non-emergency, invasive physical examination or screening as described above.

The District will provide parents/guardians, within a reasonable period of time prior to the administration of the surveys and activities, a notification of the surveys and activities and provide an opportunity to opt their child out, as well as an opportunity to review the surveys.

Parents who believe their rights have been violated may file a complaint with: Student Privacy Policy Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, D.C. 20202-5901

Students with Disabilities

Section 504 of the Rehabilitation Act of 1973 ("Section 504") is a federal law designed to protect the rights of individuals with disabilities in programs and activities that receive federal financial assistance from the U.S. Department of Education. Section 504 provides: "No otherwise qualified individual with a disability in the United States . . . shall, solely by reason of her or his disability, 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 . . .". Title II of the Americans with Disabilities Act of 1990 (Title II) is a federal law that applies to public entities, including the conforming amendment to Section 504 that affects the meaning of a disability under Section 504.

The United States Department of Education Office for Civil Rights (OCR) enforces Section 504 in programs and activities that receive federal financial assistance from the U.S. Department of Education. Recipients of this federal financial assistance include public school districts, institutions of higher education, and other state and local education agencies. The regulations implementing Section 504 in the context of educational institutions appear at 34 C.F.R. Part 104.

The Section 504 regulations require a school district to provide a “free appropriate public education” (FAPE) to each qualified student with a disability who is in the school district’s jurisdiction, regardless of the nature or severity of the disability. Under Section 504, a FAPE consists of the provision of regular or special education and related aids and services designed to meet the student’s individual educational needs as adequately as the needs of nondisabled students are met.

Additionally, the Georgetown Public Schools provides nonacademic and extracurricular services and activities in such a manner as is necessary to afford students with disabilities an equal opportunity for participation. The District is, however, generally permitted to establish and utilize skill-based eligibility criteria for participation in extracurricular programs and activities (e.g., school-sponsored athletics) so long as the criteria are rationally related to the purposes and goals of the specific program or activity.

Under the Individuals with Disabilities Education Act (“IDEA”) and M.G.L. c. 71B, some students with disabilities may be eligible for special education services if they require specialized instruction and/or supportive services to help them make effective progress in school. These services can include, but are not limited to, speech therapy, physical therapy, occupational therapy, specialized instruction, or placement in a special classroom. Students may be referred to the Student Services Department for an evaluation of eligibility for special education services. Within five (5) school days of such a referral, a consent form authorizing an evaluation of the student will be forwarded to the parent(s)/guardian(s). Within forty-five (45) school days of receipt of the parent(s)/guardian(s)’ consent, an evaluation will be conducted, and a Team meeting will be held to determine if the student is eligible for special education services. If the student is found eligible for special education services, the Team will develop an Individualized Education Program (IEP) identifying the necessary services.

For more information regarding services for students with disabilities, contact Jack Tiano, Director of Student Services.

Observations Of Education Programs

Observations of a student’s current and/or proposed special education program may be conducted by a parent/guardian or his/her designee in accordance with M.G.L. c. 71B § 3. Parents must request an observation five (5) days in advance and can submit the request to the building Special Education Administrator and building Principal. Observers may be required to sign a non-disclosure form to protect student confidentiality.

Students Who Are English Language Learners (ELL)

All students, as they enroll in Georgetown Public Schools, are required to complete a Home Language Survey. If a language in addition to English is spoken at home, or if a student’s first language is not English, the student will be assessed for English language proficiency. Students scoring below expectations on the English language proficiency testing and recommended for ELL services will receive ELL support services during the school day. Students receiving ELL support are required to participate in state-wide assessments. If parents elect to exclude their child from ELL services, they must check the box marked, “No” on the Permission for Services form or contact the principal in person, via telephone or email. Students will exit the ELL Program after passing statewide testing, and based on the results of standardized testing, classroom performance and teacher recommendation.

Homeless Students: Enrollment Rights And Services

To the extent practical and as required by law, the district will work with homeless students and their families to provide stability in school attendance and other services. Special attention will be given to ensuring the enrollment and attendance of homeless students not currently attending school. Homeless

students will be provided district services for which they are eligible, including Head Start and comparable preschool programs, Title I, similar state programs, special education, bilingual education, vocational and technical education programs, gifted and talented programs and school nutrition programs. A child who is homeless or an unaccompanied youth and attending any school served by the local educational agency is eligible for Title I services and the Free and Reduced Lunch program.

The goal of the McKinney-Vento Homeless Education Assistance Act is: (1) To ensure that each child or youth experiencing homelessness has equal access to the same free, appropriate public education, including a public preschool education, as provided to other children and youths; (2) In any State that has a compulsory residency requirement as a component of the State's compulsory school attendance laws or other laws, regulations, practices, or policies that may act as a barrier to the enrollment, attendance, or success in school of homeless children and youths, the State will review and undertake steps to revise such laws, regulations, practices, or policies to ensure that homeless children and youths are afforded the same free, appropriate public education as provided to other children and youths; (3) Homelessness alone is not sufficient reason to separate students from the mainstream school environment; (4) Homeless children and youths should have access to the education and other services that such children and youths need to ensure that such children and youths have an opportunity to meet the same challenging student academic achievement standards to which all students are held.

Definition of Homeless Children and Youth

The term "unaccompanied youth" includes a homeless child or youth not in the physical custody of a parent or guardian. Homeless children and youth are defined as individuals who lack a fixed, regular, and adequate nighttime residence and includes children and youth living in the following situations:

- (i) children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals;
- (ii) children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human;
- (iii) children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
- (iv) migratory children who qualify as homeless for the purposes of this part because the children are living in circumstances described in clauses (i) through (iii).

Homeless Education Liaison

Georgetown Public Schools provides various types of support for students and their families experiencing homelessness in order to help them attend school consistently. Eligible families may be living in shelters or may not have their own lease because they are temporarily staying with family members or acquaintances due to economic hardship or similar reason. Contact the district's Homeless Education Coordinator, Jack Tiano, at (978) 352 – 5777 x. 100 or jack.tiano@georgetown.k12.ma.us for more details.

Enrollment and Dispute Resolution

Students identified as experiencing homelessness have a right to remain in their school of origin or to attend the school where they are temporarily residing. Students who choose to remain in their school of origin have the right to remain there until the end of the school year in which they become permanently housed, with transportation if needed through the end of the school year (June).

The Georgetown Public Schools will immediately enroll students experiencing homelessness in school, even if they do not have the documents usually required for enrollment – such as school records, medical records or proof of residency. Emergency contact information is required at the time of enrollment consistent with district policies, including compliance with the state's address confidentiality program

when necessary. The District's liaison for homelessness will assist students who arrive without records by contacting the previously attended school system to obtain the required records.

Should a parent/guardian or unaccompanied youth disagree with the school placement decision of the liaison for homelessness, the parent/guardian or unaccompanied youth has the right to appeal. The parent/guardian or unaccompanied youth will be provided with written notification in the language of the home of the placement decision and the paperwork to complete the appeal process. While the placement decision is under appeal, the student will be allowed to attend the school of the parent/guardian's or unaccompanied youth's choice and receive transportation (according to the District transportation policy) while the dispute is under review by the Department of Elementary and Secondary Education.

Students in Foster Care

The purpose of this policy is to ensure the educational stability of students in foster care. Educational stability has a lasting impact on students' academic achievement and wellbeing, and the School Committee is committed to supporting district and community efforts to ensure that students in foster care have access to high-quality, stable educational experiences from preschool (if offered) through high school graduation.

Irrespective of the location of a foster care placement, students in foster care will continue to attend their school of origin, unless after a collaborative decision-making process it is determined to be in the student's best interest to enroll in and attend school in the district in which the student resides in foster care. Enrollment of students in the district where they reside in foster care will take place immediately upon such a determination.

The district has designated a point of contact for students in foster care. The district and the point of contact will collaborate with DCF to ensure that students can access transportation and the other services to which they may be entitled.

Best Interest Determination

Decisions about whether a student in foster care should continue to attend the school of origin should be made collaboratively by DCF, the student (as appropriate), the student's family and/or foster family (and if different, the person authorized to make educational decisions on behalf of the student), the school and district of origin, and (when different) the local district where the student is placed. Best interest determinations should focus on the needs of each individual student and take into account a variety of factors. Every effort should be made to reach agreement regarding the appropriate school placement of a student in foster care. However, if there is disagreement regarding school placement for a student in foster care, DCF will finalize the best interest determination.

The district can seek review of DCF's decision by utilizing a Foster Care School Selection Dispute Resolution Process established by DESE and DCF. Decisions made through this process are not subject to review. To the extent feasible and appropriate, the district will ensure that a child remains in his or her school of origin while the disputes are being resolved to minimize disruptions and reduce the number of moves between schools.

Transportation

The district of origin must collaborate with DCF on how transportation will be provided and arranged to ensure that students in foster care who need transportation to remain in their school of origin will receive such transportation while they are in foster care. Transportation options may include using Title I funds, establishing regional collaborations among districts, coordinating with existing routes for transportation, seeking help from foster parent(s), etc. Absent other agreements between the district and DCF, the district of origin is responsible for providing transportation to and from the school of origin.

Immediate Enrollment

If it is in the best interest of a student in foster care to leave the school of origin, the student must be immediately enrolled in school in the local school district in which he or she resides in foster care. During enrollment of students in foster care, DCF representatives will present the district with a form that indicating that the student is in foster care, along with their state-agency identification badge.

If the student does not have immediate access to immunization records, the student shall be permitted to enroll under a personal exception. Students and families should be encouraged to obtain current immunization records or immunizations as soon as possible, and the district liaison is directed to assist. Emergency contact information is required at the time of enrollment consistent with district policies, including compliance with the state's address confidentiality program when necessary. After enrollment, the district will immediately request available records from the student's previous school.

Educational Opportunities For Military Children

To facilitate the placement, enrollment, graduation, data collection, and provision of special services for students transferring into or out of the District because of their parents or guardians being on active duty in the U.S. Armed Services, the District supports and will implement its responsibilities as outlined in the Interstate Compact on Educational Opportunity for Military Children. The district believes it is appropriate to remove barriers to educational success imposed on children of military families resulting from frequent moves required by parents' or guardians' military deployment.

Safety and Security

Outside doors remain locked during school hours. All visitors and volunteers must ring the buzzer beside the front doors. This will alert the front office to your presence and allow them to unlock the door for you. ALL visitors are required to sign in and receive a visitor's badge at the front office upon entrance into the building. When leaving, please sign out with the main office. **Activities inside and outside the school are monitored by video surveillance.**

Evacuation Drills

The district shall cooperate with the fire department in the conduct of fire drills annually. In addition, students will participate in A.L.I.C.E. (Alert, Lockdown, Inform, Counter, and Evacuate) training and drills with the Georgetown Police Dept. To view the PowerPoint presentations to grades K- 3 and 4- 6, please visit our website: <https://www.gssapp.org/GeorgetownPublicSchools/pennbrook/>

Other Emergency Situations

In the event that an emergency situation arises during school hours and it becomes necessary for the children to be dismissed from school early, the following procedure will be followed:

1. Usually the Middle/Senior High School will be dismissed before the elementary schools.
2. Penn Brook School will dismiss as soon as the buses return from the Middle/Senior High School runs.
3. Parents will be notified via the AP Notifier emergency notification system. The local radio stations WBZ and WHDH will broadcast the announcements. In addition, emergency information

will appear on Georgetown Community Television, Channel 9 on Comcast, and Channel 42 on Verizon.

4. Under these conditions, your child may not always be able to follow his/her usual procedure. Parents should be sure that children have an alternate plan in the event school is dismissed early.

Mandatory Reporting

All professional staff are informed annually of their obligations to report cases of suspected child abuse and neglect as specified in M.G.L. c. 119, § 51A-51F and M.G.L. c. 71, § 37L.

Searches

Searches may be conducted by authorized school personnel when, under ordinary circumstances, there are reasonable grounds for suspecting that a search will turn up evidence that a student has violated either the rules of the school or the law. All measures adopted in conducting searches of students, their possessions, their vehicles on school property, while under school supervision or in attendance at a school function will be limited in scope by the objectives of the search in light of the age and sex of the student and the nature of the infraction being investigated.

In addition, a staff member or designee of the Georgetown Public Schools may conduct a search of the physical plant of the school, and every part thereof including students' lockers. Students are hereby given notice that they have no expectation of privacy in their school lockers; student lockers are accessible to school officials and may be subject to search at the discretion of school officials. The physical plant includes, but is not limited to, desks, lockers, lab stations, and cafeteria tables are the property of the Georgetown Public Schools and are subject to search at any time with or without suspicion or cause.

When authorized school personnel have reasonable suspicion to believe that a student has control of a contraband item in his/her possession in a locker or vehicle, a search may be conducted. Sweep type searches may be conducted by police. Sweeps may also be ordered by authorized school personnel as an additional way to keep our school drug free. Such sweep searches may include the use of specially trained dogs (Canine Sweeps).

Vehicles parked on school grounds or at school functions are subject to search.

Health Services and Policies

Good health depends upon continuous lifelong attention to scientific advances and the acquisition of new knowledge.

The School Committee believes that the greatest opportunity for effective health education lies within the public schools because of their potential to reach children at the age when positive, lifelong health habits are best engendered and because the schools are equipped to provide qualified personnel to conduct health education programs.

The School Committee is committed to a sound, comprehensive health education program as an integral part of each student's general education. Health education will be taught as a separate academic discipline in grades K through 6 and as a separate class in grade 7.

The health education program will emphasize a contemporary approach to the presentation of health information, skills, and the knowledge necessary for students to understand and appreciate the functioning

and proper care of the human body. Students also will be presented with information regarding complex social, physical and mental health problems, which they might encounter in society. In an effort to help students make intelligent choices on alternative behavior of serious personal consequence, health education will examine the potential health hazards of social, physical and mental problems existing in the larger school-community environment.

In order to promote a relevant, dynamic approach to the instruction of health education, the School Committee will continue to stress the need for curricular, personnel, and financial commitments that are necessary to assure the high quality of the system's health education program.

Adopted on: April 24, 2008

Nursing Services

A school nurse is assigned to each school for the entire school day to handle first aid and administration of medication. On occasion, when the nurse is out of the building, another nurse will be on call to answer questions and cover emergencies. Please contact the nurse when your child has any communicable disease or any condition that requires special follow-up.

First Aid

The school attempts to provide a safe environment. If an accident or sudden illness occurs, school personnel will administer first aid and, if warranted, call emergency services and notify the school physician, nurse leader and the principal.

First aid is defined as the immediate and temporary care given in case of an accident or sudden illness, which enables the child to be taken safely home or to a physician. It does not include diagnosis or treatment. Any care beyond first aid will not be given with the exception of students who have a signed and accepted health care plan, 504 plan or Individualized Education Program.

At each school, procedures will be developed for the proper handling of an injury to, or sudden illness of, a child or staff member. These will be made known to the staff and will incorporate the following requirements:

1. The school nurse or another trained person will be responsible for administering first aid.
2. When the nature of an illness or an injury appears in any way serious, every effort will be made to contact the parent or guardian and/or family physician immediately.
3. No young child who is ill or injured will be sent home alone, nor will any older child unless the illness or injury is minor. A young child who is ill or injured will not be taken home unless it is known that someone is there to receive him or her.
4. In extreme emergencies, the school nurse, school physician or Principal may make arrangements for immediate hospitalization of injured or ill students, contacting parent or guardian in advance if at all possible.
5. The teacher or other staff member to whom a child is responsible at the time an accident occurs will make out a report on an official form providing details about the accident. This will be required for every accident for which first aid is given.

6. All accidents to students and staff members will be reported as soon as possible to the Superintendent and, if the Superintendent deems appropriate, to the School Committee.

Accident and Illness

Parents are encouraged not to send their child to school if they appear ill. A child should remain at home if he or she has any of the following:

- a severe cold
- persistent cough
- sore throat or swollen glands accompanied by fever
- an undiagnosed rash or skin eruptions
- earache
- red eyes or drainage from the eyes
- vomiting or diarrhea within the past 24 hours
- temperature 100 or above within the last 24 hours

If a child becomes ill at school, parents will be notified and will be expected to provide transportation for their child. Children will not be allowed to leave school alone and should be picked up from the health office.

When a child is sick or injured, we will contact the parent or his/her designee. The designees are listed on the emergency information sheet. Please list three people to contact with local addresses. In cases where parents or their designees cannot be contacted, the school's administrator and/or nurse will take whatever emergency action is deemed necessary. A child may not return to school until they have been fever-free without medications, and/or have not vomited for 24 hours. In addition, if a child is not in school, or sent home from school, due to illness, the child may not participate in afterschool or evening activities.

Immunization

All requirements for entry into our school district must be met before the student is allowed to start school. State law requires the immunization of all children entering elementary school in September. All immunizations must meet Massachusetts Department of Public Health requirements and must be certified in writing by a licensed physician. Exemption for medical or religious reasons requires appropriate documentation. For a list of current immunization requirements see the health office or contact your primary care physician.

Physical Examinations

Every student is required to have a physical from the student's own physician upon entering school and upon admittance to the fourth, seventh, and tenth grades. The results of examinations will be a basis for determining what corrective measures or modifications of school activities, if any, should be recommended. A record of all examinations and recommendations will be kept.

Whenever the school nurse finds a child suffering from any disease or medical problem, the situation will be reported to the parent or guardian in writing, or by personal visit if remedial treatment is recommended. A copy of the report will be filed at the school.

Serious Health Emergencies

The school nurse will take primary responsibility for serious health-related emergencies. If the nurse is not in the building a nurse in the district will be consulted and assume primary responsibility. First aid

will be administered and, if necessary, the student will be transferred by ambulance to the nearest hospital. Every effort will be made to contact the parents. The parent may be requested to call the emergency room to give permission for treatment.

Medication

The Georgetown Public Schools follows all requirements of 105 CMR 210.00, regulations pertaining to the administration of medication to students in schools. Medication may not be administered to students while at school unless such medicine is given to them by the school nurse acting under specific written request of the parent or guardian and under the written directive of the student's personal physician. Medications will only be given by the school nurse, or personnel whom the school nurse has delegated responsibility to in accordance with the requirements of 105 CMR 210.00. Any medication given in school requires a signed doctor's order and parental permission. It must be brought by a responsible adult in the pharmacy labeled container.

The school district shall, through the district nurse leader, register with the Dept. of Public Health and train personnel in the use of Epi-pens.

Following consultation with the school nurse, students who fall into the following exceptions may self-administer medications:

1. Students with asthma or other respiratory diseases may possess and administer prescription inhalers.
2. Students with cystic fibrosis may possess and administer prescription enzyme supplements.
3. Students with diabetes may possess and administer glucoses monitoring tests and insulin delivery systems.

Whenever possible, the medication schedule should be adjusted to fall outside school hours. A signed medication order by the physician and a signed consent by the parent or guardian are required to dispense medication at school. This includes over-the-counter medications i.e. Tylenol, ibuprofen, antacids, Tums, throat lozenges. An authorized adult should deliver the medication to the school nurse. No student should carry medication on the school bus or in the school building. If a parent prefers, they may come to the school and administer the medication.

All medications must be picked up at Penn Brook School's nurse's office by the last day of school. Any medication left at school will be destroyed.

Screening

Mandated health screening in vision, hearing and postural exam are administered to all students in accordance with Massachusetts General Laws. Height and weight will be done as directed by the Massachusetts Department of Public Health.

Georgetown School Emergency Form

A health form for each student is sent home at the beginning of each school year. The emergency form must be completed annually and returned to school so that up to date records can be maintained, and school nurses and the front office are able to reach a parent when necessary.

Suntan Lotion and Bug Spray

Parents are responsible for applying before school.

Communicable Diseases

The District is required to provide educational services to all school age children who reside within its boundaries. By law, however, admission to school may be denied to any child diagnosed as having a disease whereby attendance could be harmful to the welfare of other students and staff, subject to the District's responsibilities to handicapped children under the law.

The School Committee recognizes that communicable diseases which may afflict students range from common childhood diseases, acute and short-term in nature, to chronic, life-threatening diseases such as Acquired Immune Deficiency Syndrome (AIDS).

Management of common communicable diseases shall be in accordance with Massachusetts Department of Health guidelines. A student who exhibits symptoms of a communicable disease may be temporarily excluded from school attendance. The District reserves the right to require a physician's statement authorizing the student's return to school.

The Educational placement of a student who is medically diagnosed as having a life-threatening communicable disease shall be determined on an individual basis in accordance with this policy and accompanying administrative procedures. Decisions about the proper educational placement shall be based on the student's behavior, neurological development, and physical condition; the expected type of interaction with others in school setting; and the susceptibility to other diseases and the likelihood of presenting risks to others. A regular review of the placement decision shall be conducted to assess changes in the student's physical condition, or based on new information or research that may warrant a change in a student's placement.

In the event a student with a life-threatening communicable disease qualifies for services as a handicapped child under state and federal law, the procedures for determining the appropriate educational placement in the least restrictive environment shall be used in lieu of the procedures designated above.

Neither this policy nor the placement of a student in any particular program shall preclude the administration from taking any temporary actions including removal of a student from the classroom as deemed necessary to protect the health, safety, and welfare of the student, staff, and others.

In all proceedings related to this policy, the District shall respect the student's right to privacy. Only those persons with a direct need to know shall be informed of the specific nature of the student's condition. The determination of those who need to know shall be made by the Superintendent.

Strep Throat

Children may return to school after being on adequate antibiotic medication for 24 hours and after being without fever for 24 hours.

Parents should notify the school nurses if their child is exhibiting symptoms of a communicable disease or has any significant illness or injury.

Pediculosis (Head Lice)

If lice are found, the student will be sent home. The parent/guardian will be provided with information on methods to eliminate infestation. The child must be live-lice free in order to return to school and must be brought back to school by a parent/guardian and will be checked by the school nurse before being allowed to return to the classroom. If a parent/guardian discovers head lice on their child, please notify the school nurse so appropriate precautions can be taken to prevent their spread to classmates. For the complete policy on pediculosis, please refer to the School Committee Policy Manual, File: JLCDB found on the Georgetown Public Schools website at www.georgetown-schools.org.

Nut/Peanut-Prohibited Policy

The Penn Brook School cafeteria will not produce or serve foods made with peanuts/nuts. In the cafeteria, there will be nut/peanut-prohibited tables for all kindergarten students and students in grades 1-6 with nut/peanut allergies. All kindergarten classrooms will be nut/peanut prohibited classrooms and no foods should be brought to school for snack, lunch, or for any other occasion that contain nuts/peanuts or are manufactured on equipment shared with nuts/peanuts. In grades 1-6, nut/peanut products will be allowed, unless there is a student in the classroom who has a life-threatening allergy to nuts/peanuts. In this case, no food should be brought into the classroom that contains nuts/peanuts or are manufactured on equipment shared with nuts/peanuts.

Parent Involvement

CORI Check for Volunteers (Criminal Offender Record Information)

Information regarding the CORI (Criminal Offender Record Information) and its purpose:

- CORI's are required for all volunteers who will be or have the potential to be unsupervised with children.
- CORI's are valid for three years for all three schools. If you would like to continue to volunteer, you must complete and pass a CORI every three years. Your confidential information is held in a secure environment in the superintendent's office should you ever want to know your expiration date or to check your status.
- A CORI form and photo identification issued by a government agency is required to run a CORI check. Government issued photo identification can be either a driver's license or passport. IF you do not have either of those, please call the superintendent's office for other types of identification to be used.

*Please note that during the months of August-October and April-May due to high volume of CORI's being requested, the CORI board can take up to 3 weeks to complete verification of CORI applications. Please come in during non-peak times to ensure that you are approved prior to your child's field trips or classroom volunteering. Thank you!

Chaperoning Field Trips

To supplement the curriculum, field trips may be taken periodically and will be adequately

chaperoned by staff members and/or other adults. Chaperones may be needed to help supervise students and will be at the discretion and prior approval of the teacher and administration. A list of chaperone expectations will be provided to approved chaperones prior to the field trip. No siblings will be allowed on field trips. No smoking is allowed at school-sponsored events or on school properties/vehicles. No smoking is allowed throughout the entire field trip. Field trips are a privilege that students earn and may be withheld from a student for disciplinary reasons. Even if a parent is chaperoning, students attending school-sponsored field trips, must ride the school provided transportation to the destination. For the safety of students, at the conclusion of the field trip, all students must ride the school provided transportation back to school; the student may not be dismissed at the field trip site.

School Advisory Council

As part of the Massachusetts Education Reform Act of 1993 (Chapter 71, Section 59C) each school has a school council composed of teachers, parents, and a community representative who does not have a child in the respective schools. This council serves as an advisory group and together with the Principal has the responsibility of identifying the educational needs of the students, developing educational goals for the schools, formulating a School Improvement Plan, and reviewing the annual school budget. This council meets monthly at each school. Anyone interested in serving on a school council should contact the Principal or the parent teacher Association which is charged with conducting an annual election to select the parent representatives. All meetings are open to the public and the meeting times will be posted at Town Hall and in each school.

BEHAVIOR - Rules and Consequences

Student Responsibilities

Our core values of Cooperation, Assertion, Responsibility, Empathy, and Self Control; reflected in our Penn Brook CARES acronym, are reinforced throughout the school day. We have posted behavioral expectations clearly throughout the building and we provide individual, class and school wide supports which meet the needs of the whole child academically, socially, emotionally, and behaviorally. Additionally, we also have developed a school-wide system of acknowledging students individually, as a class, and school-wide when specific behaviors that reflect Penn Brook CARES are demonstrated. Additionally, our core values are reinforced daily during student-led Morning Announcements and our monthly Community Gatherings.

The Penn Brook School has adopted the research-based, social-emotional learning program, Second Steps, in Kindergarten – Grade 6. Through Second Steps, students are taught strategies to help build self-esteem, self-awareness and a positive school culture. Depending on the grade level, weekly lessons are taught through a variety of modalities including activities, games and songs. The skills and values incorporated in these lessons are integrated throughout the day to reinforce social/emotional skills. In addition, establishing and maintaining a collaborative approach between home/school is also a key component for helping students learn and apply positive behaviors that reflect the Penn Brook CARES (Cooperation, Assertion, Responsibility, Empathy, Self-Control) motto.

In order to have a positive school climate, students are expected to adhere to the following behavioral expectations:

- Students will address each other, teachers, and support staff respectfully.
- Students will respect school property, including books, furniture, and other materials and equipment.
- Students will respect others' property and belongings.
- Students will use appropriate language.
- Students will refrain from aggressive behavior, regardless of whether the behavior is in play; hands and feet will be kept to oneself.
- Students will not chew gum in and around school without administrative approval.
- Students will not wear hats in school without administrative approval.
- Students will not use any form of illegal substance and or/bring weapons of any kind, including toy weapons, on school grounds.

Bathroom Expectations:

Students will honor individual privacy.

Students will maintain personal hygiene by disposing of waste materials and products appropriately.

Students will wash and dry hands appropriately after each bathroom visit.

Students will not clean paint brushes or working tools in bathrooms and should use the classroom or custodial sinks.

Cafeteria Expectations:

Students will sit at their assigned tables, unless directed otherwise by administration.

Students will use conversational voices and speak to peers at their own table.

Students may not share food.

Students will raise their hand for assistance and remain seated until an adult assists.

Students will remain seated unless cleaning up at the end of lunch or directed by staff.

Students will clean up after themselves, correctly disposing of trays and recyclable materials in the appropriate bins.

Hallway Expectations:

Students will walk quietly in the halls to be respectful of others who are working in classrooms.

Students will walk and not run.

Students will keep hands and feet to themselves.

Students will open and close lockers quietly.

Outside/Playground Expectations:

Students will stay in designated play areas, unless under adult supervision.

Students will use playground equipment as taught, including, down the slide, one at a time, facing forward without touching any other person on the slide ladder.

Nothing should be put on the slide such as toys, dirt.

Pushing or standing on the slide will not be tolerated at any time.

Students will not sit on top of any equipment bars at any time.

Students should not bring toys, including trading cards, or equipment, including video games, from home, unless requested or authorized by a staff member, as the school provides equipment for use during recess.

Communication between home and school is vital to helping students maintain appropriate behavior. If and when a student breaks a class or school rule, and the supervising adult determines the offense requires parental attention, an Incident Form will be filled out, and/or school personnel will contact the student's parent/guardian. It will be sent home for a parent/guardian signature and should be sent back to school the next day. In addition, a Student Reflection form may also be filled out by the offending student and will be sent home as a way to stimulate parent/child discussion about the incident.

Dress Code

At the Penn Brook School, we ask that parents and students adhere to the following guidelines:

The responsibility for the dress and appearance of the students will rest with individual students and parents. They have the right to determine how the student will dress providing that attire is not destructive to school property, complies with requirements for health and safety, and does not cause disorder or disruption. The administration is authorized to take action in instances where individual dress does not meet the stated requirements. This does not mean that student, faculty, or parent groups may not recommend appropriate dress for school or special occasions. It means that students will not be prevented from attending school or a school function, or otherwise be discriminated against, so long as their dress and appearance meet the requirements set forth above. **If a student violates the dress code as set forth, a parent/guardian will be notified to bring a change of clothes.**

Clothing may not advertise or promote drugs, tobacco, and alcohol or contain an obscene message or a message which disrupts the educational process. Shorts and skirts must be of an appropriate length. No bare midsections, bare backs or spaghetti straps please. Hats and hoods are not allowed in the building. Items worn that are considered dangerous by staff/administration must be removed. **For safety reasons, flip-flops will not be allowed.**

Student Use of Electronic Devices

The use of personal iPods, iPhones, cell phones, MP3 players, Game boys, PSPs, and laser pens during school hours is prohibited. Cell phones must be concealed, turned off, and not used at any time during the school day. The intent of this policy is to allow students to use these devices while they are coming to school and/or after school, but not during the school day. **The first time a student uses a personal device, a warning will be issued. Should the device be used a second time, the item will be taken from the student and held in the office until a parent/guardian is notified. The parent/guardian must then pick the device up at school.**

Technology Acceptable Use

Georgetown Public Schools encourages the use of information technology to assist staff and students with academic success, preparation for the workplace, and life-long learning. Georgetown Public Schools provides access to a wide range of information technology to support learning and communicating with others. Information technology will be used to increase communication, enhance student engagement, and assist staff and students in acquiring new skills. Technology devices, digital resources, and network infrastructure will also be utilized to provide relevant school information to a global community. Policies applying to administrative regulations, procedures, terms and conditions for use, and user agreements consistent with the purposes and mission of Georgetown Public Schools and the applicable laws have been developed. At the start of every school year, parents and students will sign a Technology Acceptable Use Policy agreeing to comply with the regulations set forth in the policy. If the rules of usage are broken, it could result in the loss of technology privileges.

Consequences for Behavior

In order to maintain a positive learning environment, we expect students to behave in a way that reflects mutual respect, cooperation and tolerance. Students whose behavior interrupts the learning process,

threatens the safety, property, and/or self-esteem of others are subject to disciplinary action. Consequences will include a logical connection to the behavior that occurred, such as, but not limited to, removal from the situation, loss of recess, or after school detention.

When a child is confronted with unacceptable behavior of another child before or after school, or at lunch or recess, there is a two- step process to follow:

1. The offended child is to tell the other child to stop and/or they will report the incident to an adult.
2. If the child does not stop, the offended child should notify an adult on duty immediately.

When the monitor observes unacceptable behavior, the monitor is to remove the offending child from the situation and verbally correct his/her behavior. In cases when a verbal reminder is not sufficient, the monitor may have the student take a break away from interaction with peers for a few minutes to impress upon them the severity of their action.

In cases when the offending behavior is severe or constantly recurring, the child is to be sent to the principal or assistant principal's office. An Incident Form will be filled out by the monitor and the student may also be asked to complete a Behavior Reflection form, both of which will be sent home.

3. In some recurring situations, a student, generally in grades 4-6, may be asked to remain after school to process the situation with a teacher. Parents will receive 24 hour written notice. The student will meet 1:1 with a teacher for 30 minutes, during which the student will debrief the situation, and with the teacher's help, develop a plan to avoid a repeat incident.

For more serious offenses, students could receive in or out of school suspension, or in the most serious cases, expulsion by the Principal in accordance with the Massachusetts discipline laws and regulations. M.G.L. c. 71 §§ 37H, 37H1/2, 37H3/4; 603 CMR 53.00. If a student is suspended, the parents/guardian will be expected to meet with school administration prior to the student's return to school. See the Disciplinary Due Process section below.

The following is a non-exhaustive list of offenses punishable by suspension from school. Offenses not included in the below may be subject to discipline at the discretion of the administration based on the nature of the offense. In addition, the administration has the discretion to assign alternative consequences, detentions or in school suspension as alternatives to external suspension. The length of suspension will depend on the severity of the offense and previous discipline record. Assault on a member of school staff, possession of a dangerous weapon (as determined by the Principal), or possession of a controlled substance as defined in M.G.L. c. 94C (including marijuana, cocaine, and heroin) may result in expulsion in accordance with M.G.L. c. 71, § 37H.

Assault (on students or staff)
Excessive disrespectful behavior
Bullying
Harassment
Serious or repeated classroom discipline problems
Fighting
Felony Charge, Conviction, or Adjudication
Offensive/vulgar language
Possession of alcohol/drugs and weapons
Possession of drug/smoking paraphernalia
Possession or use of fireworks
Intoxication
Smoking or vaping

Stealing
Vandalism
Threats
Sexually explicit materials
Violation of the Internet Acceptable Use Policy

Disciplinary Due Process

Suspensions and expulsions of students shall be imposed in compliance with constitutional, statutory, and regulatory requirements, including M.G.L. c. 76, §17; M.G.L. c. 76, §21; M.G.L. c. 71, §37H; M.G.L. c. 71, §37H 1/2; and M.G.L. c. 71, §37H 3/4.

Suspension and Expulsion Due Process

Due Process Under M.G.L. 71, § 37H ¾

(For ALL offenses except for possession of a dangerous weapon, possession of a controlled substance, assault on staff and felony offenses)

Please note: these due process procedures apply to M.G.L. c. 71, § 37H ¾ ONLY. For due process procedures for offenses under M.G.L. c. 71, §§ 37H and 37H 1/2 please see the appropriate sections below.

Definitions Under M.G.L. c. 71, § 37H 3/4

Superintendent – the Superintendent or designee for disciplinary purposes.

Expulsion: the removal of a student from the school premises, regular classroom activities, and school activities for more than ninety (90) consecutive school days.

In-School Suspension: the removal of a student from regular classroom activities, but not from the school premises, for no more than ten (10) consecutive school days, or no more than ten (10) school days cumulatively for multiple infractions during the school year.

*Removal solely from participation in extracurricular activities or school-sponsored events, or both, shall not count as removal in calculating school days.

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

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

Principal: the primary administrator of the school or the Principal's designee for disciplinary purposes.

Written Notice: Written correspondence sent by hand-delivery, certified mail, first-class mail, or email to an address provided by the parent for school communications, or any other method of delivery agreed to by the principal and the parent.

Please note: these due process procedures apply to M.G.L. c. 71, § 37H ¾ ONLY. For due process procedures for offenses under M.G.L. c. 71, §§ 37H and 37H 1/2 please see the appropriate sections below.

All school principals and principal's designees and the Superintendent and Superintendent's designees when acting as a decision-maker at a disciplinary hearing or appeal to consider student discipline for violations of school rules other than offenses involving drugs, weapons, assaults on school staff and felony offenses, shall, when deciding the consequences for the student, consider ways to re-engage the student in the learning process. The principal or designee shall not suspend the student until alternative remedies have been employed, and their use and results documented unless specific reasons are documented as to why such alternative remedies would be unsuitable or counter-productive, or unless the student's continued presence in school would pose a specific, documentable concern about the infliction of serious bodily injury or other serious harm upon another person while in school. M.G.L. c. 71, § 37H 3/4(b).

Emergency Removals; M.G.L. c. 71, § 37H ¾ - A principal may remove a student from school temporarily when a student is charged with a disciplinary offense and the continued presence of the student poses a danger to persons or property, or materially and substantially disrupts the order of the school, and, in the principal's judgment, there is no alternative available to alleviate the danger or disruption. In such a case, the principal shall immediately notify the Superintendent in writing of the removal and the reason for it, and describe the danger presented by the student. The temporary removal shall not exceed two (2) school days following the day of the emergency removal, during which time the principal shall make immediate and reasonable efforts to orally notify the student and the student's parent of: (1) the emergency removal; (2) the reason for the need for emergency removal; (3) the disciplinary offense; (4) the basis for the charge; (5) the potential consequences, including the potential length of the student's suspension; (6) the opportunity for the student to have a hearing with the principal concerning the proposed suspension, including the opportunity to dispute the charges and to present the student's explanation of the alleged incident, and for the parent to attend the hearing; (7) the date, time, and location of the hearing; and (8) the right of the student and the student's parent to interpreter services at the hearing if needed to participate. Before the expiration of the two (2) school days, unless an extension of time for hearing is otherwise agreed to by the principal, student, and parent, the Principal must provide the student an opportunity for a hearing with the principal that complies with either the short-term due process or long-term due process set forth below, as applicable, and the parent an opportunity to attend the hearing. Additionally, the Principal is required to render a decision orally on the same day as the hearing, and in writing no later than the following school day, which meets the requirements of notice of the decision for short-term suspension or long-term suspension as set forth below, whichever is applicable. A principal may not remove a student from school on an emergency basis for a disciplinary offense until adequate provisions have been made for the student's safety and transportation.

In-School Suspension, M.G.L c. 71, § 37H ¾ - Removal of a student from regular classroom activities, but not from the school premises, for no more than (10) consecutive school days, or no more than ten (10) school days cumulatively for multiple infractions during the school year. Removal solely from participation in extracurricular activities or school-sponsored events, or both, shall not count as removal in calculating school days. In-school suspension for ten (10) days or less, consecutively or cumulatively during a school year, shall not be considered a short-term suspension. If a student is placed in in-school suspension for more than ten (10) days, consecutively or cumulatively during a school year, such suspension shall be deemed a long-term suspension for due process, appeal, and reporting purposes under 603 C.M.R. 53.00.

Due Process for In-School Suspension; M.G.L c. 71, § 37H ¾: Prior to the imposition of an In-School Suspension, the student will be informed of the disciplinary offense and provided with an opportunity to respond. If the principal determines that the student committed the disciplinary offense, the principal will provide oral notice to the student and parent of the length of the In-School Suspension and will make reasonable efforts to meet with the parent.

Principal's Decision – In-School Suspension; M.G.L c. 71, § 37H ¾: – On or before the day of suspension, the principal shall send written notice to the student and parent about the In-School Suspension, including the reason and the length of the In-School Suspension, and inviting the parent to a meeting with the principal for the purpose set forth in 603 C.M.R. 53.10(4), if such meeting has not already occurred. The principal shall deliver such notice on the day of the suspension by hand-delivery, certified mail, first-class mail, or email to an address provided by the parent for school communications, or by other method of delivery agreed to by the principal and the parent. Students have the right to appeal an In-School Suspension that will result in their In-School Suspension for more than ten (10) school days in a school year.

Short-Term Suspension; M.G.L c. 71, § 37H ¾: means the removal of a student from the school premises and regular classroom activities for ten (10) consecutive school days or less. A principal may, in their discretion, allow a student to serve a short-term suspension in school. Removal solely from participation in extracurricular activities or school-sponsored events, or both, shall not count as removal in calculating school days.

Due Process for Short-Term Suspension; M.G.L c. 71, § 37H ¾: In the case of disciplinary offenses not involving: a) possession of a dangerous weapon; b) possession of a controlled substance; c) assault on a member of the educational staff; or d) a felony charge or felony delinquency complaint or conviction, the student and parents will be given oral and written notice of the disciplinary offense with which the student is charged and the opportunity to participate in a hearing prior to the imposition of an out-of-school suspension.

Notice – Short-Term Suspension; M.G.L c. 71, § 37H ¾: Except as provided in cases of In-School Suspension or Emergency Removal, a principal may not impose a suspension as a consequence for a disciplinary offense without first providing the student and the parent oral and written notice, and providing the student an opportunity for a hearing on the charge and the parent an opportunity to participate in such hearing. The principal shall provide oral and written notice to the student and the parent in English and in the primary language of the home if other than English, or other means of communication where appropriate. The

notice shall set forth in plain language: the disciplinary offense; the basis for the charge; the potential consequences, including the potential length of the student's suspension; the opportunity for the student to have a hearing with the principal concerning the proposed suspension, including the opportunity to dispute the charges and to present the student's explanation of the alleged incident, and for the parent to attend the hearing; the date, time, and location of the hearing; the right of the student and the student's parent to interpreter services at the hearing if needed to participate.

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

Principal's Hearing - Short-Term Suspension; M.G.L. c. 71, § 37H 3/4: At the Principal's hearing, the student and parents (if participating) may dispute the charge(s) against the student and present information, including mitigating facts, for the principal's consideration in determining consequences for the student.

Principal's Decision – Short-Term Suspension; M.G.L. c. 71, § 37H 3/4: The principal shall notify the student and parent of the determination and the reasons for it, and, if the student is suspended, the type and duration of suspension and the opportunity to make up assignments and such other school work as needed to make academic progress during the period of removal, as provided in M.G.L. c. 76, 21. The determination shall be in writing and may be in the form of an update to the original written notice. The Principal's decision shall be final with no opportunity for appeal. If the student is in a public preschool program or in grades K through 3, the principal shall send a copy of the written determination to the Superintendent and explain the reasons for imposing an out-of-school suspension, before the short-term suspension takes effect.

Long-Term Suspension; M.G.L. c. 71, § 37H 3/4: means the removal of a student from the school premises and regular classroom activities for more than ten (10) consecutive school days, or for more than ten (10) school days cumulatively for multiple disciplinary offenses in any school year. A principal may, in their discretion, allow a student to serve a long-term suspension in school. Removal solely from participation in extracurricular activities or school-sponsored events, or both, shall not count as removal in calculating school days. Except for students who are charged with a disciplinary offense set forth in subsections (a) or (b) of G.L. c. 71, § 37H, or in §37H 1/2 of G.L. c. 71, no student may be placed on long-term suspension for one or more disciplinary offenses for more than ninety (90) school days in a school year beginning with the first day that the student is removed from school. No long-term suspension shall extend beyond the end of the school year in which such suspension is imposed.

Due Process for Long-Term Suspension; M.G.L. c. 71, § 37H 3/4: In the case of disciplinary offenses not involving: a) possession of a dangerous weapon; b) possession of a controlled substance; c) assault on a member of the educational staff; or d) a felony charge or felony delinquency complaint or conviction, the student and parents will be given oral and written notice of the disciplinary

offense with which the student is charged and the opportunity to participate in a hearing prior to the imposition of an out-of-school suspension.

Notice - Long-Term Suspension; M.G.L c. 71, § 37H 3/4: Written notice of the date and time for the hearing will be provided in English and in the primary language of the Student's home and will identify the disciplinary offense with which the student has been charged, the basis for the charge, the potential length of the student's suspension, and inform the parent and student of the right to interpreter services if necessary to participate in the hearing.

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

Principal's Hearing - Long-Term Suspension; M.G.L c. 71, § 37H 3/4: The student will have the rights identified in the written notice and the principal shall provide the parent, if present, an opportunity to discuss the student's conduct and offer information, including mitigating circumstances, that the principal should consider in determining consequences for the student.

Principal's Decision – Long-Term Suspension: M.G.L c. 71, § 37H 3/4: Based on the evidence, the principal shall determine whether the student committed the disciplinary offense, and, if so, after considering mitigating circumstances and alternatives to suspension, what remedy or consequence will be imposed, in place of or in addition to a Long-Term Suspension. The principal shall send the written determination to the student and parent by hand-delivery, certified mail, first-class mail, or email to an address provided by the parent for school communications, or any other method of delivery agreed to by the principal and the parent. If the principal decides to suspend the student, the written determination shall: (1) identify the disciplinary offense, the date on which the hearing took place, and the participants at the hearing; (2) set out the key facts and conclusions reached by the principal; (3) identify the length and effective date of the suspension, as well as a date of return to school; (4) include notice of the student's opportunity to receive education services to make academic progress during the period of removal from school as provided in M.G.L. c. 76, § 21; (5) inform the student of the right to appeal the principal's decision to the Superintendent or designee, but only if the principal has imposed a long-term suspension. Notice of the right of appeal shall be in English and the primary language of the home if other than English, or other means of communication where appropriate, and shall include the following information stated in plain language: (a) the process for appealing the decision, including that the student or parent must file a written notice of appeal with the Superintendent within five (5)

calendar days of the effective date of the Long-Term Suspension; provided that within the five (5) calendar days, the student or parent may request and receive from the Superintendent an extension of time for filing the written notice for up to seven (7) additional calendar days; and that (b) the Long-Term Suspension will remain in effect unless and until the Superintendent decides to reverse the principal's determination on appeal.

Superintendent Appeals – Long-Term Suspension; M.G.L c. 71, § 37H 3/4: A student who is placed on Long-Term Suspension under M.G.L c. 71, § 37H ¾ following a hearing with the principal shall have the right to appeal the principal's decision to the Superintendent. The student or parent shall file a notice of appeal with the Superintendent within five (5) calendar days of the effective date of the Long-Term Suspension; provided that within the five (5) calendar days, the student or parent may request and receive from the Superintendent an extension of time for filing the written notice for up to seven (7) additional calendar. If the appeal is not timely filed, the Superintendent may deny the appeal, or may allow the appeal in their discretion, for good cause.

Superintendent Appeal Hearing; M.G.L c. 71, § 37H 3/4: The Superintendent shall hold the hearing within three (3) school days of the student's request, unless the student or parent requests an extension of up to seven (7) additional calendar days, in which case the Superintendent shall grant the extension. The Superintendent shall make a good faith effort to include the parent in the hearing. The Superintendent shall be presumed to have made a good faith effort if he or she has made efforts to find a day and time for the hearing that would allow the parent and Superintendent to participate. The Superintendent shall send written notice to the parent of the date, time, and location of the hearing. The Superintendent shall conduct a hearing to determine whether the student committed the disciplinary offense of which the student is accused, and if so, what the consequence shall be. The Superintendent shall arrange for an audio recording of the hearing, a copy of which shall be provided to the student or parent upon request. The Superintendent shall inform all participants before the hearing that an audio record will be made of the hearing and a copy will be provided to the student and parent upon request. The student shall have all the rights afforded the student at the principal's hearing for long-term suspension as identified above.

Superintendent's Decision; M.G.L c. 71, § 37H 3/4: The Superintendent shall issue a written decision within five (5) calendar days of the hearing which: (1) identifies the disciplinary offense and the date on which the hearing took place, and the participants at the hearing; (2) sets out the key facts and conclusions reached by the Superintendent; (3) identifies the length and effective date of the suspension, as well as a date of return to school; (4) includes notice of the student's opportunity to receive education services to make academic progress during the period of removal from school as provided in M.G.L. c. 76, § 21; and (5) notice of the right of appeal shall be in English and the primary language of the home if other than English, or other means of communication where appropriate. If the Superintendent determines that the student committed the disciplinary offense, the Superintendent may impose the same or a lesser consequence than the principal, but shall not impose a suspension greater than that imposed by the principal's decision. The decision of the Superintendent shall be the final decision of the Georgetown Public Schools with regard to the long-term suspension.

Due Process Under M.G.L. 71, §§ 37H and 37H1/2 Offenses

(For offenses involving: dangerous weapons, drugs, assaults on staff and felony offenses)

Short-Term Suspension: M.G.L. c. 71, §§ 37H and 37H 1/2 - For disciplinary offenses involving: a) possession of a dangerous weapon; b) possession of a controlled substance; c) assault on a member of the educational staff; or d) a felony charge or felony delinquency complaint or conviction, the student will be given oral notice of the violation with which the student is charged and an opportunity to respond thereto, prior to the Principal's imposition of a short-term suspension or an interim suspension of less than ten (10) consecutive days pending formal proceedings. Upon imposition of a short term or interim suspension of ten (10) consecutive days or less pending further disciplinary proceedings, the student and parents will be provided with written notice of the suspension and the date and time of the formal disciplinary hearing.

Long-Term Suspension/Expulsion; M.G.L. c. 71, §§ 37H and 37H 1/2 - Unlike M.G.L. c. 71, § 37H 3/4, for offenses that fall within M.G.L. c. 71, §§ 37H and 37H 1/2, a principal may long-term suspend a student for more than ninety (90) days or permanently expel a student. Long term suspension/expulsion means the removal of a student from the school premises, regular classroom activities, and school activities for (1) possession of a dangerous weapon; (2) possession of a controlled substance; (3) assault on a member of the educational staff; or (4) a felony charge or felony delinquency complaint or conviction, or adjudication or admission of guilt with respect to such felony, if a principal determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school, as provided in G.L. c. 71, §§ 37H or 37H 1/2. The Principal's Hearing and appeals process identified below apply to suspensions under M.G.L. c. 71 §§ 37H and 37H 1/2 in cases of suspension for more than ten (10) consecutive days.

Dangerous Weapons, Drugs and Assaults on Staff - M.G.L. c, 71, §37H

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

Principal's Hearing, Long-Term Exclusion – M.G.L. c. 71, §37H - Any student who is charged with a violation of either paragraphs 1 or 2 shall be notified in writing of an opportunity for a hearing; provided, however, that the student may have representation (at their own expense), along with the opportunity to present evidence and witnesses at said hearing before the Principal. After said hearing, the Principal may, in their discretion, decide to suspend rather than expel a student who has been determined by the Principal to have violated either paragraphs 1 or 2 above.

Appeal to the Superintendent – Long-Term Exclusion – M.G.L. c. 71, §37H - Any student who has been expelled from the Georgetown Public Schools pursuant to these provisions shall have the right to appeal to the Superintendent. The expelled student shall have ten (10) days from the date of the expulsion in which to notify the Superintendent of their appeal. The student has the right to counsel (at his or her own expense) at a hearing before the Superintendent. The

subject matter of the appeal shall not be limited solely to a factual determination of whether the student has violated any provisions of this section.

Felony Complaints - M.G.L. c. 71, § 37H ½

Issuance of a Felony Criminal Complaint

Upon the issuance of a criminal complaint charging a student with a felony or upon the issuance of a felony delinquency complaint against a student, the principal of a school in which the student is enrolled may suspend such student for a period of time determined appropriate by said principal or headmaster if said principal or headmaster determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school.

Notice of Principal's Hearing/Decision – Long-Term Exclusion – M.G.L. c. 71, §37H1/2 - The student shall receive written notification of the charges and the opportunity for a hearing; provided, however, that the student may have representation (at his or her own expense), along with the opportunity to present evidence and witnesses at said hearing before the Principal. After the hearing, the Principal shall issue a written decision. The student shall also receive written notification of their right to appeal and the process for appealing such suspension; provided, however, that such suspension shall remain in effect prior to any appeal hearing conducted by the Superintendent.

Appeal to the Superintendent- Long-Term Exclusion - M.G.L. c. 71, §37H1/2 - The student shall have the right to appeal the suspension to the Superintendent in writing and must notify the Superintendent of their request for an appeal no later than five (5) calendar days following the effective date of the suspension. The Superintendent shall hold a hearing with the student and the student's parent or guardian within three (3) calendar days of the student's request for an appeal. At the hearing, the student shall have the right to present oral and written testimony on their behalf, and shall have the right to be represented by counsel at the student's own expense. The Superintendent shall have the authority to overturn or alter the decision of the principal, including recommending an alternate educational program for the student. The Superintendent shall render a decision on the appeal within five (5) calendar days of the hearing. Such decision shall be the final decision of the Georgetown Public Schools with regard to the suspension.

Adjudication of Delinquency, Admission of Guilt or Conviction

Upon a student being convicted of a felony or felony delinquency charge or upon an adjudication or admission in court of guilt with respect to such a felony or felony delinquency, the principal of a school in which the student is enrolled may expel said student if such principal or headmaster determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school.

Notice of Principal's Hearing/Decision – Long-Term Exclusion - M.G.L. c. 71, §37H1/2 - The student shall receive written notification of the charges and be notified in writing of an opportunity for a hearing; provided, however, that the student may have representation (at his/her own expense), along with the

opportunity to present evidence and witnesses at said hearing before the Principal. After the hearing, the Principal shall issue a written decision, which will include reasons for an expulsion prior to such expulsion taking effect. The student shall also receive written notification of their right to appeal and the process for appealing such expulsion; provided, however, that the expulsion shall remain in effect prior to any appeal hearing conducted by the Superintendent.

Superintendent's Appeal/Decision – Long-Term Exclusion/Expulsion - M.G.L. c. 71, §37H 1/2 - The student shall have the right to appeal the long term suspension/expulsion to the Superintendent. The student shall notify the Superintendent, in writing, of their request for an appeal no later than five (5) calendar days following the effective date of the expulsion. The Superintendent shall hold a hearing with the student and the student's parent or guardian within three (3) calendar days of the expulsion. At the hearing, the student shall have the right to present oral and written testimony on their behalf, and shall have the right to be represented by counsel at student's own expense. The Superintendent shall have the authority to overturn or alter the decision of the principal or headmaster, including recommending an alternate educational program for the student. The Superintendent shall render a decision on the appeal within five (5) calendar days of the hearing. Such decision shall be the final decision of the Georgetown Public Schools with regard to the long term suspension/expulsion.

Opportunity to Make Academic Progress

The Georgetown Public Schools shall continue to provide educational services to the student during the period of suspension or expulsion in a manner consistent with M.G.L. c. 76, § 21. If the student moves to another school district during the period of suspension or expulsion, the new school district shall either admit the student to its schools or provide educational services to the student in an education service plan under M.G.L. c. 76, § 21.

For all suspensions, students will be entitled to the following in terms of the opportunity to make academic progress:

Less Than 10 Consecutive Days - Any student who is serving an in-school suspension, short-term suspension, long-term suspension, or expulsion shall have the opportunity to earn credits, as applicable, make up assignments, tests, papers, and other school work as needed to make academic progress during the period of his or her removal from the classroom or school.

More than 10 Consecutive Days - Any student who is expelled or suspended from school for more than ten (10) consecutive days, whether in school or out of school, shall have an opportunity to receive education services, earn credits, as applicable, make up assignments, tests, papers, and other school work and make academic progress toward meeting state and local requirements, in accordance with the school's education service plan.

The school-wide education service plan will be provided to the parent and student at the time the student is expelled or placed on long-term suspension.

Discipline of Students with Disabilities

All students are expected to meet the Georgetown Public Schools' requirements for behavior in school and abide by the rules set forth in this handbook and the policies and procedures of the Georgetown Public Schools. In addition to the due process protections afforded to all students in disciplinary matters, the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act, and the regulations promulgated pursuant to these statutes provide additional procedural protections for students with disabilities. These procedural protections also apply for students who do not currently have an IEP or Section 504 Plan, but whom the District knows, or has reason to know, that the Student may have a disability, prior to the conduct for which the Student is subject to discipline. Students with disabilities may be excluded from their programs for up to ten (10) school days to the extent that such sanctions would be applied to all 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 of removals are considered to represent a change in placement.
2. When a suspension constitutes a change in placement of a student with disabilities, building administrator(s), the parent/guardian, and relevant members of the Team convene within 10 days of the decision to suspend to conduct a Manifestation Determination Review.
3. At the Manifestation Determination Review, the Team will review all relevant information in the student's file, including the IEP/Section 504 Plan, any teacher observations, and any relevant information from the parent/guardian, to determine whether the behavior for which the student is subject to discipline 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/Section 504 Plan. If the answer to either question is 'yes', the behavior IS a manifestation of the disability the student must be returned to the original placement unless the parent and the District agree otherwise or a hearing officer orders a new placement. The exception to this statement occurs when the student is placed in an Interim Alternative Educational Setting as described below.
4. If relevant members of the Team determine that the behavior giving rise to disciplinary action IS a manifestation of the student's disability, then the District will conduct a Functional Behavioral Assessment, as indicated, and/or review and modify, as appropriate, any existing Behavioral Intervention Plan if it has not already done so. The District will also (with the consent of the parent) take steps to modify the IEP/ Section 504 Plan, as appropriate.
5. If the Team has determined that the behavior was the result of the District's failure to implement the IEP/Section 504 Plan, the portion of the IEP in contention is reviewed and implemented immediately. The IEP may be revised or the student may receive compensatory services as indicated.
6. If the Team determines that the behavior is NOT a manifestation of the student's disability, then the suspension or expulsion may go forward consistent with policies applied to any student without disabilities, except that students eligible for special education services shall be entitled to a free appropriate public education as of the eleventh (11th) day of disciplinary exclusion in the school year. Such services are not available to students under Section 504. The student's IEP Team will identify the services necessary to provide a free appropriate public education during the period of exclusion, and may, as appropriate, review any existing behavior intervention plan, or, where appropriate, conduct a functional behavioral assessment.

7. The school administrator notifies the parents of that decision on the date of the meeting and provides them with the written notice of Procedural Safeguards.
8. If the parent chooses to appeal to the Bureau of Special Education Appeals or the District requests a hearing at the Bureau of Special Education Appeals because they believe that maintaining the student's current placement is substantially likely to result in injury to the student or others, the student remains in the disciplinary placement, if any, until the decision of the hearing officer or the end of the time period for the disciplinary action, whichever comes first, unless the parent and the District agree otherwise.

Interim Alternative Educational Setting

Regardless of the manifestation determination, the District may place the student in an interim alternative educational setting for up to forty-five (45) school days, if:

- The student: possesses, uses, sells or solicits illegal drugs or a controlled substance on school grounds or at school-sponsored event; or
- Possesses a weapon on school grounds or at a school-sponsored event; or
- the student inflicts serious bodily injury on another person while at school or a school-sponsored event or a BSEA Hearing Officer orders such a placement.

The Interim Alternative Education Setting must enable the student to participate in the general curriculum and progress towards the goals in their IEP. The interim alternative setting must also provide services and modifications designed to address the behavior giving rise to the removal and to prevent the behavior from reoccurring. Interim Alternative Educational Settings may be provided within the District or purchased through the local collaborative(s), or a local public or private school providing an appropriate program.

If a student has been placed in an interim alternative education setting because of disciplinary action, the student may remain in the interim setting for a period not to exceed 45 school days. Thereafter, the student will return to the previously agreed-upon educational placement unless the parent (or student if 18+) consents to an extension of the IAES, or the parent and the school agree to another placement, or the parent or the district has initiated a hearing on the disciplinary action that the district took and a hearing officer orders another placement.

The parent shall have the right to appeal the Team's manifestation determination, the imposition of a disciplinary change in placement, and the student's placement in an interim alternative educational setting to the Bureau of Special Education Appeals. The student will remain in the disciplinary placement imposed by school authorities pending a decision on the appeal or until the expiration of the disciplinary sanction, whichever comes first.

Students Not Determined Eligible for Special Education and Related Services

1. 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.

2. 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.
3. If the child is determined to be a child with a disability, taking into consideration information from the evaluation conducted by the school and information provided by the parents, the agency must provide special education and related services in accordance with this part, including the requirements of §§ 300.530 through 300.536 and section 612(a)(1)(A) of the Act.

Academic Policies/Information

The School Committee recognizes the school's obligation to give periodic reports of a student's progress and grades. The School Committee further recognizes that these reports are a vital form of communication between the schools and parents. The School Committee also believes that all progress reports must be based upon full information, accurately and honestly reported with the proper maintenance of confidentiality.

A report depicting the student's progress will be issued periodically following an evaluation by the appropriate teacher, teachers, or other professional personnel.

In addition to the periodic reports, parents will be notified when a student's performance requires special notification.

Grading and promotion will be based on improvement, achievement, capability of the student, and the professional judgment of the teacher and Principal.

Report cards are issued at each level Kindergarten through Grade Six as follows:

Report cards are issued three times a year, at the conclusion of each academic term. Kindergarten – Grade 4 have a standards-based report card and will not be issued letter grades.

Grading Scale for Grades 5- 6

97-100 = A+	87-89 = B+	77-79 = C+	67-69 = D+	0-64 = F
93-96 = A	83-86 = B	73-76 = C	65-66 = D	
90-92 = A-	80-82 = B-	70-72 = C-		

Promotion and Retention of Students

The School Committee is dedicated to the best total and continuous development of each student enrolled. The professional staff is expected to place students at the grade level best suited to them academically, socially, and emotionally.

In evaluating student achievement, each teacher will make use of all available information, including results of teacher-made tests and other measures of skill and content mastery, standardized test results, and teacher observation of student performance. The Principal will direct and aid teachers in their evaluations and review grade assignments in order to ensure uniformity of evaluation standards.

Students will normally progress annually from grade to grade. Exceptions may be made when, in the judgment of the professional staff, such exceptions are in the best educational interest of the students involved. Exceptions will only be made after prior notification and explanation to each student's parents/guardians, but the final decision will rest with the building Principal.

Georgetown School Department Homework Policy

The Committee understands the importance of homework as a co-curricular necessity.

The purposes of homework are to reinforce learning, to aid in the mastery of skills and/or provide opportunities for inquiry on the part of the student.

Homework is a learning activity, which should increase in complexity with the maturity of the student and should become an independent activity. This should be established through consistent assignments, which encourage students to investigate for themselves and to work independently and/or with peers.

Homework assignments should be reasonable and consistent in terms of amount given and the time required for each assignment and should take into consideration the age and individual differences of the students.

Consideration should be given to the balance between home life and school responsibilities. Communication between home and school is vital to achieving this goal.

Homework given over school vacations during the school year shall provide ample time before and after the vacation period for students to complete assignments outside of the vacation period.

The Committee supports summer reading lists across all age groups. Optional practice may be offered to minimize regression. Students enrolled in Advanced Placement (AP) courses will be assigned homework over the summer.

Homework is not to be used as a form of punishment. Beginning in fourth grade, homework assignments may be counted in the students' grades; however the weight should not exceed 10% of the final grade.

If there are issues and/or questions about homework, communication between families and teachers is critical if the goals of homework are to be met.

Adopted: May 8, 2008
Revised: February 25, 2016

Homework Guidelines

The purpose of homework is to improve the learning process, aid in the mastery of skills, and to stimulate interest on the part of students. The uninterrupted time spent on schoolwork, outside of the class, will enhance individual responsibility and aid in the personal development of each student. Homework assignments will be developed and modified to meet the needs of all students.

Homework should be a learning experience with positive purposes.

1. Assignments help to develop extensions of the curriculum.
2. Assignments help students develop time management skills and responsibility.
3. Assignments provide parents an awareness of programs, which are ongoing within the classroom.

Parents can help their child develop routines to successfully complete homework assignments. Some suggestions of how to do this:

- Ask your child what he/she has for homework.
- Become interested in your child's homework by asking him or her to share the completed work.
- Set up a consistent, quiet, organized space and a regular time for homework.
- Encourage your child to work independently; you should not do the work for your child. If your child struggles with homework encourage them to seek assistance from their teacher.
- Keep in communication with the teacher. A note or a phone call can solve many problems before they get started.
- Set up a monthly calendar for your child so that due dates for long term assignments are obvious and reasonable plans can be made to accomplish the task in increments.

Children need support and assurances that they are completing tasks appropriately. This support can assist a child in developing confidence in his/her work and, most importantly, his/her self-esteem. In addition to the homework time, students should read, or be read to, for 20 minutes or more.

The following time allotment is recommended for the students:

Kindergarten	approximately 10 minutes
First Grade	approximately 15 minutes
Second Grade	approximately 20 minutes
Third Grade	approximately 30 minutes
Fourth Grade	approximately 40 minutes
Fifth Grade	approximately 50 minutes
Sixth Grade	approximately 60 minutes

Recognition of Academic Achievement for Grade 6 Students

At the close of each marking period an honor roll list is posted on the Penn Brook website as well as published in the local newspapers. The honor roll gives recognition to those students who have obtained a high standard of achievement and who have exhibited satisfactory conduct and effort. We would like you to be aware of the following standards:

High Honors: All A's with no grade lower than an A-

Honors: All A's and B's with no grade lower than a B-

Honorable Mention- No grade lower than a B- in a particular subject

MCAS Testing Program

The Massachusetts Comprehensive Assessment System (MCAS) is the Commonwealth of Massachusetts statewide testing program for all public school students developed in response to the Education Reform Law of 1993. MCAS are based on high academic learning standards contained in the Massachusetts Curriculum Frameworks. Students in grades 3-6 will be taking different aspects of the MCAS test in the spring. The schedule will be posted on our school website. Families should not schedule vacation or non-emergency appointments during the scheduled testing period.

Student Fundraising Activities

School organizations may not solicit funds door-to-door without the Superintendent's approval. Exceptions to this policy will be:

1. Sale of tickets to scheduled athletic events and school dramatic and musical performances.
2. Sale of advertising space in school publications.
3. A fund-raising activity approved by the Superintendent or designee.
4. Proposals to raise funds for charitable purposes or for benefit of the school or community (for example: American Field Service activities, United Nations, or scholarship funds) provided such proposals have been individually approved by the building Principal and Superintendent.

No money collections of any kind may be held in the schools without the specific consent of the Committee.

Library/Media Center

Students are allowed to check out books and materials on a weekly basis from the Library/Media Center. Books and materials must be returned before another is taken out. Please be aware that parents will be responsible for the replacement costs of lost or damaged books that are checked out to their children. Volunteers who are willing to read and volunteer during their child's library time are asked to contact the school's librarian.

POLICY PROHIBITING BULLYING AND BULLYING PREVENTION AND INTERVENTION PLAN

At Penn Brook Elementary School, bullying and cyber-bullying is prohibited and may result in disciplinary action by the school administration. Relevant portions of the Georgetown Public Schools' Bullying Prevention and Intervention Plan are below in conjunction with the School Committee JICFB Policy Prohibiting Bullying.

To read the complete School Committee Policy Manual section on bullying prevention and intervention, click [HERE](#) or follow this link: <https://sites.google.com/site/scmpolicy/home/section-j/ji/jic/jicf/jicfb>. A link to this policy is also available on the school and district websites. For the District Bullying Prevention and Intervention Plan, click [HERE](#) or follow this link:

Definitions

Bullying: Bullying is the repeated use by one or more students or by a member of a school staff, including, but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional of a written, verbal, or electronic expression or a physical act or gesture or any combination thereof, directed

at a victim that: (i) causes physical or emotional harm to the victim or damage to the victim's property; (ii) places the victim in reasonable fear of harm to himself or of damage to his property; (iii) creates a hostile environment at school for the victim; (iv) infringes on the rights of the victim at school; or (v) materially and substantially disrupts the education process or the orderly operation of a school. For the purposes of this section, bullying shall include cyber-bullying.

Cyber-bullying: Cyber-bullying is bullying through the use of technology or any electronic communication, which shall include, but not be limited to, any transfer or 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 (i) the creation of a web page or blog in which the creator assumes the identity of another person or (ii) the knowing impersonation of another person as the author of posted content or messages, if the creation or impersonation creates any of the conditions enumerated above in clauses (i) to (v), inclusive, of 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 above in clauses (i) to (v), inclusive, of the definition of bullying.

Hostile Environment: A hostile environment is a situation in which bullying causes the school environment to be permeated with intimidation, ridicule or insult that is sufficiently severe or pervasive to alter the conditions of the student's education.

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

Prohibition on Bullying

Bullying can occur in many places. Bullying which occurs away from school can nevertheless have a serious impact on a student's ability to engage in the educational process.

Therefore, bullying, cyberbullying and retaliation are prohibited:

- On school grounds or any place adjacent to school grounds;
- At the bus stop or on school buses or any other school vehicle;
- At any school-sponsored, or school-related activities, functions or programs;
- Through use of any school-based technology including but not limited to school computers or the school's internet connection;
- At a location, activity, function or program that is not school related, or through student owned technology, including home computers and cell phones, if the bullying creates a hostile environment at school for the victim, infringes on the rights of the victim at school or materially and substantially disrupts the education process or the orderly operation of a school.

In addition, individuals may not retaliate against any person who reports bullying, provides information during an investigation of bullying, or is witness or has reliable information about bullying.

Reporting Bullying

Reports of bullying or retaliation may be made by staff, students, parents or guardians, or others, and may be oral or written. Oral reports made by or to a staff member must be recorded in writing. All employees are required to report immediately to the principal or designee or to the superintendent or designee when the principal or assistant principal is the alleged aggressor or to the school committee or designee when the superintendent is the alleged aggressor, any instance of bullying or retaliation the staff member becomes aware of or witnesses. Reports made by students, parents or guardians, or other non-employees may be made anonymously. The schools will make reporting resources available to the school community including, but not limited to, the Georgetown Bullying Prevention and Intervention Incident Reporting Form.

Use of the Georgetown Bullying Prevention and Intervention Incident Reporting Form Report is not required as a condition of making a report.

1. Reporting by Staff

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

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

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

A student who knowingly makes a false accusation of bullying or retaliation may be subject to disciplinary action.

Consequences of Bullying and Retaliation

Students who engage in bullying will be subject to discipline by the Principal. Depending on the nature and severity of the bullying, students may face a range of possible consequences, including but not limited to, one or more of the following:

- Verbal warning;
- Written warning;

- Reprimand;
- Detention;
- Short-term or long-term suspension; or
- Expulsion from school as determined by the school administration , subject to applicable procedural requirements.

*Nothing in this policy is intended to prevent the school administration from taking disciplinary action against a student for conduct that does not meet the definition of bullying, as defined above, but nevertheless is inappropriate for the school environment.

Discrimination and Harassment

The Georgetown Public Schools does not tolerate discrimination against students, parents, employees or the general public on the basis of race, color, national origin, sex, sexual orientation, gender identity, disability, homelessness, religion, age or immigration status. The Georgetown Public Schools are also committed to maintaining a school environment free of harassment based on race, color, religion, national origin, gender, sexual orientation, gender identity, pregnancy or pregnancy status, age or disability. In addition, the District provides equal access to all designated youth groups. Consistent with the requirements of the McKinney-Vento Act, the District also does not discriminate against students on the basis of homelessness.

A complete copy of the District's Civil Rights Grievance Procedures are available here. A complete copy of the District's Title IX Sexual Harassment Grievance Procedures are available here. See below for additional information regarding Title IX.

To file a complaint alleging discrimination or harassment by Georgetown Public Schools on the basis of race, color, national origin, sex, sexual orientation, gender identity, disability, homelessness, religion, age or immigration status or to make inquiry concerning the application of Title II, Title VI, Title IX, Section 504, the ADA, the Age Discrimination Act, Age Discrimination in Employment Act or applicable state laws and their respective implementing regulations, please contact:

Patricia White-Lambright
Director of Student Services
(978) 352 – 5777 x. 100
white-lambrightp@georgetown.k12.ma.us

Title IX of the Education Amendments of 1972

The Georgetown Public Schools does not tolerate discrimination against students, parents, employees or the general public on the basis of sex. The Georgetown Public Schools is also committed to maintaining a school environment free of harassment based on sex, including harassment based on gender, sexual orientation, gender identity, pregnancy or pregnancy status. The Georgetown Public Schools' policy of nondiscrimination extends to students, staff, the general public, and individuals with whom it does business; no person shall be excluded from or discriminated against in employment, admission to a public school of Georgetown Public Schools or in obtaining the advantages, privileges, and courses of study of such public school on account of sex.

How to Report Sexual Harassment:

Individuals are encouraged to report allegations of sexual harassment to the Title IX Coordinator(s) identified below or the Principal. Any report of sexual harassment, as defined under Title IX of the Education Amendments of 1972, will be responded to promptly in accordance with the District's Title IX Sexual Harassment Grievance Procedures, available here. Reports of discriminatory harassment not

constituting sexual harassment as defined under Title IX of the Education Amendments of 1972, will be initially addressed through the District's Title IX Sexual Harassment Grievance Procedure and may, if dismissed under that procedure, be investigated in accordance with the District's Civil Rights Grievance Procedures, available [here](#).

Upon receipt of a report of sexual harassment, the Title IX Coordinator will: (1) promptly and confidentially contact the complainant to discuss the availability of supportive measures; (2) inform the complainant of the availability of supportive measures with or without the filing of a Title IX Formal Complaint; (3) consider the complainant's wishes with respect to supportive measures; (4) if the school district does not provide the complainant with supportive measures, document the reasons why such response was reasonable; and (5) explain to the complainant the process for filing a Title IX Formal Complaint.

Inquiries about the application of Title IX may be directed to the District's Title IX Coordinator(s) and/or the Assistant Secretary of the U.S. Department of Education, Office for Civil Rights.

The District's Title IX Coordinator(s) are:

Michael Anderson
Director of Finance and Operations
(978) 352 – 5777 x. 141
andersonm@georgetown.k12.ma.us

Amy Wahl
Assistant Principal Penn Brook
(978) 352-5785 x.2027
wahla@georgetown.k12.ma.us

School/District Policies

PHYSICAL RESTRAINT POLICY

Maintaining an orderly, safe environment conducive to learning is an expectation of all staff members of the Georgetown School District. Further, students of the District are protected by law from the unreasonable use of physical restraint. Such restraint shall be used only in emergency situations as a last resort and with extreme caution after other lawful and less intrusive alternatives have failed or been deemed inappropriate.

When an emergency situation arises, and physical restraint is the only option deemed appropriate to prevent a student from injuring himself or herself, another student or school community leader, a teacher or employee or agent of the school district may use such reasonable force needed to protect students, other persons or themselves from assault or imminent, serious, physical harm. The definitions or forms of restraint shall be defined in 603 CMR 46.02.

DEFINITIONS

Mechanical Restraint: The use of any device or equipment to restrict a student's freedom of movement. The term does not include devices implemented by trained school personnel, or utilized by a student that have been prescribed by an appropriate medical or related services professional, and are used for the specific and approved positioning or protective purposes for which such devices were designed. Examples

of such devices include: adaptive devices or mechanical supports used to achieve proper body position, balance, or alignment to allow greater freedom of mobility than would be possible without the use of such devices or mechanical supports; vehicle safety restraints when used as intended during the transport of a student in a moving vehicle; restraints for medical immobilization; or orthopedically prescribed devices that permit a student to participate in activities without risk of harm.

Medication Restraint: The administration of medication for the purpose of temporarily controlling behavior. Medication prescribed by a licensed physician and authorized by the parent for administration in the school setting is not medication restraint.

Physical Escort: A temporary touching or holding, without the use of force, of the hand, arm, shoulder, or back for the purpose of inducing a student who is agitated to walk to a safe location.

Physical Restraint: Direct physical contact that prevents or significantly restricts a student's freedom of movement. Physical restraint does not include: brief physical contact to promote student safety, providing physical guidance or prompting when teaching a skill, redirecting attention, providing comfort, or a physical escort.

Prone Restraint: A physical restraint in which a student is placed face down on the floor or another surface, and physical pressure is applied to the student's body to keep the student in the face-down position.

Seclusion: Involuntary confinement of a student alone in a room or area from which the student is physically prevented from leaving. Seclusion does not include a time-out as defined below.

Time-Out: A behavioral support strategy, developed pursuant to 603 CMR 46.04(1), in which a student temporarily separates from the learning activity or the classroom, either by choice or by direction from staff, for the purpose of calming. During time-out, a student must be continuously observed by a staff member. Staff shall be with the student or immediately available to the student at all times.

The space used for time-out must be clean, safe, sanitary, and appropriate for the purpose of calming. Time-out shall cease as soon as the student has calmed. DESE's Technical Assistance Advisory SPED 2016-1, issued on July 31, 2015, provides the following additional definitions pertaining to time-out:

Inclusionary time-out: when the student is removed from positive reinforcement of full participation in classroom activities while remaining in the classroom.

Exclusionary time-out: the separation of the student from the rest of the class either through complete visual separation or from actual physical separation.

Chemical restraint, mechanical restraint and seclusion are prohibited in all public school education programs.

Physical restraint, including prone restraint where permitted under 603 CMR 46.03, shall be considered an emergency procedure of last resort and shall be prohibited except when a student's behavior poses a threat of assault, or imminent, serious, physical harm to themselves and/or others and the student is not responsive to verbal directives or other lawful and less intrusive behavior interventions are deemed inappropriate.

The Superintendent will develop written procedures identifying:

- Appropriate responses to student behavior that may require immediate intervention;

- Methods of preventing student violence, self injurious behavior, and suicide, including crisis planning and de-escalation of potentially dangerous behavior among groups of students to individuals;
- Descriptions and explanations of alternatives to physical restraint as well as the school's method of physical restraint for use in emergency situations;
- Descriptions of the school's training and procedures to comply with reporting requirements, including but not limited to making reasonable efforts to orally notify a parent of the use of restraint within 24 hours of its imposition;
- Procedures for receiving and investigating complaints;
- Methods for engaging parents in discussions about restraint prevention and use of restraint solely as an emergency procedure;
- A statement prohibiting: medication; restraint, mechanical restraint, prone restraint unless permitted by 603 CMR 46.03(1)(b), seclusion, and the use of physical restraint in a manner inconsistent with 603 CMR 46.00;
- A process for obtaining Principal approval for a time out exceeding 30 minutes.

The reporting process of the Department of Elementary and Secondary Education (DESE) is as follows: The District will report to DESE all restraints that result in serious injury to either a student or a staff member within three (3) working days of the restraint. Additionally, the District will provide DESE with an annual report of its physical restraint use.

TRAINING REQUIREMENTS

General Training

The Principal will ensure that all staff receive training on the District's Restraint Prevention and Behavior Support Policy and Procedures and the requirements for the use of restraint. This training will comply with the requirements of 603 C.M.R. 46.04(2).

In-Depth Training

The Principal will identify and authorize certain staff to serve as a school-wide resource to assist in ensuring the proper administration of physical restraint. These identified staff will participate in an in-depth training that complies with the requirements of 603 C.M.R. 46.04(3) and 603 (C.M.R. 46.04(4).

Physical restraint is prohibited as a means of punishment, or as a response to destruction of property, disruption of school order, a student's refusal to comply with a school rule or staff directive, or verbal threats that do not constitute a threat of imminent, serious physical harm to the student or others.

Physical restraint is prohibited when it is medically contraindicated for reasons including, but not limited to, asthma, seizures, a cardiac condition, obesity, bronchitis, communication-related disabilities, or risk of vomiting;

The use of "time-out" procedures during which a staff member remains accessible to the student shall not be considered "seclusion restraint."

Neither 603 C.M.R. 46.00 nor this policy prohibits (1) any teacher, employee or agent of the District from using reasonable force to protect students, others or themselves from imminent, serious, physical harm; (2) any individual from reporting to appropriate authorities a crime committed by a student or other individual; (3) law enforcement, judicial authorities or school security personnel from exercising their responsibilities, including the physical detainment of a student or person alleged to have committed a crime or posing a security risk; or (4) an individual from reporting neglect or abuse to the appropriate state agency, pursuant to M.G.L. c. 119 & § 51A.

This policy and its accompanying procedures shall be reviewed and disseminated to staff annually and made available to parents of enrolled students. The Superintendent shall provide a copy of the Physical Restraint regulations to each Principal, who shall sign a form acknowledging receipt thereof.

Non-Discrimination Law

In accordance with General Law chapter 76, section 5, as amended:

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 course of study of such public school on account of race, color, sex, religion, national origin, sexual orientation, gender identity or disability.

Enactment of this law advances efforts to ensure that all students can attend school in a safe, supportive environment that is conducive to serious learning.

The Georgetown Public Schools does not tolerate discrimination against students, parents, employees or the general public on the basis of race, color, national origin, sex, sexual orientation, gender identity, disability, homelessness, religion, age or immigration status. The Georgetown Public Schools is also committed to maintaining a school environment free of harassment based on race, color, religion, national origin, gender, sexual orientation, gender identity, pregnancy or pregnancy status, age or disability. In addition, the District provides equal access to all designated youth groups. Consistent with the requirements of the McKinney-Vento Act, the District also does not discriminate against students on the basis of homelessness.

Entrance Age

In an attempt to permit children to enter kindergarten or first grade at the time most appropriate for them individually, the School Committee establishes the following policy on entrance age:

1. Children who will be five years of age on or before August 31 of the school year during which they wish to enroll will be eligible to enter kindergarten in September.
2. Initial admission of children to the first grade (or other grades) will involve a consideration of both chronological age and the readiness of the children to do the work of those grades.

Parental Notification Relative to Sex Education

In accordance with General Laws Chapter 71, Section 32A, the Georgetown 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 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 planned curricula change 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 sexual issues, without penalty to the student, by sending a letter to the school Principal requesting an exemption. Any student who is exempted by request of the parent/guardian under this policy may be given an alternative assignment.
2. Inspect and review program instruction materials for these curricula, which will be made reasonably accessible to parents/guardians and others to the extent practicable. Parents/guardians may arrange with the Principal to review the materials at the school and may also review them at other locations that may be determined by the Superintendent of Schools.

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

Equal Opportunity

It is the policy of the Georgetown District not to discriminate on the basis of sex, race, religion, national origin, sexual orientation, gender identity or disability in its education program, activities or, employment policies as required by Title IX of the 1972 Education Amendments and chapter 622 of the Acts of 1971, Section 504 of the Federal Rehabilitation Act of 1973. Inquiries regarding compliance with the above should be directed to: Superintendent of Schools.

Parent Right to Know - Teacher Qualifications

Districts that receive Title I, Part A funds are required to notify the parents of students attending any school that receives funds under Title I, Part A that a parent may request, and the district will provide the parent on request (and in a timely manner), information regarding the professional qualifications of the student's classroom teacher(s), including, at a minimum the following:

- Whether the teacher has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.
- Whether the teacher is teaching under an emergency license or waiver through which the State qualifications or licensing criteria have been waived.

- The baccalaureate degree major of the teacher and any other graduate certification or degree held by the teacher, and the field or discipline of the certification or degree.
- Whether the child is provided services by paraprofessionals and, if so, their qualifications.

Georgetown School District Tobacco Products Policy

Smoking, chewing, or other use of tobacco products by staff, students, and members of the public shall be banned from all District buildings. All forms of tobacco use shall be prohibited on all District property. In addition, tobacco use by students is banned at all school-sponsored events, even though this use does not take place on school grounds.

Procedures

The following consequences escalate for one school year. Infractions shall not carry over from one school year to the next. Each student shall receive a fresh start with each new school year. These consequences may be implemented within the guidelines below or adjusted as determined by the administration.

First offense--may result in detention, work detail, smoking cessation class, or other measures as deemed appropriate by the building administrator. Implementation of these consequences will be based on specific circumstances and individual students in compliance with each school's established procedures.

Second offense--may result in a one-day suspension.

Third offense--may result in a three-day suspension or one-day suspension with completion of a designated smoking cessation program.

Fourth offense--may result in a five-day suspension or a two-day suspension with completion of a designated smoking cessation program.

Fifth offense--may result in a recommendation for expulsion for insubordination.

Georgetown Public Schools Acceptable Use Policy

Purpose

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

The Penn Brook Student Acceptable Use Policy form can be found in Appendix B.

Availability

The Superintendent or designee shall implement, monitor, and evaluate the District's system/network for instructional and administrative purposes.

Access to the system/network, including external networks, shall be made available to employees and students for instructional and administrative purposes and in accordance with administrative regulations and procedures.

Access to the system/network is a privilege, not a right. All users shall be required to acknowledge receipt and understanding of all administrative regulations and procedures governing use of the system and shall agree in writing to comply with such regulations and procedures. Noncompliance with applicable regulations and procedures may result in suspension or termination of user privileges and other disciplinary actions consistent with the policies of the Georgetown Public Schools. Violations of law may result in criminal prosecution as well as disciplinary action by the Georgetown Public Schools.

Acceptable Use

The Superintendent or designee shall develop and implement administrative regulations, procedures, and user agreements, consistent with the purposes and mission of the Georgetown Public Schools as well as with law and policy governing copyright.

The use of personal iPods, iPhones, cell phones, MP3 players, Game boys, PSPs, and laser pens during school hours is prohibited. Cell phones and beepers must be concealed and turned off and not used at any time during the school day. The intent of this policy is to allow students to use these devices while they are coming to school and/or after school, but not during the school day. **The first time a student uses a personal device, a warning will be issued. Should the device be used a second time, the item will be taken from the student and held in the office until a parent/guardian is notified. The parent/guardian must then pick the device up at school.**

Monitored Use

Electronic mail transmissions and other use of electronic resources by students and employees shall not be considered confidential and may be monitored at any time by designated staff to ensure appropriate use for instructional and administrative purposes.

Liability

The Georgetown Public Schools shall not be liable for users' inappropriate use of electronic resources or violations of copyright restrictions, users' mistakes or negligence, or costs incurred by users. The Georgetown Public Schools shall not be responsible for ensuring the accuracy or usability of any information found on external networks.

Adopted on: April 24, 2008

PENN BROOK EXTENDED DAY

The Penn Brook Extended Day Program offers quality after school care for children in grades K-6 attending Penn Brook School. The program offers a variety of activities including recreational games, homework time, arts and crafts and free choice time.

The morning program offers a 7:00am drop off and the afternoon program runs from 3:00-6:00 pm Monday through Friday. Convenience Hour 3:00-3:45 pm is available at a reduced tuition rate. The children are served a daily snack.

Enrollment is on a first-come, first-serve basis. Children must register for a minimum of two days per week. All payments for the program are due on the first day of each month. Payments will be applied to the following month.

A \$5.00 late fee will be charged for every week after the payment due date.

For further information, please contact **Stacey Lamay**, Penn Brook School at 978-352-5785

Closing- Extended Day Program

If the Georgetown Schools are closed due to the weather, the Penn Brook Extended Day Program will also be closed and children should take the bus home.

Penn Brook Enrichment

Penn Brook after School Enrichment program strives to offer diverse quality activities for our K-6 students throughout the school year.

- Each session holds single day classes that meet for 6 weeks based on our school calendar.
- Classes run from 3-4pm
- Parents should pick up children at 4pm at the front door to the Penn Brook School.
- Classes only run on FULL SCHOOL DAYS

Information on upcoming Enrichment Classes will be sent home with your child and also available on the Penn Brook website.

* Tuition and fees subject to change

Appendix A

Summary of Massachusetts Laws – Student Behavior and Discipline

Massachusetts General Laws Chapter 71, Section 37H - selected portions

In accordance with Massachusetts General Laws Chapter 71, Section 37H:

(A) Any student who is found on school premises or at school-sponsored or school-related events, including athletic games, in possession of a dangerous weapon, including, but not limited to, a gun or a knife; or a controlled substance as defined in chapter ninety-four C, including, but not limited to, marijuana, cocaine, and heroin, may be subject to expulsion from the school or school district by the principal.

(B) Any student who assaults a principal, assistant principal, teacher, teacher's aide, or other educational staff on school premises or school-sponsored or school-related events, including athletic games, may be subject to expulsion from the school or school district by the principal.

(C) Any student who is charged with a violation of either paragraph (a) or (b) shall be notified in writing of an opportunity for a hearing provided, however, that the student may have representation, along with the opportunity to present evidence and witnesses at said hearing before the principal.

After said hearing, a principal may, in his discretion, decide to suspend rather than expel a student who has been determined by the principal to have violated either paragraph (a) or (b).

(D) Any student who has been expelled from a school district pursuant to these provisions shall have the right to appeal to the superintendent. The expelled student shall have ten days from the date of the expulsion in which to notify the superintendent of his appeal. The student has the right to counsel at a hearing before the superintendent. The subject matter of the appeal shall not be limited solely to a factual determination of whether the student has violated any provisions of this section.

(E) When a student is expelled under the provisions of this section, no school or school district within the commonwealth shall be required to admit such student or to provide educational services to said student. If said student does apply for admission to another school or school district, the superintendent of the school district to which the application is made may request and shall receive from the superintendent of the school expelling said student a written statement of the reasons for said expulsion.

Chapter 71, Section 37H½

(1) Upon the issuance of a criminal complaint charging a student with a felony or upon the issuance of a felony delinquency complaint against a student, the principal or headmaster of a school in which the student is enrolled may suspend such student for a period of time determined appropriate by said principal or headmaster if said principal or headmaster determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school. The student shall receive written notification of the charges and the reasons for such suspension prior to such suspension taking effect. The student shall also receive written notification of his right to appeal and the process for appealing such suspension; provided, however, that such suspension shall remain in effect prior to any appeal hearing conducted by the superintendent.

The student shall have the right to appeal the suspension to the superintendent. The student shall notify the superintendent in writing of his request for an appeal no later than five calendar days following the effective date of the suspension. The superintendent shall hold a hearing with the student and the student's parent or guardian within three calendar days of the student's request for an appeal. At the hearing, the student shall have the right to present oral and written testimony on his behalf, and shall have the right to counsel. The superintendent shall have the authority to overturn or alter the decision of the principal or headmaster, including recommending an alternate educational program for the student. The superintendent shall render a decision on the appeal within five calendar days of the hearing. Such decision shall be the final decision of the city, town or regional school district with regard to the suspension.

(2) Upon a student being convicted of a felony or upon an adjudication or admission in court of guilt with respect to such a felony or felony delinquency, the principal or headmaster of a school in which the student is enrolled may expel said student if such principal or headmaster determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school. The student shall receive written notification of the charges and reasons for such expulsion prior to such expulsion taking effect. The student shall also receive written notification of his right to appeal and the process for appealing such expulsion; provided, however, that the expulsion shall remain in effect prior to any appeal hearing conducted by the superintendent.

The student shall have the right to appeal the expulsion to the superintendent. The student shall notify the superintendent, in writing, of his request for an appeal no later than five calendar days following the effective date of the expulsion. The superintendent shall hold a hearing with the student and the student's parent or guardian within three calendar days of the expulsion. At the hearing, the student shall have the right to present oral and written testimony on his behalf, and shall have the right to counsel. The superintendent shall have the authority to overturn or alter the decision of the principal or headmaster, including recommending an alternate educational program for the student. The superintendent shall render a decision on the appeal within five calendar days of the hearing. Such decision shall be the final decision of the city, town or regional school district with regard to the expulsion.

Any school district that suspends or expels a student under this section shall continue to provide educational services to the student during the period of suspension or expulsion, under section 21 of chapter 76. 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, under section 21 of chapter 76.

Chapter 71, Section 37H3/4.

(a) This section shall govern the suspension and expulsion of students enrolled in a public school in the commonwealth who are not charged with a violation of subsections (a) or (b) of section 37H or with a felony under section 37H1/2.

(b) Any principal, headmaster, superintendent or person acting as a decision-maker at a student meeting or hearing, when deciding the consequences for the student, shall consider ways to re-engage the student in the learning process; and shall not suspend or expel a student until alternative remedies have been employed and their use and results documented, following and in direct response to a specific incident or incidents, unless specific reasons are documented as to why such alternative remedies are unsuitable or counter-productive, and in cases where the student's continued presence in school would pose a specific, documentable concern about the infliction of serious bodily injury or other serious harm upon another person while in school. Alternative remedies may include, but shall not be limited to: (i) mediation; (ii) conflict resolution; (iii) restorative justice; and (iv) collaborative problem solving. The principal, headmaster, superintendent or person acting as a decision-maker shall also implement school-or district-wide models to re-engage students in the learning process which shall include but not be limited to: (i) positive behavioral interventions and supports models and (ii) trauma sensitive learning models; provided, however, that school-or district-wide models shall not be considered a direct response to a specific incident.

(c) For any suspension or expulsion under this section, the principal or headmaster of a school in which the student is enrolled, 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 headmaster, or a designee, to discuss the charges and reasons for the suspension or expulsion prior to the suspension or expulsion taking effect. The principal or headmaster, or a designee, shall ensure that the parent or guardian of the student is included in the meeting, provided that such meeting may take place without the parent or guardian only if the principal or headmaster, or a designee, can document reasonable efforts to include the parent or guardian in that meeting. The department shall promulgate rules and regulations that address a principal's duties under this subsection and procedures for including parents in student exclusion meetings, hearings or interviews under this subsection.

(d) If a decision is made to suspend or expel the student after the meeting, the principal or headmaster, or a 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 headmaster or a 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.

(e) 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.

(f) No student shall 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.

Chapter 76, Section 21

Any student who is suspended from school in accordance with M.G.L. c.71, Section 37H or 37H1/2 shall have the right to make academic progress and to obtain academic credit during the period of disciplinary exclusion. Student's excluded from school for more than ten (10) consecutive school days shall have the right to services available through the School's Education Services Plan during the student's disciplinary exclusion.

Chapter 622 of the Acts of 1971 of the Massachusetts General Laws:

"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, natural origin or sexual orientation."

Appendix B: Penn Brook School Acceptable Use Policy

Georgetown Public Schools

Technology Acceptable Use Policy

51 North Street Georgetown, Massachusetts 01833

(978) 352-5777 <http://www.gssapp.org/GeorgetownPublicSchools/>

Penn Brook School believes that all students should have access to technology if they act in a responsible, efficient, courteous, and legal manner. Internet access and other online services available to students offer a multitude of global resources. Our goal in providing these services is to enhance the educational development of all students.

Acceptable uses of technology are devoted to activities, which support teaching and learning. In order to keep the privilege of using school technology, I promise to follow these rules.

1. I promise to treat the computers, iPads, keyboards, robotics and equipment with respect and ask for help when I don't know what to do.
2. I promise to only work on the programs and web sites that my teacher has approved and only for schoolwork.
3. I promise to cite my sources.
4. I promise to tell my teacher if I read or see something on the computer that is inappropriate.
5. I promise never to use the computer to be hurtful to others. I will not view, send, or display inappropriate messages or pictures.
6. I promise to print only when my teacher tells me to.
7. I promise to only use my own files and allowed student folders on the server.
8. I promise to keep my password to myself and not try to get my friends' passwords.

I understand that if I break any of my promises, I risk losing the technology privileges.

Student Name (Print): _____

Classroom Teacher: _____ Date: _____

Parents: Please read, sign, and return this form.

I have read this Penn Brook Acceptable Use Agreement and have discussed it with my child:

Date: _____

Parent/Guardian Name (Print): _____

Parent/Guardian Signature: _____

Appendix C:

Georgetown Public Schools

Technology Acceptable Use Policy

51 North Street Georgetown, Massachusetts 01833

(978) 352-5777 <http://www.gssapp.org/GeorgetownPublicSchools/>

Introduction

This Technology Acceptable Use Policy for the Georgetown Public Schools (“GPS”) is enacted by the School Committee to provide the parents, students, and staff of the Georgetown School Community with a statement of purpose and explanation of the educational use of technology within the Georgetown learning community. This policy is reinforced by practice, acceptable use standards and is required to be read before accessing the technology devices, digital resources, and network infrastructure within Georgetown Public Schools. Students, parents/guardians, and staff members of GPS must also read and sign the accompanying Statement of Responsibilities.

Purpose

Georgetown Public Schools encourages the use of information technology to assist staff and students with academic success, preparation for the workplace, and life-long learning. Georgetown Public Schools provides access to a wide range of information technology to support learning and communicating with others. Information technology will be used to increase communication, enhance student engagement, and assist staff and students in acquiring new skills. Technology devices, digital resources, and network infrastructure will also be utilized to provide relevant school information to a global community.

Implementation of this Policy

The Superintendent of Schools or his/her designee(s), shall develop and implement administrative regulations, procedures, terms and conditions for use and user agreements consistent with the purposes and mission of Georgetown Public Schools and the applicable laws, and this policy.

Definitions

“Technology devices, digital resources, and network infrastructure” is defined as the Georgetown Public Schools network, the Internet, Google Apps for Education, email, hardware, software, printers, peripheral devices, individual computer devices, robotics and all other web enabled devices.

“Information technology” is defined as Internet access, blogging, podcasting, email, published and unpublished documents, and various forms of multimedia technology.

“Educational use” is defined as a use that supports communication, research, and learning.

“Devices” refer to district owned/leased, staff owned devices, and student owned devices.

Children’s Online Privacy Protection Act (COPPA) Congress enacted the Children’s Online Privacy Protection Act, 15 U.S.C. §6501, et seq. (COPPA) in 1998. COPPA required the Federal Trade Commission to issue and enforce regulations concerning children’s online privacy. The Commission’s original COPPA Rule became effective on April 21, 2000. The Commission issued an amended Rule on December 19, 2012 that became effective on July 1, 2013.

Uses for Student Gmail

Email can be a powerful communication tool for students to increase communication and collaboration. Students with email access are encouraged to check their email regularly. Teachers may send email to students to communicate reminders, course content, pose questions related to class work, and such. Students may send email to their teachers with questions or comments regarding class. Students may send email to other students to collaborate on group projects and assist with school classes, sports, clubs, and activities.

Student G Suite Permissions

Georgetown Public Schools’ G Suite system controls who email messages and documents can be sent/shared to and who they can be received from. GPS students grades K-8 cannot send or receive email and share documents from outside the Georgetown domain. GPS Students cannot send email or share documents to parent accounts or anyone

outside of the Georgetown Public Schools domain. GPS students grades 9-12 may be granted access to sending, receiving, and sharing files outside the GPS google domain.

Student Emails to Staff

Students with email access are encouraged to email staff concerning school-related content and questions. For example, an unanswered email to a teacher would not excuse a student from turning in an assignment. Students and staff are expected to respond in a timely manner to school-related emails.

General Email, Online Chat, and File Sharing Guidelines

Below is a general summary of guidelines related to email and any form of online chat or instant messages but is not limited to:

Email and online chat is to be used for school-related communication only.

Do not send harassing email or instant messages or content.

Do not send offensive email or instant messages or content.

Do not send spam email or instant messages or content.

Do not send email or instant messages containing a virus or other malicious content.

Do not send or read email or instant messages at inappropriate times, such as during classroom instruction.

Do not send email or instant messages to share test answers, encourage plagiarism, or promote cheating in any way.

Do not use the account of another person.

Do not airdrop a photo or video that is not intended for educational purposes during instructional time.

Georgetown Public Schools administration is able to substantiate inappropriate activity and to comply with requests of law enforcement agencies as part of their investigations. Georgetown Public Schools administration reserves the right to modify implementation procedures and add to the above stated list at any time.

Photos and Videos

According to Mass. Gen. Laws ch. 272, § 99 wiretapping law often referred to is a "two-party consent" law. More accurately, Massachusetts makes it a crime to secretly record a conversation, whether the conversation is in-person or taking place by telephone or another medium.

Photos and videos should not be taken without the consent of all parties in the photo or video. Taking a photo or video of someone without their consent will result in disciplinary action including but not limited to detention or suspension. Photos and videos should also not be shared through but not limited to: social media, instant messages, and email. Students who share photos and videos will also be violated the Georgetown Public Schools Technology Acceptable Use Policy and subject to disciplinary action. The length of time for loss of technology privileges will be determined by building administrators and/or other staff members. If the user is guilty of multiple violations, technology privileges can be removed for one academic year or more.

Georgetown Public Schools Student Self-Service App Store Setup

Georgetown Public School students will have access to Apps required by teachers for classroom use through the Self-Service App Store. Students K through 6 will be able to access the Self-Service App Store directly from their iPad. Students grades 7 through 12 will be to access the Self-Service App Store through their leased iPad. Students grades 7 through 12 will be given the opportunity to purchase the Self-Service App Store through their own iPad. The Self-Service App Store will provide students the rights to any paid for or free app.

Content Filtering

Georgetown Public Schools uses software designed to block access to certain sites and filter content as required by the Children's Internet Protection Act, 47 U.S.C. §254 (CIPA). Georgetown Public Schools is aware that not all inappropriate information can be filtered and the district will make an effort to correct any known gaps in the filtering of information without unduly inhibiting the educational use of age appropriate content by staff and students. Users will inform teachers or administrators of any inadvertent access to inappropriate material, in order to make the appropriate modification of the filtering profile. Georgetown Public Schools educates students about appropriate online behavior and digital citizenship, including interacting with other individuals on social networking Web sites and in chat rooms, and, cyber bullying awareness and response.

Monitoring

Georgetown Public Schools monitors the use of the school department's network to protect the integrity and optimal operation of all computer and system networks. There is no expectation of privacy related to information stored and transmitted over the Georgetown Public Schools network. The information on the network in general files and email is not private and is subject to review by the network manager at the request of Georgetown Public Schools administration

to substantiate inappropriate activity and to comply with requests of law enforcement agencies as part of their investigations.

Georgetown Public Schools will cooperate with copyright protection agencies investigating copyright infringement by users of the computer systems and network of Georgetown Public Schools.

Technicians and computer system administrators maintain full access rights to all storage devices, and may need to access/manage such storage devices as part of their duties.

Routine maintenance and monitoring of the system may lead to discovery that a user has or is violating the Georgetown Public Schools Technology Acceptable Use Policy, other school committee policies, state laws, or federal laws.

Search of particular files of a user shall be conducted if there is a reasonable suspicion that a user has violated the law or the Georgetown School Committee Policies. The investigation will be reasonable and in the context of the nature of the alleged policy violation.

Email sent within the GPS district is monitored and filtered based upon content. Rules/filters are set up to monitor student email for profanity, harassment, and other inappropriate content. Student email identified as inappropriate will be reviewed by the school administration.

Use of Apple Classroom may be required by the teacher. Students are required to grant permission to the teacher for monitoring use only of a student's device while in the classroom setting.

User Access and Explanation of Guideline

Access to information technology through Georgetown Public Schools is a privilege, not a right. Students, parents, and staff shall be required to read the GPS Technology Acceptable Use Policy and sign and return the Statement of Responsibilities.

The Georgetown Public Schools Acceptable Use Policy shall govern all use of technology devices, digital resources, and network infrastructure. Student use of technology resources, digital resources, web enabled devices, and network infrastructure will be governed by the Georgetown Public Schools disciplinary policies as outlined in the policy manual of the district and the student's school handbook.

Because information technology is constantly changing, not all circumstances can be anticipated or addressed in this policy. All users are expected to understand and comply with both the “letter” and the “spirit” of this policy and show good judgment in their use of these resources.

Georgetown Public Schools provides students access to its technology devices, digital resources, and network infrastructure, along with information technology for educational use. If a student has doubts regarding whether a resource has educational merit, he/she should ask a staff member.

Scope of Technology Policies

Policies, guidelines and rules refer to all computing devices including but not limited to computers, mobile web enabled devices including but not limited to watches, iPads, portable memory storage devices, calculators with interfacing capability, cell phones or ECDs (electronic communication devices), digital cameras, etc., as well as technology infrastructure, associated peripheral devices and/or software.

Policies, guidelines, and rules refer to any computing or telecommunication devices owned by, leased by, in the possession of, or being used by students and/or staff that are operated on the grounds of any district facility or connected to any equipment at any district facility by means of web connection, direct connection, telephone line or other common carrier or any type of connection including both hardwired, fiber, infrared and/or wireless.

This Technology Acceptable Use Policy also applies to any online service provided directly or indirectly by the district for student use, including but not limited to: Google Apps for Education accounts, Gmail, Calendar, Schoology, and Rediker (Parent/Student Access to Student Information System).

Consequences for Violation of Technology Policies

Use of the computer network and Internet is an integral part of research and class work, but abuse of this technology can result in loss of privileges. Students who use technology devices, digital resources, and network infrastructure, along with information technology inappropriately may lose their access privileges and may face additional disciplinary or legal action.

The length of time for loss of privileges will be determined by building administrators and/or other staff members. If the user is guilty of multiple violations, privileges can be removed for one academic year or more.

Georgetown Public Schools Limitations of Liability

Georgetown Public Schools makes no warranties of any kind, implied or expressed, that the services and functions provided through the Georgetown Public Schools technology devices, digital resources and network infrastructure, along with information technology will be error free or without defect. Georgetown Public Schools will not be responsible for damages users may suffer, including but not limited to loss of data or interruption of service.

Georgetown Public Schools, along with any persons or organizations associated with the school department internet connectivity, will not be liable for the actions of anyone connecting to the internet through the school network infrastructure. All users shall assume full liability, legal, financial or otherwise for their actions while connected to the internet.

Georgetown Public Schools assumes no responsibility for any information or materials transferred or accessed from the internet.

Parents/Guardians should read the GPS Technology Acceptable Use Policy. Parents/guardians should discuss the technology use responsibilities with their children. Questions and concerns can be forwarded to the Georgetown Public Schools and appropriate offices.

Parents and guardians agree to accept financial responsibility for any expenses or damages incurred as a result of their student's inappropriate or illegal activities on the Georgetown Public Schools network. Parents and guardians agree to reimburse Georgetown Public Schools for any expenses or damages incurred in the use of district owned devices such as iPads in 1:1 school deployments.

Modification

The Georgetown School Committee reserves the right to modify or change this policy and related implementation procedures at any time.