



# **Needham School Committee Meeting**

**May 1, 2012**

**7:00 p.m.**

**Broadmeadow School  
School Committee Room**

A school and community partnership that creates excited learners, inspires excellence, fosters integrity.



A school and community partnership that creates excited learners • inspires excellence • fosters integrity.

## **AGENDA**

**May 1, 2012 7:00 p.m.**

**Broadmeadow School: School Committee Room**

**Next School Committee Meeting: May 15, 2012**

**7:00 p.m. Public Comments**

**7:10 p.m. Superintendent's Comments**

### **Discussion Items**

**7:20 p.m.** Needham Education Foundation Interdisciplinary Learning Initiative

**7:40 p.m.** Broadmeadow School Improvement Plan

**8:25 p.m.** Policy FF Naming School Facilities: Newman Playground Proposal

**8:45 p.m.** 2012-2013 Elementary and Middle School Handbook Changes

**9:05 p.m.** Town Meeting Preparation

**9:20 p.m. Action Items:**

Vote on School Choice

Approve 2013-2014 School Calendar

**9:25 p.m. School Committee Comments**

**Needham School Committee  
Needham, Massachusetts 02492  
May 1, 2012**

Agenda Item:     **Public Comments**

Background Information:

**The Chairperson will offer the opportunity for the public to speak to the School Committee on issues not on the agenda.**

**Needham School Committee  
Needham, Massachusetts 02492  
May 1, 2012**

Agenda Item:     **Superintendent's Comments**

Background Information:

**Superintendent Daniel E. Gutekanst will apprise the School Committee of events, information, and matters of interest not on the agenda.**

**Needham School Committee  
Needham, Massachusetts 02492  
May 1, 2012**

Agenda Item:     **Discussion**

**Needham Education Foundation Interdisciplinary Learning Initiative**

Background Information:

- **In collaboration with the Needham Public Schools, the Needham Education Foundation (NEF) proposes to fund and support a significant grant initiative that will promote interdisciplinary teaching and learning at Needham High School.**
- **Dr. Pizzi, and NEF board members Brooke Baker and Anne Weinstein will share the proposal and discuss the process for planning.**
- **The attached documents detail the project and progress to date.**
- **The School Committee does not need to take action on this item at this time.**

**Persons Available for Presentation:**

**Dr. Jonathan Pizzi, Needham High School Principal  
Ms. Brooke Baker, NEF Co-President  
Ms. Anne Weinstein, NEF Board Member**



# NEEDHAM HIGH SCHOOL

TO THINK – TO RESPECT – TO COMMUNICATE

Jonathan D. Pizzi, Ph.D.  
Principal

TO: Daniel Gutekanst, Superintendent  
FROM: Jonathan D. Pizzi, Principal  
DATE: April 25, 2012  
RE: NEF-NPS Interdisciplinary Learning Initiative Update

I write to provide you with an update regarding our collaborative interdisciplinary learning initiative with the Needham Education Foundation. As you know, the aim of this initiative is to provide NHS educators with an unprecedented opportunity to develop a highly supported, highly focused interdisciplinary learning experience for Needham High students. The proposed course is tentatively slated to run in the 2013-2014 Academic Year. Course development is based upon a “request for proposal” model in which teams of teachers submit first course concept papers, then full course proposals, all of which are reviewed for selection by a Selection Committee composed of NPS and NEF personnel.

Teacher and administrator interest in the project has remained very high since our kick-off informational meeting in February of this year. Nearly thirty educators attended this event with five teams of teachers submitting concept papers in March. The concept papers exhibited great depth and creativity, and were based upon interdisciplinary models that integrated the mathematics, history, English, wellness, biology, and engineering disciplines into various course offerings. Topics included explorations of Greater Boston, global citizenship, wellness and outdoor living, and the study of food and the world food supply.

Late last month, the selection committee chose two of these concepts to move forward for full proposal development. The first of these is entitled *Exploring Greater Boston*, and was submitted by NHS teachers James Odierna, Kenneth Brooke, and Dan Hudder. From the team concept paper:

*This course explores how individuals and groups have worked throughout history to effect change in Greater Boston. Students will look at different historical moments through a variety of different lenses, such as transportation, population changes, business & agriculture, government, and education - and consider how all of these moments have molded what we see today in Greater Boston.*

*Course Objective: To provide students with an opportunity for active citizenship by gaining a greater understanding of local history from a variety of perspectives and then applying that understanding to community service.*

The proposed course would combine the disciplines of English, mathematics, and history in multiple co-taught class sections.

The second concept paper selected for development was entitled *The Nuts and Bolts of America: Technology in Society*. Teachers Betsy Sugameli, Hans Batra, and Michael Hirsh from the History and Social Sciences, Mathematics, and Science Departments respectively, developed this concept. From the concept paper:

*Students examine technology and scientific breakthroughs sequentially through American history beginning with the second Industrial Revolution (1860), culminating in a unit where students predict breakthroughs impacting Needham. Units are segmented by technology and decade of discovery. Students communicate historical and scientific context that constrains/expedites innovation, and predict social and economic outcomes. Design and modeling projects will demand team-building skills.*

Each team has been assigned a development coach to facilitate its proposal development. Olin College Professors Caitrin Lynch and Robert Martello have agreed to serve in this capacity through the proposal stage and beyond. Professors Lynch and Martello are pioneers of interdisciplinary learning at Olin College and have years of expertise in development and implementation of interdisciplinary curricula. Each team must present its full proposal to the Selection Committee during the week of May 20. The Selection Committee will then recommend to the NEF Executive Committee one of these proposals for course development during the summer of 2012.

I will contact you with further updates as the process unfolds. Thank you for your review of this update, and please contact me at your earliest convenience should you have any questions or concerns.

**Interdisciplinary Learning Initiative Resolution**  
**Presented For Approval by the Needham Education Foundation**  
**Board of Directors by Written Consent on 1/24/2012**

Whereas, the Needham Education Foundation funds innovative ideas and programs that make the learning process more exciting and meaningful, and therefore have a broad and lasting impact on Needham Public School children. Whereas, the Needham Public Schools strive for programs that support its stated values of Scholarship, Community, Citizenship and Personal Growth. Let it be known that the Needham Education Foundation and the Needham Public Schools, as part of their ongoing, long-standing partnership of making learning come alive through innovative grants that are funded through the NEF, are entering into an endeavor to be known as “The Interdisciplinary Learning Initiative.”

“The Interdisciplinary Learning Initiative” is intended to be a collaborative initiative between the NPS and the NEF that will launch an interdisciplinary academic model of learning at Needham High School. This program will provide an innovative model of learning and teaching for both Needham High School students and faculty. It is the hope and intent that this program will have broad and lasting impact on learning at the high school and will become a sustainable model in the district at the conclusion of the 3-year pilot period to be funded by the NEF.

Be it resolved that the Needham Education Foundation (NEF) Board of Directors approves the following measures to support the development and implementation of the Needham Public School District’s Interdisciplinary Learning Initiative at Needham High School:

1. The NEF Board commits \$31,800 for Phase I funding of the interdisciplinary learning initiative (the “Initiative”), subject in part to its approval of a proposal as described in Section V below.



These monies will fund the kick-off of the initiative as well as concept paper development; full proposal development of up to 3 proposals; and research/development and marketing costs from February 2012 to August 2013 as outlined in Exhibit A hereto.

2. The NEF Board appoints a committee initially comprised of Brooke Baker, Steve Mock, Anne Weinstein, Steve Guerriero, Ann Keegan, Pamela Rosin, and Joanne Allen-Willoughby, which shall be known as the “NEF Interdisciplinary Learning Initiative Committee” (the “Committee”). With the approval of the Board, additional members may be added to the Committee and other members may be substituted for the individuals initially appointed as members of the Committee. Members of the Committee will work in collaboration with the Needham Public Schools to monitor developments with respect to the Initiative, the use of NEF funds, and whether the Initiative is being developed in a manner that is consistent with purposes of NEF as set forth in its Articles of Organization, to wit, “[t]o stimulate and support the creation and implementation of innovative educational programs and enrichment activities, that are outside of the normal and expected public funding, for the benefit of students of the Needham, Massachusetts public schools.”
3. Members of the Committee shall provide periodic updates to the Board either at Regular Meetings or via Electronic Notice so that Members of the Board are apprised of material developments related to the Initiative, including developments related to project status, milestones, use of NEF funds and budget. Those reporting obligations shall continue throughout all Phases of the Initiative.
4. At least two Members of the Committee shall serve on the selection committee for the Initiative (the “Selection Committee”) along with representatives of the Needham Public Schools. Members of the Committee shall report to the Board either at Regular Meetings or via Electronic Notice on the efforts of the Selection Committee and shall make available to the Board for review all concept papers(s) selected by the Selection Committee for further review and all full proposal(s) received by the Selection Committee.

5. The Selection Committee shall present their recommendation to the Committee, and any board members who wish to attend that meeting will also be invited. The Committee shall thereafter decide whether to recommend to the Board the Selection Committee's recommendation and, if so, a Special Meeting of the Board shall be held in May or early June 2012 for a presentation by the Committee to the Board on the proposal that the Committee recommends for development and implementation. At that Special Meeting, the Board shall vote on whether or not to accept the recommendation of the Committee. If the Board does not accept the recommendations of the Committee at that time, the Board shall vote on whether to request additional information from the Committee that will address any concerns of the Board and to re-submit the recommendation for approval by the Board. Alternatively, the Board may also vote to permit the Committee to present further proposals or to cease funding the Initiative.
6. If the Committee's recommendation is accepted by the Board, the Board shall hold votes at its Regular Meeting in October 2012 on funding for Phase II (Year 1 Implementation); at its Regular Meeting in October 2013 on funding for Phase III (Year 2 Implementation); and at its Regular Meeting in October 2014 on funding for Phase IV (Year 3 Implementation). The funding set forth in Exhibit A is not binding on the Board, and the Board may vote to provide less funding for any Phase than has been set forth in Exhibit A. However, the funding to be provided during each Phase shall not exceed the funding set forth in Exhibit A absent written notice to the Board of a request for increased funding and an explanation by the Committee to the Board of the reasons for any requested increases in funding and Board approval of such a request.

**Interdisciplinary Learning Initiative**  
**Anticipated Funding Phases and Initial Milestones**

**Phase I**

Feb 2012	\$500	<b>Light Supper and Guest Speakers from Olin College</b>
Feb-April	\$6,300	<b>Teacher Stipend for Development of Full Proposals</b> (up to \$2,100 per team)
	\$2000	Project Facilitator (20 hours)
March 2012- Aug 2013	\$15,000	<b>Research/Development/Marketing Phase</b> Teacher time: 4 teachers x 15 days x \$175 = \$10,500 Conferences/Outreach = \$2,000 Outside resource partners = \$2,500
	\$8,000	Project Facilitator (80 hours x \$100/hour)

1. Concept papers from multi-department teacher teams are due by March 16, 2012.
2. Concept papers to be selected for consideration of full proposal(s) by end of March.
3. Full development of proposal(s) due to Selection Committee by May 18, 2012.
4. Selection Committee to Choose Proposal for Recommendation to Board for Development and Implementation by late May/early June, 2012.
5. Committee Presentation to Board at Special Meeting in late May/early June, 2012.

**Phase II**

Aug 2013- June 2014	\$88,000 \$2,500 \$500 \$1,000 \$2,000	<b>Year One Implementation</b> 1.6 FTE teacher (up to 8 sections) = \$55,000 x 1.6=\$88,000 Materials (25 seats x \$100) = \$2,500 Fieldtrip Scholarships 5 x \$100 = \$500 Marketing Project Facilitator (20 hours x \$100/hour)
June 2014- Aug 2014	\$2,100 \$2,500	<b>Evaluate and Revise</b> 4 teachers x 3 days x \$175 = \$2100 <b>More Research/PD</b> Conferences/Materials/Outside partners = \$2,500

**Phase III**

Aug 2014- June 2015	\$90,640 \$2,500 \$500	<b>Year Two Implementation</b> 1.6 FTE teacher (up to 8 sections) = \$56,650 x 1.6 =\$90,640 Materials (25 seats x \$100) = \$2500 Fieldtrip Scholarships 5 x \$100 = \$500
June 2015- Aug 2015	\$2,500	<b>Evaluate and Revise</b> 4 teachers x 3 days x \$175 = \$2500

***Request for Proposals from NHS faculty – Winter/Spring 2012***

**Project Launch: February 27, 3:00-4:00pm, NHS Media Center, with Caitrin Lynch and Robert Martello, Olin College faculty**

**Concept Papers Due: March 16, 8am**

Submit to Principal Pizzi's office or to [mora\\_macdonald@needham.k12.ma.us](mailto:mora_macdonald@needham.k12.ma.us)

**Proposal Discussion: March 19 3-4:30pm (assigned 15 minute slot)**

**A New Course**

With the support of the Needham Education Foundation, Needham High is seeking a team of teachers interested in developing and implementing a new integrated interdisciplinary course. Preferably, the course will interweave disciplines not typically combined, and instead more realistically reflect the interdisciplinary nature of problem-solving in a 21<sup>st</sup> century work environment. Preferably, the course will also include both service and real-world problem-solving opportunities for students.

**Impact**

The project is designed to have multi-layered benefits for students and for the schools and community:

- **introduction of a new way of thinking about curriculum and instruction at Needham High** -- A 21<sup>st</sup> century educational program calls for more interdisciplinary, project-based learning using current technologies and designed around issues and topics relevant to students' lives. The project will encourage the high school community to think about how learning could be better and more engaging for students.
- **possible re-imagination of senior year** – This new course will fulfill course and credit requirements (e.g. English, Science, Fine and Performing Arts, and/or any other interdisciplinary combination) most likely as a senior year option.
- **an invigorating opportunity for teachers to think big** – with tight budgets, schools rarely have the option to re-think totally how learning is delivered in our schools. This project will be open to all NHS teachers and is designed to promote dialogue among departments.
- **an opportunity to reach students who learn and think differently** – for some students, project-based learning provides the motivation they need to become more invigorated and excited about their learning. This class is likely to appeal to a range of students who may or may not be as engaged in traditional classrooms. The class will most likely impact three to four sections in its first year (60-100 students), and impact more students in years thereafter.
- **a way to connect with community and postsecondary resources** –encouraging students to engage in current community issues, take advantage of resources of local colleges, businesses or organizations, and preferably include a service learning component.
- **a way to add classroom sections to relieve class size pressures while also enhancing the Program of Studies course selection options** – NEF funding will support the added sections of the class during the first 3 years. This will help NHS pilot the idea without redirecting existing school funds, and will actually create additional instructional sections at Needham High.

## Selection Process

1. **Concept Papers from multi-department teacher teams are due March 16, 2012 at 8 am.** The concept papers will be reviewed by a selection team that includes Principal Jonathan Pizzi, Director of Program Development and Implementation Terry Duggan, one or more NHS department heads, an outside resource with experience in interdisciplinary learning, and two Needham Education Foundation representatives. Submitting teacher teams should plan to be available on **March 19, 3-4:30pm** to meet with the selection committee and answer questions. Teams will be assigned a 15-minute slot.
2. **Full development of one or more proposals due May 18, 2012, 8am.** One or more teams will be asked to develop a full proposal and present it to the selection committee. Teams will receive a stipend for development of the full proposal at the rate of \$175/day (curriculum development rate) for up to 3 days per team member, or up to \$2100 for the team. Teams should be available on **May 24, 3-6pm** for a ½ hour presentation and Q&A with the selection committee.
3. **Selection of One Proposal for Development and Implementation in late May, 2012.** The selection team will review the full proposals and select one for development and implementation.

## RFP Selection Criteria

Concept papers and full proposals will be evaluated by a combined NHS/NEF selection committee according to how well they address/incorporate the following four elements:

- Meet NHS requirements
  - fulfill one or more graduation requirements
  - mapped to the Massachusetts Common Core Curriculum
  - fully documentable using the district curriculum mapping software
  - responsive to NEASC recommendations
- Innovative
  - replicating an innovative interdisciplinary program developed elsewhere or creating something new
  - be designed with appropriate academic rigor, while also embracing heterogeneous groupings of students
- Use interdisciplinary learning with 21st century learning options
  - focus on students as active and collaborative problem-solvers, with teachers functioning as facilitators of learning
  - interdisciplinary in approach
  - use of project-based learning
  - include a service learning component
  - engaging for students, linking student efforts to real-world problem solving
- Be marketable and sustainable
  - be replicable so that additional sections of the course taught by additional teachers can be added in future years
  - be easily understood by a layperson and easily presented to community audiences
  - be easily marketable to students and parents such that a critical mass of students will select the offering
  - offer students marketable skills for college or work
  - be sustainable so as to endure staff turnover and budgetary fluctuations
  - reflect a cost effective planning model

Preference may be given to course offerings that address any of the following additional elements:

- connect with community resources
  - colleges/universities
  - community agencies or organizations

- businesses
- include an interdisciplinary partnership among 3 or more departments
- integrate special education professionals and services in the planning and implementation phases

## RFP Concept Paper Submission Requirements

Concept papers of 1-3 pages must include the following elements. Concept papers may be text or in outline bulleted form using the following outline:

### 1. Description of the Proposed Course:

- Anticipated course name and course description as it might appear in the program of studies (50 words or less) including duration (semester or full year)
- Course Objective
- Bullet points or narrative up to one page that describes the course and how it meets the criteria.
- Requirements for which students will receive credit and number of blocks (up to 3) the course will run (e.g. mathematics and English credit during a double-block class)
- Anticipated number of students each section will enroll and the number of teachers needed to run the course (note: proposals should support a student:teacher ratio of no less than 20:1 per block)

### 2. Course Development Process:

- Describe research and development strategy including course development, professional development, curriculum development
- Name and describe the role of any community partners that may be included in the planning or implementation of the course, or community partners you would like help identifying

### 3. Course Implementation Process:

- Describe implementation strategy
- Describe how the new course might be marketed to students and their parents

### 4. Preliminary Budget:

- Supplies/Materials
- Outside Resources
- Curriculum Development Time
- Other

### 5. Names of Team members and anticipated roles of team members (including team leadership).

#### One Example of a potential budget:

RFP Process – Spring 2012	
Selected Concept Paper Teams – Stipends to Develop Full Proposals	\$ 2100/team
Planning - Summer 2012	
Teacher Time – 4 teachers x 15 days x \$175	\$10,500
Conferences/Fieldtrips/Materials	\$ 2,000
Outside resource partners	\$ 2,500
Program of Studies and Marketing - September 2012-Feb 2013	
Guest speaker or other marketing tool	\$ 500
Course Launch - Summer 2013	
Teacher Time – 4 teachers x 3 days x \$175	\$ 2,100
Outside resource partners	\$ 2,500
Materials (100 seats x \$100)	\$10,000
Evaluate and Prepare for Year Two - Summer 2014	
Teacher time – evaluate and final revision – 4 teachers x 3 days x \$175	\$ 2,100
TOTAL	\$34,300

## Course Development/Implementation Timeline

Spring, 2012	One or more proposals selected for implementation
Summer, 2012	Teacher teams plan and develop course Teacher teams work with Project Facilitator to identify methods for testing marketability of the course Teacher teams present a mid-summer report to Principal Pizzi and NEF
Fall/Winter, 2012	Teacher teams present course to School Council and School Committee for inclusion in Program of Studies Teacher teams work with NEF to generate interest for the course among students and faculty Teacher teams available for reports to NEF, School Council, School Committee

Winter, 2013	Student course selection
Spring, 2013	Assign students to sections for Fall 2013
Summer 2013	Teacher teams finalize planning
Fall 2013	Course launch Teacher teams available for reports to NEF, School Council, School Committee

### **Planning and Implementation Support**

Teams will have the support of a Project Facilitator during the development of the full proposal. The Project Facilitator will be available to help teams identify models from other schools, develop a project budget, and access available professional and community resources.

Depending upon the particular proposal(s) selected, a support structure will be provided for the team during course planning and implementation. This support structure may include:

- a Needham High School support staff member who will assist the team with logistics throughout the process. This could include purchases of materials, scheduling fieldtrips, phone calls, etc.
- a Project Facilitator who has experience in project development, interdisciplinary curriculum development, and management of a complex project.

**Phase IV**

Aug 2015- June 2016	\$93,360 \$500	<b>Year Three Implementation</b> 1.6 FTE teacher (up to 8 sections) = \$58,350 x 1.6=\$93,360 Fieldtrip Scholarships 5 x \$100 = \$500
	<b>\$320,400</b>	<b>TOTAL</b>



**Needham School Committee  
Needham, Massachusetts 02492  
May 1, 2012**

Agenda Item:     **Discussion**

**Broadmeadow School Improvement Plan**

Background Information:

- **The Broadmeadow School Council has worked collaboratively this past year to advise Principal Emily Gaberman and develop and maintain the School Improvement Plan.**
- **In accordance with M.G. L. Chapter 71, Section 59c, the Superintendent has approved the Broadmeadow School Improvement Plan.**

**Persons Available for Presentation:**

**Ms. Emily Gaberman, Broadmeadow School Principal  
Members of the Broadmeadow School Council**

# Broadmeadow Elementary School



## School Improvement Plan 2011-2014 Update - 2012

Broadmeadow School Council:

Emily Gaberman, Principal  
Jennifer Collings, Teacher  
Stephanie Hamel, Teacher  
Melody Skall, Teacher  
Corey Steinman, Teacher  
Joan Berlin, Parent  
Stacey Hurwitz, Parent  
Laura London, Parent  
Erica Supple, Parent  
Ellie Grady, Community Representative

## Broadmeadow School Improvement Plan: Update 2011-2014



This School Improvement Plan reflects school-wide initiatives centered on increased small group instruction, continued efforts to make a large school feel small, and fostering resilience and healthy choices for children. This plan also supports system-wide efforts which include the adoption of a new math program, a consistent approach to writing, and a sustained and strong commitment to social and emotional learning. As we move forward with this new plan, the Broadmeadow community continues to seek ways to deepen and broaden our collaboration in order to better meet the needs of our varied student population.

This year our focus has been making more effective use of data to drive instruction with increased progress monitoring and more accurate documentation of both interventions and student progress. An outgrowth of these efforts includes clearer decision making process in determining supplemental services as well as criteria for referral for educational testing. Intervention models have not only improved student performance through small group instruction but also built educator capacity through consultation and modeling.

Considerable time has been spent on team building efforts to make a large school feel small. Throughout the days and weeks, teachers work in grade level teams, vertical teams as well as consult teams and with the Collaborative Tiered Intervention team in order to evaluate student performance and design appropriate instruction. In addition, school wide efforts like the Pajama Drive led by Fifth Graders, and the Name the Garden Project led by Third Graders, unified the school in a common cause. All School Meetings continue to create a shared experience, this year highlighted by a dancing faculty Flash Mob at a recent meeting.

Below are examples of the range of actions which were undergone over the past year, from school-wide practices to specific examples from grade levels. As we continue with these efforts we will be able to assess student progress more effectively in the future.

**Collaboration and Teaming:** As a result of adult collaboration and teaming, students will engage in meaningful work and achieve at a high rate. By maximizing resources and building teacher capacity, students will have opportunities for targeted and differentiated instruction to better meet their needs.

Improvement Strategies/Action Plan	Outcomes & Measurement	Status
Hone the use of Fountas & Pinnell Benchmark Reading Assessments to ensure consistency across grades and in vertical alignment for both fiction and non-fiction reading	<ul style="list-style-type: none"> <li>•Consistent assessment practices (inter-rater reliability)</li> <li>•More effective use of data</li> <li>•Increased targeted small group instruction for fiction and non-fiction reading</li> <li>•Greater use of Continuum of Reading to improve student achievement</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Increased use of “messy sheets” and other planning tools in order to determine appropriate instructional strategies for groups of students.</i></li> <li>• <i>Increased frequency of small group instruction at all grade levels – as part of classroom instructional model as well as supplemental intervention groups</i></li> <li>• <i>8-10 teachers (K-5) participated in Small Group Instruction course including PLC follow-up component</i></li> <li>• <i>Literacy Specialists tailor services based on data, using 10-12 week modules, with emphasis on providing support in class and consult to classroom teachers to build capacity</i></li> <li>• <i>Small group instruction is the focus of an alternative evaluation project for 3 second grade teachers</i></li> </ul>
Further development of the Collaborative Tiered Intervention (CTI) process in coordination with Grade Level Teams (PLC) to address academic, cultural, and behavioral needs	<ul style="list-style-type: none"> <li>•Students achieve through targeted instruction in area of need</li> <li>•Tiered Intervention Plans are developed, followed, and assessed</li> <li>•Regular use of progress monitoring</li> <li>•More effective use of paraprofessionals</li> <li>•Use of smart goals to measure progress</li> <li>•Documentation of best practice strategies collected and shared</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Created and implemented use of SEL screening tools (K, gr. 1-5) based on standards from report cards</i></li> <li>• <i>Use of SEL data from screening tool informed use of strategy groups at different grade levels</i></li> <li>• <i>CTI created Personal and Social Competency Resource guide with possible tiered interventions to help students in SEL realm</i></li> <li>• <i>Small intervention groups in Reading, Writing, Math as well as strategy groups for behavioral and attentional concerns implemented across the grades</i></li> </ul>
Professional Development in LASW (Looking at Student Work) and creating and using effective rubrics to assess student work	<ul style="list-style-type: none"> <li>•Teachers and students use common rubrics that support standards</li> <li>•Assessments and rubrics are used to assess students across grade level to inform instruction in order to improve achievement</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Monthly grade level meetings are focused on looking at student work and student performance data in both academic and/or social/emotional arenas in order to better differentiate instruction across the grade.</i></li> <li>• <i>Grade level teams are using report card standards and Common Core standards to measure success</i></li> <li>• <i>Grades 1 and 2 received professional development for Atlas Writing Maps and use this resource regularly.</i></li> <li>• <i>Grade 4 beginning to work on rubric for science projects</i></li> </ul>
Study and adoption of Massachusetts (Common Core) Standards in ELA, Mathematics, Science, and Social Studies	<ul style="list-style-type: none"> <li>•Teaching and assessments reflect Common Core standards</li> </ul>	<ul style="list-style-type: none"> <li>• <i>At least 2 faculty meetings devoted to initial examination of Common Core for ELA</i></li> <li>• <i>Classroom teachers using Writing Maps as resource</i></li> <li>• <i>2 teachers attended Calkins conference in using Common Core in Readers Workshop</i></li> </ul>

Broadmeadow School Improvement Plan  
2011-2014

**Collaboration and Teaming:** As a result of adult collaboration and teaming, students will engage in meaningful work and achieve at a high rate. By maximizing resources and building teacher capacity, students will have opportunities for targeted and differentiated instruction to better meet their needs.

Improvement Strategies/Action Plan	Outcomes & Measurement	Status
Consistent practice in using standards based report card across grade levels and in vertical alignment in order to provide valid feedback to students and parents	<ul style="list-style-type: none"> <li>• Common assessments are in use</li> <li>• Development of additional common assessments</li> <li>• Inter-rater reliability is established both in building and system-wide</li> </ul>	<ul style="list-style-type: none"> <li>• <i>PD time provided with curriculum leaders in order to provide consistent interpretation of standards and benchmarks</i></li> <li>• <i>PD time provided for consistent rater inter-reliability at grade levels</i></li> </ul>
Integrate technology to enhance instruction in order to match Needham Technology standards and new Massachusetts ELA (Common Core) standards and build 21 <sup>st</sup> century skills	<ul style="list-style-type: none"> <li>• Meaningful use of technology on a regular basis in all classrooms (including interactive technology, document cameras, social media where appropriate, etc.) to enhance learning through increased opportunity and engagement</li> </ul>	<ul style="list-style-type: none"> <li>• <i>12/25 classrooms have interactive white board capabilities. 4 more anticipated this spring. Used regularly with Think Math! and web based resources</i></li> <li>• <i>Laptop cart data: used primarily by grade 5 throughout the year; Grades 3 &amp; 4 use is project based at specific times of year</i></li> <li>• <i>Grades K-2 students use technology to support literacy and math curriculum as well as science and social studies content</i></li> <li>• <i>Grade 4 teachers created Keynote presentations for science unit and author study</i></li> </ul>
Continue to incorporate the use of ATLAS Writing maps across the grades	<ul style="list-style-type: none"> <li>• Students produce quality pieces in the genres outlined in the maps</li> <li>• ATLAS map resources are used for lesson planning, differentiation, and assessment purposes</li> </ul>	<ul style="list-style-type: none"> <li>• <i>PD for grades 1 &amp; 2 teachers – introduction to Writing Maps and to 6+1 traits</i></li> <li>• <i>Teachers new to grade level use Writing Maps as starting point for units of study</i></li> </ul>
Implement <i>Think Math!</i> K-5 as part of system-wide efforts	<ul style="list-style-type: none"> <li>• Program is fully implemented in grades K-5, taking advantage of all components as appropriate</li> <li>• Student achievement increase as measured by greater engagement and results on mid-year, end-of-year assessments, and MCAS scores</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Mid-year math benchmark assessments show strong performance overall</i></li> <li>• <i>Gr. 1 &amp; 2 teachers report increased familiarity with program has enable greater differentiation, pacing, anticipation of problem areas, etc.</i></li> <li>• <i>Gr. 3-5 teachers have spent considerable time on becoming familiar with components of program and content of lessons</i></li> <li>• <i>K teachers begin training spring/summer '12 to implement in fall '12</i></li> </ul>

Broadmeadow School Improvement Plan  
2011-2014

**Collaboration and Teaming:** As a result of adult collaboration and teaming, students will engage in meaningful work and achieve at a high rate. By maximizing resources and building teacher capacity, students will have opportunities for targeted and differentiated instruction to better meet their needs.

Utilize the Community Garden as an outdoor learning space – making connections to curriculum, the environment, and the world around us	<ul style="list-style-type: none"> <li>•Students have ongoing hands-on experiences working in the garden</li> <li>•Students make connections between hands-on gardening experiences and science, literacy, social studies, and math concepts</li> <li>•Student make connections between hands-on gardening experiences to real world applications and community participation</li> <li>•Green initiatives including composting, water conservation, and recycling are studied and implemented through the garden project</li> </ul>	<ul style="list-style-type: none"> <li>• <i>K planted bulbs in fall '11</i></li> <li>• <i>Teachers from K, 1, 5 are part of “Eco-Explorers” Leadership Team, a two year EPA grant to encourage outdoor learning experiences connecting science, math and literacy</i></li> <li>• <i>Naming the Garden project – named Seed City (service learning project for Gr. 3 as they led school through name selection process)</i></li> <li>• <i>NEF grant funded for Grace Lin as a visiting author. Plans for planting “ugly vegetables” this spring to be harvested in the fall in preparation for her visit next year</i></li> <li>• <i>Grade 4 Planting bulbs, use of butterfly garden, and observational sketching</i></li> <li>• <i>Grade 5 planted tulip bulbs for plant dissection lessons in spring</i></li> </ul>
Service Learning projects are identified and implemented at each grade	Each grade level has at least one service learning project for the year which is clearly delineated and shared with the Broadmeadow community	<ul style="list-style-type: none"> <li>• <i>Kindergarten: Collecting, graphing, donating cans of tuna</i></li> <li>• <i>Grade 1: Chores project to donate to the Home for Little Wanderers</i></li> <li>• <i>Grade 2: Playground clean-up</i></li> <li>• <i>Grade 3: Naming Garden project</i></li> <li>• <i>Grade 4: Recycling for the building (ongoing)</i></li> <li>• <i>Grade 5:Read-a-thon Giving Project and school-wide Pajama Drive</i></li> </ul>

Broadmeadow School Improvement Plan  
2011-2014

**School Climate & Culture:** Through a strong, positive school climate and culture students will have a safe environment in which to succeed. Students will be guided to make healthy choices and systems will be in place to support students, teachers, and families.

Improvement Strategies/Action Plan	Outcomes & Measurement	Status
Create a vision for Broadmeadow School	Vision that reflects the values of the greater community is created	<ul style="list-style-type: none"> <li>• <i>Team building and values development activities with staff throughout the school year (Early Release/Late Start) which enabled entire staff to have a voice and connect to each other</i></li> </ul>
Continued teaching, practice, discussion about common behavioral expectations, school rules, discipline procedures	<ul style="list-style-type: none"> <li>• Expectations, rules and procedures are familiar, used regularly and consistently</li> <li>• Data collection of behavioral incidents provide information about effectiveness of interventions</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Content covered in whole grade meetings as well as part of regular classroom instruction</i></li> <li>• <i>Faculty meeting time devoted to Social Thinking skills as well as PD around students in therapeutic program</i></li> <li>• <i>Data shows few instances of school bullying and/or cyber bullying</i></li> </ul>
Implement anti-bullying and anti-cyberbullying curriculum	<ul style="list-style-type: none"> <li>• Anti-bullying lessons are incorporated into regular education instruction</li> <li>• Continued success with low incidence of bullying school-wide</li> </ul>	<ul style="list-style-type: none"> <li>• <i>New anti-bullying resources and lessons have been implemented in all classes, led primarily by classroom teachers</i></li> <li>• <i>PTC meeting about cyber-bullying</i></li> <li>• <i>Data shows few instances of school bullying and/or cyberbullying</i></li> <li>• <i>Steps to Respect lessons in Grade 5 in collaboration with guidance</i></li> </ul>
Expand Disability Awareness program to grades K, 1, 5 and parent education	<ul style="list-style-type: none"> <li>• Disability Awareness programs are implemented and sustained in all grades with pre-and post-tests to measure student growth in understanding</li> <li>• Disability Awareness presentation for parents is provided as an annual PTC event</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Disability Program implemented in Grade 1 (visual impairments) and Grade 5 (Developmental Disabilities) with positive feedback from students</i></li> <li>• <i>Disability Awareness sessions done in all grades 1-5 this year</i></li> <li>• <i>PTC meeting with presentation of concepts along with hands-on activities</i></li> </ul>
Study and integrate the Collaborative Problem Solving approach as another tool for supporting student success	<ul style="list-style-type: none"> <li>• Students and teachers work in reciprocal relationships to solve problems.</li> <li>• Lagging skills are identified and addressed through the CPS model in order to build social and emotional skills</li> </ul>	<ul style="list-style-type: none"> <li>• <i>PD with consultants and SLC staff about students in the therapeutic program</i></li> </ul>

Broadmeadow School Improvement Plan  
2011-2014

**School Climate & Culture:** Through a strong, positive school climate and culture students will have a safe environment in which to succeed. Students will be guided to make healthy choices and systems will be in place to support students, teachers, and families.

Improvement Strategies/Action Plan	Outcomes & Measurement	Status
Professional development in social thinking skills and anti-bullying education	<ul style="list-style-type: none"> <li>• Teachers have tools to implement anti-bullying curriculum and social thinking skills</li> <li>• Continued success with low incidence of bullying school- wide</li> </ul>	<ul style="list-style-type: none"> <li>• <i>K teachers collaborate with Guidance to teach students "Safety Lesson"</i></li> <li>• <i>PD (full faculty) on basics of Michele Garcia Winner framework</i></li> <li>• <i>PD with consultants and SLC staff about students in the therapeutic program</i></li> </ul>
Identify resiliency skills (such as ability to handle disappointment, stress, change, etc.) in order to develop and incorporate teaching strategies related to building resiliency in students including identifying and incorporating role of PE and Arts into developing healthy, well-balanced children	<ul style="list-style-type: none"> <li>• Study group formed to determine scope of project ('11-'12)</li> <li>• Ongoing work to support students in developing greater resiliency ('12-'14)</li> </ul>	Not yet begun



**Needham School Committee  
Needham, Massachusetts 02492  
May 1, 2012**

Agenda Item:     **Discussion**

**Policy FF Naming School Facilities: Newman Playground Proposal**

Background Information:

- **The Newman parent community has initiated a fundraising organization to raise money for a new playground at Newman.**
- **The group, Support the Newman Playground/A Cause for Play, has a goal of raising \$250,000 to pay for the design and construction of a playground adjacent to the gym.**
- **The School Committee is being asked to consider a proposal from the Chair of the playground committee to name the playground after a distinguished community member whose family wishes to donate a significant amount toward the fundraising goal.**
- **School Committee policy (FF Naming School Facilities) requires the School Committee to consider a request and at a subsequent meeting vote to accept or reject the request.**

**Persons Available for Presentation:**

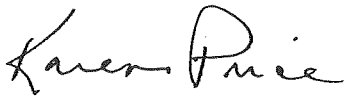
**Dr. Daniel Gutekanst, Superintendent of Schools**

**Ms. Mary Kelley, Support the Newman Playground/A Cause For Play**

SCHOOL COMMITTEE POLICY  
NEEDHAM PUBLIC SCHOOLS

FILE

FF

Policy for:  NAMING SCHOOL FACILITIES	Revision  0
Date Approved by School Committee:  September 11, 2001	Signature of Chair:    Page 1 of 1

The naming or renaming of school buildings, grounds, adjacent fields, or areas within school buildings is the responsibility of the School Committee.

A community member may propose a naming or renaming by submitting to the School Committee a written summary outlining the merits of the proposal. The proposal will be presented to the School Committee at a regularly scheduled School Committee meeting. The School Committee will vote on the proposal no sooner than the following regularly scheduled School Committee meeting after the name is discussed to allow for a period for public comment.

The School Committee may appoint an external committee to review a proposal.



Elizabeth Gaudreau  
Notary Public  
Commonwealth of Massachusetts  
Expiration Date: January 26, 2007

**Needham School Committee  
Needham, Massachusetts 02492  
May 1, 2012**

Agenda Item:     **Discussion**

**Proposed 2012-2013 Elementary and Middle School Handbook Changes**

Background Information:

- **Consistent with School Committee policy and Massachusetts General Laws (M.G.L.), the School Committee must review and vote to approve student handbooks at the elementary and secondary level.**
- **Also in accordance with the M.G.L. Chapter 71, Section 37h and School Committee Policy CHCA, Principals Lisa Chen and Jessica Downey and Director of Student Development Chris Brumbach present the proposed changes to the School Committee for your consideration and support.**

**Persons Available for Presentation:**

**Ms. Jessica Downey, Principal, High Rock School  
Dr. Lisa Chen, Principal, Pollard Middle School  
Ms. Christine Brumbach, Director of Student Development and Program  
Evaluation**

To: Dan Gutekanst, Superintendent

From: Christine Brumbach, Director of Student Development

Date: April 25, 2012

Re: Proposed Changes to Elementary and Middle School Handbooks

The Elementary and Middle School Principals and I have reviewed their School Handbooks for the current school year. As you recall, we did a major review of our discipline, code of conduct and legal portions of the handbooks last year, updating where needed. This year, there are no proposed substantive changes to the Pollard, High Rock or the Elementary Handbooks, except for the REVISED Health and Safety section, highlighted in yellow.

The following additional changes are highlighted in the Pollard Middle School Handbook:

- Page 9 - Bell Schedule reflects the new schedule for grades 7 and 8
- Page 13 Effort Grade explanation added. This Effort Grade has always existed at Pollard, but was not included in the previous Handbook
- Page 16 After School Help for students will be offered on Tuesday, Wednesday and Thursday each week for SY 2012-13.
- Page 27 Change in Electronic Devices policy, allowing electronic readers into Pollard
- Page 19 - Health and Safety section is replaced with revised section

I will be available at the School Committee Meeting on May 1 to review these changes and to answer any questions the members may have.

## **Needham Public Schools Elementary Handbook Information**

### **Health and Safety**

#### **Health Information Requirements**

The Needham Public Schools, in accordance with the regulations of the Massachusetts Department of Public Health, requires the following health information before a student enters school.

#### **Health History**

The Health History Form providing important health and developmental history about your child must be completed by the parent/guardian and submitted to the school nurse prior to school entry of all students.

#### **Required Immunizations**

Immunizations are a vital communicable disease control mechanism, and evaluation of current immunization status is recognized as an important checkpoint in determining the student's affiliation with a primary health care provider. Massachusetts Department of Public Health Regulation 105 CMR 220 requires students to be immunized before admission to school. An immunization certificate/record that includes the month, day and year the immunizations were administered needs to be submitted to and reviewed by the school nurse before the student begins school. State regulations also require each child to meet grade entry immunization requirements.

#### **Exemption**

Only documentation of medical and religious exemptions from immunization requirements is acceptable by the law in Massachusetts. If there are medical reasons why your child has not been immunized, a certificate must be obtained from your physician and forwarded to the school nurse. For religious exemption, please write a note to the school nurse.

#### **Physical Examination**

The Massachusetts Department of Public Health Regulation 105 CMR 200 requires a physical examination for all new students within 12 months prior to the entrance to school or within 30 days after school entry, and at intervals of three or four years after school entrance. Per these regulations documentation of a current physical examination is required for students entering into preschool, kindergarten, grades 4, 7, and 10. If a student is participating in competitive athletics, an annual physical exam is required.

A student transferring from another school system shall be examined as an entering student. Health records transferred from the student's previous school may be used to determine compliance with this requirement.

### **Lead Poisoning Screening (kindergarten entry requirement)**

Each child must present documentation of lead poisoning screening, tested at ages 2- 5 years, upon entry to kindergarten.

### **Preschool Vision Screening (kindergarten entry requirement)**

Preschool Vision screening must be completed by the student's primary care provider upon entry to kindergarten (within the previous 12 months), or within 30 days of the start of the school year; certification that kindergarteners have passed acuity and stereopsis screenings is required. (Elementary Handbooks only)

### **Tuberculosis (TB) Testing**

Documentation of either:

- Screening for student's low risk of tuberculosis exposure
- Testing for tuberculosis of students at high risk of exposure to tuberculosis.

**The Confidential Nurse Emergency Card** must be completed **annually** by the parent/guardian and returned to the school nurse with updated information and authorization including: emergency contact information, student medical history, consent for student to receive emergency medical treatment, communication of pertinent medical information, and administration of select over the counter medication by the school nurse, per the NPS Medical Protocols.

### **Medication Policy**

The Needham Public Schools Medication Policy complies with state and federal laws and Massachusetts Department of Public Health Regulation 105 CMR 210. The following statements highlight the main points of the policy.

- The Health Services policy encourages that medication be administered before and after school hours, if possible.
- All medications, prescriptions or over-the-counter medication, require an order from a health care provider who is a licensed prescriber of medication, completed parental permission form, and parent-signed administration plan. **Medication will not be administered until all three documents are complete and received by the School Nurse.** These required forms are available in the health office or may be downloaded from the Needham Public Schools Department of Health Services website.
- After consultation with the school nurse and the development of a medication administration plan, students who fall into the following exceptions may self-administer medication:
  - students with asthma or other respiratory diseases may possess and

administer prescription inhalers

- students with life-threatening allergies may possess and administer epinephrine via an auto-injector

- students with cystic fibrosis may possess and administer prescription enzyme supplements

- students with diabetes may possess and administer a glucose monitoring test and insulin delivery system

- Medications must be delivered to the School Nurse in a correctly labeled pharmacy or manufacturer's medication container by the parent, guardian or responsible adult. (Medications are not accepted in containers such as plastic bags.) **Students are not permitted to bring medication to school.**
- All medication orders expire at the end of each school year. New medication orders are required at the start of the school year.
- All medications must be picked up by a parent/guardian before the close of the school year. Any medications that are not picked up by the close of school will be destroyed.

### **Children with Special Health Care Needs**

If your child has asthma, allergies, diabetes, seizures, attention deficit disorder, or any other medical or mental health condition requiring special health services in the school and/or is assisted with medical technology, it is vital that the parent meet with the school nurse and develop an Individual Health Care Plan (IHCP) prior to school entry.

### **Concussions**

Concussion or Traumatic Head Injury can occur whenever there is a blow or jolt to the head that causes complicated chemical changes in the brain that take several days to resolve. Many concussions occur during organized (especially contact) sports, but are also common as a result of skiing, snowboarding, skateboarding, gymnastics or ballet falls, etc. Many concussions can go undetected initially because there has been NO loss of consciousness and the person is able to resume activity following the initial blow to the head or whiplash. Concussions may be life-altering or life-threatening if not treated correctly or aggressively. The Needham Public Schools (NPS) seeks to prevent concussions and provide a safe return to activity for all students after injury, particularly after a head injury. Although every concussed student is different, the care and management of all students who have sustained concussions requires education, supervision, and close collaboration between students, parents/guardians, school nurses, coaches, athletic trainer, athletic director, administrators, guidance counselors, school physician, teachers, neuropsychologists, and the students' primary care providers and medical specialists. In accordance with the Needham Public School (NPS) Policy on Head Injuries and Concussions in Extracurricular Athletic Activities 2012, protocols and procedures implemented that are compliant with Massachusetts General Law c. 111, §222, An Act Relative to Safety Regulations for School Athletic programs, the Massachusetts Department of Public Health regulations 105 CMR 201.000, Head Injuries and Concussions in Extracurricular Athletic Activities, and the

Massachusetts Department of Public Health regulations 105 CMR 200.000, Physical Examination of School Children.

**The NPS Protocol Post Student Head Injury and Concussions- Re-entry to Academics and Return to Physical Activity and Athletics:**

- Student sustains head injury during school, extracurricular athletics or activities, or other setting
- Student is removed from “play” from sports, physical education, or other physical activity until medically evaluated
- Student is assessed by school nurse during school day and certified athletic trainer during NHS sports, as available
- Coach, certified athletic trainer, or school nurse completes head injury report
- Parent/Guardian is notified and student is dismissed from school or athletic activity and referred for medical evaluation
- Medical provider evaluates student and documents diagnosis of traumatic brain injury or concussion
- Parent provides school nurse with documentation of head injury from medical provider and plan of care including orders for brain and physical rest
- School nurse notifies guidance department and teachers/coaching staff of injury and initiates a re-entry meeting with teachers, guidance, special education liaison, parent/guardian, and student (as applicable)
- A graduated academic re-entry plan and accommodations are implemented per protocol unless severity of head injury or prolonged recovery necessitate development of a 504 plan or amendment to IEP
- Nurse will review symptoms with student each day to assess recovery, update return to academics check list, and advise guidance and teachers of student’s readiness to progress with return to academics plan
- Teachers, students, parents will maintain an open dialogue regarding work expectations and progress
- Medical provider provides updated documentation about student’s medical recovery and clearance for progression to full academic program including physical activity and physical education
- School Nurse notifies guidance and teachers of progression to full academic program without accommodations due to head injury
- School Nurse notifies certified athletic trainer to initiate graduated return to athletics per protocol
- Certified athletic trainer consults with medical provider for authorization to clear student to return to full athletics.

**How to determine if your son/daughter has a concussion following a blow to the head:**

Headache or “pressure” in head	Forgets sports plays
Nausea or vomiting	Is unsure of game, score or opponent
Loss of consciousness (even briefly) or groggy	Moves clumsily
Sensitivity to noise and/or light	Feeling sluggish, hazy, foggy
Blurred or double vision	Shows behavior or personality changes
Appears dazed or stunned	Concentration or memory problems changes
Is confused about assignment	Confusion – can’t recall events prior to hit or fall
Balance problems or dizziness	- can’t recall events after hit or fall
Answers questions slowly	
<a href="http://www.cdc.gov/ConcussionInYouthSports/">http://www.cdc.gov/ConcussionInYouthSports/</a>	



Some of these symptoms will appear immediately after the blow. Some may quickly disappear while other symptoms can increase or develop hours or even days after the injury.

**What to do if your son/daughter has had a concussion:**

1. **Seek medical consultation.** If there has been loss of consciousness (even briefly) person should be taken immediately to the hospital or MD office for evaluation. For concussions not involving loss of consciousness, report symptoms to primary care provider (PCP) right away for advice about how to proceed.
2. **Brain and Physical Rest** is the main treatment for a concussion. Doing as little as possible will allow symptoms to begin clearing and a graduated return to school and sports will be planned.
3. **Proper evaluation.** Make sure to get written clearance from PCP or specialist who understands current concussion management protocols before resuming activities. Progression is very individualized and is determined on a case-by-case basis. Factors affecting progression include: duration and type of symptoms, previous history of concussion, and type of sport/activity participation.
4. **Inform your child's school nurse** if he/she has experienced a concussion and to discuss the procedures and plans for your child's return to academics, physical activity, and athletics.

**Life-Threatening Food Allergy**

**The Needham Public Schools (NPS) recognizes the increasing prevalence of student food allergies and the life- threatening nature of allergies for many students. A Policy for Life-Threatening Food Allergy was approved by the School Committee in December 2010. The implementation of the policy aims to minimize the risk of exposure to allergens that pose a threat to students, to assist students with assuming more individual responsibility for their health and safety as they grow older, and to ensure full participation in their educational programs and school sponsored activities. The management of students with food allergies requires the awareness, support, and response of the entire school community. We appreciate your assistance and cooperation as the new policy and protocols are implemented on behalf of the health and safety of our students in the Needham Public Schools.**

**\* If your child has a life-threatening allergy, please make sure he/she has access to emergency medication (EpiPen) at all times and be sure that the school nurse has the necessary medical information about your child's emergency allergy action plan.**

**Key points of the policy for Life-threatening Food Allergy include the following:**

- NPS recognizes the increasing prevalence of student food allergies and the life- threatening nature of allergies for many students.
- An individualized health care plan including accommodations for prevention, management and emergency response is developed for each student with a medically diagnosed life-threatening food allergy.
- The school programs are not declared as "allergen free" and foods with known allergens (peanuts, tree nuts, milk, eggs, shell fish, fin fish, soy, wheat) are not banned
- Communication, planning, and education with faculty/staff, parents/guardians, and students will aim to minimize the risk of exposure to allergens that pose a threat to students.

- Non- curriculum related classroom-based celebrations and parties are food free
- Use of food as a reward or incentive during the school day is prohibited unless approved as part of an Individualized Education Program (IEP).
- Inclusion of food for curriculum instruction and related activities or special school events, requires strict adherence to the management protocol
- Sales of competitive foods and beverages (including bake sales/fundraisers) will not be permitted district wide during the school day and beyond school hours at the preschool-elementary level. Beyond the school day sales of competitive foods are permitted in grades six- twelve.
- NPS Staff employed by the NPS, to supervise and/or coach students participating as members of school-sponsored athletic teams, clubs, and other extracurricular activities beyond the school day, are responsible for implementing the applicable portions of the Food Allergy Policy and related protocols and procedures for the management of students with LTA
- NPS staff are not responsible for implementing the Food Allergy Policy and related protocols and procedures during (1) school sponsored events beyond the school day that are open to the public (e.g. school athletic contests, plays, or ceremonies) or (2) programs or events on NPS property that are sponsored by various parent, community, and private groups.

# STUDENT AND PARENT HANDBOOK 2012-2013

## HIGH ROCK SCHOOL 77 FERNDALE ROAD NEEDHAM, MA 02492



PRINCIPAL  
Jessica R. Downey

[Jessica\\_Downey@needham.k12.ma.us](mailto:Jessica_Downey@needham.k12.ma.us)  
(781) 455-0455

### SCHOOL TELEPHONE NUMBERS

Main Number.....(781) 455-0455  
Absence Phone Line.....(781) 455-0455  
Main Office Fax.....(781) 455-0411  
Nurse.....Ext. 258  
Guidance.....Ext. 265

<http://highrock.needham.k12.ma.us/main/>

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Пожалуйста, свяжитесь с офисом программы ELL по телефону 781-455-0800, если вам нужен перевод этого документа

이 서류에 대한 번역이 필요하시면 ELL 프로그램 사무실(781-455-0800)로 전화주시기 바랍니다.

Por favor telefone para o escritório do programa ELL no número 781-455-0800 se precisar deste documento traduzido.

Si usted desea que este documento sea traducido, por favor llame a la oficina del Programa de aprender el idioma inglés al número 781-455-0800.

If you need this Handbook translated into another language, please call the English Language Learners' Office (ELL) at (781) 455-0800.

## HIGH ROCK SCHOOL

77 FERNDALE ROAD  
NEEDHAM, MA 02492

Dear Students & Families,

I want to extend a special welcome to each and every one of you. The year ahead will be filled with new experiences, opportunities, challenges, and growth. Everyone at High Rock is excited about working with you as you begin your journey through the middle school experience in Needham.

This journey will focus on three key values while you are at High Rock: *learning*, *self-discovery* and *caring for others*. Throughout the year your teachers, coursework, activities and experiences will provide you moments when you will examine, challenge and develop yourself in these three realms.

This handbook is a guide for you to understand the expectations and routines of the High Rock School. It is designed to help you have an enjoyable and successful school year. If you ever have questions about anything, the staff is here to help you. Please note that a full version of the handbook is available online on our High Rock Website.

Thank you for taking the time to review this handbook with your family. We are all looking forward to an exciting and rewarding year. We are so happy that you are here with us.

Best wishes for a successful school year.

Sincerely,

*Jessica R. Downey*

Jessica R. Downey  
Principal

# High Rock School Calendar - 2012-2013

September (16 days)							September
S	M	T	W	TH	F	S	
						1	5 First Day of School
2	3	4	5	6	7	8	17 No School-Rosh Hashanah
9	10	11	12	13	14	15	26 No School-Yom Kippur
16	17	18	19	20	21	22	
23	24	25	26	27	28	29	
30							

October (22 days)							October
S	M	T	W	TH	F	S	
							2 Early Release Day @ 11:20 a.m.
	1	2	3	4	5	6	8 School Closed-Columbus Day
7	8	9	10	11	12	13	19 Midterm I
14	15	16	17	18	19	20	24 Early Release Day @ 11:20 a.m.
21	22	23	24	25	26	27	
28	29	30	31				

November (18 days)							November
S	M	T	W	TH	F	S	
							6 No School-Professional Day
				1	2	3	12 School Closed-Veterans Day
4	5	6	7	8	9	10	21 Early Release Day @ 11:20 a.m.
11	12	13	14	15	16	17	22-23 School Closed-Thanksgiving
18	19	20	21	22	23	24	
25	26	27	28	29	30		

December (15 days)							December
S	M	T	W	TH	F	S	
						1	7 Term I Ends
2	3	4	5	6	7	8	10 Term II Begins
9	10	11	12	13	14	15	13 Delayed Opening @ 9:25 a.m.
16	17	18	19	20	21	22	24 No School-Winter Vacation
23	24	25	26	27	28	29	25 School Closed-Christmas Day
30	31						26-31 No School-Winter Vacation

January (21 days)							January
S	M	T	W	TH	F	S	
							1 School Closed-New Year's Day
		1	2	3	4	5	9 Early Release Day @ 11:20 a.m.
6	7	8	9	10	11	12	25 Midterm II
13	14	15	16	17	18	19	21 School Closed-MLK Day
20	21	22	23	24	25	26	31 Delayed Opening @ 9:25 a.m.
27	28	29	30	31			



No School – School Closed



Early Release Day



Delayed Opening – 2 hours



February (15 days)							February
S	M	T	W	TH	F	S	
							12 Early Release Day @ 11:20 a.m.
					1	2	18 School Closed-Presidents' Day
3	4	5	6	7	8	9	19-22 No School-February Vacation
10	11	12	13	14	15	16	
17	18	19	20	21	22	23	
24	25	26	27	28			

March (20 days)							March
S	M	T	W	TH	F	S	
					1	2	7 Early Release Day @ 11:20 a.m.
3	4	5	6	7	8	9	15 Term II Ends
10	11	12	13	14	15	16	18 Term III Begins
17	18	19	20	21	22	23	27 Early Release Day @ 11:20 a.m.
24	25	26	27	28	29	30	29 School Closed-Good Friday
31							

April (17 days)							April
S	M	T	W	TH	F	S	
							9 Delayed Opening @ 9:25 a.m.
	1	2	3	4	5	6	15 School Closed-Patriots' Day
7	8	9	10	11	12	13	16-19 No School-April Vacation
14	15	16	17	18	19	20	
21	22	23	24	25	26	27	
28	29	30					

May (22 days)							May
S	M	T	W	TH	F	S	
							3 Midterm III
			1	2	3	4	14 Early Release Day @ 11:20 a.m.
5	6	7	8	9	10	11	27 School Closed-Memorial Day
12	13	14	15	16	17	18	
19	20	21	22	23	24	25	
26	27	28	29	30	31		

June (14 days)							June
S	M	T	W	TH	F	S	
						1	5 Early Release Day @ 11:20 a.m.
2	3	4	5	6	7	8	20 Term III Ends
9	10	11	12	13	14	15	*20 180 <sup>th</sup> Instructional Day
16	17	18	19	20	21	22	** 27 Includes 5 Snow Days
23	24	25	26	27	28	29	
30							



No School – School Closed



Delayed Opening - 2 hours



Early Release Day

\*20 – Last Day of School w/o snow days  
 \*\* 27 – Last Day of School w/5 snow days

# HIGH ROCK FAQ

## (Frequently Asked Questions)

### 1. What time should I be at High Rock? When does the school open?

High Rock will open to students at 7:25 a.m. The school day starts at 7:40 a.m. and ends at 2 p.m. You will need to wait outside the main entrance to the school if you arrive before that time. If you have arranged to see a teacher before 7:25 a.m. you can show your "pass" to the staff person on duty to gain entry to High Rock.

### 2. What if I am absent from school?

If you are absent, due to illness or any other circumstance, your parent/guardian **must** telephone the Absence Line at (781) 455-0455 between 7:30-8:30 a.m. to report your absence. By getting the phone call, High Rock teachers and staff will know that you are safe at home. If we don't get this phone call and your Advisory Teacher reports you absent, you will need to bring a note signed by your parent/guardian to the Main Office the next day, telling why you were absent.

### 3. What if I am late to school?

If you are not in advisory by 7:40 a.m. you are considered tardy, even if you are on a bus that was late. (Tardies due to late buses will be counted as excused tardies.) You must report to the Main Office for an admit slip to give to your teacher. Five (5) unexcused tardies during a trimester will make you ineligible for Honor Roll. Excessive tardiness can result in disciplinary action by the Main Office.

### 4. What if I am late to class?

If you anticipate being late for a class, be sure to get a hall pass from the teacher or staff member with whom you are detained. Present this pass to your teacher to get admitted to your next class.

### 5. What time does dismissal take place on an Early Release Day?

An Early Release Day dismissal is at 11:20 a.m. All students are expected to leave the building at this time as there is no adult supervision available.

### 6. What time does school start on a Delayed Opening Day?

The doors will open at 9:25 a.m. for students on a Delayed Opening Day at High Rock. The school day starts at 9:40 a.m. and ends at 2 p.m. You will need to wait outside the main entrance to the school if you arrive before that time.

### 7. What if my parents/guardians need to contact me?

If your parents/guardians need to contact you they should call the Main Office and the message will be given to you. Students cell phones are to be turned off and stored in lockers during the school day. Any message from a parent/guardian needs to go through the Main Office.

## 8. What if I need to contact my parent/guardian?

If you need to contact your parent/guardian you may ask the teacher or the Main Office for permission to use the phone. On the rare occasion that you forget something at home, it can be dropped off at the Main Office. Make sure the item is clearly marked with your name and cluster number. It is your responsibility to retrieve this item from the Main Office. Students are not to use their cell phones during the school day.

## 9. Is there a dress code and if so, what can I wear to school?

You and your parents/guardians are responsible for determining appropriate school clothing. High Rock School has a dress code:

- Inappropriate graphics and slogans are not allowed in school.
- Articles of clothing that display drugs, alcohol, tobacco or illegal activity are not permitted.
- Beach clothes, pajama bottoms, ripped or torn clothing or "leggings" (without skirt or dress) are not permitted.
- No clothes that show the wearer's midriff (stomach area) or that allow undergarments to show are allowed.
- Skirts and shorts must be as long as your fingertips when your arms are extended down your side.
- No hats or other headwear is allowed. Hoods on sweatshirts may not be placed on heads. Students may wear headwear for medical or religious reasons, as approved by the Principal.

A Teacher or the Principal may speak to any student whose clothing does not appear to meet the dress code. That student may be asked to change clothes or put on a jacket or other cover-up. If no clothes are available to solve the dress code violation, a parent/guardian may be called and that student may not be able to return to class until the requested change of clothing is made.

## 10. Can I bring my cell phone or other electronic devices to school?

**First, students are not allowed to use cell phones during the school day.** Students are not allowed to use other electronics during the school day. All cell phones and electronic devices are to be turned off and placed in lockers from 7:25 a.m. to 2:30 p.m. If you are seen with a cell phone or an electronic device, it will be confiscated and will need to be picked up by a parent/guardian, after the school day. With the permission of teachers and staff at High Rock you are allowed to use the classroom or Main Office telephone. You are not allowed to use these phones without permission.

## 11. Tell me about lockers and the rules about them.

Everyone is assigned a locker and you need to provide a combination lock that you bring from home. You will have your locker all year long. Your Advisory Teacher will keep your combination in a safe place in case you forget it. Here are the rules about lockers:

- Lockers are the property of High Rock School so you should not consider them "personal property."
- The Principal or another administrator may open your locker at any time for inspection. Don't expect your locker to be private.
- Use your locker for books and school related items. High Rock cannot guarantee the safety of money or valuable items in your locker.
- You must keep your locker neat and clean.
- You may not attach anything to the outside of your locker, including posters, messages, birthday wishes, photos, etc.

- Your combination lock should stay on your locker. Under no circumstances are locks to be removed unless a faculty member or administrator requests you to do so.
- If your lock breaks and you need to replace it, be sure to tell your Advisory Teacher the new combination.
- If your lock combination is not on file and access to your locker is deemed necessary, the school administration reserves the right to cut your lock off of the door of the locker.

## 12. How am I expected to behave in the hallways?

For safety, there are several rules for hallway behavior:

- Keep to the right of hallways and stairs.
- No running in the building at any time.
- No shoving, pushing or playing of any kind in the hallways.
- No yelling, shouting or abusive language in the school building.
- No banging, slamming or kicking of locker doors.

## 13. What do I do when the fire alarm sounds?

Pay close attention to the teacher for special directions. The following are the procedures for an evacuation from the building:

1. File out of the room by row quickly and quietly.
2. Do not push or run.
3. In the event of a blocked exit, file quickly and quietly to the alternative exit.
4. Move at least 100 feet away from the building.
5. Remain with your teacher and your class for further instructions.
6. If you are not with a group when a fire signal sounds, leave the building alone by the nearest exit, join a group on the school grounds, and report your name to the teacher in charge of the group.

## 14. What is a lockdown and what do I do if we need to do a lockdown?

A lockdown is a procedure that insures that all students and staff at High Rock will remain safe during an emergency. Some reasons for lockdowns are weather emergencies, chemical accidents or potential threats of violence that could make going outdoors dangerous. You will be part of practice drills throughout the year, some of which will be announced while others will be surprise drills. If the school goes into lockdown, every effort will be made to communicate with your parents/guardians via the Listserv, reverse 911 and/or through the Needham Public Schools Website.

## 15. How can I be successful with homework?

Homework is important. It helps you practice, learn and achieve more. In general, you can expect to complete some homework each night (ranging from 1-2 hours). Sometimes you will be expected to work on long-term assignments at home. It will be really important for you to plan how you will use your time at home to work towards finishing the project. There is nothing harder than letting homework go until you have to spend **ALL** of your time finishing it by the deadline. Take it from the Handbook Authors: **PLAN AHEAD!**

Students are expected to write down their homework assignments each day. In addition, information regarding homework assignments is often available to High Rock students on the school's Website. That address is: <http://highrock.needham.k12.ma.us/main/>

16. What are my responsibilities for completing homework? How can my parents/guardians help me complete my homework?

#### STUDENT ROLE IN HOMEWORK COMPLETION

- Write assignments in your agenda book each day in class.
- Plan and prioritize your time for short and long term assignments.
- Develop a routine for homework with a time and place that helps you do your best.
- Ask the teacher clarifying questions about homework prior to leaving school.
- Come prepared with homework and materials needed for all classes.
- Establish and use a study buddy for absences and make up work in a timely fashion when absent.
- Talk with your teacher or parent/guardian when you need special or extra help.
- Most teachers have a homework Website to look at as a back up to your agenda book.
- Stay after school if you need to get extra help.

#### PARENT/GUARDIAN ROLE IN HOMEWORK COMPLETION

- Establish clear expectations about homework.
- Ensure there is a regular time, place and materials for homework.
- Monitor homework completion as needed.
- Communicate regularly with your child about homework.
- Communicate any questions or concerns about homework with your child's teachers.
- Use PowerSchool to monitor your child's progress and grades.

**Teachers are available Tuesday, Wednesday and Thursday, from 2-2:30 p.m. to help you with your homework and/or your long-term assignments.**

#### 17. Is there an after school reading requirement?

Yes, students are required to read at least 90 minutes each week at home. This does not include time spent at school during the Independent Reading block.

Research has consistently shown that sustained, self-selected reading leads directly to gains in vocabulary and reading achievement. High Rock School recognizes the importance of independent reading to student growth and development in literacy. As such, we expect each student to read, at home, a book of their choosing for at **least 90 minutes each week** as part of their weekly homework. Reading time should be logged using whatever method the cluster decides is best, and students should expect that reading logs will be assessed periodically to help develop and sustain long-term reading goals.

Each student at High Rock will have 20-30 minutes, every other day for independent reading at school. This time is in addition to time spent at home on self-selected reading. Students are expected to come to IR prepared with a book and to use the IR time for reading. Cluster teachers will meet with students periodically during IR to help guide and set goals for each child's independent reading.

Over the course of the year, each student at High Rock School will have spent at least 90 hours reading self-selected books.

#### 18. How often do we get Progress Reports?

At High Rock there are three trimesters. You will get a Progress Report at the end of each trimester. Your grades will be stored on-line in PowerSchool. Interim reports (in the middle of each trimester) are provided in PowerSchool so that you and your parents/guardians can see how you are progressing throughout the school year.

## 19. Can you tell me more about PowerSchool?

PowerSchool is an electronic information system that keeps track of each High Rock student's grades, attendance and other important information. PowerSchool is on-line and provides safe and secure access using password protection. You and your parents/guardians can only see your grades in PowerSchool. You and your parents/guardians will have separately assigned passwords for PowerSchool login. Here are the most important things about PowerSchool:

- Grades in PowerSchool are usually updated on the 1<sup>st</sup> and 15<sup>th</sup> of the month.
- Projects, major tests or assignments that come due on or near these dates may not appear as part of the update.
- Teachers enter homework completions at different times and all homework may not be recorded in PowerSchool.

## 20. If I lose something, where do I look for it?

There are three Lost and Found containers located in the building, the Main Office, cafeteria and gym area. You can claim lost items in the morning between 7:30-7:40 a.m., or in the afternoon between 2-2:30 p.m.

# HIGH ROCK DAILY SCHEDULE

1. The High Rock day is a **7 period day**.
2. You start each day with your **Advisory Teacher**.
3. High Rock students alternate **ODD DAYS and EVEN DAYS**.
4. Calendars will be distributed to students on a monthly basis that outlines the Odd/Even rotation.

Typical Day: Students in each grade will receive instruction in the four (4) core subjects every day, which include English Language Arts, Math, Science and Social Studies. The specific times of these classes vary by cluster. The average class time is 45 minutes with lunch being 25 minutes.

### Typical Day

Advisory - 7:40-7:55
English
Math
Science
Social Studies
Enrichment Block 1
Enrichment Block 2
Flex/Silent Reading

### Exact Times of Cluster Enrichments & Lunch

	Cluster 1	Cluster 2	Cluster 3	Cluster 4	Cluster 5
Lunch Period	11:32-11:57	11:07-11:32	12:25-12:50	11:58-12:23	10:42-11:07
Enrichment 1	8:46-9:31	9:34-10:19	10:22-11:07	11:10-11:58	12:26-1:11
Enrichment 2	9:34-10:19	10:22-11:07	11:10-11:58	12:26-1:11	1:14-2

## **SCHOOL/HOME COMMUNICATION**

The communication between the school and home is vital in supporting the overall mission of the High Rock School community.

### **POWERSCHOOL**

PowerSchool is an electronic information system, which tracks student data, attendance and grades. It is our primary student information system and serves to enhance the communication between home and school. The system is online and provides safe and secure access using password protection. Specific information pertaining to password access can be obtained from the Main Office.

### **SCHOOL CALENDAR**

Every attempt is made to include all relevant events and activities on the school's online calendar. This calendar will include events specific to each cluster (i.e. field trips) as well as school-wide events such as music concerts. You can locate our calendar through the Needham

Public Schools Website at <http://needham.k12.ma.us> or through the link included on the High Rock School Website.

### **FROM THE PRINCIPAL**

The High Rock principal will communicate with parents/guardians electronically using the High Rock listserv (see below). These periodic updates will provide information regarding school activities, parent programs, special events and news from High Rock!

High Rock will have a listserv established for the parents/guardians in the school. This listserv is operated, maintained, and the property of the Needham Public Schools. The Main Office will coordinate all communication through this listserv.

Parents/guardians are responsible for signing up to become a member of the High Rock listserv. In addition, **please note that it is the parents/guardians responsibility to manage the accuracy of the email addresses on record.** The school holds no responsibility to update or change the email contact information contained within the list. The address where parents/guardians can sign-up to be a member of the High Rock listserv is:

**<http://lists.needham.mec.edu/mailman/listinfo/highrock>**

### **HIGH ROCK SCHOOL WEBSITE**

The High Rock School maintains a comprehensive school Website, which includes a range of information about each department, the Program of Studies and student services at High Rock. Current news, events and resources will also be included on the site. Please visit us at:

**<http://highrock.needham.k12.ma.us/main/>**

### **PARENT COMMUNICATION GUIDELINES FOR EMAIL**

Timeliness: You can expect a response or an acknowledgement that the email or phone call was received in two school days. This may seem long, but given the full plate of challenges teachers face, this is a manageable guideline.

Note: If you don't hear back from a teacher within the two-day timeframe, please try one more time (or use a different medium) before letting frustration set in. Unfortunately, email servers and voicemail do not always work consistently.

Factors to Consider: Personal preference, comfort with electronic media, and a number of other factors sometimes work against the helpfulness of guidelines, but we offer the following "rules of thumb" when using email to communicate with staff.

The probability that email will be an effective form of communication is high for the following types of communication:

- FYI's (no response needed). Example: "I will be out of town for the coming week. Alex will be staying with our neighbors, Mr. and Mrs. Friendly. Their phone number is ..."
- Short exchanges. Example: "My son has lost his textbook. How do I go about acquiring a new one?"

The probability that emails could contaminate communication is high when:

- Strong emotion is present. Anger and frustration are often misinterpreted and misunderstood with email.
- When emails move beyond two exchanges ... an exchange being a set of questions followed by a response.

Alternate options: These might be times when a telephone conference or a face-to-face meeting would improve the chances of resolving the matter.



# **SCHOLASTIC INFORMATION**

## **LIBRARY DATABASE**

### **Using High Rock's Library Databases at Home**

Library databases are searchable online collections of articles from reference books, magazines, and newspapers. These research sources are accessible from home and are a key component of High Rock's library.

Start at High Rock Media Center home page. <http://highrock.needham.k12.ma.us/mediacenter>. Either choose the page for your project in the center or the database page from the left menu bar.

Database	Username	Password
Marshall Cavendish Databases: Exploring Ancient Civilizations Gods, Goddesses, and Mythology Growing up with Science	high	rock
Sharpe Online: Civilizations and Societies: The Ancient and Modern Worlds	highrock	highrock
Lincoln Library of Greek and Roman Mythology	high	rock
World Book: World Book Kids, World Book Students Also available in Spanish	needhamwb	school
<b>Culturegrams:</b> Detailed cultural information on more than 200 countries. Also U.S. States, Provinces in Canada	pollardms	welcome
<b>Marshall Cavendish E Books:</b> Ancient Egypt and the Near East (includes Mesopotamia) Ancient Greece, Ancient Rome	high	rockrock
<b>Gale Resources in Context</b> and other databases available through the Massachusetts Library System	No password needed	
<b>Noodletools:</b> A tool for writing bibliographies. Once accounts are created at the beginning of the school year, usernames and passwords follow a pattern.	firstnamelastname	lastname

### **Notes on Citing Sources:**

- If you have the author and title of a book but not the publication information, you can look up the book in High Rock's online catalog (link on the right side of library page.)  
<http://library.needham.k12.ma.us/InfoCentre/Welcome.do>
- The author of a Web page can be a person or an organization (such as the Museum of Science.) If you cannot identify the author as an expert in the field, you should not use the Web site for research.
- Noodletools helps you create a citation by asking you to make selections about the source you are using. Start with book, magazine, or newspaper – even if you are reading it online.
- When citing a reference book from a database (Marshall Cavendish, Sharpe Online, Lincoln Library, World Book), start your citation as a book. Then choose reference book, online reference book, and yes – include publication information.
- You need to cite all **pictures**, music, data, and information that you did not create yourself.

## PARENT/TEACHER APPOINTMENTS

There are no regularly scheduled parent/teacher conferences in 6<sup>th</sup> grade as there were at the elementary level. However, parents/guardians may request a meeting with teachers. Cluster meetings, which may include some/all of your student's major subject teachers, advisory teacher, special educator and guidance counselor, may be arranged by calling the High Rock office.

## HONOR ROLL

High achieving students are recognized each trimester by being named to the Honor Roll. Two categories, High Honors and Honors, help to distinguish levels of success. The criteria:

<i>Honors</i>	A grade of "B" or higher in all subjects, and an effort grade of 1 or 2.
<i>High Honors</i>	An "A-" or higher in all subjects, and an effort grade of 1 or 2.

Five (5) unexcused tardies during a trimester will make a student ineligible for Honor Roll.

## PROMOTION TO GRADE 7

Students in Grade 6 must receive a final passing grade in three major subjects, including English Language Arts, in order to be promoted to Grade 7.

Students who do not meet the above requirements must repeat the necessary course(s) in an accredited summer school program with documentation of a passing grade in order to be promoted to the next grade level. The Principal must approve a student's summer school program in order for the credit to be accepted by High Rock School.

## PRIVATE SCHOOL RECOMMENDATION PROCEDURE

While we hope you are all enjoying your experiences with Needham Public Schools, we also know that some families will choose to apply to private schools as an alternative educational option. Part of the application process, includes a request for a transcript and recommendations to be completed and sent by appropriate High Rock staff (usually the English and Math teachers, as well as the Guidance Counselor).

In order to accommodate all requests in a timely manner, we have outlined the following procedures to assist in this process:

1. All recommendation forms and transcript requests must be submitted to the Main Office a minimum of one month prior to the application deadline.
2. Whenever possible, please submit requests as early as possible so that proper attention may be given to your child's recommendation. Any requests received less than one month before the deadline cannot be guaranteed to reach the school before the specified due date.
3. All teacher recommendation forms (usually Math and English) must be accompanied with a stamped, addressed #10 business envelope for each school to which recommendations are to be mailed. In addition, a 9x12 envelope for each school with three first-class stamps affixed must be supplied to the guidance counselor to accommodate required transcript documents and recommendations.
4. All recommendations will be mailed directly to the school and not given to parents/guardians or students.

## **STUDENT RECORDS**

Parents/guardians, or students over 14 years of age have the right to review student records. Student records are not open to anyone but authorized school personnel without the written permission of the eligible student or his/her parent/guardian.

A complete set of regulations governing student records is available in the office of the Director of Student Development and Program Evaluation in the Administration Building.

## **TEACHER ASSISTANCE TEAM**

High Rock School has a Teacher Assistance Team (TAT). This is a faculty group who come together on a regular basis to support their colleagues in the enormous responsibility of meeting the diverse needs of the High Rock students. This forum provides an opportunity to share expertise and make decisions about how best to meet the needs of individual learners. Specific topics of discussion and collaborative problem solving may focus on:

- How instructional strategies may be varied.
- Accommodations that may help a student better learn.
- Behavioral interventions that may be adapted to improve behavior.
- What other regular education supports may be needed to enhance learning.

## **TEXTBOOKS**

Students are responsible for all books issued to them. A book borrowed from the Media Center and not returned on the date due becomes a financial obligation for the student to whom it was issued. Students who have textbooks stolen from their desk or locker should immediately report the loss to their subject teacher. Subject teachers will issue temporary books until such time as the originals have been found. Students should check the Lost and Found and make an exhaustive search before new books are issued. All thefts should be reported directly to the Main Office.

# **ATTENDANCE & ABSENCE PROCEDURES**

## **SCHOOL ATTENDANCE**

School attendance is very important for a student's success in school. Children who do not attend regularly have difficulty keeping up and also miss out on being part of the social fabric of the school. There may be times when your child is ill. If your child is too ill to attend school, you should contact the school first thing in the morning and keep the school informed if the absence continues. If your child is having difficulty attending school for any reason, please contact the school so that we can see if there is any way we can be of assistance to you.

Massachusetts General Laws are very explicit about the need for students to attend school and about the obligation of schools to account for the attendance of all children. Students who fail to attend school without parent/guardian or school permission are considered truant, and school districts are required to notify the attendance officer and court system whenever truancy is a problem. Students who miss more than seven days of school or fourteen partial days in a six-month period without documentation of a medical illness may be asked to provide medical documentation for any future absences. Undocumented absences must be reported.

## **ABSENCES**

Please see FAQ #2 for absence procedure.

**Extensive absences due to illness will require documentation from a physician.**

- Schoolwork missed because of excused tardiness, dismissal, or absence must be made up upon return. In the case of a one or two day absence, students are expected to contact classmates for missed homework assignments. If an extensive absence occurs, requests for the Main Office to gather homework assignments can be honored on or after the **third day of absence**.
- If a student is absent five (5) days without medical documentation and after consultation with the school nurse, a letter will be sent to the parents/guardians informing them that daily attendance is a concern.
- After seven (7) days a notice will be sent to the parents/guardians informing them that the Attendance Officer of the Needham Police Department has been notified of the excessive absences. A student who is absent 20 days during the school year without medical documentation may be retained and repeat that school year.

A student absent from school will need to make a request to the Principal for permission to participate in school-sponsored activities (athletics, dances, concerts, etc.) on the day of the absence.

A student who anticipates an absence should bring a note from home stating the reason for the absence and the date(s) of the absence. The note should be given to the Main Office secretary, and the student should make arrangements with each teacher for make-up work upon returning to school.

## **DISMISSALS**

We discourage students from being dismissed prior to the end of the school day. To request early dismissal for your child, please submit a written request to the Principal.

- Students who are to be dismissed from school must report to the Main Office between 7:30 and 7:40 a.m. for a dismissal permit presenting, at that time, a note from the parent/guardian requesting the dismissal.
- At the dismissal time, the student will report to the Main Office before leaving the school building and present the dismissal permit to the secretary.
- When students feel ill and wish to return home, they must first report to the nurse in the health office. Except in emergency situations, students should obtain a pass from their classroom teacher authorizing them to go to the school nurse. The nurse will contact the parent/guardian to arrange for transportation to the home.

## **VACATIONS & ABSENCE DUE TO NON-MEDICAL REASONS**

A student who is absent from school due to a family vacation taken during the school year misses important instruction in the classroom. Teachers are concerned that every day missed sets a student back and creates added pressure on the student to "catch up" upon their return. The school calendar is published far in advance of the school year (Spring of the previous year) to help parents/guardians plan family trips. Whenever possible, plan your family vacations to coincide with school vacations.

- Parents/guardians are urged to comply with the school calendar.
- Since assignments are based upon material that has been previously taught, work must be made up after a child returns.

- Assignments cannot be sent home in advance.
- Parental cooperation in this matter is greatly appreciated.
- **Vacations are always considered unauthorized absences from school.**

## **DAILY PROCEDURES & EXPECTATIONS**

### **ADVISORY**

Social and emotional learning at High Rock School is embedded throughout the curriculum, instruction and experiences provided to students. Advisory is a time during each day where specific skills and concepts are explicitly introduced, taught and practiced. Through a school-wide awareness and integration of advisory, these skills are reinforced and practiced during the day-to-day experiences in classroom and throughout the building.

### **Expectations for Advisory Experience**

Advisory is a place where...

- Every student feels safe and connected to a small group of peers.
- Every student has a connection with their advisor and feels safe and comfortable with this adult in the building.
- Social Emotional skills and concepts are explicitly taught in order to be practiced and reinforced through the rest of the High Rock School experience.

### **2011-2012 Overarching Advisory Themes**

1. "Be yourself. Become a community"
2. Respect
3. Communication
4. Anti-bullying
5. Making good choices
6. Citizenship
7. Reflections

### **CAFETERIA PROCEDURES**

Lunch Period is generally the time of day when students see all the students in their Cluster. High Rock staff recognizes that our students, who do not have a recess period, have socialization needs that can be met during lunch period.

Procedures have been established so that students can have a fun yet organized lunch period.

#### **I. Lunch line:**

- A. Prior to arriving at lunch all books, binders, and personal items must be placed in student lockers or in the classroom they are going to next. These items must not be placed outside the cafeteria or gym.
- B. Form orderly lines single file, one by each door to the serving areas.
- C. Join the line at the back and stay in place. Do not cut in line.
- D. Be respectful and courteous to the cafeteria staff.
- E. Students are encouraged to deposit funds in their personal lunch account with a check to speed the checkout process. When the fund balance is low, students will be given a notification to bring home to their parents/guardians.

## II. Inside the cafeteria:

- A. Sit at assigned tables only.
- B. Assume responsibility for the table at which you are seated.
- C. Remain seated while inside the cafeteria.
- D. Leave seat only...
  - 1. To buy seconds, milk, and/or ice cream which must be taken back to the seat.
  - 2. To request permission of the supervisor to use the lavatory or telephone.
- E. Form a single line to buy food. **DO NOT CUT IN LINE.**
- F. Clear the table and surrounding floor area of trays and waste materials, and dispose of empty milk cartons, soda, and juice cans in the green recycling containers. A broom, dustpan, brush, and damp cloth are available at the kitchen end of the cafeteria to clean a table and/or floor area when necessary.
- G. Students are assigned table top clean up duty on a weekly basis. All students sit as a community and take part of the clean up procedure. Students with life threatening allergies are not required to participate in this routine.

## III. Dismissal from tables:

- A. The cleanliness and upkeep of each table is the responsibility of the entire group sitting at the table.
- B. A supervisor will dismiss the table as a group to allow students to go outside or leave at the end of lunch.
- C. Dispose of all food before leaving the cafeteria.

## TRANSPORTATION OF STUDENTS

**AUTOMOBILE DROP-OFF & PICK-UP:** In order to keep the High Rock campus safe and orderly, strict automobile drop-off and pick-up routines will be established. Between the hours of 7-8 a.m. and 1:30-2:30 p.m., Monday through Friday, the following will be in place:

- The Linden Street entrance will be one-way, entering at Linden Street and exiting at Sylvan Road with a left turn only.
- Students may enter/exit vehicles on the passenger side only.

**DROP OFF:** Autos will enter the Linden Street driveway and drop off along the driveway sidewalk. Cars must drop off students prior to the crosswalk. Cutting the line to drop off ahead of the crosswalk is not permitted. In addition, cars may not enter the lower parking lot enclosure (for staff parking only) to drop off students.

**PICK-UP:** The pick-up line will begin in the driveway at the "pick up begins here" sign. Parents are encouraged to queue up along the entire length of the Linden Street driveway.

**End of Day Dismissal:** At 2 p.m. school is officially dismissed. Those students who take the school bus home will board buses with a departure time of approximately 2:05 p.m. There is no staff supervision outside of the building following 2:10 p.m.

After 2 p.m. all students are expected to be in a supervised area with an adult. Teachers provide academic assistance for students from 2 until 2:30 p.m. on Tuesday, Wednesday and Thursday. Following 2:30 p.m. (2 p.m. on Friday) students are required to be with a faculty member. Any student not with a faculty member will be required to leave the school building.

## **BUS**

Students who live more than 2 miles from High Rock School and are eligible for free transportation, must fill out a transportation application (due May 1, 2012). They will receive a bus pass for transportation to and from High Rock. Students who live 2 miles or less may elect to purchase a bus pass (\$390 until May 1; \$440 thereafter).

Exact school bus routes with bus stops will be posted on the school Website and will be published in the Needham Times the last week in August. Students who have requested a bus pass will receive their bus pass the last week of August as well. For planning purposes please reference the 2012/13 school bus routes.

The upper circle off Ferndale Road will be used by buses only from 7-8 a.m. and 1:30-2:30 p.m. All automobile traffic during that time will be directed to the lower lot near the fields with one-way access off Linden Street.

## **WALKING & BIKING**

Students are encouraged to walk or bike to school as frequently as possible. It is great exercise, can be a fun social time with friends and family and helps students develop independence skills. In order to encourage 6<sup>th</sup> graders to walk to High Rock School, a number of crossing guards have been added at key locations. Please check the High Rock Website for up-to-date information about those crosswalks with guards.

## **SUSPENSION OF BUS PRIVILEGES**

A student's bus privileges may be suspended or revoked if a behavior violation occurs on a school bus or while waiting to board, boarding or exiting the school bus. Bus Conduct rules have been distributed along with your student's Bus Pass. Student and parent/guardian should review these rules. (A student may also be suspended or expelled from school for inappropriate conduct which occurs while riding, boarding, or exiting the school bus.)

Suspension of bus privileges shall be handled in the following manner:

- First: Child is spoken to by the Principal to stress the importance of following the Bus Conduct Rules for the safety of all riders.
- Second: May result in school consequences and/or loss of bus privileges.
- Third: May result in school consequences and/or loss of bus privileges.
- Fourth: May result in loss of bus privileges for the balance of the school year. The pass will be taken and turned into the Transportation Office. No refund will be given.

All bus conduct forms are mailed to parents by the Transportation Office.

## **STUDENT HANDBOOK & AGENDA**

Each year the High Rock School will print a student agenda and handbook. Enough copies will be printed for each student and sold to students during the first week of school for a small fee to cover the reproduction costs. It is expected that students will purchase a handbook/agenda and keep it with them at all times in order to help plan and manage their assignments. If a child loses their copy it is the expectation that a replacement copy will be purchased.

The cost of the agenda will be shared with all families in August as part of the back-to-school information sent home. If there is financial need, the first agenda may be given to the child without charge by making a request to the principal. Since our handbook is online, a printed copy of the parent-student handbook is available without charge, by making a request to the Main Office.

## **VISITORS**

All parents/visitors to the school are welcome at High Rock School. Parents/guardians and visitors are required to sign in at the Main Office before proceeding to any other areas of the school. Visitors will be issued a visitor badge to wear during their time in the school. An appointment should always be made before planning to meet with a teacher or an administrator. Students not enrolled at High Rock School are **not** allowed to visit during the school day.

## **CORI PROCESS FOR VOLUNTEERS**

All volunteers who may have direct and unmonitored contact with children will be required to participate in the Criminal Offender Record Information check prior to volunteering in the school. The school secretary will provide the form to a volunteer for completion and then submit it to the Director of Personnel for processing with the Criminal History Systems Board. The Superintendent, or his designee, will review the CORI information to determine if the volunteer may have unmonitored contact with children.

## **HEALTH & SAFETY**

### **HEALTH INSURANCE COVERAGE**

Massachusetts offers free or low-cost health and dental insurance for school-age children. Every child in Massachusetts should have health insurance and access to a primary care provider. If you have any questions or need any information about health insurance coverage, please speak with your child's school nurse.

### **HEALTH INFORMATION REQUIREMENTS**

The Needham Public Schools, in accordance with the regulations of the Massachusetts Department of Public Health, requires the following health information before a student enters school.

### **HEALTH HISTORY**

The Health History Form provided important health and developmental history about your child must be completed by the parent/guardian and submitted to the school nurse prior to school entry of all students.

### **REQUIRED IMMUNIZATIONS**

Immunizations are a vital communicable disease control mechanism, and evaluation of current immunization status is recognized as an important checkpoint in determining the student's affiliation with a primary health care provider. Massachusetts Department of Public Health Regulation 105 CMR 220 requires students to be immunized before admission to school. An immunization certificate/record that includes the month, day and year the immunizations were administered needs to be submitted to and reviewed by the school nurse before the student begins school. State regulations also require each child to meet grade entry immunization requirements.

#### **Exemption**

Only documentation of medical and religious exemptions from immunization requirements is acceptable by the law in Massachusetts. If there are medical reasons why your child has not been immunized, a certificate must be obtained from your physician and forwarded to the school nurse. For religious exemption, please write a note to the school nurse.



## PHYSICAL EXAMINATION

The Massachusetts Department of Public Health Regulation 105 CMR 200 requires a physical examination for all new students within 12 months prior to the entrance to school or within 30 days after school entry, and at intervals of three or four years after school entrance. Per these regulations documentation of a current physical examination is required for students entering into preschool, kindergarten, grades 4, 7, and 10. If a student is participating in competitive athletics, an annual physical exam is required.

A student transferring from another school system shall be examined as an entering student. Health records transferred from the student's previous school may be used to determine compliance with this requirement.

## TUBERCULOSIS (TB) TESTING

Documentation of either:

- Screening for student's low risk of tuberculosis exposure
- Testing for tuberculosis of students at high risk of exposure to tuberculosis.

## CONFIDENTIAL NURSE EMERGENCY CARD

The Confidential Nurse Emergency Card must be completed **annually** by the parent/guardian and returned to the school nurse with updated information and authorization including: emergency contact information, student medical history, consent for student to receive emergency medical treatment, communication of pertinent medical information, and administration of select over the counter medication by the school nurse, per the NPS Medical Protocols.

## MEDICATION POLICY

The Needham Public Schools Medication Policy complies with state and federal laws and Massachusetts Department of Public Health Regulation 105 CMR 210. The following statements highlight the main points of the policy.

- The Health Services policy encourages that medication be administered before and after school hours, if possible.
- All medications, prescriptions or over-the-counter medications, require an order from a health care provider who is a licensed prescriber of medication, completed parental permission form, and parent-signed administration plan. **Medication will not be administered until all three documents are complete and received by the School Nurse.** These required forms are available in the health office or may be downloaded from the Needham Public Schools Department of Health Services Website.
- After consultation with the school nurse and the development of a medication administration plan, students who fall into the following exceptions may self-administer medication:
  - students with asthma or other respiratory diseases may possess and administer prescription inhalers.
  - students with life-threatening allergies may possess and administer epinephrine via an auto-injector.
  - students with cystic fibrosis may possess and administer prescription enzyme supplements.
  - students with diabetes may possess and administer a glucose monitoring test and insulin delivery system.

- Medications must be delivered to the School Nurse in a correctly labeled pharmacy or manufacturer's medication container by the parent/guardian or responsible adult. (Medications are not accepted in containers such as plastic bags.) **Students are not permitted to bring medication to school.**
- All medication orders expire at the end of each school year. New medication orders are required at the start of the school year.
- All medications must be picked up by a parent/guardian before the close of the school year. Any medications that are not picked up by the close of school will be destroyed.

### **CHILDREN WITH SPECIAL HEALTH CARE NEEDS**

If your child has asthma, allergies, diabetes, seizures, attention deficit disorder, or any other medical or mental health condition requiring special health services in the school and/or is assisted with medical technology, it is vital that the parent/guardian meet with the school nurse and develop an Individual Health Care Plan (IHCP) prior to school entry.

### **CONCUSSIONS**

Concussion or Traumatic Head Injury can occur whenever there is a blow or jolt to the head that causes complicated chemical changes in the brain that take several days to resolve. Many concussions occur during organized (especially contact) sports, but are also common as a result of skiing, snowboarding, skateboarding, gymnastics or ballet falls, etc. Many concussions can go undetected initially because there has been NO loss of consciousness and the person is able to resume activity following the initial blow to the head or whiplash. Concussions may be life altering or life threatening if not treated correctly or aggressively. The Needham Public Schools (NPS) seeks to prevent concussions and provide a safe return to activity for all students after injury, particularly after a head injury. Although every concussed student is different, the care and management of all students who have sustained concussions requires education, supervision, and close collaboration between students, parents/guardians, school nurses, coaches, athletic trainer, athletic director, administrators, guidance counselors, school physician, teachers, neurophysiologists, and the students' primary care providers and medical specialists. In accordance with the Needham Public School (NPS) Policy on Head Injuries and Concussions in Extracurricular Athletic Activities 2012, protocols and procedures implemented that are compliant with Massachusetts General Law c. 111, §222, An Act Relative to Safety Regulations for School Athletic programs, the Massachusetts Department of Public Health regulations 105 CMR 201.000, Head Injuries and Concussions in Extracurricular Athletic Activities, and the Massachusetts Department of Public Health regulations 105 CMR 200.000, Physical Examination of School Children.

### **The NPS Protocol Post Student Head Injury and Concussions- Re-entry to Academics and Return to Physical Activity and Athletics:**

- Student sustains head injury during school, extracurricular athletics or activities, or other setting
- Student is removed from "play" from sports, physical education, or other physical activity until medically evaluated
- Student is assessed by school nurse during school day and certified athletic trainer during NHS sports, as available
- Coach, certified athletic trainer, or school nurse completes head injury report
- Parent/guardian is notified and student is dismissed from school or athletic activity and referred for medical evaluation
- Medical provider evaluates student and documents diagnosis of traumatic brain injury or concussion

- Parent provides school nurse with documentation of head injury from medical provider and plan of care including orders for brain and physical rest
- School nurse notifies guidance department and teachers/coaching staff of injury and initiates a re-entry meeting with teachers, guidance, special education liaison, parent/guardian, and student (as applicable)
- A graduated academic re-entry plan and accommodations are implemented per protocol unless severity of head injury or prolonged recovery necessitate development of a 504 plan or amendment to IEP
- Nurse will review symptoms with student each day to assess recovery, update return to academics check list, and advise guidance and teachers of student's readiness to progress with return to academics plan
- Teachers, students, parents/guardians will maintain an open dialogue regarding work expectations and progress
- Medical provider provides updated documentation about student's medical recovery and clearance for progression to full academic program including physical activity and physical education
- School Nurse notifies guidance and teachers of progression to full academic program without accommodations due to head injury
- School Nurse notifies certified athletic trainer to initiate graduated return to athletics per protocol
- Certified athletic trainer consults with medical provider for authorization to clear student to return to full athletics.

#### How to determine if your son/daughter has a concussion following a blow to the head:

Headache or "pressure" in head	Forgets sports plays
Nausea or vomiting	Is unsure of game, score or opponent
Loss of consciousness (even briefly) or groggy	Moves clumsily
Sensitivity to noise and/or light	Feeling sluggish, hazy, foggy
Blurred or double vision	Shows behavior or personality changes
Appears dazed or stunned	Concentration or memory problems changes
Is confused about assignment	Confused - can't recall events prior to hit or fall
Balance problems or dizziness	- can't recall events after hit or fall
Answers questions slowly	

<http://www.cdc.gov/ConcussionInYouthSports/>

Some of these symptoms will appear immediately after the blow. Some may quickly disappear while other symptoms can increase or develop hours or even days after the injury.

## **What to do if your son/daughter has had a concussion:**

1. **Seek medical consultation.** If there has been loss of consciousness (even briefly) person should be taken immediately to the hospital or MD office for evaluation. For concussions not involving loss of consciousness, report symptoms to primary care provider (PCP) right away for advice about how to proceed.
2. **Brain and Physical Rest** is the main treatment for a concussion. Doing as little as possible will allow symptoms to begin clearing and a graduated return to school and sports will be planned.
3. **Proper evaluation.** Make sure to get written clearance from PCP or specialist who understands current concussion management protocols before resuming activities. Progression is very individualized and is determined on a case-by-case basis. Factors affecting progression include: duration and type of symptoms, previous history of concussion, and type of sport/activity participation.
4. **Inform your child's school nurse** if he/she has experienced a concussion and to discuss the procedures and plans for your child's return to academics, physical activity, and athletics.

## **YEARLY SCREENINGS**

In compliance with Massachusetts laws and regulations, the Needham Public Schools, through health services, conducts health screenings upon school entry and at the following intervals:

Vision: annually in grades kindergarten - five, grade 7, and grade 9

Hearing: annually in grades kindergarten - third, grade 7, and grade 9

Heights, weights, and BMI calculation: grades 1, 4, 7, and 10

Postural screenings: annually grades 5 - 9

Parents/guardians will be notified if their child requires further evaluation based on the results of the vision, hearing, and postural screenings. All parents/guardians will be notified about the results of their child's BMI screening.

A parent/guardian may opt to exempt their child from being screened, by submitting a written request to the school nurse. Please contact your child's school nurse with any questions or concerns about health screenings.

## **EXEMPTION FROM PHYSICAL EDUCATION DUE TO MEDICAL CONDITIONS**

Students are required to take Physical Education (PE). If a student must miss PE class due to injury or illness, a written note from a healthcare provider must be submitted to the nurse prior to the PE class. The note should include the specific anticipated length of absence, any activity restrictions, and a specific date to return to PE. If the return date cannot be anticipated, then a second signed note from the healthcare provider will be required for reentry into PE.

## **STUDENT HEALTH RECORDS**

Student health records, computerized and paper files, are maintained to ensure security and privacy. Student health records are part of a student's temporary record and as such are protected from disclosure to third parties without the written consent of the eligible student or parent/guardian. These records are accessible to the student's parents/guardians and authorized school personnel. State and Federal laws provide special confidentiality protections for certain health records.

## **LIFE-THREATENING FOOD ALLERGY**

The Needham Public Schools (NPS) recognizes the increasing prevalence of student food allergies and the life-threatening nature of allergies for many students. A Policy for Life-Threatening Food Allergy was approved by the School Committee in December 2010. The implementation of the policy will aim to minimize the risk of exposure to allergens that pose a threat to students, to assist students with assuming more individual responsibility for their health and safety, as they grow older, and to ensure full participation in their educational programs and school sponsored activities. The management of students with food allergies requires the awareness, support, and response of the entire school community. We appreciate your assistance and cooperation as the new policy and protocols are implemented on behalf of the health and safety of our students in the Needham Public Schools.

**\* If your child has a life-threatening allergy, please make sure he/she has access to emergency medication (EpiPen) at all times and be sure that the school nurse has the necessary medical information about your child's emergency allergy action plan.**

**Key points of the policy for Life-Threatening Food Allergy include the following:**

- NPS recognizes the increasing prevalence of student food allergies and the life-threatening nature of allergies for many students.
- An individualized health care plan including accommodations for prevention, management and emergency response is developed for each student with a medically diagnosed life-threatening food allergy.
- The school programs are not declared as "allergen free" and foods with known allergens (peanuts, tree nuts, milk, eggs, shell fish, fin fish, soy, wheat) are not banned.
- Communication, planning, and education with faculty/staff, parents/guardians, and students will aim to minimize the risk of exposure to allergens that pose a threat to students.
- Non-curriculum related classroom-based celebrations and parties are food free.
- Use of food as a reward or incentive during the school day is prohibited unless approved as part of an Individualized Education Program (IEP).
- Inclusion of food for curriculum instruction and related activities or special school events, requires strict adherence to the management protocol.
- Sales of competitive foods and beverages (including bake sales/fundraisers) will not be permitted district wide during the school day and beyond school hours at the preschool-elementary level. Beyond the school day sales of competitive foods are permitted in grades six - twelve.
- NPS Staff employed by the NPS, to supervise and/or coach students participating as members of school-sponsored athletic teams, clubs, and other extracurricular activities beyond the school day, are responsible for implementing the applicable portions of the Food Allergy Policy and related protocols and procedures for the management of students with LTA.
- NPS staff are not responsible for implementing the Food Allergy Policy and related protocols and procedures during (1) school sponsored events beyond the school day that are open to the public (e.g. school athletic contests, plays, or ceremonies) or (2) programs or events on NPS property that are sponsored by various parent, community, and private groups.

## **SCHOOL ANNOUNCEMENTS FOR INCLEMENT WEATHER**

Please listen to the radio and television stations listed below for "No School" and "Two-Hour Delayed Opening" announcements or check the Needham Public Schools Website: <http://www.needham.k12.ma.us/>

After reviewing anticipated road conditions, access to our schools, the projected weather forecast, and consultation with the Needham Police and the Department of Public Works, the Superintendent will decide between approximately 5 and 6 a.m. if conditions will be safe for the children to come to school. The following plans will be in effect for inclement weather:

### **NO SCHOOL ANNOUNCEMENT**

If the conditions are severe, school will be canceled. The "No School" announcement will be carried by radio stations WBZ 1030 AM and WRKO 680 AM and television channels WBZ Channel 4, WCVB Channel 5, WHDH Channel 7, WFXT FOX25, and the local cable channel. All classes and school activities will be canceled for the day, including scheduled adult evening classes, before and after school programs, and other school-based activities. Transportation of students to out-of-district schools will be canceled on Needham's "No School" days. Information regarding schools during inclement weather is also available on the Needham Public Schools' Website.

### **TWO-HOUR DELAYED OPENING**

If the Department of Public Works needs extra time to plow the roads or sand the streets to assure safety, the school day will be shortened. Under this alternative plan, the opening of school and all bus pickups will be delayed two hours. This includes special education transportation pick-ups for students in out-of-district schools. The "Two-Hour Delayed Opening" announcement will be carried by the same radio and television stations and will be specifically announced as such. Parents/guardians are reminded not to send their children to school early on "Two-Hour Delayed Opening" days since the school yards may not be plowed nor will staff be available to supervise early arrivals.

### **ON "TWO-HOUR" DELAYED OPENING DAYS:**

- \* Schools will be dismissed at their regular times.
- \* Noon meal will be served at the regular times in all school cafeterias.

Please do not call the Police Department, the Fire Department, the Department of Public Works or the School Department to ask about "No School" or "Two-Hour Delayed Opening" announcements. Your call may interfere with the performance of their duties at a critical time during a storm.

## **SCHOOL LIFE**

### **MEDIA CENTER**

At the discretion of a teacher, up to five students at one time may be sent to the Media Center for 15 minutes to pick up a book or other materials needed to complete an assignment. Teachers will supply the student(s) with a Media Center pass indicating the intention of the visit. The student(s) will return to the classroom with the pass signed by Media Center staff. Students wishing to use the Media Center after school must present an after school pass signed by a teacher. Students are expected to conduct themselves appropriately in the Media Center. NO

FOOD, DRINKS or GUM are allowed in the Media Center. Complete information on Media Center policies, procedures and expectations are posted on the High Rock Website.

### **FIELD TRIPS**

Attendance on a school-sponsored trip that is not a part of required class activities is not a student's right but rather a privilege. A student will not be able to attend such a trip if, in the determination of the Principal the student's pattern of behavior is deemed inappropriate or potentially disruptive to the planned trip. Please note that field trip money may not be refundable. Financial assistance is available to families. Please contact the Guidance Office or Principal to request assistance.

### **GUIDANCE**

The Guidance Department at High Rock School will be working closely with all the 6<sup>th</sup> grade students during the transition to High Rock School. They will provide classroom, small group and individual opportunities for discussion about concerns, celebrations and topics of interest to our grade 6 students.

Students may request a meeting with the Guidance Counselor at any time and parents/guardians are always encouraged to make an appointment to discuss their child's overall school performance or specific concerns that may arise.

### **SPECIAL EDUCATION SERVICES**

Special Education services provide specialized instruction to students who have been identified through testing, as having a disability that prevents them from making effective progress in their classroom. Parents/guardians play a key role in this process by offering their insight and information that helps the TEAM to understand their children. If determined to be eligible for special education services, a TEAM meeting, including parents/guardians and teachers, develops an Individualized Education Program (IEP) for the student. This Program is designed to support the student's access to the general education curriculum. Special Education evaluation and services can only be provided with a parent's permission. If you would like more information or believe your child may have a disability, please contact your child's teacher or your school's principal or go to [http://rwd1.needham.k12.ma.us/special\\_education/](http://rwd1.needham.k12.ma.us/special_education/)

### **HIGH ROCK AFTER SCHOOL CLUBS**

There are a number of after school clubs offered to High Rock students free of charge. Clubs meet on a regular basis. These clubs are open to all students. All programs are under the direction and supervision of faculty advisors. Calendars for these days are determined and posted on our Website at the start of the school year.

- Student Leadership Team - The members of the SLT plan activities to enrich school life. This leadership program is open to all students throughout the school year.
- Yearbook Committee - The members of the Yearbook Committee help design and develop the yearbook. The team consists of photographers, editors and designers.
- Math Team - The Math Team works on problem solving, math skills and the opportunity to compete with other middle schools in two national competitions (Math Olympiad & Continental Math League).
- Common Ground - Common Ground is an after school affinity group for students of color - both Boston and Needham residents. During the hour, students spend time working on homework in a casual environment with the guidance of a teacher. This is a great opportunity for students to work together and develop a sense of community.



- Environmental Club - The Environmental Club is a group of student leaders committed to environmental concerns, helping our school to become more green and student responsibility and leadership. The club brainstorms/implements ideas that promote stewardship in our school community, while learning about/discussing the current environmental news of our planet.
- Links - LINKS stands for Leadership and Inclusion NetworkK for Students. Your "Link" is also what we call the person/people you get matched up with. Student's who have good leadership skills, want to learn to improve their leadership skills, want to make new friends, develop their sense of community at High Rock, have strong interpersonal skill or looking to enhance interpersonal skills may join. This is a full school year commitment. Participants will be expected to attend as many monthly meetings as possible and participate in the community outings.

### **NCE MIDDLE SCHOOL PROGRAM**

A fee-based after-school enrichment program called NCE Middle School Program is available to all students. The goal of the program is to engage 6th graders in fun and enriching activities, introduce them to new skills, and help students and teachers make connections outside the classroom setting. The after-school activities are generally scheduled for one afternoon per week for approximately 10 weeks. There is a fall and a spring session. A late bus is available for the two 10-week sessions. For more information on NCE Middle School Program go to the Needham Public Schools Website and click on Beyond the Day [www.needham.k12.ma.us](http://www.needham.k12.ma.us) or call Community Education at (781) 455-0400, ext. 223.

In addition, a few combined 6th-8th grade activities are planned. These include Cross-Country (running) team, as well as Treble Choir, Jazz Band, Wind Ensemble and Town Orchestra. Sixth grade students participating in after-school activities at Pollard may ride the shuttle bus from High Rock to Pollard.

### **SCHOOL COUNCIL**

The School Council is a representative, school building-based committee comprising the principal, parents, teachers and community members. Each school in Massachusetts is mandated by state law to have a School Council. School Councils assist principals by reviewing the school budget and developing the School Improvement Plan. Requests for parent members will occur at the start of every school year. Parents may contact the principal directly to share their interest.

### **HIGH ROCK-POLLARD PARENT TEACHER COUNCIL (PTC)**

Although High Rock will be an independent sixth grade school, structures are intentionally being created to link Pollard Middle School (7th/8th grades) with High Rock School (6th grade) into a 2-campus middle school program. One of these structures is a single High Rock-Pollard Parent Teacher Council (PTC) for both schools.

The PTC actively supports the middle school community with volunteers, fund-raising and communications. The PTC sponsors several fundraising activities each year to support enrichment and creative arts activities, and to provide grants to teachers and staff.

In addition to the usual PTC activities, High Rock offers a unique opportunity for parents/guardians from all five elementary schools to get to know each other and create a strong network that will support their children's safety, social/emotional development and involvement in enrichment activities through their high school years.



## **SPECIAL EDUCATION PARENT ADVISORY COUNCIL (SEPAC)**

The SEPAC is a self-governed organization of Needham parents and caregivers of children with special needs. The SEPAC provides a forum for parents and caregivers to share information and promote understanding, respect for and support for all children with special needs in the community. The SEPAC advises school officials on the education and safety of students with disabilities and on the planning, development and evaluation of special education programs within the schools. Visit the SEPAC web site at: [Needhamsepac.org](http://Needhamsepac.org) for more information or to be added to their email list.

## **STUDENT BEHAVIOR & EXPECTATIONS**

### **HONOR CODE**

Honesty is one of the most precious qualities that a person can possess. It is the goal of High Rock School to aid in the development of this trait in all of its students. Dishonest acts such as lying, cheating, or stealing are never acceptable. Such acts will result in parent/guardian notification and appropriately assigned penalties. Students are expected to prepare themselves honestly for tests, homework, research papers, etc. No credit will be given for work obtained through cheating. A student aiding another in cheating will be treated in a similar manner.

### **STUDENT EXPECTATIONS**

Students are expected to conduct themselves in a polite and courteous manner which respects the rights and privileges of all members of the school community. Members of the school community include: students, faculty, substitutes, visitors, guests, and all school employees. The following rules reflect this expectation:

1. Students are expected to dress in a manner appropriate for school. (Refer to FAQ #9).
2. Arrive at all classes and appointments on time and be fully prepared for your work assignments with writing implements, books, notebooks, and necessary study materials.
3. Enter each classroom quietly and cooperate with courtesy and respect in a manner outlined by the teacher.
4. Be responsible for and cover all school-owned books. Report lost or missing books to the office immediately.
5. Obtain permission before using school and classroom equipment or classmates' materials.
6. Radios, disc players, iPods or any personal electronic devices are not appropriate in school and should be kept in a locker during the school day. Those that are visible will be confiscated.
7. Cell phones and beepers may not be used in school. All cell phones and electronic devices must be turned off and placed in lockers from 7:25 a.m. to 2:30 p.m. If students are seen with a cell phone it will be confiscated and will need to be picked up by a parent/guardian after the school day. **At no time** should students have a cell phone on their person.
8. Gum chewing is not permitted at any time.
9. All trash must be deposited in the garbage bins or in the paper recycling bins. Students should pick up trash in the hallway even if they do not drop the items in order to help maintain a clean and safe environment.
10. All medications brought to school must be left before school begins with the nurse, or in her absence the Main Office secretary.

11. Students are prohibited from selling any items during school without approval of the Principal.
12. Snowball throwing is not allowed on school property.
13. Riding of bicycles, skateboards or rollerblading is not allowed in the bus loading area, in the driveway, or on school grounds at any time.
14. Students may not carry backpacks, oversized bags, knapsacks and gym bags during the school day.

**Any student whose behavior interferes with classroom instruction or the smooth operation of the school may be denied participation in co-curricular and extra-curricular activities including, but not limited to, assemblies, field trips, intramurals, or end-of-year activities.**

## **NEEDHAM MIDDLE SCHOOLS CODE OF CONDUCT**

### **GUIDING PRINCIPLES AT THE MIDDLE LEVEL**

The goal of the Social and Emotional Learning program in the Needham Public Schools is to help students develop self-awareness, self-management and social, interpersonal and decision-making skills. The promotion of a social and emotional learning framework in our schools is designed to foster a school culture that promotes respect, inclusion and strong classroom and school culture. The implementation of this framework endeavors to provide an appropriate learning environment for our students.

Children benefit from the consistency of having adult models both at school and at home in order to develop acceptable social behavior. The partnership between school and home is a critical support to our students in their social and emotional development. One of our guiding principles is the fostering of this partnership so that teachers and parents can share information, strategies, ideas, insights and, when needed, can problem-solve to assist our students in developing and maintaining appropriate behavior in the school setting.

### **STRATEGIES TO HELP CHILDREN MODIFY BEHAVIOR**

All students are expected to demonstrate respect for other individuals, their rights and their property in school and during all school-sponsored activities, including those times when they are riding school buses. Students are expected to behave in accordance with school rules and regulations. When appropriate, school personnel will modify environments to help prevent the likelihood of misbehavior.

Behavior expectations will be in keeping with each child's developmental readiness. Through classroom structures and direct skill instruction, children will be instructed in how to:

1. Make sound decisions and seek adult help (assistance when needed).
2. Behave responsibly.
3. Cooperate with teachers and peer groups.

The process for communicating with parents/guardians regarding problems with behavior will be initiated early on. Teachers are expected to contact parents/guardians for a conference, following the emergence of a behavior difficulty. Our school believes that a strong home/school partnership is helpful in addressing the student's progress. Likewise, parents/guardians should contact their child's teacher with any concerns about social or behavioral problems. It is expected that most behavior problems will be solved at the parent-teacher level. However, if necessary, the Principal may communicate directly with parents/guardians regarding a

challenging behavior. The following list are examples of steps that may be taken in order to help students modify their behavior:

1. Parent-teacher conference - at the first sign of an emerging behavioral pattern or difficulty.
2. Teacher creates a behavior plan and/or contracts with the student for improvement.
3. Involvement of the principal, school counselor and/or resource teacher as collaborative consultant to the teacher.
4. Teacher applies to the Teacher Assistance Team for review of the student's progress and the development of a behavior intervention.

### **BULLYING DEFINITIONS & RESPONSES**

Bullying, cyber-bullying and retaliation will not be tolerated in our school, on buses or anywhere on school grounds.

Bullying is:

1. Aggressive, cruel or threatening behavior that is intentional and carried out repeatedly and over time. Bullying is more than conflict.
2. Characterized by an imbalance of power (size, age, social status, ability, popularity). The power may be physical, psychological and/or emotional.

Preventing and reducing bullying will be addressed in the following ways:

- by establishing a school-wide culture where bullying is not acceptable and where students recognize that helping students who are bullied is the right thing to do.
- by training staff in identification of bullying, prevention and intervention techniques for bullying.
- by providing time in classrooms/advisory for teachers to focus on bullying prevention so that they can provide tools for students.
- by establishing and enforcing school rules and policies related to bullying.

### **POTENTIAL CONSEQUENCES FOR SERIOUS BEHAVIOR**

The following behaviors may serve as grounds for suspension or other disciplinary action, including loss of student privileges.

1. Use of obscene, abusive or profane language or gestures.
2. Harassment of another student especially on the basis of race, sex, national origin, religion, handicap or sexual orientation.
3. Bullying, cyberbullying or other intimidation of another student, regardless of the basis of such conduct.
4. Behavior which endangers persons or property or disrupts the educational process or school activity.
5. Fighting or any assault or act of violence committed against another student or school personnel.

The Needham Public Schools will suspend or expel a student for the following behavior:

1. Possession, use or threatened use of a weapon\* or object
2. Possession of a controlled substance (such as marijuana, cocaine, or prescription drugs) or alcoholic beverages on school grounds.
3. Assault on teachers, administrative staff or other educational personnel.
4. Commission of an act that results in serious bodily injury.

\*This includes not only knives, guns, explosive devices and realistic replicas of such weapons/devices, but also other objects used to assault a person or to otherwise create a dangerous situation, such as a baseball bat, a pair of scissors, matches or a lighter. While such objects would not always constitute "dangerous weapons," administrators and educational professionals will review the circumstances of each case and make a reasonable determination about whether a particular object in a student's possession constitutes a dangerous weapon in the school setting. Any illegal weapon will be turned over to the Needham Police Department. Any student who brings a firearm to school must be expelled for a minimum of one school year, with exceptions granted only by the superintendent. (The definition of a firearm includes but is not limited to guns [including a starter gun], bombs, grenades, rockets, missiles, mines and similar devices).

## **DUE PROCESS: Procedures that Apply to Student Discipline**

### **A. Student Rights Regarding Short-Term Suspensions (10 days or less)**

The Principal and Assistant Principals have the authority to impose short-term suspensions (less than 10 days). The following procedures will apply:

1. Any student faced with suspension must be given an informal hearing in the form of a conference between the student and the principal or designee. The teacher or supervisor who referred the student and the student's guidance counselor may also be present. At this conference, the student (1) shall be informed of the reason for the conference, (2) shall be given the opportunity to present his or her side of the story, and (3) shall be given a decision on the suspension. If the Principal deems delay of the hearing necessary to avoid danger or substantial disruption, this process may occur immediately after, rather than before, the suspension.
2. Prior to putting a suspension into effect, the principal or designee shall make a reasonable effort to telephone and inform the student's parent/guardian of the impending suspension; this shall include attempts to contact the parents or guardian at home and at work. Parents may contact the school for additional information regarding the suspension prior to a readmission conference.
3. A letter will be mailed to the parent/guardian of the suspended student explaining:
  - a. The reason for the suspension
  - b. A statement of the effective date and duration of the suspension
  - c. The student's right to make up schoolwork missed
4. The parent/guardian shall be requested to attend a readmission conference with the principal or designee upon the student's return to school. At the principal's discretion, the conference may be held by telephone. Expectations for the student's reentry to school shall be outlined at this conference.

### **B. LONG-TERM SUSPENSION OR EXPULSION BY THE PRINCIPAL**

The Principal has the authority to expel (permanently exclude from the Needham Public Schools) students for conduct set forth in M.G.L. c.71 §37H (i.e., possession of a controlled substance or dangerous weapon, assault on educational personnel. See **Handbook Section "Selected Policies and Laws Related to Specific Conduct"**). The Principal further has the authority to suspend students on a long-term basis (exceeding ten school days) for other conduct if he deems appropriate.

When considering expulsion or long-term suspension, the Principal will provide the student with the following:

1. Written notice of the charges;
2. Adequate time to prepare for a hearing;
3. The right to be represented by an attorney or advocate (at the student/family's expense);
4. The right to present witnesses and to cross examine witnesses presented by the school department;
5. A reasonably prompt, written decision including specific grounds for the decision.
6. Upon request, a copy of any audiotape or other formal record made of the hearing.

A parent/student may appeal any decision by the principal to suspend a student on a long-term basis or to expel the student to the Superintendent by sending a written request to the Superintendent within 10 days of receiving notice of the long-term suspension or expulsion. The long-term suspension/expulsion will remain in effect pending completion of the appeal. The Superintendent's decision is the final decision of the district with respect to (1) all long-term suspensions and (2) those expulsions based on conduct set forth in M.G.L. c.71 §37H.

Notwithstanding the above, the Principal may suspend or expel a student charged/convicted of a felony, with appeal to the Superintendent, using the standards and procedures set forth in M.G.L. c.71, §37H1/2.

#### **C. EXPULSION BY THE SCHOOL COMMITTEE**

Upon recommendation of the Principal and/or Superintendent, the School Committee will hold a hearing to consider the expulsion (permanent exclusion) of a student based upon misconduct other than that set forth in M.G.L. c.71, §37H or M.G.L. c.71, §37H1/2). In doing so, the School Committee will follow procedures similar to those followed by the Principal as set forth above as well as any procedures required by the Massachusetts Open Meeting Law.

#### **INTERVIEWS & SEARCHES**

It is the policy of the Needham School Committee that school administrators shall have the authority, as deemed necessary, to interview students regarding matters that are relevant to the school environment. In addition, school administrators may search students and their personal belongings on school property when the administrator has a reasonable basis for believing that the search will produce evidence that the student has violated a school rule or a state or federal law.

Lockers, desks, and similar areas assigned to students remain the property of the school and are therefore subject to inspection by the school administration at any time.

#### **DISCIPLINE OF SPECIAL EDUCATION STUDENTS**

The Individuals with Disabilities Education Act at 20 U.S.C., §1400, et. seq. and related regulations and 34 C.F.R., §300 et. seq., ("IDEA") provide eligible students ("students") with certain procedural rights and protections in the context of student discipline, as set forth below. These rights are in addition to the due process rights applicable to all students as described above.

**Short-term removals.** Students who violate school rules are subject to removal from their current placement for up to ten (10) consecutive school days to the extent that such a removal would be applied to students without disabilities, without a prior determination of whether the conduct is a manifestation of the student's disability. Students may be removed for additional periods of up to ten (10) consecutive school days in the same school year for separate incidents of misconduct without a manifestation determination, so long as the removal does not constitute a "change of placement" as described below. However, during such additional removals the district must provide the student with services to the extent necessary for progress in the general curriculum and the student's IEP goals, as determined by the Principal in consultation with at least one teacher. In addition, if appropriate, the district must conduct a functional behavioral assessment and develop or revise an existing behavioral plan for the student.

**Change of Placement.** A suspension of longer than 10 consecutive days or a series of shorter-term suspensions that constitute a pattern are considered to represent a "change in placement." Prior to a suspension that constitutes a change in placement, the student's Team, including the student's parents/guardians, must convene to determine whether the behavior is a manifestation of the student's disability. In making this determination, the Team must review all relevant information in the student's file, including the IEP, teacher observations, and any relevant information provided by the parents/guardians, to determine if the conduct was caused by, or had a direct and substantial relationship to the student's disability, or was the direct result of any failure by the school to implement the IEP.

**Results of the Manifestation Determination.** If the Team determines that the behavior is not a manifestation of the disability, then the school may suspend or expel the student consistent with the policies applied to students without disabilities, except that the district must still provide an appropriate educational program to the student, as determined by the Team, which program may be in a different setting. If the Team determines that the behavior is a manifestation of a disability, the Team must conduct a functional behavioral assessment and develop a behavioral intervention plan or where a behavioral intervention plan was previously developed, must review the plan and, if necessary, modify it to address the behavior. Except in circumstances involving drugs, weapons, or serious bodily injury as described below, the student will be returned to the placement from which the student was removed unless the placement is changed by agreement or through the Team process.

**Exception for Drugs, Weapons and Serious Injury.** Regardless of the Team's decisions regarding the manifestation determination, school personnel may order a change in the placement of a student to an interim alternative educational setting, such setting to be determined by the Team, for not more than forty-five (45) school days if the student (1) carries a weapon to school or to a school function; (2) knowingly possesses, uses illegal drugs, or sells or solicits the sale of a controlled substance while at school, on school premises, or at a school function; or has inflicted serious bodily injury upon another person at school, on school premises, or at a school function. Additionally, a Massachusetts Department of Education Hearing Officer, under certain circumstances, may order a change in the placement of a student with a disability to an interim alternative education setting for up to forty-five (45) days if the hearing officer determines that maintaining the current placement is substantially likely to result in injury to the child or others.

When a parent/guardian disagrees with the Team's decision on the "manifestation determination" or with a decision regarding placement, the parent/guardian has a right to request an expedited due process hearing from the Bureau of Special Education Appeals.

Additional information regarding the procedural protections for special education students eligible for services under laws providing for services for students with disabilities can be obtained from Christine Brumbach who can be reached at (781) 455-0400, ext. 213.

#### **DISCIPLINE OF STUDENTS WHOSE ELIGIBILITY FOR SPECIAL EDUCATION IS SUSPECTED**

The IDEA protections summarized above also apply to a child who has not yet been found eligible for services under the statute if the district is "deemed to have knowledge" that the child was eligible for such services before the conduct that precipitated the disciplinary action occurred. The IDEA provides that a school district is "deemed to have knowledge" if: (1) the child's parent/guardian had expressed concern in writing to district supervisory or administrative personnel or the child's teacher that the child needs special education and related services; (2) the child's parent/guardian had requested an evaluation of the child to determine eligibility for special education services; or (3) the teacher of the child or other school district personnel had expressed specific concerns about a pattern of behavior by the child directly to the district's director of special education or to other supervisory personnel. However, a school district is not "deemed to have knowledge" if the district evaluated the student and determined that the child was not eligible for special education services or the child's parent/guardian refused an evaluation of the child or IDEA services.

If the school district has no knowledge that a student is an eligible student under the IDEA before taking disciplinary measures against the student, the student may be disciplined just as any other student may be. If, however, a request is made for an evaluation to determine eligibility while the student is subject to disciplinary measures, the district must conduct the evaluation in an expedited manner. Pending the results of the evaluation, the student must remain in the educational placement determined by school authorities, which may include suspension or expulsion without services. If the student is determined eligible for an IEP as a result of the evaluation, the school district must provide the student with special education and related services in accordance with the IDEA.

#### **DISCIPLINE OF STUDENTS WITH DISABILITIES UNDER SECTION 504 OF THE REHABILITATION ACT**

Section 504 of the Rehabilitation Act of 1973 ("Section 504") provides students with disabilities certain procedural rights and protections in the context of student discipline. Prior to imposing a "significant change in placement" for disciplinary reasons, the district must determine whether the conduct is a manifestation of the student's disability. A significant change of placement results not only from an exclusion for more than 10 consecutive school days, but also from a pattern of shorter suspensions accumulating to 10 school days during a school year. Whether a pattern exists must be decided on a case-by case basis, considering such factors as the length of each suspension, the nature of the alleged conduct, the proximity of the suspensions to one another, and the total amount of time the student is excluded from school.

Prior to any significant change in placement for disciplinary reasons, a group of individuals knowledgeable of the student, the evaluation data, and the school program must determine whether the conduct at issue is related to the student's disability. If the conduct is directly related to the disability, the district will not impose the discipline and will develop an individual behavior management plan if the behavior significantly interferes with the student's ability to benefit from his education. If the conduct is not directly related to the student's disability, the district may discipline the student as it does general education students.

## **SELECTED POLICIES & LAWS RELATING TO SPECIFIC CONDUCT**

### **POLICY ADDRESSING BULLYING**

Bullying, cyber-bullying and retaliation will not be tolerated in the Needham Public Schools. This includes all forms of bullying that involve Needham students either on campus, on buses, or anywhere on school grounds or while engaged in school sponsored events or activities. While it is recognized that we have an obligation to our students and school community to respond effectively to all bullying that happens while school is in session, school personnel will also make every reasonable attempt to intervene with situations where bullying might happen outside of school, but the ramifications are brought into the school building.

In addition, Needham Schools will not tolerate retaliation against any individual who has brought harassment, bullying, and/or other inappropriate behavior to the attention of the school. Persons who engage in such behavior may be subject to disciplinary action including, but not limited to: reprimand, suspension, expulsion or other sanctions as determined by the school administration to be appropriate.

#### **A. Definitions**

**Bullying** is conduct that is repeated by one or more students and targets another student, causing one or more of the following:

- physical or emotional harm to the targeted student or damage to his/her property;
- placement of the targeted student in reasonable fear of harm to him/herself or of damage to his/her personal property;
- a hostile environment at school for the targeted student;
- infringement of the rights of the targeted student at school; or
- material and substantial disruption of the educational process or the orderly operation of the school.

Bullying generally involves "picking on" a student over time and may include conduct such as hitting and shoving; pressuring a student into taking an action that he/she does not wish to take; words that involve threats, teasing, putdowns, or name-calling; threatening looks, gestures, or actions; cruel rumors, false accusations and social isolation.

**Cyber-bullying** is bullying through use of cell phones, computers or other technology and may include conduct such as sending mean or threatening email messages, instant messages or text messages; creating Web content (including but not limited to social networking sites) that makes fun of, humiliates, or intimidates others; and posting or sending embarrassing or inappropriate pictures of others. It may also include creating a Website, blog, or posting by which the creator/author impersonates another person.

**Hostile Environment** is a circumstance in which the targeted student becomes so concerned about bullying that he/she is unable to participate in and concentrate on his/her schoolwork and other school activities.

**Retaliation** involves a student "getting back at" another student because of a belief that the student reported bullying or provided information about it to an adult or others who may help the targeted student.



B. Acts of Bullying (including cyberbullying) and retaliation are prohibited.

The Needham Public Schools prohibit bullying (including cyberbullying) and retaliation as defined above both at school and under the following circumstances:

- on school grounds or any property next 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 computers, internet connection or other school based technology;
- at a location or during activities that are not school related, or by using a private computer or cell phone, if the bullying creates a hostile environment at school for the targeted student, infringes on the rights of the targeted student at school, or otherwise disrupts the orderly operation of the school.

C. How to Report Bullying

Students who believe they are targets of bullying or retaliation, or who know about bullying conduct should report the conduct to their grade-level assistant principal, a teacher, guidance counselor, or other school staff member.

All school personnel are mandated to report any incidents of bullying that they witness. In addition, parents/guardians are encouraged to report any incidents that may involve bullying. All members of the school community are responsible for keeping students safe. We expect that the community will set a positive example and not tolerate students who might create unsafe situations for other students.

D. Addressing Concerns Regarding Bullying

The grade-level assistant principal or the principal will be responsible for taking immediate steps to investigate and address reports of bullying and retaliation. Students who engage in bullying will be disciplined, subject to any procedural requirements. In making disciplinary decisions, the principal or designee, will consider both the need for accountability and the importance of teaching appropriate behavior. Students who engage in bullying will be disciplined. High Rock School uses a progressive disciplinary model. As such, consequences on findings of bullying will be based on the severity and repeated nature of the incident. Some examples of consequences are:

- verbal warning;
- written warning;
- mandated counseling;
- removal of privileges;
- social or co-curricular suspension;
- detention;
- suspension; and
- expulsion

In addition to taking disciplinary action, the principal/designee will report conduct relating to bullying and retaliation to local law enforcement if s/he believes that criminal charges may be pursued.

#### E. Closing a Complaint Regarding Bullying

In the event school staff determines that bullying or retaliation (as defined in this policy) has taken place, the principal or designee will, in addition to taking disciplinary action and insuring appropriate educational opportunities are made available to the aggressor:

- Notify the parent/guardian of the aggressor.
- Inform parents/guardians of the targeted student of the steps that have been taken to prevent further acts of bullying or retaliation to the extent consistent with applicable legal restrictions.
- Notify local law enforcement if s/he believes that criminal charges against the aggressor may be pursued.

Nothing in this policy is intended to prevent school staff and/or school committee (if applicable) from addressing and taking disciplinary action against a student for conduct that does not meet the definition of bullying/cyberbullying or retaliation, as defined above, but that is nevertheless inappropriate for the school environment.

The above language is intended to be consistent with the Needham Public School's Policy Addressing Bullying. A copy of the complete policy is available at [http://rwd1.needham.k12.ma.us/student\\_development/Bullying\\_Prevention](http://rwd1.needham.k12.ma.us/student_development/Bullying_Prevention)

#### **CONTROLLED SUBSTANCES, DANGEROUS WEAPONS & ASSAULTS ON EDUCATIONAL PERSONNEL (MASS. GEN. 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 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 at 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 (10) 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.

#### **FELONY COMPLAINTS & FELONY CONVICTIONS (MASS GEN. LAWS, CHAPTER 71 SECTION 37H)**

Notwithstanding the provisions of section eighty-four and sections sixteen and seventeen on chapter seventy-six;

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/her 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/her 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 parents/guardians 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 his/her 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 (5) 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/her 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/her 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 parents/guardians within three (3) calendar days of the expulsion. At the hearing, the student shall have the right to present oral and written testimony on his/her 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 (5) 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. Upon expulsion of such student, no school or school district shall be required to provide educational services to such student.

## **TELECOMMUNICATIONS POLICY**

### **INTERNET & WAN ACCESS**

The Needham Public Schools has contracted with an Internet Service Provider (ISP) for full Internet access to all computers on the I-Loop. The Internet is accessed from various locations in the school system such as media centers, computer labs, classrooms, and offices. Staff will have local and Internet e-mail accounts using Needham Connects, a First Class® communications system. Students will be given access to selected educational resources on the Needham Public Schools wide area network (WAN) and access to only the World Wide Web (WWW) on the Internet. The Internet provides a rich selection of resources for students and staff. Internet access links students to people all over the world and with experts in almost every content area. Through the NPS Web site (<http://www.needham.k12.ma.us>), students share work, which they have created with other users of the World Wide Web.

### **NETWORK USER RESPONSIBILITIES**

Students may have access to the Internet via the World Wide Web (WWW) and Needham Public Schools wide area network (WAN) while working on class projects in a supervised setting. This includes computers in media centers, classrooms, and computer lab facilities during scheduled class visits. If a student wants/needs to use the WWW or WAN for independent school work, the student and parent/guardian must read the Acceptable Use Policy and complete the Contract for Individual Access to the World Wide Web. Students must follow all rules contained within this policy at all times when using the WAN or the WWW. Students must also follow the directions of faculty and staff members supervising any area where networked resources can be accessed.

### **SECURITY & SAFETY**

- Students will demonstrate personal responsibility by never agreeing to get together with someone they meet online without first checking with parents/guardians or teachers.
- Students will accept the responsibility for keeping all pornographic material, gambling material, inappropriate text files, material dangerous to the health and safety of students and staff, or files dangerous to the integrity of the wide area network from entering the school via the Internet.
- Students will demonstrate legal responsibility by not transmitting any material in violation of United States or Massachusetts regulations. This includes, but is not limited to: copyrighted material, threatening, harassing, or obscene material, pornographic material, or material protected by trade secret.
- If a user identifies a security problem on the Internet of the NPS wide area network, he/she is responsible to notify a system administrator. Users should not demonstrate the problem to other users. Users should not use another individual's account without written permission from that individual. Security on any computer system is a high priority, especially when the system involves many users.

- Students have the responsibility to use computer resources for academic purposes only. Playing games or using networked resources for non-academic purposes is not permitted. Users may not conduct commercial activities for-profit, advertise products, or conduct political lobbying on the network.
- Students may access home telecommunications accounts from school. However, students need to exercise all responsibilities within this policy as the NPS network is providing a connection to home accounts.
- All users must take responsibility for keeping down costs and avoiding system disruption. No use of this network shall serve to disrupt its use by other individuals or by connecting networks. It is beneficial for all users to keep the network running efficiently.

#### **PROPERTY**

- Users must respect others' privacy and intellectual property. Any traffic from this network that traverses another network is also subject to that network's acceptable use policy (AUP).
- Students are responsible for citing sources and giving credit to authors during the research process. All communication and information accessible via the network should be assumed to be private property.
- Users have a right to be informed about personal information that is being, or has been, collected about them, and to review this information.

#### **INTERNET OR E-MAIL ETIQUETTE**

Students may come across Web sites, which ask for comments or a reply. Certain behaviors have gained acceptance on the network, some because they save misunderstanding and maintain privacy, and others because they help users avoid wasting time or help conserve system resources. Since many students have e-mail accounts at home, this set of guidelines will be helpful for home use also. As students join the online community, they should practice these appreciated behaviors:

- Include your name and school at the bottom of e-mail messages, but never give your home address or phone number.
- Don't post addresses or phone numbers of students or colleagues; use school addresses and phone numbers.
- Be careful when you use sarcasm and humor; without face-to-face communications, your joke may be misinterpreted or viewed as criticism.
- Don't be vulgar, offensive, or swear.
- Don't publicly criticize or anger others.
- When quoting in a message, attribute the quotation to its author or source.
- Use all capitals only to highlight a word; if you use them for an entire message, people think you are shouting.

#### **BEHAVIORS & CONSEQUENCES**

- Any violation of the network responsibilities will result in a cancellation of network privileges. The system administrators will deem what is inappropriate use and their decision is final. Also, the system administrators may deny access at any time as required. The administration, faculty, and staff of NPS may request the system administrators to deny, revoke, or suspend specific user privileges. Any user identified as a security risk or having a history of problems with other computer systems may be denied access to the Internet.

- Tampering with computer security systems, and/or applications, and/or documents will be considered vandalism, destruction, and defacement of school property. Students involved in these activities will be subject to suspension and immediate police involvement.
- Vandalism will result in cancellation of privileges and disciplinary action. Vandalism is defined as any malicious attempt to harm or destroy data of another user, the Internet, or other networks that are connected to the NSFNET (National Science Foundation NET) Internet backbone. This includes, but is not limited to, the uploading or creation of computer viruses.

The NPS makes no warranties of any kind, whether expressed or implied, for the services they are providing. NPS will not be responsible for any damages suffered. This includes loss of data resulting from delays, non-deliveries, mis-deliveries, or service interruptions caused by the school's own negligence or the user's errors or omissions. Use of any information obtained via NPS is at your own risk. NPS specifically denies any responsibility for the accuracy or quality of information obtained through these services.

## **LEGAL NOTICES**

### **NON-DISCRIMINATION NOTICE**

The Needham Public Schools does not discriminate in admission to, access to, treatment in, or employment in its services, programs and activities, on the basis of race, color or national origin, in accordance with Title VI of the Civil Rights Act of 1964 (Title VI); on the basis of sex, in accordance with Title IX of the Education Amendments of 1972; on the basis of disability, in accordance with Section 504 of the Rehabilitation Act of 1973 (Section 504) and Title II of the Americans with Disabilities Act of 1990 (ADA); or on the basis of age, in accordance with the Age Discrimination Act of 1974 (Age Discrimination Act). Nor does it discriminate on the basis of race, color, sex, religion, national origin, sexual orientation, or religion, in accordance with Chapter 622 of the Acts of 1971 (M.E. c.76, §5) and Chapter 151B of the General Laws.

Students or staff who engage in harassment based upon protected classifications or who otherwise create an environment that is discriminatory based upon these classifications will be subject to disciplinary action.

To file a complaint alleging discrimination or harassment in a program sponsored by the Needham Public Schools by Needham Public Schools on the basis of race, color, national origin, sex, disability, age, sexual orientation, or religion or to make inquiry concerning the application of Title VI, Title IX, Section 504, the ADA, the Age Discrimination Act, or applicable state laws and their respective implementing regulations, please contact the building principal or the Non-Discrimination Coordinators for the district as follows:

#### **For Parents or Students**

TOM DENTON  
Director of Guidance Pre-K-12  
Needham Public Schools  
609 Webster Street  
Needham, MA 02494  
Tel: (781) 455-0800 x 2130  
TTY: (781) 455-0424  
Fax: (781) 455-0417

#### **For Staff**

TOM CAMPBELL  
Director of Personnel Resources  
Needham Public Schools  
1330 Highland Avenue  
Needham, MA 02492  
Tel: (781) 455-0400 x 208  
TTY: (781) 455-0424  
Fax: (781) 455-0408

These individuals have responsibility for accepting, investigating and resolving complaints of discrimination (including harassment) in a timely manner. They are also responsible for ensuring that all staff and students are trained and/or notified annually about these requirements and procedures.

Inquiries concerning the applicability of the aforementioned federal laws and regulations to Needham Public Schools also may be referred to the United States Department of Education Office for Civil Rights, 33 Arch Street, Boston, MA 02110 (telephone 617-289-0111) (TTY: 1-877-521-2172)

A grievant may file a complaint with OCR, generally,

- within 180 calendar days of alleged discrimination or harassment,
- or within 60 calendar days of receiving notice of Needham Public Schools final disposition on a complaint filed through Needham Public Schools,
- or within 60 calendar days of receiving a final decision by the Massachusetts Department of Education, Bureau of Special Education Appeals,
- or instead of filing a complaint with Needham Public Schools.

Inquiries relative to state law may be referred to the Massachusetts Department of Elementary and Secondary Education, 75 Pleasant Street, Malden, MA 02148-5023 (telephone 781-338-3000) (TTY 1-800-439-2370) or the Massachusetts Commission Against Discrimination at One Ashburton Place, Boston, MA 02108 (telephone 617-994-6000) (TTY 617-994-6196).

## **POLICY PROHIBITING HARASSMENT**

Needham Public Schools are committed to maintaining a school environment free of harassment based on race, color, religion, national origin, age, gender, sexual orientation, or disability. Consistent with our Policy Addressing Bullying, Needham Public Schools specifically prohibits all conduct that creates an intimidating, hostile environment for others. However, such conduct based upon the protected classifications described above requires particular attention.

### **A. Definitions**

**Harassment** includes communications such as jokes, comments, innuendoes, notes, display of pictures or symbols, gestures, or other conduct which offends or shows disrespect to others based upon race, color, religion, national origin, age, gender, sexual orientation, or disability, when such communication or conduct is sufficiently serious to deny or limit the ability of an individual to participate in or benefit from their educational programs or school sponsored-events. By law, the particular communication or conduct is viewed from the perspective of a reasonable person with the characteristic on which the harassment is based. What one person may consider acceptable behavior may reasonably be viewed as harassment by another person. Therefore, individuals should consider how their words and actions might reasonably be viewed by other individuals.

**Sexual Harassment.** Sexual harassment includes not only the types of conduct listed above that is based upon gender, but can also include unwelcome sexual advances, requests for sexual favors, and/or other verbal or physical conduct of a sexual nature.

### **B. Harassment & Retaliation Prohibited:**

Harassment in the school environment is unlawful and is absolutely prohibited. This includes harassment by administrators, certified and support personnel, students, vendors and other individuals in school or at school related events. In addition, retaliation against any individual who has filed a complaint of harassment or who cooperates in an investigation of possible harassment is unlawful and is

prohibited. Persons who engage in harassment or retaliation may be subject to disciplinary action, including, but not limited to reprimand, suspension, termination/expulsion or other sanctions as determined by the school administration and/or school committee, subject to applicable procedural requirements.

#### **C. Reporting & Investigating Incidents of Harassment:**

Needham Public Schools will promptly investigate every complaint of harassment. If you believe that you may have been harassed, or if you witness or learn about the harassment of another individual, you should inform the principal or the Non-Discrimination/Harassment Coordinator for the district immediately. [For faculty and staff, notify the Director of Personnel Resources, Tom Campbell at (781) 455-0400 x208. For parents/guardians or students, contact the Director of Guidance, Tom Denton at (781) 455-0800 x2130.] If you do not wish to discuss your claim with either of these investigators, notify the Superintendent of Schools at (781) 455-0400 x203.

The Coordinator will promptly investigate any complaint of harassment. Such investigation may include identification and questioning of witnesses and other appropriate actions. Confidentiality of grievant and or respondents and witnesses will be maintained, to the extent consistent with the Needham High School's obligations relating to investigation of complaints and the due process rights of individuals affected.

If the investigator determines that harassment has occurred, he/she will take action to end the harassment, and take appropriate steps to make sure that it is not repeated. Such steps may range from counseling to discipline, which could include suspension or expulsion.

#### **D. State & Federal Agencies:**

The Needham Public Schools urges all individuals in the school community to bring any concerns or complaints of harassment to the attention of school personnel so that they can address the issue as appropriate. The federal agency responsible for enforcing laws prohibiting harassment for students is the United States Department of Education Office for Civil Rights, 33 Arch Street, Boston, MA 02110, (617) 289-0111 (TTY: (877) 521-2172). The state agencies responsible for enforcing such laws are the Massachusetts Department of Elementary and Secondary Education, 75 Pleasant Street, Malden, MA 02148-5023, (781) 338-3000 (TTY: (800) 439-0183) or the Massachusetts Commission Against Discrimination at One Ashburton Place, Boston, MA 02108, (617) 994-6000 (TTY: (617) 994-6196).

### **STUDENT RECORDS**

The Family Educational Rights and Privacy Act (FERPA) and the Massachusetts Student Records Regulations ("Regulations") together provide parents/guardians and eligible students (those who have reached the age of 14 or who have entered ninth grade) certain rights with respect to the student's education records. A general overview of those rights is provided below. Parents/guardians and students may obtain a complete copy of their rights under the Massachusetts Student Record Regulations by contacting the school's principal.

(a) The **right to access** the student's education records. Parents/guardians or eligible students should submit their request for access to the building principal. Access is generally provided within ten (10) days of a request. However, Massachusetts General Laws c.71, §34H ("Section 37H") law provides specific procedures that must be followed prior to release of records to a parent/guardian who does not have physical custody of a child. These procedures include submitting a written request and other documentation to the principal on an annual basis. Information about these procedures can be obtained from the building principal.



(b) The **right to request amendment** of the student's education records. Parents/guardians or eligible students should direct their request to the principal, clearly identifying the part of the record they wish to have amended, and why.

(c) The **right to consent to disclosures** of personally identifiable information contained in the student's education records, except to the extent that FERPA and the Massachusetts regulations authorize disclosure without consent. One exception that permits disclosure without consent is disclosure to school officials with legitimate educational interests in the records. Such school officials include professional, administrative and clerical staff who are employed by or under agreement with the Needham Public Schools and who need access to a record in order to fulfill their duties. The Needham Public Schools also discloses student records without parent/guardian/eligible student consent to officials of other elementary or secondary schools in which a student enrolls, or seeks, intends, or is instructed to enroll upon receipt of a request from such school officials.

As required by law, the Needham Public Schools routinely releases (1) the name, address and telephone listing of secondary school students to military recruiters and to institutions of higher learning upon request and (2) the name and address of students to third party mail service that has been approved by the Department of Elementary and Secondary Education upon the request of a Charter School. In the event a parent/guardian or eligible student objects to the release of any of the above information, the parent/guardian or eligible student may state that objection in writing to the Director of Student Development no later than October 1 of each school year. Absent receipt of a written objection for the parent/guardian or eligible student by that date, this information will be released without further notice or consent.

(d) The **right to file a complaint** concerning alleged failures by the District to comply with the regulations and laws governing student records. Complaints may be filed at the Massachusetts Department of Education, 75 Pleasant Street, Malden, MA 02148. In addition, complaints relative to federal statutes and regulations governing student records may be filed with the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue SW, Washington DC.

(e) **Destruction of Records:** Regulations require that certain parts of the student record, such as the temporary record, be destroyed a certain period of time after the student leaves the school system. 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 is destroyed, the parent must be notified and have an opportunity to receive a copy of any of the information.

(f) **Temporary Records** consist of all the information not kept on the transcript. This information includes the student's standardized test scores and evaluations by teachers, counselors, and other staff members. Said record shall include, but not be limited to, any incidents involving suspension or violation of criminal laws or any incident reports in which the student was charged with any suspendable act. In accordance with Department of Education regulations, a student's temporary record will be destroyed five (5) years after leaving school.

## **DISTRICT MEETINGS, PROGRAMS, & ACTIVITIES - SC POLICY BECBA**

The Needham Public Schools, recognizing that some areas in its school department buildings are inaccessible to individuals with disabilities, adopts the following policy:

All meetings, conferences, programs, and activities in school department buildings are available, without discrimination, to individuals with disabilities as defined by the Rehabilitation Act of 1973 and/or Title II of the American with Disabilities Act.

Whenever an individual with a disability(ies) wishes to attend or participate in a meeting, conference, program, or activity, which is inaccessible, that meeting, conference, program or activity will be relocated to an accessible area. A forty-eight hour notice of the need for relocation should be made by the person with a disability(ies) to the Superintendent's Office:

Needham Public Schools  
1330 Highland Avenue  
Needham, MA 02492  
(781) 455-0400 x203

The Superintendent is responsible for implementing this policy by relocating meetings, conferences, programs, or activities.

Whenever an individual with impaired vision seeks to obtain information under this procedure, the information will be communicated as follows:

A Braille copy of the posting; a tape recording of the notice; and the use of a reader, where necessary, will be provided upon request.

Whenever an individual with impaired hearing seeks to obtain information under this procedure, the information will be communicated as follows:

An interpreter will provide assistance upon request.  
Telephone: (781) 455-0435 or TTY: (781) 455-0424

This policy will be posted in prominent and, where possible, accessible places in all School Department buildings, Town Hall, and the Public Library.

## **HOMELESS CHILDREN & YOUTH**

The **McKinney-Vento Act** is designed to remove barriers to enrollment and retention in school of homeless children and youth. A homeless child is defined broadly as "any child or youth without a fixed, regular, and adequate residence." These students include those who are "doubled up" with friends or relatives (sharing the housing of others due to loss of housing, economic hardship), runaways, those awaiting placement by DCF, unaccompanied youths, as well as others.

Students who are homeless have the right to stay in the school district they attended prior to the loss of housing and the right to be transported to their school of origin from their temporary housing. In the alternative, the student may choose to attend school in the district where their temporary housing is located. In the event a homeless student does not have the documents usually required for enrollment, such as proof of residency, school records, or proof of immunizations, the district's Homeless Education Coordinator will assist students in obtaining these records and further provide for school attendance while doing so.

**Any questions about the programming available to homeless students and their families should be directed to the Homeless Education Coordinator, Christine Brumbach, Director of Student Development and Program Evaluation, (781) 455-0400 x213.**

## RESTRAINT OF STUDENTS

School staff may physically restrain students only (1) when non-physical interventions would be ineffective and the student's behavior poses a threat of imminent, serious harm to self and/or others or (2) pursuant to a student's IEP or other written plan developed in accordance with state and federal law and approved by the school and parent/guardian. Physical restraint is the use of bodily force to limit a student's freedom of movement and does not include touching or holding a student without the use of force for the purpose of directing the student.

If a physical restraint of a student (1) lasts more than five minutes or (2) results in injury to a student or staff member, the staff must notify the student's parents/guardians. If a physical restraint (1) lasts longer than 20 minutes or (2) results in serious injury to the student or staff member, the school must also report the incident to the Department of Elementary and Secondary Education.

Follow-up procedures for restraint include not only the reporting requirements set forth above, but also reviewing the incident with the student, staff and consideration of whether follow-up is appropriate for students who witnessed the incident.

Complaints and investigations regarding restraint practices are covered by School Policy JKAA. Additional information, including a copy of applicable state regulations, can be obtained from Christine Brumbach, Director of Student Development who can be reached at (781) 455-0400 x 213. A copy of the regulations may also be obtained at <http://www.doe.mass.edu/lawsregs/603cmr46.html>

## NETWORK USER RESPONSIBILITIES

Network users include all students, teachers, administrators, support staff, and community members who have access to the Internet via the World Wide Web and the Needham Public Schools' wide area network.

Students may have access to the Internet via the World Wide Web (WWW) and the Needham Public Schools' wide area network (WAN) while working on class projects in a supervised setting. This includes computers in media centers, classrooms, and computer lab facilities during scheduled class visits. If a student wants/needs to use the WWW or WAN for independent school work, the student and parent must read

the Acceptable Use Policy and complete the *Contract for Individual Access to the World Wide Web*. Students must follow all rules contained within this policy at all times when using the WAN or the WWW. Students must also follow the direction of faculty and staff members supervising any area where networked resources can be accessed.

The School Committee delegates responsibility to the Superintendent or his/her designee to develop contracts or other procedural documents.

### SECURITY AND SAFETY:

- Students will demonstrate personal responsibility by agreeing never to get together with someone they meet online without first checking with parents and teachers.
- Users will accept the responsibility for keeping all pornographic material, gambling material, inappropriate text files, material dangerous to the health and safety of students and staff, or files dangerous to the integrity of the wide area network from entering the school via the Internet.
- Users will demonstrate legal responsibility by not transmitting any material in violation of U.S., Massachusetts, or Needham Public Schools regulations. This includes, but is not limited to: copyrighted materials, threatening, harassing, or obscene material, pornographic material, or material protected by trade secret.
- If a user identifies a security problem on the Internet or the NPS wide area network, he/she is responsible to notify a system administrator. Users should not demonstrate the problem to other users. Users should not use another individual's account without written permission from that individual. Security on any computer system is a high priority, especially when the system involves many users.
- Students have the responsibility to use computer resources for academic purposes only. Playing games or using networked resources for non-academic purposes is not permitted unless supervised by school staff. Users may not conduct commercial activities for profit, advertise products, or conduct political lobbying on the network.
- Users may access home telecommunications accounts from school. However, users need to exercise all responsibilities within this policy, as the NPS network is providing a connection to home accounts.
- All users must take responsibility for keeping down costs and avoiding system disruption. No use of this network shall serve to disrupt its use by other individuals or by connecting networks. It is beneficial for all users to keep the network running efficiently.

### PROPERTY:

- Users must respect others' privacy and intellectual property. Any traffic from this network that traverses another network is also subject to that network's acceptable use policy (AUP).
- Users are responsible for citing sources and giving credit to authors during the research process. All communications and information accessible via the network should be assumed to be private property.

- Users will honor the legal rights of software producers, network providers, copyright, and license agreements.

- Users have a right to be informed about personal information that is being, or has been, collected about them, and to review this information.

### COURTESY OR E-MAIL NETIQUETTE:

Users may encounter web sites which ask for comments or a reply. They may be sending and/or receiving e-mail. Certain communications behaviors have gained acceptance on the network --some because they save misunderstanding and maintain privacy; others because they help users avoid wasting time or help conserve system resources. The *NPS Student Contract for Individual Access to the World Wide Web* reviews and encourages the use of these safe and appreciated communications behaviors.

### BEHAVIORS AND CONSEQUENCES:

Appropriate behaviors are outlined in school handbooks and guidelines developed by the Media/Technology Department. Consequences for inappropriate behavior are as follows:

- Any violation of the network responsibilities will result in a cancellation of network privileges and may result in disciplinary action. The network administrators will deem what is appropriate use and their decision is final. Also, the network administrators may deny access at any time as required. The administration, faculty, and staff of the NPS may request the network administrators to deny, revoke, or suspend specific user privileges. Any user identified as a security risk or having a history of problems with other computer systems may be denied access to the Internet.
- Tampering with computer security systems and/or applications and/or comments will be considered vandalism, destruction, and defacement of school property (see school handbooks).
- Vandalism will result in cancellation of privileges and disciplinary action. Vandalism is defined as any malicious attempt to harm or destroy data of another user, the Internet, or other networks. This includes, but is not limited to, the uploading or creation of computer viruses.
- The NPS makes no warranties of any kind, whether expressed or implied, for the services it is providing. The NPS will not be responsible for any damages suffered. This includes loss of data resulting from delays, non-deliveries, mis-deliveries, or service interruptions caused by the school's own negligence or the user's errors or omissions. Use of any information obtained via the NPS is at your own risk. The NPS specifically denies any responsibility for the accuracy or quality of information obtained through its services.

POLLARD MIDDLE SCHOOL  
200 HARRIS AVENUE  
NEEDHAM, MA 02492

## STUDENT AND FAMILY HANDBOOK 2012-2013

PRINCIPAL  
Dr. Lisa Chen

Middle School Assistant Principals:

Grade 7 – Ms. Megan Bonomolo

Grade 8 – Ms. Merle Berman

Special Education Coordinator – TBD

Math/Science Curriculum Coordinator – Ms. Tammy Ghizzoni

ELA/Social Studies Curriculum Coordinator – Ms. Kathleen Harris

### SCHOOL TELEPHONE NUMBERS

Main Number.....(781) 455-0480  
Main Office Fax.....(781) 455-0413  
Grade 7 Office..... Ext. 298  
Grade 8 Office..... Ext. 332  
Nurse..... Ext. 238  
Media Center..... Ext. 215  
Internet..... <http://pollard.needham.k12.ma.us/>

Пожалуйста, свяжитесь с офисом программы ELL по телефону 781-455-0800, если вам нужен перевод этого документа

이 서류에 대한 번역이 필요하시면 ELL 프로그램 사무실(781-455-0800)로 전화주시기 바랍니다.

Por favor telefone para o escritório do programa ELL no número 781-455-0800 se precisar deste documento traduzido.

Si usted desea que este documento sea traducido, por favor llame a la oficina del Programa de aprender el idioma inglés al número 781-455-0800.

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**ADMINISTRATION  
2011-2012**

**Pollard Middle School Phone Number: 781-455-0480**

**Main Office**

Dr. Lisa Chen, Principal, ext. 234  
Mrs. Dianne List, Lead Secretary, ext. 234  
Ms. Pam Piersiak, Bookkeeper, ext. 236  
Mrs. Dana Braun, Office Aide, ext. 299

**Eighth Grade Office**

Ms. Merle Berman, 8<sup>th</sup> Grade Administrator, ext. 229  
Mr. Mark Yetman, Guidance Counselor, ext. 295  
Mrs. Chris Arren, Grade Level Secretary, ext. 229

**Seventh Grade Office**

Ms. Megan Bonomolo, 7<sup>th</sup> Grade Administrator, ext. 298  
Ms. Nicole Rice, Guidance Counselor, ext. 235  
Ms. Deb Negosian, Grade Level Secretary, ext. 298

**Special Education**

Special Education Coordinator - TBD  
Mrs. Linda Keller, Program Assistant, High Rock School - 781-455-0455, ext.

**Middle School Curriculum Coordinators**

Math/Science	Ms. Tammy Ghizzoni, ext. 323
ELA/Social Studies	Ms. Kathleen Harris, ext. 325
METCO Coordinator	Ms. Leslie Smart, ext. 239

**K-12 Directors**

Guidance	Mr. Tom Denton	781-455-0800, x2130
Fine & Performing Arts	Dr. David Neves	781-455-0800, x2440
Health Services	Ms. Mimi Stamer	781-455-0800, x2124
Media & Technology	Ms. Deb Gammerman	781-455-0471, x210
METCO Program	Dr. Joanne Allen-Willoughby	781-455-0800, x2554
SPED Director	Ms. Mary Lammi	781-455-0400, x233
Wellness	Dr. Kathy Pinkham	781-455-0800, x2542
World Languages	Ms. Debbie Watters	781-455-0800, x2755

*It is the policy of Needham Public Schools not to discriminate on the basis of race, gender, religion, national origin, color, homelessness, sexual orientation, age or disability in its education programs, services, activities or employment practices.*



**POLLARD MIDDLE SCHOOL**  
**Needham, MA 02492**

August 2012

Dear Students & Parents/Guardians:

Welcome back and for some of you welcome to Pollard Middle School! On behalf of the staff and community, we are excited to have you here.

Within the following pages of our *Pollard Student Handbook*, you will find pertinent school information, such as daily procedures, programs, and policies. Most importantly, you will learn about our community's expectations and what it is at Pollard that we strive to develop in our students.

A student's middle school years are a very exciting time, as they begin to explore, discover, and identify their strengths, passions, and interests. Pollard provides a wide-variety of programs for student involvement both during and after the regular school day. We most certainly encourage our students to take advantage of these opportunities over the course of the upcoming year.

This student handbook has been developed through a collaborative effort between staff, students, and the Pollard School Council. It reflects our belief that at Pollard learning requires a partnership between the school, home, and community. This handbook is reviewed each year and revised as needed to support our vision and goals as a school community. Suggestions for improvement are always welcomed.

I wish you the very best for a rewarding and successful school year. Please let me know how I can assist you and our students in this process. I am looking forward to our work together as we prepare our students for their college years and beyond. Thank you.

With warm regards,

*Dr. Lisa C. Chen*

Dr. Lisa C. Chen  
Principal

**NEEDHAM PUBLIC SCHOOLS  
PUPILS' CALENDAR**

**2012-2013**

September (16 days)				
M	T	W	Th	F
			30	31
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

February (15 days)				
M	T	W	Th	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	

October (22 days)				
M	T	W	Th	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

March (21 days)				
M	T	W	Th	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

November (18 days)				
M	T	W	Th	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30





April (17 days)				
M	T	W	Th	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

December (15 days)				
M	T	W	Th	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

May (22 days)				
M	T	W	Th	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

January (21 days)				
M	T	W	Th	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

June (14 days)				
M	T	W	Th	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

	Holiday/Recess
	Prof Day-No School
	Early Release
	Delayed Opening- 2 hrs

**SEPTEMBER**

9/3	Labor Day
9/4	General Staff Meeting-Prof. Day
9/5	All Schools Open
9/6	First Day of Kindergarten
9/6	Preschool Orientation
9/7	First Day of Preschool & KASE
9/17	Rosh Hashanah
9/26	Yom Kippur

**OCTOBER**

10/2	Early Release
10/8	Columbus Day
10/24	Early Release

**NOVEMBER**

11/6	No School Professional Development Day
11/12	Veterans' Day- Celebrated Monday
11/21	Early Release-Thanksgiving
11/22-23	Thanksgiving Recess

**DECEMBER**

12/13	Delayed Opening
12/21	Schools close at end of day for winter recess
12/24-1/1	Winter Recess

**JANUARY**

1/2	Classes Resume
1/9	Early Release
1/21	Martin Luther King Jr. Day
1/31	Delayed Opening

**FEBRUARY**

2/12	Early Release
2/18	Presidents' Day
2/19-22	February Recess
2/25	Classes Resume

**MARCH**

3/7	Early Release
3/27	Early Release
3/29	Good Friday

**APRIL**

4/9	Delayed Opening
4/15	Patriots' Day
4/16-19	April Recess
4/22	Classes Resume

**MAY**

5/14	Early Release
5/27	Memorial Day

**JUNE**

6/5	Early Release
6/10	Graduation
6/20	Last day - no snow days
6/27	Last Day includes 5 snow/emergency days

Approved by School Committee June 7, 2011

# **POLLARD MIDDLE SCHOOL CALENDAR -2012-2013**

September (16 days)						
S	M	T	W	T	F	S
				30	31	1
2	3		5/A	6/B	7/A	8
9	10/B	11/A	12/B	13/A	14/B	15
16	17	18/A	19/B	20/A	21/B	22
23	24/A	25/B	26	27/A	28/B	29

October (22 days)						
S	M	T	W	T	F	S
30	1/A	2/B	3/A	4/B	5/A	6
7	8	9/B	10/A	11/B	12/A	13
14	15/B	16/A	17/B	18/A	19/B	20
21	22/A	23/B	24/A	25/B	26/A	27
28	29/B	30/A	31/B			

November (18 days)						
S	M	T	W	T	F	S
				1/A	2/B	3
4	5/A	6	7/B	8/A	9/B	10
11	12	13/A	14/B	15/A	16/B	17
18	19/A	20/B	21/A	22	23	24
25	26/B	27/A	28/B	29/A	30/B	1

December (15 days)						
S	M	T	W	T	F	S
2	3/A	4/B	5/A	6/B	7/A	8
9	10/B	11/A	12/B	13/A	14/B	15
16	17/A	18/B	19/A	20/B	21/A	22
23	24	25	26	27	28	29
30	31					

January (21 days)						
S	M	T	W	T	F	S
		1	2/B	3/A	4/B	5
6	7/A	8/B	9/A	10/B	11/A	12
13	14/B	15/A	16/B	17/A	18/B	19
20	21	22/A	23/B	24/A	25/B	26
27	28/A	29/B	30/A	31/B		

	Holiday/Recess
	Professional Day
	Delayed Opening, 2 hours

September	
3	Labor Day
4	Gen. Staff Mtg./Professional Day
5	All Schools Open
17	Rosh Hashanah
26	Yom Kippur
27	Grade 7 Back to School Night

October	
2	Early Release Day
3	Grade 8 Back to School Night
8	Columbus Day - School Closed
19	Midterm for Trimester 1
24	Early Release Day

November	
6	No School - Professional Day
12	Veterans' Day, School Closed
21	Early Release for Thanksgiving Recess
22-26	Thanksgiving Recess

December	
7	Trimester I Ends
10	Trimester II Begins
13	2-Hour Delayed Opening - Prof. Dev.
21	School Closes at end of day
24-1/1	Winter Recess, School Closed

January	
1	Winter Recess, School Closed
2	Classes Resume
9	Early Release Day
21	MLK Day - School Closed
31	2-hour Delayed Opening

	Early Release
	*6/19 Last Day of School - No snow days
	6/26 Last Day include 5 snow/emergency days
	4/9/12




February (15 days)						
S	M	T	W	T	F	S
					1/A	2
3	4/B	5/A	6/B	7/A	9/B	9
10	11/A	12/B	13/A	14/B	15/A	16
17	18	19	20	21	22	23
24	25/B	26/A	27/B	28/A		

March (21 days)						
S	M	T	W	T	F	S
					1/B	2
3	4/A	5/B	6/A	7/B	8/A	9
10	11/B	12/A	13/B	14/A	15/B	16
17	18/A	19/B	20/A	21/B	22/A	23
24	25/B	26/A	27/B	28/A	29/B	30

April (17 days)						
S	M	T	W	T	F	S
31	1/A	2/B	3/A	4/B	5/A	6
7	8/B	9/A	10/B	11/A	12/B	13
14	15	16	17	18	19	20
21	22/A	23/B	24/A	25/B	26/A	27
28	29/B	30/A				

May (22 days)						
S	M	T	W	T	F	S
			1/B	2/A	3/B	4
5	6/A	7/B	8/A	9/B	10/A	11
12	13/B	14/A	15/B	16/A	17/B	18
19	20/A	21/B	22/A	23/B	24/A	25
26	27	28/B	29/A	30/B	31/A	

June (14 days)						
S	M	T	W	T	F	S
						1
2	3/B	4/A	5/B	6/A	7/B	8
9	10/A	11/B	12/A	13/B	14/A	15
16	17/B	18/A	19/B	20/A	21	22
23	24	25	26	27	28	29

 Holiday/Recess  
 Professional Day  
 Delayed Opening, 2 hours

April 17, 2012



February	
1	Trimester II Midterm
12	Early Release Day
18	Presidents' Day, School Closed
19-22	February Recess, School Closed
25	Classes resume

March	
7	Early Release Day
22	Trimester II Ends
25	Trimester III Begins
19	Gr. 7 ELA Long Comp.
18	4/5 MCAS Testing Dates
27	2-HR DELAYED OPENING
29	Good Friday

April	
9	Early Release Day
15	Patriots' Day, School Closed
16-19	April Recess, School Closed
22	Classes Resume

May	
10	Midterm Trimester III
14	Early Release Day
6-21	MCAS Testing Dates
27	Memorial Day, School Closed

June	
5	Early Release Day
*20	180th Instructional
27	Last Day includes 5 snow/emergency days

 Early Release  
 \*20 Last Day of School

**POLLARD MIDDLE SCHOOL  
2012 - 2013 BELL SCHEDULE**

**GRADE 7**

**GRADE 8**

<b>Doors Open</b>	<b>7:35 am</b>		<b>7:35 am</b>	
<b>Advisory</b>	7:50 – 8:05		7:50 – 8:05	
<b>Period 1</b>	8:08 – 9:01		8:08 – 9:01	
<b>Period 2</b>	9:04 – 9:57		9:04 – 9:57	
<b>Period 3</b>	10:01 – 10:54		10:00 – 10:53  <b>Lunch 10:53 – 11:21</b>	10:00 – 10:23  <b>Lunch 10:23 – 10:51</b>  10:53 – 11:23
<b>Period 4</b>	10:57 – 11:50		11:24 – 12:17	11:25 – 12:18
<b>Period 5</b>	11:53 – 12:46 <b>Lunch 12:46 – 1:14</b>	<b>Lunch 11:50 -12:18</b>  12:21 – 1:14	12:21 – 1:14	
<b>Period 6</b>	1:17 – 2:10			
<b>Student Dismissal</b>	2:10 pm		2:10 pm	
<b>*After School Help</b>	2:10 – 2:40		2:10 – 2:40	
<b>After School Activities</b>	2:40 - Varies		2:40 - Varies	

\* After School Help is offered on Tuesdays, Wednesdays, and Thursdays.

## THE POLLARD MIDDLE SCHOOL STATEMENT OF PURPOSE

We dedicate ourselves to cultivating academic excellence,  
civic responsibility, and the personal growth of  
each member of our community.

### ***We Know:***

Students enter Pollard Middle School at a critical phase of their development. They experience rapid physiological and emotional changes, an emerging sense of self, and an increased need for self-assertion. Cognitively, middle school students move from concrete toward abstract thinking. Middle school students strive for self-acceptance and a sense of belonging, which shapes their behavior and perceptions. Healthy connections with adults and peers are crucial. Adult recognition reinforces students' sense of worth and their ability to balance extreme and competing developmental needs.

### ***We Believe:***

- All students can learn, and it happens at varying rates through multiple learning styles.
- Active learning requires taking risks, and mistakes are valuable for learning.
- Learning through a broad-based curriculum and exposure to different perspectives are integral to educating the whole child.
- Learners should feel safe, cared for, and valued.
- Learning requires a partnership between school, home, and the community.

### ***We Work To Provide:***

- A student-centered curriculum that is experiential, interdisciplinary, and exploratory.
- A staff that plays multiple roles in fostering student growth as they impart knowledge, serve as role models, and respond to each individual's needs.
- A middle school environment that stresses civic and global awareness and each student's role as a member of a family, a community, and society at large.

### ***We Strive To Develop:***

- Creative and critical thinkers.
- Confident and open-minded risk takers.
- Responsible and thoughtful decision-makers.
- Articulate and reflective communicators.
- Collaborative and socially conscious contributors to the community.

## SCHOOL/HOME COMMUNICATION

The communication between the school and home is vital in supporting the overall mission of the Pollard school community. Electronic communication is the primary vehicle in which the main office or the individual grade level offices communicate with parents/guardians.

There are a number of sources that are used for the purposes of communicating between the school and home:

### POWERSCHOOL

PowerSchool is an electronic information system which tracks student data, attendance and grades. It is our primary student information system and serves to enhance the communication between home and school. The system is online and provides safe and secure access using password protection. Specific information pertaining to password access can be obtained from the grade level office.

Please note the following:

- i. **Grades in Powerschool will be updated on the fifteenth and thirtieth of the month.**
- ii. Projects, major tests, or assignments that come due on or near these dates may not appear as part of the update.
- iii. Teachers enter homework at different times, and all homework may not be recorded.

### DAILY ANNOUNCEMENTS

Each day student related announcements are shared as part of morning announcements with students. A listing of these announcements are posted daily on the school's website under "*Daily Bulletin*."

### POLLARD LISTSERV

Pollard will have two separate listservs for each grade established for the parent/guardians in the school. Separate correspondence from the Pollard principal and/or grade level offices will be sent to all parents electronically using the Pollard listserv. These will be sent out on an as needs basis.

Parents/guardians are responsible for signing up to become a member of the appropriate email lists. For each grade level that your child is in, please sign up for a listserv account. The addresses where parents/guardians can sign-up to be a member of each listserv are as follows:

#### Grade Seven

<http://lists.needham.mec.edu/mailman/listinfo/polgrade7>

#### Grade Eight

<http://lists.needham.mec.edu/mailman/listinfo/polgrade8>

*Note:*

*These listservs are operated, maintained, and the property of the Needham Public Schools. In addition, it is the parent/guardian responsibility to manage the accuracy of the email addresses on record. The school holds no responsibility to update or change the email contact information contained within these lists.*

### SCHOOL CALENDAR

Every attempt is made to include all relevant events and activities on the school's online calendar. This calendar will include events specific to each grade level (i.e., field trips) as well as school-wide events such as music concerts. You can locate our calendar through the Needham Public School's website at <http://pollard.needham.k12.ma.us> or through the link included on the Pollard Middle School website.

### POLLARD SCHOOL WEBSITE

The Pollard Middle School maintains a comprehensive school website, which includes a range of information about each grade level, department, and program of studies. Current news and events will also be included on the site. Please visit us at <http://pollard.needham.k12.ma.us/main/>

# SCHOLASTIC INFORMATION

## GRADING AND REPORTING OF STUDENT PROGRESS

Achievement grades are officially reported using standard letter grades at the end of each trimester with a total of three report cards for the school year.

The grading system currently in use is as follows:

A, A-,  
B+, B, B-,  
C+, C, C-,  
D+, D, D-,  
F.

Report cards are generally distributed the week after the end of each trimester. Pollard uses the *PowerSchool* informational system, the school no longer produces hard copies of student interim reports or report cards at the end of the first or second trimester. The school will, however, issue a hard copy of a child's official report card at the end of the third trimester as well as at anytime at the request of the parent/guardian. At the interim point of each trimester, as well as at the end of the first and second trimester, information will be forwarded to parents/guardians outlining the fact that it is the respective interim reporting period of the trimester and that they are encouraged to log on and to review the academic standing of their child. A letter home seeking the parent/guardian signature will outline this information.

Beyond the data distributed through the official report card, teachers communicate with parents whenever they deem it appropriate to share information, note concerns, or commend students for outstanding performance and/or marked improvement. These communications may take a variety of forms including a conference, telephone call, letter, memo, or teacher-designed information form.

## HOMEWORK

Effective homework enhances classroom learning and achievement at the middle school level. The amount of homework and the nature of assignments vary from day to day and subject to subject. The amount of time an individual student takes to complete homework will likewise vary. In general, however, middle school students should expect to complete one to two hours of homework a night.

In cases where the average amount of homework per day falls outside of the above guidelines, or there are questions about homework assignments, parents/guardians should feel free to contact the appropriate teacher(s), guidance counselor, or the grade level assistant principal. It is important to note that students are expected to plan their time accordingly around long-range assignments (i.e., projects) which may be worked on over a number of days or weeks and which require careful time management.

Information regarding homework for most teachers is available online on our school's website.

The student role in homework completion includes the following:

- Write assignments in the provided assignment notebook each day in class.
- Plan and prioritize time for short term and long-term assignments.
- Develop a routine for homework with a time and place suitable for study.
- Ask clarifying questions about homework prior to leaving school.
- Come prepared with homework and materials needed for all classes.
- Establish and use a study buddy for absences and make up work in a timely fashion when absent.
- Communicate with your teacher or parents when you need special consideration or extra help.

The parent's role in homework completion includes the following:

- Establish your child clear expectations for your child about homework.
- Ensure there is a regular time, place, and materials for homework.



- Monitor as needed homework completion as needed.
- Communicate regularly with your child about homework.
- Communicate with your child's teachers any questions or concerns about homework with child's teachers.

## HONOR ROLL

High achieving students are recognized each trimester by being named to the Honor Roll. Two categories, High Honors and Honors, help to distinguish levels of success. The criteria:

Honors	A grade of "B" or higher in all subjects, and an effort grade of 1 or 2.
High Honors	An "A-" or higher in all subjects, and an effort grade of 1 or 2.

**Please note that with the importance our school places on student attendance. Five (5) tardies during a trimester will make a student ineligible for Honor Roll.**

## EFFORT GRADE (RUBRIC)

### 1 = Excellent

- Consistently is prepared for class with all homework and materials.
- Participates actively in class activities.
- Behavior is consistently appropriate and enhances the learning environment.
- Consistently perseveres when challenged with new or difficult tasks.

### 2 = Good

- Usually is prepared for class with all homework and materials
- Usually participates actively in class activities.
- Behavior is usually appropriate and enhances the learning environment.
- Usually perseveres when challenged with new or difficult tasks.

### 3 = Fair

- Is inconsistent in preparation for class with all homework and materials.
- At times, participates actively in class activities.
- At times, behavior is inappropriate and does not enhance the learning environment.
- At times, perseveres when challenged with new or difficult tasks.

### 4 = Unacceptable

- Is rarely prepared for class with all homework and materials.
- Rarely participates actively in class activities.
- Behavior is rarely appropriate and does not enhance the learning environment.
- Rarely perseveres when challenged with new or difficult tasks.

## HONOR CODE

Honesty with others and oneself is one of the most precious qualities that a person can possess. It is the goal of Pollard Middle School to aid in the development of this trait in all of its students. Dishonest acts such as lying, cheating, or stealing are never acceptable. Such acts will result in parent notification and appropriately assigned penalties. Students are expected to prepare themselves honestly for tests, homework, research papers, etc. No credit will be given for work obtained through cheating. A student aiding another in cheating will be treated in a similar manner.

## PROMOTION TO GRADE 7 AND 8

Students in Grade 6 must receive a final passing grade in three major subjects, including English Language Arts in order to be promoted to Grade 7. Students in Grade 7 must pass three major subjects, including English Language Arts in order to be promoted to Grade 8. Students who do not meet the above requirements must repeat the necessary course(s) in an accredited summer school program with documentation of a passing grade in order to be promoted to the next grade level. It is important to note that your child's attendance in a summer school program is subject to approval by the principal.

## **PROMOTION TO GRADE 9**

A student in Grade 8 must pass three major subjects, including English Language Arts, to be promoted to Grade 9. Students who do not meet these requirements must repeat the necessary course(s) in an accredited summer school program in order to be promoted to Grade 9.

It is important to note that if your child fails math and/or English Language Arts, he/she will need to attend a summer school program in these subjects. Should your child fail social studies or science, he/she will need to enroll with a tutor over the summer to work on fulfillment of the requirements in these subjects for promotion to Grade 9. Attendance in summer school is subject to the approval of the principal.

Documentation of passing grades in summer school must be presented to the principal **before** a student's records will be sent to the high school. Exceptions to this rule may be made only on the basis of a Child Study Team recommendation and the written approval of the middle school and high school principals.

## **PRIVATE SCHOOL RECOMMENDATION PROCEDURES**

We realize that some families will choose to apply to private schools as an alternative educational option. Part of the application process often includes a request that transcripts and recommendations be completed and sent by appropriate Pollard staff. In order to accommodate all requests in a timely manner we have outlined the following procedures to assist in this process:

- i. All recommendation forms and transcript requests must be submitted to the grade level office a **minimum of one month** prior to the application deadline.
- ii. Whenever possible, please submit requests as early as possible so that proper attention may be given to your child's recommendation. Any requests received less than one month before the deadline cannot be guaranteed to reach the school before the specified due date.
- iii. All recommendation forms must be accompanied with a stamped, addressed envelope for each school to which records and recommendations are to be mailed.
- iv. All recommendations will be mailed directly to the school and not given to parents or students.

## **PARENT/TEACHER APPOINTMENTS**

Parents/guardians are encouraged to make appointments with individual teachers to discuss the academic progress of their child. When there are more wide-spread concerns (i.e., beyond the progress in one subject area) regarding the academic progress of a student, a cluster meeting may be arranged by calling the grade level office.

## **STUDENT SUPPORT TEAM**

All of our schools have Student Support Teams (SST). These are faculty groups who come together on a regular basis to support their colleagues in the enormous responsibility of meeting the diverse needs of their students. This forum provides an opportunity to share expertise and make decisions about how best to meet the needs of individual learners. Specific topics of discussion and collaborative problem solving may focus on:

- How instructional strategies may be varied
- Accommodations that may help a student better learn
- Behavioral interventions that may be adapted to improve behavior
- What other regular education supports may be needed to enhance learning

## **TEXTBOOKS**

Students are responsible for all books issued to them. A book not returned on the date due becomes a financial obligation for the student to whom it was issued. Students who have textbooks stolen from their desk or locker should immediately report the loss to their subject teacher. Subject teachers will issue temporary books until such time as the originals have been found. Students should check the *Lost and Found* and make an exhaustive search before new books are issued. All thefts should be reported directly to the grade level office.

# **ATTENDANCE PROCEDURES AND REGULATIONS**

## **SCHOOL ATTENDANCE OVERVIEW**

Massachusetts General Laws are very explicit about the need for students to attend school and about the obligation of schools to account for the attendance of all children. Students who fail to attend school without parent or school permission are considered truant, and school districts are required to notify the attendance officer and court system whenever truancy is a problem. Students who miss more than seven days of school, or fourteen partial days in a six-month period, without documentation of a medical illness may be asked to provide medical documentation for any future absences. Undocumented absences must be reported. A pupil who is not present during at least half of a “school session” (i.e., a 6.5-hour day) shall be marked and counted as absent. Any student entering school after 11:00 a.m. will be considered absent.

## **ABSENCES**

Each day a student is absent from school the parent or guardian must telephone the child’s grade level office between 7:35 a.m. and 8:30 a.m. to inform the school of the absence:

Grade 7: 781-455-0493

Grade 8: 781-455-0489

This early morning phone call helps our office staff promptly verify the absence of a student and is essential in enabling the school to identify those students who are absent without parental knowledge or consent. If successful contact has not been made with the home, a note signed by the parent or guardian indicating the reason for the absence must be presented to the grade level secretary on the day the student returns.

If a student is absent five (5) days without medical documentation, and after consultation with the school nurse, a letter will be sent to the parents or guardian informing them that daily attendance is a concern and reiterate the attendance policy. After seven (7) days a notice will be sent to parents informing them that the Attendance Officer of the Needham Police Department has been notified of the excessive absences. A student who is absent 20 days during the school year without medical documentation may be retained and repeat that school year.

Extensive absences due to illness will require documentation from a physician. Schoolwork missed because of excused tardiness, dismissal, or absence must be made up upon return. Students are expected to contact classmates for missed homework assignments. Requests for grade level offices to gather homework assignments can only be honored on or after the third day of absence. It is the student’s responsibility to ask each teacher for make-up assignments.

A student absent from school may only participate in school-sponsored activities (athletics, dances, concerts, etc.) that same day with the principal’s permission. A student who anticipates an absence should bring a note from home stating the reason for the absence and the date(s) of the absence. The note should be given to the grade level administrator, and the student should make arrangements with each teacher for make-up work upon returning to school.

## **DISMISSALS**

It is the general policy of the Needham Public Schools that students will not be dismissed from school before the end of the school day. Exceptions to this policy may be granted by the grade level administrator upon the presentation of a written request for dismissal from the child’s parent or guardian.

Students who are required be dismissed early from school must report to the grade level office between 7:35 a.m. and 7:50 a.m. to obtain a dismissal slip by producing a note from the parent or guardian requesting the dismissal. The student is then asked to show this note to his/her teacher (s) and report to the main office for pick-up before leaving the school building.

When students feel ill and wish to return home, they must first report to the nurse in the health office. The nurse will contact the parent to decide upon whether or not a student should be dismissed and if the parent/guardian can come to pick-up the child.

## **LATE TO SCHOOL**

School officially begins at 7:50 a.m. Students who are not in their assigned student advisory group at 7:50 a.m. are considered tardy. Students who are tardy must report to the grade level office for an admit slip. Students who exceed three (3) unexcused tardies to school will serve an office detention each time he/she is late. Five (5) tardies during a trimester will make a student ineligible for Honor Roll.

## **LATENESS TO CLASS**

A student who is late to class must present a corridor pass from the staff member who detained the student. If the student is late for class and does not have a pass from a staff member, the student is admitted to class and must report to the classroom teacher at 2:10 p.m. or make appropriate arrangements with the teacher for resolving the problem of lateness. Frequent lateness is reported to the grade level administrator.

## **VACATIONS & ABSENCE DUE TO NON-MEDICAL REASONS**

It is important for children to receive continuous instruction on a daily basis while school is in session and each day of instruction missed sets a child back and creates added pressure on the child and on the school. As a result, vacations are always considered unauthorized absences from school.

The school calendar is published far in advance of the school year to help parents plan family trips so that they can coincide with school vacations. Parents are urged to comply with the school calendar. Since assignments are based upon material which has been previously taught, work must be made up after a child returns as assignments cannot be sent home in advance.

# **DAILY PROCEDURES & EXPECTATIONS**

## **BEGINNING OF THE SCHOOL DAY**

The school building opens at 7:35 a.m. Students who arrive before 7:35 a.m. are asked to wait on the patio at the front of the school. Students who walk to school are encouraged to time their departure from home so as to arrive at school by 7:35 a.m. Bus schedules have been developed to ensure an arrival time between 7:35 a.m. and 7:45 a.m.

Our front doors open at 7:35 a.m. with the sound of a bell. Students have fifteen minutes to enter the building, visit their locker, and make their way to their advisory period for 7:50 a.m. Students who need or wish to see a teacher before 7:35 a.m. are asked to make an appointment in advance and present a pass to the main office. Advisory begins promptly at 7:50 a.m.

## **END OF THE DAY**

***Outside Of The Building:*** At 2:10 p.m. school is officially dismissed. At this time, it is expected that all students who are not staying after school for extra help or involved with an after-school activity will leave the school in order to facilitate the opportunity for teachers to work with students who are staying after 2:10 p.m. Those students who take the school bus home will board buses with a departure time of approximately 2:15 p.m.

Please note that the school only supervises the immediate dismissal time period. **There is no staff supervision outside of the building following 2:20 p.m.**

***Inside Of The Building:*** Students are encouraged to participate in extra curricular activities at Pollard. Teachers provide extra assistance for students from 2:10 p.m. until 2:40 p.m. Tuesday, Wednesday, and Thursday. Students who remain in the school after 2:10 p.m. are expected to be supervised by an adult.

***Please Note:*** There is no formal supervision of students in the hallways after school has dismissed. Staff who do stay are working with students who remain for extra help or who are offering an after-school activity. Any student not with a faculty member will be asked to leave the school building.

## **DELIVERIES TO CLASSROOMS & COMMUNICATION WITH STUDENTS**

It is understandable that from time to time students forget things that they may need in school for the day (i.e., lunch or lunch money, homework, etc.). Parents who deliver items to school on behalf of their child are asked to

drop off items at the grade level office. Students who anticipate a delivery will be expected to visit the grade level office to pick up the items.

On occasion, we also realize that parents will deliver items or messages for their child that he/she is not expecting. In such circumstances grade level secretaries will make every reasonable effort to notify the student of his/her need to report to the office to pick up an item or to retrieve a message. However, as classroom interruptions are strongly discouraged, the ability to fulfill such requests depends on the time of day and the volume of such requests on any given day.

## **STUDENT ADVISORY PROGRAM**

***Note:** The following information was developed in July 2009 in an effort to provide the overall context of the middle school program at Pollard. The roles, responsibilities, and activities are always being reviewed and may change at some point throughout any given school year.*

### ***Purpose Of The Advisory Program***

The overall purpose of the Student Advisory Program at the middle school level in Needham is to create a home base where students feel safe, supported, and understood by their advisors and each other. Each advisee will have an advisor who will support and monitor his/her overall experience and progress in school.

### ***Overview Of The Advisory Program***

In the middle school advisory program, 12 to 15 advisees meet with their advisors on a regular basis. The advisor is responsible for in-school and school-to-home communication including taking attendance, distributing report cards, and numerous other routine matters of school business. Advisors should be aware of patterns across disciplines and communicate with other advisors as needed. Advisors are not expected to be the primary disciplinarians, or the contact for classroom specific and guidance related concerns. Individual teachers remain the primary academic contact for their discipline. Advisors use and consult administrators and advisory coordinators and other advisors to support their work in the advisory program.

### ***Advisor Roles And Responsibilities***

#### ***Culture***

Each advisor will strive to promote a positive culture in their advisory group and throughout the school by:

- Ensuring group norms are developed with the groups, posted in the room, and actively applied.
- Inform students of school-wide and grade level events and encourage participation in all aspects of school life.
- Make introductory contact with parents by October 30<sup>th</sup>.

#### ***Participation In The Learning Process***

Each advisor will support the successful participation of advisees in the learning process by:

- Conferencing with individual advisees at each mid and end of term marking period.
- Place advisee generated academic goals and reflection sheets in advisory folder.
- Conduct one parent 'conference' at the mid-year around February.
- Monitor advisee's academic progress across all disciplines.

#### ***Personal Competency Development***

Each advisor will develop personal competencies in their advisees by:

- Utilizing both structured activities and informal practices
- Have advisees journal once a week on themes self-awareness, self-assessment, and interpersonal skill development.
- Implement at least one structured activity (consult binder for thematic ideas) during the week that is advisor led. Activities should flow over more than one day.

## **LOCKERS**

All students will be assigned a locker at the beginning of the school year. Unless otherwise decided by the school/administration, students will keep this same assigned locker until the end of the school year. It is expected that all students will use a combination lock to secure their personal belongings. The combination of

this lock will be recorded by the advisory teacher. A copy of this information will be kept in the grade level office.

**Note: Lockers assigned to students remain the property of the school and are therefore subject to inspection by the administration at any time.**

### **LOST AND FOUND/PERSONAL ITEMS OF VALUE**

The *Lost and Found* is located outside the physical education office. Articles, such as eyeglasses, cell phones, and MP3's found should be turned into the main office. Articles of clothing will be placed in the bin outside of the physical education office. Students are urged to use name tags on all clothing and to write their names on all book covers.

Valuable items or large sums of money should not be brought to school. If it is necessary for these items to be at school, then they should be left at the grade level office for safekeeping during the day. The school simply cannot take responsibility for lost or stolen items when these procedures are not followed.

### **STUDENT HANDBOOK AND AGENDA**

Each year the Pollard Middle School will print a student agenda and handbook. Enough copies will be printed for each child in the seventh and eighth grade and sold to students during the first week of school for a small fee which covers the reproduction costs. It is expected that students will purchase a handbook/agenda and keep it with them at all times in order to help plan and manage their assignments. The student agenda and handbook are available without charge, by making a request to the principal. If a child loses their copy, then it is the expectation that a replacement copy will be purchased.

As the exact costs of printing vary from year to year the price per copy will be shared with all families in August as part of the back-to-school information sent home.

Note: The complete Pollard Middle School Student and Family Handbook is only available online on the Pollard Middle School website. An abridged version, referred to as the "Agenda Version," is included in each student agenda.

### **TRANSPORTATION OF STUDENTS**

Around the same time each day approximately over 800 students and well over 100 faculty and staff make their way to the Pollard campus. In order to maintain student and staff safety and to streamline this process with such a large volume of traffic, the following have been established:

#### **AUTOMOBILE:**

- If you must transport your child by car, please try to car pool to minimize the number of cars in the area.
- Please do not drop students off along Harris Avenue except between Fair Oaks and Bradford, or well beyond the school near Coulton and Prince.
- The circular driveway in front of the school and the Harris Avenue Parking Lot are off-limits until 8:15 a.m. and between 1:30 p.m. and 3:00 p.m.
- Please do not use the staff parking lot along Harris Avenue or the one located in the rear of the school off of Glenwood Road for student pick-ups or drop-offs.
- The Glenwood Road parking lot is for medical drop-offs only.

#### **BUS:**

- Students who are eligible for bus transportation and pay the appropriate fee will be issued both a bus pass for the year and a set of rules and regulations established by the transportation department.
- Students who violate these rules are subject to disciplinary actions including loss of transportation privileges.

## **VISITORS**

With such a large campus and the constant imperative to ensure the safety and security of both students and staff, it is important that all visitors report to the main office to sign in while school is in session. Visitors will be issued a visitor badge that they are asked to wear during their visit. Prior arrangements should always be made before planning to meet with a teacher or an administrator. Unfortunately, due to liability reasons, students not enrolled at Pollard Middle School are not allowed to visit the school or classes during the school day.

## **HEALTH & SAFETY**

### **Health Information Requirements**

The Needham Public Schools, in accordance with the regulations of the Massachusetts Department of Public Health, requires the following health information before a student enters school.

### **Health History**

The Health History Form providing important health and developmental history about your child must be completed by the parent/guardian and submitted to the school nurse prior to school entry of all students.

### **Required Immunizations**

Immunizations are a vital communicable disease control mechanism, and evaluation of current immunization status is recognized as an important checkpoint in determining the student's affiliation with a primary health care provider. Massachusetts Department of Public Health Regulation 105 CMR 220 requires students to be immunized before admission to school. An immunization certificate/record that includes the month, day and year the immunizations were administered needs to be submitted to and reviewed by the school nurse before the student begins school. State regulations also require each child to meet grade entry immunization requirements.

### **Exemption**

Only documentation of medical and religious exemptions from immunization requirements is acceptable by the law in Massachusetts. If there are medical reasons why your child has not been immunized, a certificate must be obtained from your physician and forwarded to the school nurse. For religious exemption, please write a note to the school nurse.

### **Physical Examination**

The Massachusetts Department of Public Health Regulation 105 CMR 200 requires a physical examination for all new students within 12 months prior to the entrance to school or within 30 days after school entry, and at intervals of three or four years after school entrance. Per these regulations documentation of a current physical examination is required for students entering into preschool, kindergarten, grades 4, 7, and 10. If a student is participating in competitive athletics, an annual physical exam is required. A student transferring from another school system shall be examined as an entering student. Health records transferred from the student's previous school may be used to determine compliance with this requirement.

### **Tuberculosis (TB) Testing** Documentation of either:

Screening for student's low risk of tuberculosis exposure.

Testing for tuberculosis of students at high risk of exposure to tuberculosis.

**The Confidential Nurse Emergency Card** must be completed **annually** by the parent/guardian and returned to the school nurse with updated information and authorization including: emergency contact information, student medical history, consent for student to receive emergency medical treatment, communication of pertinent medical information, and administration of select over the counter medication by the school nurse, per the NPS Medical Protocols.

## **Medication Policy**

The Needham Public Schools Medication Policy complies with state and federal laws and Massachusetts Department of Public Health Regulation 105 CMR 210. The following statements highlight the main points of the policy.

- The Health Services policy encourages that medication be administered before and after school hours, if possible.
- All medications, prescriptions or over-the-counter medication, require an order from a health care provider who is a licensed prescriber of medication, completed parental permission form, and parent-signed administration plan. **Medication will not be administered until all three documents are complete and received by the School Nurse.** These required forms are available in the health office or may be downloaded from the Needham Public Schools Department of Health Services website.
- After consultation with the school nurse and the development of a medication administration plan, students who fall into the following exceptions may self-administer medication:
  - Students with asthma or other respiratory diseases may possess and administer prescription inhalers.
  - Students with life-threatening allergies may possess and administer epinephrine via an auto-injector.
  - Students with cystic fibrosis may possess and administer prescription enzyme supplements.
  - Students with diabetes may possess and administer a glucose monitoring test and insulin delivery system.
- Medications must be delivered to the School Nurse in a correctly labeled pharmacy or manufacturer's medication container by the parent, guardian or responsible adult. (Medications are not accepted in containers such as plastic bags.) **Students are not permitted to bring medication to school.**
- All medication orders expire at the end of each school year. New medication orders are required at the start of the school year.
- All medications must be picked up by a parent/guardian before the close of the school year. Any medications that are not picked up by the close of school will be destroyed.

## **Children with Special Health Care Needs**

If your child has asthma, allergies, diabetes, seizures, attention deficit disorder, or any other medical or mental health condition requiring special health services in the school and/or is assisted with medical technology, it is vital that the parent meet with the school nurse and develop an Individual Health Care Plan (IHCP) prior to school entry.

## **Concussions**

Concussion or Traumatic Head Injury can occur whenever there is a blow or jolt to the head that causes complicated chemical changes in the brain that take several days to resolve. Many concussions occur during organized (especially contact) sports, but are also common as a result of skiing, snowboarding, skateboarding, gymnastics or ballet falls, etc. Many concussions can go undetected initially because there has been NO loss of consciousness and the person is able to resume activity following the initial blow to the head or whiplash. Concussions may be life-altering or life-threatening if not treated correctly or aggressively. The Needham Public Schools (NPS) seeks to prevent concussions and provide a safe return to activity for all students after injury, particularly after a head injury. Although every concussed student is different, the care and management of all students who have sustained concussions requires education, supervision, and close collaboration between students, parents/guardians, school nurses, coaches, athletic trainer, athletic director, administrators, guidance counselors, school physician, teachers, neuropsychologists, and the students' primary care providers and medical specialists. In accordance with the Needham Public School (NPS) Policy on Head Injuries and Concussions in Extracurricular Athletic Activities 2012, protocols and procedures implemented that are compliant with Massachusetts General Law c. 111, §222, An Act Relative to Safety Regulations for School



Athletic programs, the Massachusetts Department of Public Health regulations 105 CMR 201.000, Head Injuries and Concussions in Extracurricular Athletic Activities, and the Massachusetts Department of Public Health regulations 105 CMR 200.000, Physical Examination of School Children.

### **The NPS Protocol Post Student Head Injury and Concussions- Re-entry to Academics and Return to Physical Activity and Athletics:**

- Student sustains head injury during school, extracurricular athletics or activities, or other setting.
- Student is removed from “play” from sports, physical education, or other physical activity until medically evaluated.
- Student is assessed by school nurse during school day and certified athletic trainer during NHS sports, as available.
- Coach, certified athletic trainer, or school nurse completes head injury report.
- Parent/Guardian is notified and student is dismissed from school or athletic activity and referred for medical evaluation.
- Medical provider evaluates student and documents diagnosis of traumatic brain injury or concussion.
- Parent provides school nurse with documentation of head injury from medical provider and plan of care including orders for brain and physical rest.
- School nurse notifies guidance department and teachers/coaching staff of injury and initiates a re-entry meeting with teachers, guidance, special education liaison, parent/guardian, and student (as applicable).
- A graduated academic re-entry plan and accommodations are implemented per protocol unless severity of head injury or prolonged recovery necessitate development of a 504 plan or amendment to IEP.
- Nurse will review symptoms with student each day to assess recovery, update return to academics check list, and advise guidance and teachers of student’s readiness to progress with return to academics plan.
- Teachers, students, parents will maintain an open dialogue regarding work expectations and progress.
- Medical provider provides updated documentation about student’s medical recovery and clearance for progression to full academic program including physical activity and physical education.
- School Nurse notifies guidance and teachers of progression to full academic program without accommodations due to head injury.
- School Nurse notifies certified athletic trainer to initiate graduated return to athletics per protocol.
- Certified athletic trainer consults with medical provider for authorization to clear student to return to full athletics.

### **How to determine if your son/daughter has a concussion following a blow to the head:**

Headache or “pressure” in head	Forgets sports plays
Nausea or vomiting	Is unsure of game, score or opponent
Loss of consciousness (even briefly) or groggy	Moves clumsily
Sensitivity to noise and/or light	Feeling sluggish, hazy, foggy
Blurred or double vision	Shows behavior or personality changes
Appears dazed or stunned	Concentration or memory problems changes
Is confused about assignment	Confusion – can’t recall events prior to hit or fall
Balance problems or dizziness	- can’t recall events after hit or fall
Answers questions slowly	
<a href="http://www.cdc.gov/ConcussionInYouthSports/">http://www.cdc.gov/ConcussionInYouthSports/</a>	

Some of these symptoms will appear immediately after the blow. Some may quickly disappear while other symptoms can increase or develop hours or even days after the injury.

### **What to do if your son/daughter has had a concussion:**

1. **Seek medical consultation.** If there has been loss of consciousness (even briefly) person should be taken immediately to the hospital or MD office for evaluation. For concussions not involving loss of consciousness, report symptoms to primary care provider (PCP) right away for advice about how to proceed.
2. **Brain and Physical Rest** is the main treatment for a concussion. Doing as little as possible will allow symptoms to begin clearing and a graduated return to school and sports will be planned.

3. **Proper evaluation.** Make sure to get written clearance from PCP or specialist who understands current concussion management protocols before resuming activities. Progression is very individualized and is determined on a case-by-case basis. Factors affecting progression include: duration and type of symptoms, previous history of concussion, and type of sport/activity participation.
4. **Inform your child's school nurse** if he/she has experienced a concussion and to discuss the procedures and plans for your child's return to academics, physical activity, and athletics.

### **Life-Threatening Food Allergy**

**The Needham Public Schools (NPS) recognizes the increasing prevalence of student food allergies and the life- threatening nature of allergies for many students.** A Policy for Life-Threatening Food Allergy was approved by the School Committee in December 2010. The implementation of the policy aims to minimize the risk of exposure to allergens that pose a threat to students, to assist students with assuming more individual responsibility for their health and safety as they grow older, and to ensure full participation in their educational programs and school sponsored activities. The management of students with food allergies requires the awareness, support, and response of the entire school community. We appreciate your assistance and cooperation as the new policy and protocols are implemented on behalf of the health and safety of our students in the Needham Public Schools.

**\* If your child has a life-threatening allergy, please make sure he/she has access to emergency medication (EpiPen) at all times and be sure that the school nurse has the necessary medical information about your child's emergency allergy action plan.**

**Key points of the policy for Life-threatening Food Allergy include the following:**

- NPS recognizes the increasing prevalence of student food allergies and the life- threatening nature of allergies for many students.
- **An individualized health care plan including accommodations for prevention, management and emergency response is developed for each student with a medically diagnosed life-threatening food allergy.**
- The school programs are not declared as "allergen free" and foods with known allergens (peanuts, tree nuts, milk, eggs, shell fish, fin fish, soy, wheat) are not banned.
- Communication, planning, and education with faculty/staff, parents/guardians, and students will aim to minimize the risk of exposure to allergens that pose a threat to students.
- Non- curriculum related classroom-based celebrations and parties are food free.
- Use of food as a reward or incentive during the school day is prohibited unless approved as part of an Individualized Education Program (IEP).
- Inclusion of food for curriculum instruction and related activities or special school events, requires strict adherence to the management protocol.
- Sales of competitive foods and beverages (including bake sales/fundraisers) will not be permitted district wide during the school day and beyond school hours at the preschool-elementary level. Beyond the school day sales of competitive foods are permitted in grades six- twelve.
- NPS Staff employed by the NPS, to supervise and/or coach students participating as members of school-sponsored athletic teams, clubs, and other extracurricular activities beyond the school day, are responsible for implementing the applicable portions of the Food Allergy Policy and related protocols and procedures for the management of students with LTA.
- NPS staff are not responsible for implementing the Food Allergy Policy and related protocols and procedures during (1) school sponsored events beyond the school day that are open to the public (e.g. school athletic contests, plays, or ceremonies) or (2) programs or events on NPS property that are sponsored by various parent, community, and private groups.

### **COMMUNICATION WITH HEALTH OFFICE**

The school nurse(s) can be reached by phone at 781-455-0480 ext. 238, by dedicated Fax at 781-453-5608, or via e-mail at [rosemary\\_leone@needham.k12.ma.us](mailto:rosemary_leone@needham.k12.ma.us) The school nurse is generally available 15 minutes before school and 30 minutes after school in the health office or by appointment.

## **STUDENT HEALTH RECORDS**

Student health records are maintained to ensure security and privacy. Student health records are part of a student's temporary record and as such are protected from disclosure to third parties without the written consent of the eligible student or parent. These records are accessible to the student's parents or guardians and authorized school personnel.

Massachusetts's public health laws provide special confidentiality protections for certain health records. For example, under G.L. c.111, s.70F, a health care provider cannot disclose information about an individual's AIDS/HIV status without specific, informed, written consent of the individual.

## **FIRE EVACUATION PROCEDURES**

When the fire alarm sounds, students must pay close attention to the staff member for special instructions and directions. The following guidelines must be observed:

1. File out of the room by row quickly and quietly.
2. Do not push or run.
3. In the event of a blocked exit, file quickly and quietly to the alternative exit.
4. Move at least 100 feet away from the building.
5. Remain with your teacher and your class for further instructions.
6. If you are not with a group when a fire signal sounds, leave the building by the nearest exit, join a group on the school grounds, and report your name to the teacher in charge of the group.

## **LOCKDOWN**

As part of the school's emergency planning we prepare for emergency situations that include moving into lockdown. At Pollard we consider a "lockdown" (or shelter-in-place) as a response that requires all members of our school to remain in the school and out of the main corridors or common areas. There are various reasons as to why we may need to go into lockdown and they include weather emergencies, chemical accidents, or potential threats of violence that could make going outdoors dangerous for students and staff.

At the beginning of the year, specific discussions will be held with students regarding expectations about how to respond in such an emergency. We will also run at least two practice drills simulating a lockdown throughout the year. Similar to fire drills, these lockdown drills may or may not be announced to students ahead of time.

## **SCHOOL ANNOUNCEMENTS FOR INCLEMENT WEATHER**

During inclement weather, the Superintendent must decide if conditions will be safe for children to come to school. The following plan will be in effect for inclement weather:

### *"No School" Announcement:*

- If the conditions are severe, schools will be canceled. The "No School" announcement will be carried, starting as early as 5:30 a.m., by radio stations WEZE, WBZ, WEEI, WBUR, WRKO; and by television stations Channel 4, Channel 5, Channel 7, and your local Continental Cablevision Channel 13.
- All classes and school activities canceled for the day, including, scheduled adult evening classes, recreation programs, etc.

### *"Two-Hour Delay" Announcement:*

- If conditions are almost safe, but the DPW requires extra time to plow the roads or sand the streets, the school day will be shortened.
- The opening of school and all bus pickups will be delayed two hours. In such a situation our building will open at 9:35 a.m. with school officially starting at 9:50 a.m.
- The "Two-Hour Delayed Opening" announcement will be carried by the same radio and television stations outlined above.
- Schools will be dismissed at their regular time, and lunch will be served at the regular times.
- Afternoon dismissals and all other school activities will take place at their regularly scheduled times.

- Parents are reminded not to attempt to send their children to school early on Two-Hour Delay days since the area around the school may not be plowed nor will staff be available to supervise early arrivals.

***Note:** With the potential for a very high volume of calls during such conditions, please do not telephone the school's main office, or the Police, Fire, or Department of Public Works. In order to receive information about any impact on school operations, please listen to the radio and television stations, log-on to their respective websites and/or check the district's website for specific information.*

## **SCHOOL LIFE**

### **LIBRARY MEDIA CENTER**

At the discretion of a teacher, up to three students at one time may be sent to the Media Center for 15 minutes to pick up a book or other materials needed to complete an assignment. Teachers will supply the student(s) with a library pass indicating the intention of the visit. The student(s) will return to the classroom with the pass signed by Library staff. Students wishing to use the Media Center after school must present an orange after school pass signed by a teacher. Students are expected to conduct themselves appropriately in the media center. No food, drinks or gum are allowed in the Media Center. Complete information on the media center's policies, rules, and expectations can be viewed at [http://pollard.needham.k12.ma.us/media\\_center/policies.htm](http://pollard.needham.k12.ma.us/media_center/policies.htm). If you have any questions about the media center's services and/or materials, please call the library assistant at 781-455-0480, x317.

### **FIELD TRIPS**

Attendance on a school-sponsored trip that is not a part of required class activities is not a student's right but rather a privilege. A student will not be able to attend such a trip if, in the determination of the principal or grade level administrator, the students' pattern of behavior is deemed inappropriate or anti-social or potentially disruptive to the planned trip. Please note that field trip money may not be refundable.

### **GUIDANCE**

All students are encouraged to make appointments with their grade level guidance counselor. The counselor's office is located in the grade level office. Appointments may be made directly with the individual counselor or through the grade level secretary. Counselors meet with students either individually or in small groups to discuss topics of concern. Counselors also meet with parents to discuss topics of concerns regarding their children.

### **SPECIAL EDUCATION SERVICES**

Special education services provide specialized instruction to students who have been identified through testing, as having a disability that prevents them from making effective progress in their classroom. Parents/guardians play a key role in this process by offering their insight and information that helps the TEAM to understand their children. If determined to be eligible for special education services, a TEAM meeting, including parents and teachers, develops an Individualized Education Program (IEP) for the student. This program is designed to support the student's access to the general education curriculum. Special education evaluation and services can only be provided with a parent's permission. If you would like more information or believe your child may have a disability, please contact your child's teacher or your school's principal or go to [http://rwd1.needham.k12.ma.us/special\\_education/](http://rwd1.needham.k12.ma.us/special_education/)

### **NEEDHAM COMMUNITY EDUCATION (N.C.E.)**

Pollard is abuzz after school with a wonderful range of engaging enrichment opportunities. Courses are taught by Needham teachers and talented community members and include offerings in the arts, sports, hobbies, science discovery, community service, etc. Offerings are high quality, reasonably priced, and a healthy choice for middle school students.

### **HIGH ROCK-POLLARD PARENT TEACHER COUNCIL (P.T.C.)**

The PTC actively supports the middle school community with volunteers, fund-raising, and communications. The PTC sponsors several fundraising activities each year to support enrichment and creative arts activities and to provide grants to teachers and staff.

Although High Rock is an independent sixth grade school, structures are intentionally being created to link Pollard Middle School (7th/8th grade) with High Rock School (6th grade) into a 2-campus middle school program. One of these structures is a single *High Rock-Pollard Parent Teacher Council* (PTC) for both schools.

### **SPECIAL EDUCATION PARENT ADVISORY COUNCIL (SEPAC)**

The SEPAC is a self-governed organization of Needham parents and caregivers of children with special needs. The SEPAC provides a forum for parents and caregivers to share information and promote understanding, respect for and support for all children with special needs in the community. The SEPAC advises school officials on the education and safety of students with disabilities and on the planning, development and evaluation of special education programs within the Schools. Visit the SEPAC web site at: <http://www.needhamsepac.org/> for more information or to be added to their email list.

### **STUDENT COUNCIL**

Under the direction and supervision of faculty advisors, the members of the Student Council plan activities to enrich school life. The election by the student body of officers and representatives takes place in the fall.

## **CODE OF DISCIPLINE, DISCIPLINE POLICIES, PROCEDURES, REGULATIONS**

### **RATIONALE AND SCOPE**

Pollard Middle School's Code of Discipline is guided by our core values: We dedicate ourselves to cultivating academic excellence, civic responsibility, and the personal growth of each member of our community. The discipline code is in effect both at school and at school-sponsored events, whether or not such events take place on school property (including, but not limited to, any and all athletic activities and contests). Even misconduct that does not take place in school or at a school sponsored event can result in discipline if it is of a serious nature and has a direct relationship to the school or causes substantial disruption to the school environment.

Students are expected to hold themselves accountable for maintaining conduct that will allow for an appropriate educational environment for all. When students fail to hold themselves accountable, consequences will be imposed, ranging from a discussion with an administrator or teacher to expulsion from school. The procedures outlined in this section provide an explanation of our disciplinary process. In addition, this section provides examples of conduct that is prohibited. However, not every type of prohibited conduct can be listed. Students are expected to recognize that any conduct that is inconsistent with maintaining an appropriate environment either at school or at a school-sponsored event could lead to discipline, including suspension or expulsion.

### **STUDENT BEHAVIOR AND EXPECTATIONS**

Students are expected to conduct themselves in a polite and courteous manner, which respects the rights and privileges of all members of the school community. Members of the school community include students, faculty, substitutes, visitors, guests, and all school employees. Any student whose behavior interferes with classroom instruction or the smooth operation of the school may be denied participation in co-curricular and extra-curricular activities including, but not limited to assemblies, field trips, intramurals, or end-of-year activities. The following reflect the general expectations for all students in order to help ensure we maintain an environment that is conducive to student learning.

#### **Pollard Middle School Students are expected to:**

1. Dress in a manner appropriate for school and comply with the school's dress code policy.
2. Address all faculty and staff respectfully and follow all reasonable directions given.
3. Refrain from using profanity.

4. Arrive at all classes on time fully prepared for work with writing implements, books, notebooks, and necessary study materials.
5. Enter each classroom quietly and cooperate with courtesy and respect in a manner outlined by faculty or staff member.
6. Be responsible for all school-owned books, materials, and equipment.
7. Obtain permission before using school and classroom equipment or classmates' materials.
8. Follow and comply with the school's electronic devices rules and expectations.
9. Only eat and drink food in the school cafeteria unless permission has been given by a staff member. Gum is not allowed in school.
10. Help keep the campus clean and take personal responsibility for ensuring that all trash is deposited in appropriate garbage bins or recycling containers.
11. Drop off all medications with the school nurse before school begins or, in her absence, the main office secretary.
12. Receive permission from the principal before selling any items in school. This includes participating in any fundraising efforts.
13. Refrain from snowball throwing on school property.
14. Refrain from riding of bicycles, skateboards, or rollerblading on the patio, the bus loading area, or the front driveway at any time.

### **DRESS CODE**

Students are expected to maintain attire that does not disrupt our school learning environment. Thus, students should adhere to the following examples of appropriate dress:

- Hats or other headgear are not allowed in school.
- Clothes that expose the midriff or that allow undergarments to show (including boxer shorts, bra straps, halter tops, and spaghetti straps) should not be worn in school.
- Beach clothes, cutoffs, pajama bottoms, ripped or torn clothing, or "leggings" are not permitted.
- Skirts and shorts should extend to below the student's fingertips when fully extended.
- Items of clothing with inappropriate graphics will not be permitted, including lewd or vulgar slogans/pictures, alcohol or drug references, sexual innuendoes, or any graphic that may interfere with the educational process.

When a school administrator determines that student dress is disruptive to the school environment, the administrator will speak with the student and may provide appropriate alternative clothes. If the student has not suitable clothing or chooses not to borrow clothing, then the parent/guardian will be contacted so that appropriate clothing can be brought to school. A student whose clothing is not in compliance with the dress code will not return to class until the requested change has been made.

### **CORRIDOR BEHAVIOR**

In order to establish a climate for courtesy and mutual respect, and for the safety and well being of everyone, students are asked to observe the following:

- Keep to the right side of hallways and stairs whenever possible.
- No running in the corridors or hallways at any time.
- No shoving, pushing, or playing of any kind in the corridor or hallways.
- No yelling, shouting, or abusive language in the school building.
- No banging, slamming, or kicking of locker doors or classroom doors.
- No eating, consuming, or selling food or beverages in the corridors.

### **CAFETERIA RULES & PROCEDURES**

Students have approximately 28 minutes each day to eat lunch in our cafeteria. In order to safely and efficiently provide an enjoyable environment for the number of students that pass through the cafeteria each day the following guidelines are important.

*At the beginning of lunch:*

- Prior to arriving at lunch all books, binders, and personal items must be placed in a student's locker or in the classroom he/she is going to next.
- Once students enter the cafeteria those that are buying their lunch should form orderly lines by each door to the serving areas. Once in line students are expected to be respectful and courteous to the cafeteria staff and those other faculty on duty. Wait patiently to make their way through the service area. Students are expected not to “cut” the line.
- Students who will purchase lunch can sit immediately in their assigned seats.
- Students are encouraged to deposit funds in their personal lunch account with a check to speed-up the checkout process. When the fund balance is low, students will be given a notification to bring home to their parents.

*During lunch:*

- Students are expected to sit at their assigned tables throughout the entire lunch period.
- The exceptions to this include leaving their seats to buy seconds or to request permission of the supervisor to use the lavatory.
- Students should assume responsibility for the table at which they are seated. The cleanliness and upkeep of each table is the responsibility of the entire group sitting at the table.
- At the end of lunch, tables must be cleared and cleaned. In addition, the floor area must be left clean and tidy.
- Students must consume or dispose of all food and beverages before leaving the cafeteria.
- A supervisor will dismiss the table as a group to allow students to go outside or leave at the end of lunch.

## **ELECTRONIC DEVICES AND CELL PHONES**

The use of paging devices, cell phones, and other personal technologies (with the exception of electronic readers) are prohibited in the school between the hours of 7:35 a.m. and 2:40 p.m. For specific information about electronic readers, please see the AUP policy. Other than electronic readers, such devices should remain out of sight, locked in lockers, and turned off during these hours. Violations of this prohibition will result in disciplinary action. Furthermore, use of audio/video recording devices is particularly prohibited without the express consent of the teacher or administration. A violation of this prohibition may be considered a serious infraction and may lead to suspension. Students should also be aware that a secret audio recording (recording of individual without his/her knowledge) could result in criminal charges under Massachusetts General Laws ch. 272, §99F.

## **USE OF SCHOOL PROPERTY & FACILITIES OUTSIDE OF SCHOOL HOURS**

Students are encouraged to participate in extra curricular activities at Pollard Middle School. Students who remain after school should be under the supervision of a coach or faculty member, or be participating in a school-sponsored activity or project.

Students are prohibited from remaining in the building or on school grounds without supervision, and such conduct may lead to discipline. In particular:

- Students who are not supervised will be asked to leave the building.
- Students should not loiter in the corridors or cafeteria after school.
- Students should not loiter on school grounds, the steps, or in the parking lots.

## **INTERVIEWS AND SEARCHES**

It is the policy of the Needham School Committee that school administrators shall have the authority as deemed necessary to interview students regarding matters that are relevant to the school environment. In addition, school administrators may search students and their personal belongings on school property when the administrator has a reasonable basis for believing that the search will produce evidence that the student has violated a school rule or a state or federal law.

Lockers, desks, and similar areas assigned to students remain the property of the school and are therefore subject to inspection by the school administration at any time.

# STUDENT BEHAVIOR AND EXPECTATIONS

## GENERAL INFORMATION

The rules of the school outlining expectations for student behavior appear in a number of different places throughout this handbook. Every effort is made to help students assume responsibility for managing their own behaviors within the school setting. More difficult matters may be resolved with the help of the parent/guardian, a guidance counselor, the grade level assistant principal, or the principal.

- The assistant principal or principal will make decisions regarding the consequences of a student infraction.
- All incidents will be dealt with on an individual basis.
- All details surrounding an incident will be considered when issuing consequences. Not every type of prohibited conduct can be listed. Students are expected to recognize that any conduct that results in disruption to an appropriate environment either at school or to a school-sponsored event could lead to discipline.

### ***Minor Infractions:***

For minor infractions students are generally required to meet with a teacher or administrator after school or to attend detention. Minor Infractions include the following:

- Disregard for the rules of the school.
- Discipline referrals from faculty or staff.
- Violations of the school dress code policy.
- Behavior in the corridors and common areas, which does not adhere to the established expectations for conduct.
- Cafeteria misconduct.
- Violation of the electronic devices expectations for the school.

### ***Serious Infractions:***

Infractions of the nature described in the following examples will result in disciplinary action up to and including suspension of up to 10 days or expulsion from school. The administration will determine the consequences for serious infractions of the Code of Discipline.

- Repeated minor infractions or habitual disregard of rules\*
- Forgery and/or cheating
- Repeated truancy
- Refusing to give his/her name to a faculty member or any school department personnel
- Leaving the school building or grounds without authorization while school is in session
- Accumulated detentions not served
- Insubordination
- Throwing objects, including snowballs
- Smoking and/or use of chewing tobacco
- Use of language (written or spoken) that is disruptive to the educational environment
- Theft
- Destruction or defacement of school property
- Assault (includes not only harmful or offensive touching of another person, but also the immediate threat of such touching)
- Violations of the District's Policy Prohibiting Bullying, including cyberbullying, and/or retaliation (see page 32)
- Violations of the District's Policy Prohibiting Hazing (see page 34)
- Harassment of other students and staff because of their gender, race, ethnicity, color, national origin, ancestry, religion, age, sexual orientation, or disability
- Threats or intimidation to any student or school department personnel
- Bomb Threats/false alarms
- Fire Setting/arson
- Possession of a dangerous weapon
- Possession, use, or being under the influence of alcohol or other drugs



- Commission of an act that results in serious bodily injury

\*After three short-term suspensions during a school year, a student and parent may be summoned for a meeting with the principal, who may then make a decision as to the student's readmission and/or whether to initiate procedures for a long term suspension or expulsion.

Special Note: A student who has been suspended whether in-school or out-of-school may not participate in any extra curricular or co-curricular activities until he/she has returned to school and completes a full day of attendance.

## **BUS CONDUCT RULES**

The school bus is an extension of the school itself and rules regarding behavior are the same as in the school. School bus safety is a primary concern of the Needham Public Schools, and we reserve the right to take whatever action is necessary to maintain a high level of safety.

The right of a pupil to school bus transportation is a qualified right dependent on good behavior. In a case where a pupil seriously or continuously misbehaves, parents will be notified by the principal or designee of the school to which the pupil is assigned. The bus pass will be revoked if, in the opinion of the principal, such action is necessary for the general safety and well being of other students.

In cases where a pupil's conduct jeopardizes the safety and well being of other students, based upon the assessment of the driver, that pupil may immediately be excluded from the bus.

## **Due Process: Procedures that Apply to Student Discipline**

**A. STUDENT RIGHTS REGARDING SHORT TERM SUSPENSIONS (10 DAYS OR LESS)** The Principal and Assistant Principals have the authority to impose short-term suspensions (less than 10 days). The following procedures will apply:

1. Any student faced with suspension must be given an informal hearing in the form of a conference between the student and the principal or designee. The teacher or supervisor who referred the student and the student's guidance counselor may also be present. At this conference, the student (1) shall be informed of the reason for the conference, (2) shall be given the opportunity to present his or her side of the story, and (3) shall be given a decision on the suspension. If the Principal deems delay of the hearing necessary to avoid danger or substantial disruption, this process may occur immediately after, rather than before, the suspension.
2. Prior to putting a suspension into effect, the principal or designee shall make a reasonable effort to telephone and inform the student's parent or guardian of the impending suspension; this shall include attempts to contact the parents or guardian at home and at work. Parents may contact the school for additional information regarding the suspension prior to a readmission conference.
3. A letter will be mailed to the parent/guardian of the suspended student explaining:
  - a. The reason for the suspension
  - b. A statement of the effective date and duration of the suspension
  - c. The student's right to make up schoolwork missed
4. The parent or guardian shall be requested to attend a readmission conference with the principal or designee upon the student's return to school. At the principal's discretion, the conference may be held by telephone. Expectations for the student's reentry to school shall be outlined at this conference.

## **B. LONG-TERM SUSPENSION OR EXPULSION BY THE PRINCIPAL**

The Principal has the authority to expel (permanently exclude from the Needham Public Schools) students for conduct set forth in M.G.L c. 71 §37H (i.e., possession of a controlled substance or dangerous weapon, assault on educational personnel. See **Handbook Section** "Selected Policies and Laws Related to Specific Conduct"). The Principal further has the authority to suspend students on a long-term basis (exceeding ten school days) for

other conduct if he deems appropriate. When considering expulsion or long-term suspension, the Principal will provide the student with the following:

1. Written notice of the charges;
2. Adequate time to prepare for a hearing;
3. The right to be represented by an attorney or advocate (at the student/family's expense);
4. The right to present witnesses and to cross examine witnesses presented by the school department;
5. A reasonably prompt, written decision including specific grounds for the decision.
6. Upon request, a copy of any audiotape or other formal record made of the hearing.

A parent/student may appeal any decision by the principal to suspend a student on a long-term basis or to expel the student to the Superintendent by sending a written request to the Superintendent within 10 days of receiving notice of the long-term suspension or expulsion. The long-term suspension/expulsion will remain in effect pending completion of the appeal. The Superintendent's decision is the final decision of the district with respect to (1) all long-term suspensions and (2) those expulsions based on conduct set forth in M.G.L. c.71, §37H.

Notwithstanding the above, the Principal may suspend or expel a student charged/convicted of a felony, with appeal to the Superintendent, using the standards and procedures set forth in M.G.L. c.71, §37H1/2.

### **C. EXPULSION BY THE SCHOOL COMMITTEE**

Upon recommendation of the Principal and/or Superintendent, the School Committee will hold a hearing to consider the expulsion (permanent exclusion) of a student based upon misconduct other than that set forth in M.G.L. c.71, §37H or M.G.L. c.71, §37H1/2) In doing so, the School Committee will follow procedures similar to those followed by the Principal as set forth above as well as any procedures required by the Massachusetts Open Meeting Law.

### **D. DISCIPLINE OF SPECIAL EDUCATION STUDENTS**

The Individuals with Disabilities Education Act at 20 U.S.C., §1400, et. seq. and related regulations and 34 C.F.R., §300 et.seq., ("IDEA") provide eligible students ("students") with certain procedural rights and protections in the context of student discipline, as set forth below. These rights are in addition to the due process rights applicable to all students as described above.

**SHORT TERM REMOVALS.** Students who violate school rules are subject to removal from their current placement for up to ten (10) consecutive school days to the extent that such a removal would be applied to students without disabilities, without a prior determination of whether the conduct is a manifestation of the student's disability. Students may be removed for additional periods of up to ten (10) consecutive school days in the same school year for separate incidents of misconduct without a manifestation determination, so long as the removal does not constitute a "change of placement" as described below. However, during such additional removals the district must provide the student with services to the extent necessary for progress in the general curriculum and the student's IEP goals, as determined by the Principal in consultation with at least one teacher. In addition, if appropriate, the district must conduct a functional behavioral assessment and develop or revise an existing behavioral plan for the student.

**CHANGE OF PLACEMENT.** A suspension of longer than 10 consecutive days or a series of shorter term suspensions that constitute a pattern are considered to represent a "change in placement." Prior to a suspension that constitutes a change in placement, the student's Team, including the student's parents, must convene to determine whether the behavior is a manifestation of the student's disability. In making this determination, the Team must review all relevant information in the student's file, including the IEP, teacher observations, and any relevant information provided by the parents, to determine if the conduct was caused by, or had a direct and substantial relationship to the student's disability, or was the direct result of any failure by the school to implement the IEP.

**RESULTS OF THE MANIFESTATION DETERMINATION.** If the Team determines that the behavior is not a manifestation of the disability, then the school may suspend or expel the student consistent with the policies applied to students without disabilities, except that the district must still provide an appropriate educational program to the student, as determined by the Team, which program may be in a different setting. If

the Team determines that the behavior is a manifestation of a disability, the Team must conduct a functional behavioral assessment and develop a behavioral intervention plan or where a behavioral intervention plan was previously developed, must review the plan and, if necessary, modify it to address the behavior. Except in circumstances involving drugs, weapons, or serious bodily injury as described below, the student will be returned to the placement from which the student was removed unless the placement is changed by agreement or through the Team process.

**EXCEPTION FOR DRUGS, WEAPONS AND SERIOUS INJURY.** Regardless of the Team's decisions regarding the manifestation determination, school personnel may order a change in the placement of a student to an interim alternative educational setting, such setting to be determined by the Team, for not more than forty-five (45) school days if the student (1) carries a weapon to school or to a school function; (2) knowingly possesses, uses illegal drugs, or sells or solicits the sale of a controlled substance while at school, on school premises, or at a school function; or has inflicted serious bodily injury upon another person at school, on school premises, or at a school function. Additionally, a Massachusetts Department of Education Hearing Officer, under certain circumstances, may order a change in the placement of a student with a disability to an interim alternative education setting for up to forty-five (45) days if the hearing officer determines that maintaining the current placement is substantially likely to result in injury to the child or others.

When a parent(s)/guardian(s) disagrees with the Team's decision on the "manifestation determination" or with a decision regarding placement, the parent(s)/guardian(s) has a right to request an expedited due process hearing from the Bureau of Special Education Appeals.

Additional information regarding the procedural protections for special education students eligible for services under laws providing for services for students with disabilities can be obtained from Christine Brumbach who can be reached at 781-455-0400 x 213.

#### **E. DISCIPLINE OF STUDENTS WHOSE ELIGIBILITY FOR SPECIAL EDUCATION IS SUSPECTED**

The IDEA protections summarized above also apply to a child who has not yet been found eligible for services under the statute if the district is "deemed to have knowledge" that the child was eligible for such services before the conduct that precipitated the disciplinary action occurred. The IDEA provides that a school district is "deemed to have knowledge" if: (1) the child's parent had expressed concern in writing to district supervisory or administrative personnel or the child's teacher that the child needs special education and related services; (2) the child's parent had requested an evaluation of the child to determine eligibility for special education services; or (3) the teacher of the child or other school district personnel had expressed specific concerns about a pattern of behavior by the child directly to the district's director of special education or to other supervisory personnel. However, a school district is not "deemed to have knowledge" if the district evaluated the student and determined that the child was not eligible for special education services or the child's parent refused an evaluation of the child or IDEA services.

If the school district has no knowledge that a student is an eligible student under the IDEA before taking disciplinary measures against the student, the student may be disciplined just as any other student may be. If, however, a request is made for an evaluation to determine eligibility while the student is subject to disciplinary measures, the district must conduct the evaluation in an expedited manner. Pending the results of the evaluation, the student must remain in the educational placement determined by school authorities, which may include suspension or expulsion without services. If the student is determined eligible for an IEP as a result of the evaluation, the school district must provide the student with special education and related services in accordance with the IDEA.

#### **F. DISCIPLINE OF STUDENTS WITH DISABILITIES UNDER SECTION 504 OF THE REHABILITATION ACT**

Section 504 of the Rehabilitation Act of 1973 ("Section 504") provides students with disabilities certain procedural rights and protections in the context of student discipline. Prior to imposing a "significant change in placement" for disciplinary reasons, the district must determine whether the conduct is a manifestation of the student's disability. A significant change of placement results not only from an exclusion for more than 10 consecutive school days, but also from a pattern of shorter suspensions accumulating to 10 schools days during a

school year. Whether a pattern exists must be decided on a case-by case basis, considering such factors as the length of each suspension, the nature of the alleged conduct, the proximity of the suspensions to one another, and the total amount of time the student is excluded from school.

Prior to any significant change in placement for disciplinary reasons, a group of individuals knowledgeable of the student, the evaluation data, and the school program must determine whether the conduct at issue is related to the student's disability. If the conduct is directly related to the disability, the district will not impose the discipline and will develop an individual behavior management plan if the behavior significantly interferes with the student's ability to benefit from his education. If the conduct is not directly related to the student's disability, the district may discipline the student as it does general education students.

## **SELECTED POLICIES AND LAWS RELATING TO SPECIFIC CONDUCT**

### **POLICY ADDRESSING BULLYING**

Bullying, cyber-bullying and retaliation will not be tolerated in the Needham Public Schools. This includes all forms of bullying that involve Needham students either on campus, on buses, or anywhere on school grounds or while engaged in school sponsored events or activities. While it is recognized that we have an obligation to our students and school community to respond effectively to all bullying that happens while school is in session, school personnel will also make every reasonable attempt to intervene with situations where bullying might happen outside of school, but the ramifications are brought into the school building.

In addition, Needham Schools will not tolerate retaliation against any individual who has brought harassment, bullying, and/or other inappropriate behavior to the attention of the school. Persons who engage in such behavior may be subject to disciplinary action including, but not limited to: reprimand, suspension, expulsion or other sanctions as determined by the school administration to be appropriate.

#### **A. Definitions**

**Bullying** is conduct that is repeated by one or more students and targets another student, causing one or more of the following:

- physical or emotional harm to the targeted student or damage to his/her property;
- placement of the targeted student in reasonable fear of harm to him/herself or of damage to his/her personal property;
- a hostile environment at school for the targeted student;
- infringement of the rights of the targeted student at school; or
- material and substantial disruption of the educational process or the orderly operation of the school.

Bullying generally involves "picking on" a student over time and may include conduct such as hitting and shoving; pressuring a student into taking an action that he/she does not wish to take; words that involve threats, teasing, putdowns, or name-calling; threatening looks, gestures, or actions; cruel rumors, false accusations and social isolation.

**Cyber-bullying** is bullying through use of cell phones, computers or other technology and may include conduct such as sending mean or threatening email messages, instant messages or text messages; creating web content (including but not limited to social networking sites) that makes fun of, humiliates, or intimidates others; and posting or sending embarrassing or inappropriate pictures of others. It may also include creating a website, blog, or posting by which the creator/author impersonates another person.

**Hostile Environment** is a circumstance in which the targeted student becomes so concerned about bullying that he/she is unable to participate in and concentrate on his/her school work and other school activities.

**Retaliation** involves a student "getting back at" another student because of a belief that the student reported bullying or provided information about it to an adult or others who may help the targeted student.

#### **B. Acts of Bullying (including cyberbullying) and retaliation are prohibited.**

The Needham Public Schools prohibit bullying (including cyberbullying) and retaliation as defined above both at school and under the following circumstances:

- on school grounds or any property next 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 computers, internet connection or other school based technology;
- at a location or during activities that are not school related, or by using a private computer or cell phone, if the bullying creates a hostile environment at school for the targeted student, infringes on the rights of the targeted student at school, or otherwise disrupts the orderly operation of the school.

C. How to Report Bullying

Students who believe they are targets of bullying or retaliation, or who know about bullying conduct should report the conduct to their grade-level assistant principal, a teacher, guidance counselor, or other school staff member.

All school personnel are mandated to report any incidents of bullying that they witness. In addition, parents are encouraged to report any incidents that may involve bullying. All members of the school community are responsible for keeping students safe. We expect that the community will set a positive example and not tolerate students who might create unsafe situations for other students.

D. Addressing Concerns Regarding Bullying

The grade-level assistant principal or the principal will be responsible for taking immediate steps to investigate and address reports of bullying and retaliation. Students who engage in bullying will be disciplined, subject to any procedural requirements. In making disciplinary decisions, the Principal or designee, will consider both the need for accountability and the importance of teaching appropriate behavior. Students who engage in bullying will be disciplined. Pollard Middle School uses a progressive disciplinary model. As such, consequences on findings of bullying will be based on the severity and repeated nature of the incident. Some examples of consequences are:

- verbal warning;
- written warning;
- mandated counseling;
- removal of privileges;
- social or co-curricular suspension;
- detention;
- suspension; and
- expulsion.

In addition to taking disciplinary action, the Principal/designee will report conduct relating to bullying and retaliation to local law enforcement if s/he believes that criminal charges may be pursued.

E. Closing a Complaint Regarding Bullying

In the event school staff determines that bullying or retaliation (as defined in this policy) has taken place, the principal or designee will, in addition to taking disciplinary action and insuring appropriate educational opportunities are made available to the aggressor:

- Notify the parent or guardian of the aggressor
- Inform parents of the targeted student of the steps that have been taken to prevent further acts of bullying or retaliation to the extent consistent with applicable legal restrictions.

- Notify local law enforcement if s/he believes that criminal charges against the aggressor may be pursued.

Nothing in this policy is intended to prevent school staff and/or school committee (if applicable) from addressing and taking disciplinary action against a student for conduct that does not meet the definition of bullying/cyberbullying or retaliation, as defined above, but that is nevertheless inappropriate for the school environment.

The above language is intended to be consistent with the Needham Public School's Policy Addressing Bullying. A copy of the complete policy is available at [http://rwd1.needham.k12.ma.us/student\\_development/Bullying\\_Prevention](http://rwd1.needham.k12.ma.us/student_development/Bullying_Prevention)

## **POLICY PROHIBITING HAZING**

Students are strictly prohibited from participating in initiation or membership rites in connection with school sponsored activities when their conduct may reasonably be seen as demeaning or assaultive in nature. This prohibition applies even if those targeted give "consent" to such conduct. Students afforded the privilege of participating in athletics and other school sponsored activities are expected to take a leadership role, both by avoiding such conduct themselves and by reporting any such conduct by others to the Principal or his designee. Students who participate in this type of conduct, even as a bystander, or who become aware of it and fail to report it can expect to be excluded from athletics and other extracurricular activities. In addition, they may be subject to suspension and even expulsion from school.

Students are also reminded that the Massachusetts General Laws imposes criminal sanctions for particularly serious circumstances involving initiation rights and other conduct, by stating as follows:

Section 17. Whoever is a principal organizer or participant in the crime of hazing, as defined herein, shall be punished by a fine of not more than three thousand dollars or by imprisonment in a house of correction for not more than one year, or both such fine and imprisonment.

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

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

Section 18. Whoever knows that another person is the victim of hazing as defined section seventeen and is at the scene of such crime shall, to the extent that such person can do so without danger or peril to himself or others, report such crime to an appropriate law enforcement official as soon as reasonably practicable. Whoever fails to report such crime shall be punished by a fine of not more than one thousand dollars.  
(M.G.L. c. 269, §17-19.)

## **CONTROLLED SUBSTANCES, DANGEROUS WEAPONS AND ASSAULTS ON EDUCATIONAL PERSONNEL (MASS. GEN. LAWS, CHAPTER 71 SECTION 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 or 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 or school-related events, including athletic games, may be subject to expulsion from the school or school district by the principal.

3. 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 expel a student who has been determined by the principal to have violated either paragraph (a) or (b).
4. 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 not be limited solely to a factual determination of whether the student has violated any provisions of this section.
5. 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 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.

## **FELONY COMPLAINTS AND FELONY CONVICTIONS (MASS. GEN. LAWS, CHAPTER 71 SECTION 37H1/2)**

Notwithstanding the provisions of section eighty-four and sections sixteen and seventeen on chapter seventy-six:

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(s)/guardian(s) 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 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 (5) 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 (5) calendar days following the effective date of the expulsion. The superintendent shall hold a hearing with the student and the student's parent(s)/guardian(s) 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 and 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. Upon expulsion of such student, no school or school district shall be required to provide educational services to such student.

## **GUN-FREE POLICY**

In accordance with the Gun Free Schools Act of 1994, any student who is determined to have brought a firearm to school or to a school related event will be excluded from Needham Public Schools for a period of not less than one year except as determined by the Superintendent on a case by case basis. The definition of a firearm includes but is not limited to guns (including a starter gun, bombs, grenades, rockets, missiles, mines and similar devices). 20 U.S.C. §8921

## **CONDUCT WHICH MAY LEAD TO EXPULSION**

Students are subject to expulsion by the Principal for the conduct listed below. (See also, M.G.L. ch. 71, §§37H above.) The Principal may seek proceedings before the School Committee to consider expulsion in other circumstances of a serious nature, including, but not limited to those that may result in serious bodily injury.

- Possession of a dangerous weapon\*
- Possession of a controlled substance (such as marijuana, cocaine, or prescription drugs not authorized by the school nurse)
- Assault on teachers, administrative staff or other educational personnel

\*This includes not only knives and guns, explosive devices and realistic replicas of such weapons/devices, but also other objects used to assault another person or to otherwise create a dangerous situation, such as a baseball bat, a pair of scissors, matches or a lighter. While such objects would not always constitute “dangerous weapons”, administrators and educational professionals will review the circumstances of each case and make a reasonable determination about whether a particular object in a student’s possession constitutes a dangerous weapon in the school setting. Any illegal weapon will be turned over to the Police Department. Any student who brings a firearm to school must be expelled for a minimum of one school year, with exceptions granted only by the superintendent. (The definition of a firearm includes but is not limited to guns (including a starter gun), bombs, grenades, rockets, missiles, mines and similar devices.

## **LEGAL NOTICES**

### **NON-DISCRIMINATION NOTICE**

The Needham Public Schools does not discriminate in admission to, access to, treatment in, or employment in its services, programs and activities, on the basis of race, color or national origin, in accordance with Title VI of the Civil Rights Act of 1964 (Title VI); on the basis of sex, in accordance with Title IX of the Education Amendments of 1972; on the basis of disability, in accordance with Section 504 of the Rehabilitation Act of 1973 (Section 504) and Title II of the Americans with Disabilities Act of 1990 (ADA); or on the basis of age, in accordance with the Age Discrimination Act of 1974 (Age Discrimination Act). Nor does it discriminate on the basis of race, color, sex, religion, national origin, sexual orientation, or religion, in accordance with Chapter 622 of the Acts of 1971 (M.E. c.76, §5) and Chapter 151B of the General Laws.

Students or staff who engage in harassment based upon protected classifications or who otherwise create an environment that is discriminatory based upon these classifications will be subject to disciplinary action.

To file a complaint alleging discrimination or harassment in a program sponsored by the Needham Public Schools by Needham Public Schools on the basis of race, color, national origin, sex, disability, age, sexual orientation, or religion or to make inquiry concerning the application of Title VI, Title IX, Section 504, the ADA, the Age Discrimination Act, or applicable state laws and their respective implementing regulations, please contact the building Principal or the Non-Discrimination Coordinators for the district as follows:

#### **For Parents or Students**

TOM DENTON  
Director of Guidance Pre-K-12  
Needham Public Schools  
609 Webster Street  
Needham, MA 02494  
Tel: (781) 455-0800 x 2130  
TTY: (781) 455-0424  
Fax: (781) 455-0417

#### **For Faculty & Staff**

TOM CAMPBELL  
Director of Personnel Resources  
Needham Public Schools  
1330 Highland Avenue  
Needham, MA 02492  
Tel: (781) 455-0400 x 208  
TTY: (781) 455-0424  
Fax: (781) 455-0408



These individuals have responsibility for accepting, investigating and resolving complaints of discrimination (including harassment) in a timely manner. They are also responsible for ensuring that all staff and students are trained and/or notified annually about these requirements and procedures.

Inquiries concerning the applicability of the aforementioned federal laws and regulations to Needham Public Schools also may be referred to the United States Department of Education Office for Civil Rights (OCR), 33 Arch Street, Boston, MA 02110 (telephone 617-289-0111) (TTY: 1-877-521-2172)

A grievant may file a complaint with OCR, generally,

1. within 180 calendar days of alleged discrimination or harassment, or
2. within 60 calendar days of receiving notice of Needham Public School's final disposition on a complaint filed through Needham Public Schools, or
3. within 60 calendar days of receiving a final decision by the Massachusetts Department of Education, Bureau of Special Education Appeals, or
4. instead of filing a complaint with Needham Public Schools.

Inquiries relative to state law may be referred to the Massachusetts Department of Elementary and Secondary Education, 75 Pleasant Street, Malden, MA 02148-5023 (telephone 781-338-3000) (TTY 1-800-439-2370) or the Massachusetts Commission Against Discrimination at One Ashburton Place, Boston, MA 02108 (telephone 617-994-6000) (TTY 617-994-6196).

#### **POLICY PROHIBITING HARASSMENT**

**Needham Public Schools are committed to maintaining a school environment free of harassment based on race, color, religion, national origin, age, gender, sexual orientation, or disability. Consistent with our Policy Addressing Bullying, Needham Public Schools specifically prohibits all conduct that creates an intimidating, hostile environment for others. However, such conduct based upon the protected classifications described above requires particular attention.**

#### **A. Definitions**

**Harassment** includes communications such as jokes, comments, innuendoes, notes, display of pictures or symbols, gestures, or other conduct which offends or shows disrespect to others based upon race, color, religion, national origin, age, gender, sexual orientation, or disability, when such communication or conduct is sufficiently serious to deny or limit the ability of an individual to participate in or benefit from their educational programs or school sponsored-events. By law, the particular communication or conduct is viewed from the perspective of a reasonable person with the characteristic on which the harassment is based. What one person may consider acceptable behavior may reasonably be viewed as harassment by another person. Therefore, individuals should consider how their words and actions might reasonably be viewed by other individuals.

**Sexual Harassment. Sexual harassment includes not only the types of conduct listed above that is based upon gender, but can also includes unwelcome sexual advances, requests for sexual favors, and/or other verbal or physical conduct of a sexual nature.**

#### **B. Harassment And Retaliation Prohibited**

Harassment in the school environment is unlawful and is absolutely prohibited. This includes harassment by administrators, certified and support personnel, students, vendors and other individuals in school or at school related events. In addition, retaliation against any individual who has filed a complaint of harassment or who cooperates in an investigation of possible harassment is unlawful and is prohibited. Persons who engage in harassment or retaliation may be subject to disciplinary action, including, but not limited to reprimand, suspension, termination/expulsion or other sanctions as determined by the school administration and/or school committee, subject to applicable procedural requirements.

#### **C. Reporting & Investigating Incidents Of Harassment:**

Needham Public Schools will promptly investigate every complaint of harassment. If you believe that you may have been harassed, or if you witness or learn about the harassment of another individual, you should inform the

principal or the Non-Discrimination/Harassment Coordinator for the district immediately. [For Faculty and Staff, notify the Director of Personnel Resources, Tom Campbell at 781-455-0400 x 208. For Parents or Students, contact the Director of Guidance, Tom Denton at 781-455-0800 x 2130.] If you do not wish to discuss your claim with either of these investigators, notify the Superintendent of Schools at 781-455-0400 x 203.

The Coordinator will promptly investigate any complaint of harassment. Such investigation may include identification and questioning of witnesses and other appropriate actions. Confidentiality of grievant and or respondents and witnesses will be maintained, to the extent consistent with the Needham High School's obligations relating to investigation of complaints and the due process rights of individuals affected.

**If the investigator determines that harassment has occurred, he/she will take action to end the harassment, and take appropriate steps to make sure that it is not repeated. Such steps may range from counseling to discipline, which could include suspension or expulsion.**

#### **D. State And Federal Agencies**

The Needham Public Schools urges all individuals in the school community to bring any concerns or complaints of harassment to the attention of school personnel so that they can address the issue as appropriate. The federal agency responsible for enforcing laws prohibiting harassment for students is the United States Department of Education Office for Civil Rights, 33 Arch Street, Boston, MA 02110 t. 617-289-0111 (TTY: 1-877-521-2172) The state agencies responsible for enforcing such laws are the Massachusetts Department of Elementary and Secondary Education, 75 Pleasant Street, Malden, MA 02148-5023 (telephone 781-338-3000) (TTY 1-800-439-0183) or the Massachusetts Commission Against Discrimination at One Ashburton Place, Boston, MA 02108 (telephone 617-994-6000) (TTY 617-994-6196).

#### **STUDENT RECORDS**

The Family Educational Rights and Privacy Act (FERPA) and the Massachusetts Student Records Regulations ("Regulations") together provide parents and eligible students (those who have reached the age of 14 or who have entered ninth grade) certain rights with respect to the student's education records. A general overview of those rights is provided below. Parents and students may obtain a complete copy of their rights under the Massachusetts Student Record Regulations by contacting the school's principal.

(a) The **right to access** the student's education records. Parents or eligible students should submit their request for access to the building principal. Access is generally provided within ten days of a request. However, Massachusetts General Laws c. 71, §34H ("Section 37H") law provides specific procedures that must be followed prior to release of records to a parent who does not have physical custody of a child. These procedures include submitting a written request and other documentation to the principal on an annual basis. Information about these procedures can be obtained from the building principal.

(b) The **right to request amendment** of the student's education records. Parents or eligible students should direct their request to the principal, clearly identifying the part of the record they wish to have amended, and why.

(c) The **right to consent to disclosures** of personally identifiable information contained in the student's education records, except to the extent that FERPA and the Massachusetts regulations authorize disclosure without consent. One exception that permits disclosure without consent is disclosure to school officials with legitimate educational interests in the records. Such school officials include professional, administrative and clerical staff who are employed by or under agreement with the Needham Public Schools and who need access to a record in order to fulfill their duties. The Needham Public Schools also discloses student records without parent/eligible student consent to officials of other elementary or secondary schools in which a student enrolls, or seeks, intends, or is instructed to enroll upon receipt of a request from such school officials.

As required by law, the Needham Public Schools routinely releases (1) the name, address and telephone listing of secondary school students to military recruiters and to institutions of higher learning upon request and (2) the name and address of students to third party mail service that has been approved by the Department of Elementary and Secondary Education upon the request of a Charter School. In the event a parent or eligible student objects to the release of any of the above information, the parent or eligible student may state that

objection in writing to the Director of Student Development no later than October 1 of each school year. Absent receipt of a written objection for the parent or eligible student by that date, this information will be released without further notice or consent.

(d) The **right to file a complaint** concerning alleged failures by the District to comply with the regulations and laws governing student records. Complaints may be filed at the Massachusetts Department of Education, 75 Pleasant Street, Malden, MA 02148. In addition, complaints relative to federal statutes and regulations governing student records may be filed with the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue SW, Washington DC.

(e) **Destruction of Records:** Regulations require that certain parts of the student record, such as the temporary record, be destroyed a certain period of time after the student leaves the school system. 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 is destroyed, the parent must be notified and have an opportunity to receive a copy of any of the information.

(f) **Temporary Records** consist of all the information not kept on the transcript. This information includes the student's standardized test scores and evaluations by teachers, counselors, and other staff members. Said record shall include, but not be limited to, any incidents involving suspension or violation of criminal laws or any incident reports in which the student was charged with any suspendable act. In accordance with Department of Education regulations, a student's temporary record will be destroyed five (5) years after leaving school.

### **DISTRICT MEETINGS, PROGRAMS, ACTIVITIES**

The Needham Public Schools, recognizing that some areas in its school department buildings are inaccessible to individuals with disabilities, adopts the following policy:

All meetings, conferences, programs, and activities in school department buildings are available, without discrimination, to individuals with disabilities as defined by the Rehabilitation Act of 1973 and/or Title II of the American with Disabilities Act.

Whenever an individual with a disability (ies) wishes to attend or participate in a meeting, conference, program, or activity which is inaccessible, that meeting, conference, program or activity will be relocated to an accessible area. Forty-eight hour notice of the need for relocation should be made by the person with a disability (ies) to the Superintendent's Office:

Needham Public Schools  
1330 Highland Avenue  
Needham, MA 02492  
(781) 455-0400 x 203

The Superintendent is responsible for implementing this policy by relocating meetings, conferences, programs, or activities. Whenever an individual with impaired vision seeks to obtain information under this procedure, the information will be communicated as follows:

A Braille copy of the posting; a tape recording of the notice; and the use of a reader, where necessary, will be provided upon request.

Whenever an individual with impaired hearing seeks to obtain information under this procedure, the information will be communicated as follows:

An interpreter will provide assistance upon request.

Telephone: (781) 455-0435 or TTY: (781) 455-0424

This policy will be posted in prominent and, where possible, accessible places in all School Department buildings, Town Hall, and the Public Library.

### **PROCESS FOR SCHOOL VOLUNTEERS**

Any individual who seeks to serve as a volunteer in connection with school or school sponsored events in a role that involves direct and unmonitored contact with students will be required to participate in the Criminal

Offender Record Information check prior to the volunteer activity. The school secretary will provide the Form to the potential volunteer for completion and then submit it to the Director of Personnel for processing with the Criminal History Systems Board. The CORI information will be reviewed by the Superintendent or his designee prior to determining whether the individual will be permitted to serve as a volunteer. [For additional information on procedures to be followed, please see School Committee Policy ADDA-Criminal Offender Record Information (CORI) Policy.]

### **HOMELESS CHILDREN AND YOUTH**

The **McKinney-Vento Act** is designed to remove barriers to enrollment and retention in school of homeless children and youth. A homeless child is defined broadly as “any child or youth without a fixed, regular, and adequate residence.” These students include those who are “doubled up” with friends or relatives (sharing the housing of others due to loss of housing, economic hardship), runaways, those awaiting placement by DCF, unaccompanied youths, as well as others.

Students who are homeless have the right to stay in the school district they attended prior to the loss of housing and the right to be transported to their school of origin from their temporary housing. In the alternative, the student may choose to attend school in the district where their temporary housing is located. In the event a homeless student does not have the documents usually required for enrollment, such as proof of residency, school records, or proof of immunizations, the district’s Homeless Education Coordinator will assist students in obtaining these records and further provide for school attendance while doing so.

**Any questions about the programming available to homeless students and their families should be directed to the Homeless Education Coordinator, Christine Brumbach, Director of Student Development and Program Evaluation, (781)-455-0400 x213.**

### **RESTRAINT OF STUDENTS**

School staff may physically restrain students only (1) when non-physical interventions would be ineffective and the student’s behavior poses a threat of imminent, serious harm to self and/or others or (2) pursuant to a student’s IEP or other written plan developed in accordance with state and federal law and approved by the school and parent or guardian. Physical restraint is the use of bodily force to limit a student’s freedom of movement and does not include touching or holding a student without the use of force for the purpose of directing the student.

If a physical restraint of a student (1) lasts more than five minutes or (2) results in injury to a student or staff member, the staff must notify the student’s parents. If a physical restraint (1) lasts longer than 20 minutes or (2) results in serious injury to the student or staff member, the school must also report the incident to the Department of Elementary and Secondary Education.

Follow-up procedures for restraint include not only the reporting requirements set forth above, but also reviewing the incident with the student, staff and consideration of whether follow-up is appropriate for students who witnessed the incident.

Complaints and investigations regarding restraint practices are covered by School Policy JKAA. Additional information, including a copy of applicable state regulations, can be obtained from Christine Brumbach, Director of Student Development who can be reached at 781-455-0400 x 213. A copy of the regulations may also be obtained at <http://www.doe.mass.edu/lawsregs/603cmr46.html>

## **HIGH ROCK & POLLARD ACCEPTABLE USE POLICY: Personal Device Addendum (Optional) Student Owned eReader Devices**

Electronic readers such as Nooks, Kindles, iPods, and iPads can be used in school during independent reading and other times that reading is allowed in school. Students must meet the expectations stated below to be in compliance with the Needham Public Schools Acceptable Use Policy, to protect the school network, as well as

their personally owned devices. **These devices are not to be used on the school network for any reason. Use of these devices for voice or text messaging is not allowed, as per school policy.**

These devices may be used in the library, classrooms, and other public areas under the supervision of teachers and staff.

**Expectations:**

- The student/owner must have a signed AUP and follow all conditions and acceptable uses of the network as outlined in the district's Acceptable Use Policy (a document signed by parent or guardian). See document @ [http://rwd1.needham.k12.ma.us/media\\_and\\_technology/Technology%20Plan](http://rwd1.needham.k12.ma.us/media_and_technology/Technology%20Plan).
- The owner of the device is solely responsible for the physical security of the device, even when shared/loaned to another student.
- Student owned devices should NEVER be connected to the school's wired network or any wireless networks in the school.
- While on school property, devices should have their networking capabilities (i.e. Wi-Fi, 3G, etc.) turned off.
- Students should download necessary reading materials prior to arrival at school.
- The owner is solely responsible for providing all necessary equipment such as battery and power supply.
- With permission of a teacher, students may charge their device in a classroom power outlet, not by connecting to a computer.
- School staff will NOT provide technical support or peripheral equipment such as cables or power.

## NETWORK USER RESPONSIBILITIES

Network users include all students, teachers, administrators, support staff, and community members who have access to the Internet via the World Wide Web and the Needham Public Schools' wide area network.

Students may have access to the Internet via the World Wide Web (WWW) and the Needham Public Schools' wide area network (WAN) while working on class projects in a supervised setting. This includes computers in media centers, classrooms, and computer lab facilities during scheduled class visits. If a student wants/needs to use the WWW or WAN for independent school work, the student and parent must read

the Acceptable Use Policy and complete the *Contract for Individual Access to the World Wide Web*. Students must follow all rules contained within this policy at all times when using the WAN or the WWW. Students must also follow the direction of faculty and staff members supervising any area where networked resources can be accessed.

The School Committee delegates responsibility to the Superintendent or his/her designee to develop contracts or other procedural documents.

### SECURITY AND SAFETY:

- Students will demonstrate personal responsibility by agreeing never to get together with someone they meet online without first checking with parents and teachers.
- Users will accept the responsibility for keeping all pornographic material, gambling material, inappropriate text files, material dangerous to the health and safety of students and staff, or files dangerous to the integrity of the wide area network from entering the school via the Internet.
- Users will demonstrate legal responsibility by not transmitting any material in violation of U.S., Massachusetts, or Needham Public Schools regulations. This includes, but is not limited to: copyrighted materials, threatening, harassing, or obscene material, pornographic material, or material protected by trade secret.
- If a user identifies a security problem on the Internet or the NPS wide area network, he/she is responsible to notify a system administrator. Users should not demonstrate the problem to other users. Users should not use another individual's account without written permission from that individual. Security on any computer system is a high priority, especially when the system involves many users.
- Students have the responsibility to use computer resources for academic purposes only. Playing games or using networked resources for non-academic purposes is not permitted unless supervised by school staff. Users may not conduct commercial activities for profit, advertise products, or conduct political lobbying on the network.
- Users may access home telecommunications accounts from school. However, users need to exercise all responsibilities within this policy, as the NPS network is providing a connection to home accounts.
- All users must take responsibility for keeping down costs and avoiding system disruption. No use of this network shall serve to disrupt its use by other individuals or by connecting networks. It is beneficial for all users to keep the network running efficiently.

### PROPERTY:

- Users must respect others' privacy and intellectual property. Any traffic from this network that traverses another network is also subject to that network's acceptable use policy (AUP).
- Users are responsible for citing sources and giving credit to authors during the research process. All communications and information accessible via the network should be assumed to be private property.

- Users will honor the legal rights of software producers, network providers copyright, and license agreements.
- Users have a right to be informed about personal information that is being or has been, collected about them, and to review this information.

### COURTESY OR E-MAIL NETIQUETTE:

Users may encounter web sites which ask for comments or a reply. They may be sending and/or receiving e-mail. Certain communication behaviors have gained acceptance on the network --some because they save misunderstanding and maintain privacy; others because they help users avoid wasting time or help conserve system resources. The *NPS Student Contract for Individual Access to the World Wide Web* reviews and encourages the use of these safe and appreciated communication behaviors.

### BEHAVIORS AND CONSEQUENCES:

Appropriate behaviors are outlined in school handbooks and guidelines developed by the Media/Technology Department. Consequences for inappropriate behavior are as follows:

- Any violation of the network responsibilities will result in a cancellation of network privileges and may result in disciplinary action. The network administrators will deem what is appropriate use and their decision is final. Also, the network administrators may deny access at any time as required. The administration, faculty, and staff of the NPS may request the network administrators to deny, revoke, or suspend specific user privileges. Any user identified as a security risk or having a history of problems with other computer systems may be denied access to the Internet.
- Tampering with computer security systems and/or applications and/or comments will be considered vandalism, destruction, and defacement of school property (see school handbooks).
- Vandalism will result in cancellation of privileges and disciplinary action. Vandalism is defined as any malicious attempt to harm or destroy data of another user, the Internet, or other networks. This includes, but is not limited to, the uploading or creation of computer viruses.
- The NPS makes no warranties of any kind, whether expressed or implied for the services it is providing. The NPS will not be responsible for any damages suffered. This includes loss of data resulting from delays, non-deliveries, mis-deliveries, or service interruptions caused by the school's own negligence or the user's errors or omissions. Use of any information obtained via the NPS is at your own risk. The NPS specifically denies any responsibility for the accuracy or quality of information obtained through its services.

**Needham School Committee  
Needham, Massachusetts 02492  
May 1, 2012**

Agenda Item:     **Discussion**

**Town Meeting Preparation**

Background Information:

- **Town Meeting is scheduled for May 7<sup>th</sup>, 9<sup>th</sup> and 14<sup>th</sup>, and May 16<sup>th</sup>. The School Committee may want to discuss items relative to preparing for the annual Town Meeting.**

**Needham School Committee  
Needham, Massachusetts 02492  
May 1, 2012**

**Agenda Item:     Action**

**Vote on School Choice**

**Action Recommended:**

**Upon recommendation of the Superintendent that the Needham School Committee votes not to participate in the School Choice Program (Chapter 76, Section 12b) for the 2012-2013 academic year as required by the 1993 Education Reform Act, due to programmatic and space limitations.**



**Needham School Committee  
Needham, Massachusetts 02492  
May 1, 2012**

Agenda Item:     **Action**

**Approve 2013-2014 School Calendar**

- **Based on School Committee feedback and after consulting with the principals, the central office administration adjusted the proposed calendar to spread around delayed opening days.**
- **According to the collective bargaining agreement, the Needham Education Association also needs to agree to start the teacher work year prior to Labor Day. The administration will seek such an agreement after a vote by the School Committee to accept the calendar.**

Action Recommended:

**Upon recommendation of the Superintendent that the Needham School Committee approves the 2013-2014 school calendar as submitted.**

# NEEDHAM PUBLIC SCHOOLS PUPILS' CALENDAR

## 2013-2014

# DRAFT

September (19 days)				
M	T	W	Th	F
26	27	28	29	30
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

February (15 days)				
M	T	W	Th	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

October (22 days)				
M	T	W	Th	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

March (21 days)				
M	T	W	Th	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

November (18 days)				
M	T	W	Th	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29




April (16 days)				
M	T	W	Th	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

December (15 days)				
M	T	W	Th	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

May (21 days)				
M	T	W	Th	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

January (21 days)				
M	T	W	Th	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

June (12 days)				
M	T	W	Th	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

	Holiday/Recess
	Early Release
	Delayed Opening- 2 hrs

### AUGUST

8/29	General Staff Meeting
8/30	Professional Development Day

### SEPTEMBER

9/2	Labor Day
9/3	All Schools Open
9/4	First Day of Kindergarten
9/4	Preschool Orientation
9/5	Rosh Hashanah
9/6	First Day of Preschool & KASE

### OCTOBER

10/1	Early Release - Professional Development
10/14	Columbus Day
10/24	Early Release - Professional Development

### NOVEMBER

11/7	Delayed Opening - Professional Development
11/11	Veterans' Day
11/27	Early Release-Thanksgiving
11/28-29	Thanksgiving Recess

### DECEMBER

12/10	Early Release- Professional Development
12/20	Schools close at end of day for winter recess
12/23-1/1	Winter Recess

### JANUARY

1/2	Classes Resume
1/17	Early Release - Professional Development
1/20	Martin Luther King Jr. Day
1/29	Delayed Opening - Professional Development

### FEBRUARY

2/11	Early Release - Professional Development
2/17	Presidents' Day
2/18-21	February Recess
2/24	Classes Resume

### MARCH

3/6	Early Release - Professional Development
3/26	Early Release - Professional Development

### APRIL

4/8	Delayed Opening - Prof. Dev. (Town Election)
4/18	Good Friday
4/21	Patriots' Day
4/22-25	April Recess
4/28	Classes Resume

### MAY

5/14	Early Release - Professional Development
5/26	Memorial Day

### JUNE

6/3	Early Release - Professional Development
6/2	Graduation
6/17	Last day of school early release - no snow days
6/24	Last day early release 5 snow/emergency days

**Needham School Committee  
Needham, Massachusetts 02492  
May 1, 2012**

Agenda Item:     **School Committee Comments**

Background Information:

**Members of the School Committee will have an opportunity to report on events, information, and matters of interest not on the agenda.**

Action Recommended:

**Report only**

Members of the School Committee available for comment:

**Heidi Black, Chair  
Joseph Barnes, Vice-Chair  
Connie Barr  
Marianne Cooley  
Michael Greis  
Susan Neckes  
Kim Marie Nicols**