A

KENNETH C. COOMBS SCHOOL

Parent/Student Handbook

2016-2017

152 Old Barnstable Road

Mashpee, MA 02649

Main Office (508) 539-1520

Fax Number (508) 539-1530

Website: www.mashpee.k12.ma.us

Mashpee—A Connected Community

All students, regardless of race, color, sex, gender identity, religion, national origin, sexual orientation, disability, or homelessness, have equal access to the general education program and to the full range of co-curricular/enrichment/sports programs offered by the Mashpee Public Schools.

August 2016

Dear Students and Parents/Guardians,

It is that time of year again!! Whether you are a new or returning family we want to welcome you to the Kenneth C. Coombs School (KCC). We are excited about the prospects a new year brings, and look forward to sharing that time together.

The KCC Student Parent Handbook contains essential information regarding our school and school rules as well as important policies and regulations. It is designed to be a valuable resource on your child's journey here.

KCC is a great a place to learn and grow! We are proud of a rich history that provides quality academic instruction in a safe, caring and respectful environment. KCC is a successful school because it is filled with caring people situated in a supportive community. We strive to make this school a true partnership between school, home and community; working together in this type of relationship assures us the best opportunity to achieve our goals. Only great things can come out of that!

Students . . . come to school with a willingness to work hard, expecting to learn, and with a positive attitude. Teachers will create a supportive learning environment for you to do your best work. Parents/guardians. . . encourage your children often, talk to them about school and their work, and support them in every way that you can. Parental involvement shows children that school is important and that you are committed to their success. I urge you to volunteer your time and abilities, visit often, and communicate regularly with your child's teacher. Together, we can accomplish great things!

At the Kenneth C. Coombs School, we aspire to be a family of learners that act SAFELY, RESPONSIBLY, RESPECTFULLY towards one another and come to school READY TO LEARN, but most importantly, are CARING towards one another. This approach makes us more valuable together than we could ever be by ourselves. I am thrilled to have both you and your child as a member of the KCC family and look forward to a terrific school year.

Sincerely,

Paul M. LaBelle
Principal

Wendy M. Lithwin
Assistant Principal

Kenneth C. Coombs School (KCC)
Student Hours

Preschool

Half Day – AM Session	8:20am – 11:00am
Half Day – PM Session	12:10pm – 2:50pm

Pre-Kindergarten

Full Day	9:00am – 2:50pm

Kindergarten – Grade Two

Full Day	8:20am - 2:50pm

Early Dismissal
11:35am for all programs
No PM Preschool sessions

For Delayed Opening and Cancellation
All starting times would be adjusted one hour, 90 minutes,
or two hours as dictated in the announcement.
No AM Preschool sessions if there is a two-hour delay.

Announcements made on Radio WBZ -1030AM, WCIB-102FM,
WPXY - 98FM, WQRC- 99.9FM
TV Channels 4-CBS, 5-ABC, 7-NBC, and Fox 25

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School Administration

Paul M. LaBelle, Principal
Maria Fisher, Executive Administrative Assistant

Wendy M. Lithwin, Assistant Principal
Sheri Vinitsky, Administrative Assistant

Christine Connelly, Administrative Assistant

Central Office Administration

Patricia M. DeBoer, Interim Superintendent of Schools
Gail Hannan, Executive Administrative Assistant

Paul Funk, Business Administrator

Michele N. Brady, Director of Special Education
Linda Burke, Executive Administrative Assistant

Gustav Stickley, Director of Food Services

Mashpee School Committee

Don Myers, Chairperson
George Schmidt, Vice Chairperson
Christopher Santos
Geoffrey Gorman
Scott McGee

2016-2017 MASHFEE PUBLIC SCHOOLS CALENDAR Rev. 5/4/2016 (S.C. 4/6/16)

Daily Schedules
Middle/High 7:35-2:00 (1/2 day 10:00 dismissal)
Quashnet K 13-2:45 (1/2 day 11:30 dismissal)
Coombs K 20-2:30 (1/2 day 11:35 dismissal)

Grades Pre-K through Grade 6
Progress Reports Issued (Gr. 3-6 only)
Term 1: 10/19/16
Term 2: 1/27/17
Term 3: 3/6/17
Term Ends
Term 1: 12/7/16
Term 2: 3/20/17
Term 3: 6/20/17
Report Cards Issued:
Term 1: 12/14/16
Term 2: 3/27/17
Term 3: 6/20/17

31-Teacher professional day

AUGUST '16

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

SEPTEMBER '16

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

1-Teacher professional day
2-No school- closed
5-Labor Day-no school
6-School begins grades 1-12
7-School begins grades pre-K&K
15-Early release- all schools
16- No school-professional day

3-Early release- all schools
10-Columbus Day- no school

OCTOBER '16

S	M	T	W	Th	F	S
						1
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16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

NOVEMBER '16

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27	28	29	30			

8- No school-professional day
11-Veterans Day- no school
21 Early release Coombs & Quashnet only (conferences)
23-25 Vacation- No school

1- Early release Coombs & Quashnet only (conferences)
26-30 Vacation-no school
5-Early release- all schools

DECEMBER '16

S	M	T	W	Th	F	S
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JANUARY '17

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29	30	31				

2- Vacation- no school
16-M.L. King, Jr. Day- no school

6-Early release- all schools
20-24 Vacation- no school

FEBRUARY '17

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MARCH '17

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26	27	28	29	30	31	

16-Early release-all schools
17-No School – professional day

3-Early release-all schools
17-21 Vacation- no school

APRIL '17

S	M	T	W	Th	F	S
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30						

MAY '17

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28	29	30	31			

1-Early release-all schools
29-Memorial Day- no school

5-Early release- all schools
20-Early release/tentative last day of school for students(with no snow days)
27-Tentative last day with 5 snow days
7/4- 4th of July- offices closed

JUNE '17

S	M	T	W	Th	F	S
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JULY '17

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16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

Grades 7-12
Progress Reports Issued Gr 7-12
1st term Oct 31 2nd term Dec 16
3rd term Mar 9 4th term May 19
Term Ends
1st term Nov 10 2nd term Jan 27
3rd term April 10 4th term Jun 20
Report Cards
1st term Nov 17 2nd term Feb 3
3rd term April 14 4th term mailed home

GENERAL INFORMATION

Mashpee Public Schools Vision

Every student, every day, is safe, respected, and ensured to achieve academic excellence in a personalized learning environment that includes quality teaching, small class sizes and the use of technology

Mashpee Public Schools Mission Statement

The Mashpee Public Schools ensures a comprehensive program of academic rigor, scope and depth to prepare all students to be college and career ready and to value service to others.

Mashpee Public Schools Non-Negotiables

- We value ALL students.
- Every decision we make is data-driven to improve student learning and achievement in a system of rigor and relevance.
- Our classroom instruction and interventions are informed by data-based problem solving.
- Our district academic and behavioral protocols are implemented with fidelity.
- Our professional learning and collaboration improve educator practice by focusing on curriculum and instruction that are implemented with fidelity.
- We establish and sustain partnerships to ensure that ALL students are college and career ready.

MULTI-TIERED SYSTEM OF SUPPORTS

The Mashpee School Committee has endorsed the use of a Multi-Tiered System of Supports (MTSS) which is an evidence-based model of schooling that uses data-based problem-solving to integrate academic and behavioral instruction and intervention. The integrated instruction and intervention is delivered to students in varying intensities (multiple tiers) based on student need. "Need-driven" decision-making seeks to ensure that district resources reach the appropriate students (schools) at the appropriate levels to accelerate the performance of ALL students to achieve and/or exceed proficiency. The academic and non-academic core components of MTSS are:

- high-quality core curriculum and instruction implemented with fidelity
- research-based academic interventions and assessment practices
- research-based behavioral interventions and supports
- universal screening and progress-monitoring
- collaboration and communication between educators and parents

KENNETH C. COOMBS SCHOOL

MISSION STATEMENT

The Kenneth C. Coombs School strives to provide a high quality, individualized education to equip students with skills and knowledge for the future. This goal shall be achieved through a partnership of educators, families and the community that values cooperation, diversity and creativity in a child-centered, inclusive learning environment.

Cocoa's Fab Four + 1

Be Safe

Be Responsible

Be Respectful

Be Ready to Learn

Be Caring

KENNETH C. COOMBS SCHOOL FACULTY/STAFF

PRESCHOOL
Jo Ann Bellone
Sharon Fulone
JoAnn Nadeau
Michelle Richmond
Amy Williams
Jane York

KINDERGARTEN
Suzanne Cogswell
Evelyn O'Keefe
Alison Robbins
Timothy Souza
Carolyn Swift
Elizabeth Wilber

GRADE ONE
Kristen Daly
Kristine Jones
Lauryn Post
Mary Russell
Stephanie Souza
Karen Tessicini

GRADE TWO
Mary Crimmins
Amy Cullum
Debra Goulart
Kathleen Penney
Laura Shores

SPECIAL EDUCATION
Patricia Bernard, Teacher
Beth Coon, Teacher
Alyce Shadan, Teacher
Coleen LaMontagne, Speech Therapist
Maryann Raymond, Speech Therapist
Melissa Hallett, Physical Therapist
Robin Phelan, Occupational Therapist

GUIDANCE
Eileen Manganella, Adjustment Counselor
Ayanna Parrent, Adjustment Counselor
Virginia Milano, School Psychologist

SPECIALISTS
Katie Martin, STEM
Margaret Mitchell, Physical Education
Kim Palmer, Art and Technology
Kathy Penney , Music
Megan Smith, Librarian and Technology

TITLE ONE
Patricia Kenny, Teacher
Kirsten Sorbo, Teacher

HEALTH OFFICE
Stacey Schakel, School Nurse

PARAPROFESSIONALS
Naomi Aldrich
Louise Baslik
Becky Bingham
Jessica Blackwell
Amy Buckley
Stephanie Burke

Amy Demers
Helayne Dupont
Susan Gonsalves
Dorothy Harper
Shannon Lee
Marijayne Marques
Rebecca Mauro
Judy McMorrow
Elizabeth McQueen
Kelley O'Keefe
Linda Ryan

Tracy Sikut
Karen Wilson
Lynn Wilson

RECESS MONITOR
Manuela Cliff
Erika Loranger
Helen Rose

Staff may be contacted via email using first initial, last name @mashpee.k12.ma.us.
For example, Paul Labelle can be reached at plabelle@mashpee.k12.ma.us

ATTENDANCE

This information is provided to help you better understand the importance of regular attendance and what to do when there needs to be a later arrival or early dismissal. ***Please note that perfect attendance is celebrated and recognized for each term. To receive this recognition, a student must have no absences, no tardies, and no dismissals. Students must be in attendance whenever school is in session.***

School Hours

- School Opens: 8:00am
- Student Dismissal: 2:50pm
- Early Release Day Dismissal: 11:35am

Attendance

The Mashpee School Committee believes that successful achievement of its mission relies heavily on daily attendance. The Committee sees a correlation between attendance and achievement and finds that daily attendance is a function of school, student, and family factors. Massachusetts General Laws (Ch. 76, Sec. 2) requires full-time attendance of all students age 6 by September 1 of the current school year and up to the age of 16 throughout the school year and limits absences from school for any reason to not more than seven days in any six-month period of time. Excessive unexcused absence or tardiness that affect a child's progress at school may result in legal action in the form of charges of Child Abuse and Neglect (51A) filed through the Department of Children and Families (DCF) or a Child Requiring Assistance (CRA) Petition filed through the Falmouth District Court.

When a student's total absences reach 6 days in a 45-day period, a letter will be sent home requesting a parent/student/school conference to address the attendance issue. If attendance does not improve following this communication and meeting, we will work with the Barnstable County District Attorney's Office and participate in their "Keep Them Coming" program. This program begins with a roundtable meeting and offers services and suggestions as a means to improve your child's attendance. If none of these strategies work, the school will then proceed in filing a CRA (Child Requiring Assistance) Petition with the Falmouth District Court and Juvenile Probation. (This is the old CHINS--Child in Need of Services Law—now renamed CRA). We may also look to a diversion or Pre-CRA program or meeting.

Regular and timely attendance is necessary for maximum learning success. Therefore, it is not only the responsibility of the school but also in the best interest of each student and his/her parents/guardians to maintain regular attendance. A student may be excused temporarily from school attendance bereavement, for observance of religious holidays, and for special situations to be reviewed by the principal.

If your child is going to be absent from school, please call the nurse's line at 508.539.1520 x5104 by 8:15 a.m. Upon returning to school, your child <u>must</u> bring a written note signed by a parent or guardian stating the date, duration, and reason for the absence. The note is to be given to his/her teacher. If your child is absent for three (3) consecutive days, the school nurse will call to inquire about your child. In cases of chronic or irregular absence, reportedly due to illness, the Principal may request a physician's statement certifying that the prolonged absence is justified. According to School Committee policy, any child absent for five or more consecutive days must submit a physician's note to the office upon return to school.

If your child is to be absent for two or more days due to illness and you would like his/her homework to be sent home, please contact the school secretary by 10:00 a.m. You may pick up homework at the end of the school day.

If your child becomes ill at school, we will make every effort to contact you using contact information in our Power School database.

Students who do not attend school the full day for any reason, including those of health, will not be allowed to participate in or attend any school activities on that day.

Special situations will be handled individually by the classroom teacher, Guidance Counselor, or Principal.

TELEPHONE CALLS INFORMING THE SCHOOL OF CHANGES TO THE DISMISSAL PLANS FOR YOUR CHILD MUST BE RECEIVED BY OFFICE STAFF PRIOR TO NOON AND WILL REQUIRE A FOLLOW-UP, WRITTEN NOTIFICATION. (E-MAIL)

Late Arrivals and Early Departures

Given the importance of having the children here for the entire school day, we hope that the occurrence of late arrivals and early departures will be reserved for emergencies. If these emergencies arise, please follow the practices described below:

- **If your child arrives to class after 8:20am he/she will be marked tardy.**
- **If your child arrives to school after 8:20am they must be escorted into the main office by a parent/guardian.**
- If your child is to be dismissed early from school he/she must bring a dated note from you. The time and reason for dismissal must be stated on this note which should be presented to the classroom teacher at the start of the school day. Notes are required for both early dismissals and for students not riding the bus on a given day. Do not go directly to the classroom; your child will be dismissed directly to you or your designee from the main office. Note: **A dismissal prior to 11:30 AM will be recorded as an absence.**
- If parents/guardians have forgotten to write a note, they are asked to phone the school **at least 60 minutes before dismissal** to allow office personnel the time to relay the message to the classroom.

Cancellation/Emergency Closing

If, after students have already arrived at school, a decision is made to send students home early due to an emergency or other necessary situation, parents/guardians will be notified through our "School Messenger" computerized notification system. Our Student Personal Data/Emergency Information form requests the telephone numbers by which you wish to be notified through this computerized system. Parent/guardian phones numbers and emergency contact information should be updated after any changes with the main office to ensure you receive this notification.

During the year it may be necessary to cancel school or delay the opening of school for 2 hours. Local radio stations (WQRC, WCIB, WPXY, and WBZ) and television stations (Channels 4, 5, 7, and FOX 25) will broadcast no school or delayed opening reports beginning after 5:30am and at regular intervals thereafter. If it is necessary to delay the opening of school by two hours, the school start time will be 10:20am. Morning preschool sessions would be cancelled for the day.

If a two-hour delay is changed to a cancellation, the decision will be made by 8:00am. Please do not call the Police or Fire Department for No-School Information.

Family Vacations

The School Committee believes that school attendance is critical to student achievement. As a result, we strongly discourage the taking of family vacations when school is in session. We believe this to be detrimental to your child's progress. In situations where a vacation must be taken when school is in session, we ask that the school principal be notified. Our experience has shown that providing assignments to be done during a vacation is not productive. Such schoolwork undermines the quality of the vacation and is generally not a productive educational exercise. For this reason, we do not require teachers to design any out-of-school activities for students while on a during-school family vacation. No work will be provided to students to take with them on their during-school family vacation if the teacher has not already taught the related lesson to the whole class. There will be no re-teaching of missed lessons. Teachers will not stay after school or work with a student at recess to catch him/her up due to missed lessons while on a during-school family vacation. It is the parents/guardians responsibility to teach all missed material to their child. Within ten school days of returning from the family vacation, all missed assignments must be completed and any missed assessments must be taken by the student who had been absent. There will be no retesting due to poor performance on an assessment. Students are held accountable to make up any schoolwork missed when they return. Upon returning from a family vacation, explanatory instructional materials may be provided to parents/guardians in order to facilitate their teaching of the missed content to their child. Teachers will not provide individual instruction of content missed due to a family vacation.

Change of Telephone Number or Residence

Parents/guardians are required to fully complete a Personal Data/Emergency Information form for each of their children at the beginning of the school year. We must have a contact phone number(s). If, during the school year, a student's address or telephone number is changed, parents/guardians must notify the school so that the student's records may be kept up-to-date and so that the school's emergency information will be accurate.

Dress and Personal Appearance

The Mashpee Public Schools expect students to maintain an appearance that does not violate reasonable standards and is conducive to cleanliness, safety, good health, and appropriate conduct. Clothing worn to school should reflect a positive self-image and should not be disruptive or distracting to the educational process. The Principal or designee is the final authority on dress code violations.

1. The following is not permitted during the school day:
   a. Having exposed undergarments, midsections, backs, or deliberately bare shoulders
   b. Wearing short shorts or short skirts/dresses (mid-thigh measurement)
   c. Wearing drooping or saggy pants
   d. Wearing clothing/accessories that express inappropriate language and images that are vulgar or profane (or which might be interpreted as such) or that advocate racial, ethnic, or religious prejudice, gang affiliation, violence, or the use of tobacco, drugs, or alcohol.
   e. Wearing pajamas or pajama-like clothing
   f. Bare feet—Appropriate footwear should be worn with recess and physical education in mind. Sandals must have a closed heel or a heel strap.

2. Appropriate clothing must be worn during cold weather to be properly prepared for outdoor recess.

The administration reserves the right, if necessary, to add other items to this list, especially any and all items which negatively affect the safety and security of our students and staff.

Field Trips

Field trips form an important part of the educational plans for the students at Mashpee Public Schools. Such trips are planned with the utmost care and parent/guardian help is sought in assuring safety at all times. Teachers insist upon good conduct and do everything they can to make the journey one of many worthwhile learning experiences.

It is expected that all school regulations will be adhered to on a trip that extends outside of, but is sponsored by, the school. It sometimes develops that in spite of every precaution, accidents occur. In such event, the teacher in charge and the parents/guardians serving as chaperones can be depended upon to use good judgment about getting immediate and proper care for the student.

Since such trips have become a common practice in the educational program of our community, it is important that the parent/guardian understand that responsibility in case an accident occurs, is that of the parent/guardian. No one can assume any financial responsibility. Neither town office, the school administration, the teaching staff, nor parents/guardians assisting them may be liable in case of injuries or unforeseen accidents.

When there is an opportunity for a field trip, you will be asked to sign a permission form and return it to the teacher prior to the trip. Field trips extend student learning and experiences. It is the parents/guardians responsibility to return the signed permission slip. It is hoped that all students will benefit from these efforts.

Fire Drills

When the fire alarm sounds, we require every adult and student in the school to respond.

Teachers are to:

- ✓ Close all doors and windows in their room.
- ✓ Close doors and windows in adjacent rooms, if necessary.
- ✓ Close corridor doors if last teacher through.
- ✓ Check lavatories in their areas.
- ✓ Accompany their students to an area a safe distance from the school building and immediately check attendance using a class roster.
- ✓ Hold up a red card if a student is missing; hold up a green card if all students are present.
- ✓ Await announcement to return to classes.

Students are to:

- ✓ Stop all talking and follow all directions of the supervising adult.
- ✓ Close all classroom windows and doors while exiting (if possible).
- ✓ Pass in single file and walk quickly and quietly to the designated exit.
- ✓ Remain with their classroom teachers during the entire fire drill unless otherwise instructed.

Except for administrative and custodial staff, the building should be cleared and secured as soon as possible. Routine fire drills are held throughout the year.

Code Red Drills
When a "code red" is announced, we require every adult and student in the school to respond. All adults and students remain in the school building. All interior and exterior doors are to remain closed and locked at all times. Routine "Code Red" drills are held throughout the school year.

Teachers are to:
- ✓ Direct students to a designated area in the classroom.
- ✓ Cover glass panel in classroom door to hallway.
- ✓ Close all windows.
- ✓ Turn off lights and all classroom technology.
- ✓ Supervise students.
- ✓ Avoid use of the school telephone system.
- ✓ Await announcement that "code red" is over.

Students are to:
- ✓ Stop all talking and follow all directions of the supervising adult
- ✓ Quickly and quietly move to designated area in the classroom.
- ✓ Remain in designated area until "code red" is over.
- ✓ Maintain silence until the announcement is heard that "code red" is over.

Visitors
Upon entering the school, a visitor must **STOP AT THE MAIN OFFICE FIRST.** Parents/guardians or guardians are invited to visit the school at any time as long as it does not interfere with the normal school or class routine. Please contact the Principal or your child's teacher to make arrangements prior to your planned visit.

- The increased need for school security mandates a policy of all visitors to the school to first report to the Main Office and to sign a visitors' book located on the counter upon arrival and departure. Additionally, all guests will be required to wear badges identifying them as authorized visitors to the school.

- Visitors wishing to observe a specific class must make arrangements with the Principal and the teacher. Observations require an administrator's attendance and may have a short delay. All efforts will be made to schedule a mutually-agree time.

- Students may not bring friends to school since the school cannot assume responsibility for the friends.

- When a parent/guardian drops off school-related items, the items must be left at the Main Office and must be clearly labeled with the child's name and the teacher's name.

Cafeteria
Breakfast and hot and cold lunch programs are offered daily. The programs are set up to provide every student with a nutritionally balanced meal during regularly scheduled eating periods. Menus are published monthly so that students may plan their daily breakfast and lunch choices. Participation in the breakfast and lunch programs is encouraged.

If the student chooses to go to breakfast, it must be done immediately upon arrival to school. All students are dismissed from the cafeteria at 8:15am. Families should plan accordingly.

The government-sponsored free and reduced breakfast and lunch is operating in Mashpee. Application forms will be made available in the fall. Questions about this program should be directed to the Food Service Director Gustav Stickley whose office is located at the Quashnet School. (Tel. 508-539-1550, Ext. 4190)

Parents/guardians are encouraged to pay in advance for breakfast/lunch on a weekly basis. If paying by check, it should be made payable to "Town of Mashpee School Lunch." We encourage all parents/guardians to pay for their student's school meals online. Visit www.mylunchmoney.com and follow the prompts to enroll and monitor your student's account. If a student forgets his/her breakfast/lunch money, he/she may charge the meal, but the charge is expected to be paid to the kitchen supervisor upon arrival at school the following day. No child will be allowed to charge again until the current charge is paid. Periodically, notices are sent home regarding "Past Due" accounts. Students will continue to be fed but choices may be limited until restitution is made.

Snacks
Time is allotted for a snack daily in all classrooms. Snack may be in the morning or afternoon depending on the class daily schedule. Families are expected to adhere to the Wellness Policy. Suggestions for healthy snacks are provided in the Policy.

Lost and Found
Please try to have your child's coat, hat, backpack, and other belongings marked with his/her name so that lost items may be returned to your child easily. Students who find articles not belonging to them or who are missing items should report it immediately to their teacher, and check in the Main Office.

The school cannot be responsible for replacing lost or stolen articles. It is strongly recommended that all valuable items be kept at home. The lost and found articles are kept in the cafeteria and will be donated after each term.

School-Issued Books
Student books which are issued or borrowed are the property of the Mashpee School Department. This includes library books. Please cover textbooks to keep them in good condition. A student who loses or ruins a book will have to pay the replacement cost of the book.

Toys, etc.
Toys, games, stuffed animals, music-playing electronic devices, electronic games, skateboards, sports equipment, etc., are not necessary components in our educational program and may not be used in school unless with specific prior approval of the teacher or administration.

We strongly recommend that these items be left at home. KCC is not responsible for the loss of or damage to such personal possessions.

P.T.O. (Parent-Teacher Organization)
KCC Parent-Teacher Organization (P.T.O.) exists to enhance the educational experience of the students and to provide a forum for open communication between school and home. Evening meetings are held periodically during the year. Parents/guardians and school staff explore how best to support one another and to help students achieve educational goals that include social and emotional and academic development. All parents/guardians are encouraged to join and take an active role in our P.T.O.

School Insurance
As a service to parents/guardians, a voluntary Student Accident Insurance program is offered. It is available at the lowest possible premium. Accidents and injuries do happen, and we encourage parents/guardians to think seriously about this service. Enrollment forms will be distributed by the homeroom teacher soon after the opening day of school.

Notices Home
To keep you informed about what is going on at the school, periodic notices from the school Principal, your child's teachers, or the parent organization will be sent home along with your child's work or via email. It is recommended that you check with your child and on the district's website (www.mashpee.k12.ma.us) to ensure that you are receiving this information. Weekly newsletters will be sent home via School Messenger and will be posted on the school website. Any family that is not able to access this information electronically may request hard copies to be sent home.

Telephone Use/Messages to a Student
If you need to leave a message for your child, please contact the school secretary prior to noontime to ensure delivery of your message. **Please do not send text messages to your child's cell phone during the school day. A student is not permitted to use his/her cell phone during the school day, unless directed to do so by his/her teacher. The student's cell phone must remain turned off during school hours.** Each classroom is equipped with a telephone that is available to the children for emergencies only. A child's use of the classroom telephone requires the permission of the classroom teacher. (See also the "Student Code of Conduct" section of this handbook.)

Residency/Transfers
All children of school age who reside in the Town of Mashpee will be entitled to attend the Mashpee Public Schools, as will certain children who do not reside in the town but who are admitted under School Committee policies relating to nonresident students or by specific action of the School Committee. Every student seeking admission to school for the first time must present a birth certificate or equivalent proof of age acceptable to the Principal and proof of vaccination and immunizations as required by the state and the School Committee. Proof of residency shall be required by the school administration which is authorized to investigate and verify residency for purposes of school admissions.

Families leaving the community or school district should notify the school secretary at least three days before leaving in order to complete the necessary forms, including a release form prior to the release of any student records. At that time, the parent/guardian will receive a student transfer form that the new school will require before admitting his/her child. With the exception of school choice students as voted by the School Committee, a pupil must attend in the

town in which he or she is a resident. Official documentation for legal guardianship is required when a student does not reside with a parent.

National Events
Please understand that on the day of the event students will not receive any information from the school. We will not use Internet or television that confronts students with disastrous events as they are taking place or in the immediate aftermath. Schools will work to assist parents/guardians with information about how to help students respond.

STUDENT CODE OF CONDUCT

School Behavior
We believe that all children have the right to a safe, comfortable school environment. We understand students at this level have minimal experience with the school environment and require explicit instruction of appropriate behavior expectations. State regulations require that we formally address behavior which can cause disruption to the school environment, as well as the consequences of that behavior. The following code of behavior has been established to assist students, teachers, parents/guardians and administrators to promote patterns of behavior which enhance an orderly learning community within our schools. This code classifies unacceptable behavior into three levels, based on the degree to which it disrupts students and the learning environment. Because it is neither easy nor helpful to list all unacceptable behaviors and the appropriate reaction to each, examples of behavior in each level are provided. All disciplinary action is at the discretion of the Principal. The following is an outline of possible course of action to address inappropriate behavior. These examples are not exhaustive but illustrative.

In cases where suspension or expulsion from school is determined to be the response to the misbehavior, all rights to due process hearings will be offered. A detailed description of these due process rights follows this statement of school behavior. Additional copies can be obtained from the Principal. Administrators will work to preserve the safety and well-being of all students.

Misbehaviors—LEVEL 1
Level 1 misbehaviors are those which interfere with the orderly learning environment of the school, classroom, and common areas. Students learn through their mistakes. To this extent, responses to the daily misbehaviors which occur in school should be instructive and positive, teaching children what is expected and how they should behave. Examples: Listed below are the types of misbehavior that are included in Level 1. The list is not exhaustive.

a. Repeated tardiness without a note
b. Failure to prepare for class
c. Running in the hallways
d. Disturbing the work or play of others
e. Mistreating school property
f. Use of personal cell phone or any unauthorized electronic device during school hours
g. Noncompliant behavior
i. Inappropriate behavior in a bathroom

Disciplinary Actions—LEVEL 1
The disciplining of students for misbehavior at Level 1 is dependent upon the severity and frequency of the specific misbehavior. The disciplinary actions at Level 1 may be administered by a teacher or by an administrator. Some examples are:

Discussion of misbehavior with the child

b. Verbal reprimand
c. Reinforcement of alternative positive behavior
d. Denial of privileges
e. Parent/guardian contact

Misbehaviors—LEVEL 2

Level 2 misbehaviors are those which seriously interfere with the orderly environment of the school and are potentially dangerous to the safety and well-being of the students and staff. Examples: Listed below are the types of misbehavior that are included in Level 2. The list is not exhaustive.

a. Repeated instance of Level 1 misbehavior which has not been modified by intervention
b. Misbehavior which is dangerous to self or other students (such as shoving, pushing, hitting)
c. Intentionally damaging school or personal property
d. Stealing
e. Selling unauthorized merchandise
f. Cheating
g. Use of profanity
h. Derogatory reference to another person's race, gender, religion, physical condition, handicap, ethnic origin, or sexual orientation.
i. Disrespectful/ threatening language or behavior toward an adult
j. Leaving school classroom without permission
k Teasing
l. Taking another student's photo or staff member's photo without his/her knowledge

Disciplinary Actions—LEVEL 2

The disciplining of students for misbehavior at Level 2 is dependent upon the severity and frequency of the specific misbehavior. The disciplinary actions at Level 2 are usually administered by an administrator, and include the notification of parents/guardians. Some examples are:

a. Parent conference
b. Cell phone use—Parent/guardian is required to pick up the phone from the school administrator
c. Referral to Child Study Team
d. Implementation of extensive behavior intervention plan
e. Suspension from one to five days, depending on the severity of the behavior (Reference Massachusetts General Laws, Chapter 71, Section 37H ¾):
https://malegislature.gov/Laws/GeneralLaws/PartI/TitleXII/Chapter71/Section37H3-4

Misbehaviors—LEVEL 3

Level 3 misbehaviors are considered the most serious violations to the school behavior code. These misbehaviors endanger the immediate health, safety and personal well-being of the students and adults who attend KCC. They represent a direct threat to the orderly operation of the school environment. Some situations which include illegal activity may result in contact with the Mashpee Police after parental involvement. Other situations will require immediate contact with the Mashpee Police.* Examples: Listed below are the types of misbehavior that are included in Level 3. The list is not exhaustive.

a. Repeated or serious instances of Level 2 misbehavior which have not been modified by intervention
*b. Use, possession, or sale of tobacco
*c. Use or possession of alcohol, or illegal substances in school, on school property or at a school function
*d. Setting fires
*e. Possession or use of weapons
f. Intentionally causing physical harm to others
g. Discriminatory or prejudicial activities or actions toward another person or group involving race, gender, religion, physical condition, handicap, ethnic origin, or sexual orientation.
h. Bullying repeated or serious
i. Repeatedly leaving the school grounds without permission
j. Physical assault of another student or of a staff member

Disciplinary Actions—LEVEL 3
Misbehavior at Level 3 will involve suspension from school. The length of the suspension will depend upon the severity and frequency of the specific misbehavior. (Reference Massachusetts General Laws, Chapter 71, Section 37H 3/4):
https://malegislature.gov/Laws/GeneralLaws/PartI/TitleXII/Chapter71/Section37H3~4

a. Suspension from school for one to five days
This response will accompany the first incidence of Level 3 misbehavior or Level 2 behavior of significant severity. The Principal or Assistant Principal, following formal due process procedure, can issue a suspension.

b. Suspension from school for five to ten days
This response will accompany the repeated incidence of Level 3 misbehavior or a severe expression of this misbehavior. A suspension of this magnitude will be issued with the involvement of the Superintendent.

c. Expulsion
Repeated incidents of Level 3 behavior can result in a child being expelled from the Mashpee Schools. If this occurs, the child and his/her family will be entitled to all the hearings and appeals through the School Committee. It is anticipated that this course of action will rarely, if ever, occur.

Discipline of Students with Disabilities
State and federal law provide additional procedural protections for some students who are suspended from school for more than ten days in a school year. Students who are entitled to additional procedural protections are:

- Students with disabilities as defined under state and federal special education laws (34CFR 300.530)
- Students who have not yet been determined to be eligible for special education services, but who are in the process of identification for eligibility (34CFR 300.534)
- Students who are protected under Section 504 of the Rehabilitation Act

These students are entitled to a "manifestation determination" meeting, where parents/guardians and school personnel determine whether the conduct which might result in suspension is conduct which:

- is caused by and directly related to the student's disability, or
- is caused by a failure to implement the student's IEP.

Alternate services must be provided to all special education students after ten days of suspension.

Harassment

Harassment is defined as unwelcome, harmful behavior towards another person because the behavior is degrading, annoying, bothersome, or physically and/or emotionally injurious.

Anyone who feels he/she is a target of harassment should immediately bring the matter to the attention of a staff member.

The Mashpee Public Schools are committed to providing equal education and employment opportunities for all students, employees and applicants, parents/guardians and members of the school community, including those people who are contracted to perform work for the Mashpee Schools, without unlawful regard to race, color, religion, gender, national origin, age, sexual orientation, or disability. The members of the school community include the School Committee, a, faculty, staff, students, and volunteers working in the schools, while they work and study subject to school administrators and their designees. The Mashpee Public Schools are also committed to maintaining a school and work environment free of harassment based on race, color, religion, national origin, age, gender, sexual orientation, or disability. The Mashpee Public Schools expect all students, employees and other members of the school community to conduct themselves in an appropriate and professional manner with respect and concern for their colleagues and students. Harassment on the basis of color, national origin, religion, age, gender, sexual orientation or disability in any form will not be tolerated.

Harassment is a violation of an individual's rights to personal dignity. It may exist whenever inappropriate conduct relating to or involved with one or more of an individual's characteristics or qualities exists. Harassment may include, but is not limited to: verbal and/or written remarks, symbols, caricatures, physical contact, and impediment of movement, gestures, and innuendo. The important point is that a target of harassment feels uncomfortable, intimidated, or physically or emotionally hurt as a result of someone else's behavior, regardless of intent.

Sexual harassment is a special type of harassment. It consists of unwelcome physical and verbal or other overt sexual advances, requests for sexual favors and other verbal and/or physical conduct of a sexual nature when such conduct unreasonably interferes with school or work performance or creates an intimidating, hostile, or offensive educational or work environment. Sexual harassment is a violation of an individual's right to privacy and personal dignity. It may exist whenever inappropriate conduct relating to or involved with sex offends or shocks someone and the offense taken is reasonable under all the circumstances. Sexual harassment may include, but is not limited to:

a. Continuing to express sexual interest after being informed that the interest is unwelcome.
b. Assault, inappropriate touching, intentionally impeding movement, continuing comments, gestures, or written communication of a suggestive or derogatory nature involving or because of sex.
c. Leering or voyeurism.
d. Displaying lewd or sexually explicit photographs or other materials.

Under certain circumstances, sexual harassment may constitute child abuse under Massachusetts G.L.C. 119 Section 51A. Mashpee Public Schools shall comply with Massachusetts law in reporting suspected cases of child abuse. Any attempt by an employee or a student to retaliate

against a person who makes or provides information regarding a claim of harassment is also strictly prohibited. Specific procedures for the reporting and investigation of incidents of any form of harassment shall be followed at the individual school level. Any violation of this policy should be documented in writing and brought to the attention of a building administrator and the Superintendent of Schools. An investigation will be conducted in a timely fashion, followed by whatever disciplinary action is deemed appropriate in accordance with established procedures in the Faculty and student handbooks. The severity of disciplinary action will be based upon the circumstance of the infraction. Any employee, student or member of the school community found to be guilty of harassment shall be subject to sanctions including, but not limited to: warning, evaluation of the harasser, suspension or expulsion, and possible police/court involvement, or termination of employment, subject to applicable procedural requirements.

Anti-Bullying Policy for Students

Bullying, harassment, and intimidation have a negative impact on the school climate and can be major distractions from learning. Bullying can create unnecessary anxiety that affects the ability or desire of a student to attend school, learn in school, travel on the school bus, feel safe in school areas such as the playground or cafeteria, or participate in special or extracurricular activities. The failure to address bullying activities also gives other students the message that it is permissible to engage in negative behaviors. Bullying is defined as such acts that a reasonable person should know would have the effect of harming a student or damaging a student's property, or placing a student in reasonable fear of such harm; or acts that have the effect of harassing, intimidating, or demeaning a student in a manner that causes significant disruption to the student's school experience.

Bullying can take many forms and occur in many settings. Bullying conduct may occur on a single occasion or repeatedly over time. **Bullying typically involves repeated acts by a student intended to exert unwarranted control over another student or students.** These negative acts may be direct physical or verbal actions or may be indirect actions such as gossip and social alienation. Examples of bullying may include but are not limited to: physical or psychological intimidation; threats that may be stated or implied; assaults that may be verbal or physical, teasing or insults; and attacks on student property. KCC will endeavor to maintain a learning environment free of bullying. Bullying behavior by a student is prohibited and will be considered unacceptable behavior within the meaning of the behavior codes: School Behavior for Pupils and Bus Procedures and Regulations for Pupils. A student who commits bullying behavior may be disciplined in accordance with these codes. Bullying that occurs at school bus stops, during school hours, on school-sponsored transportation, and at school-sponsored activities, events, and trips may constitute a violation of the School Behavior code. Depending upon the circumstances, bullying behavior may or may not be considered a violation of the Harassment Policy. **Please visit http://www.mashpee.k12.ma.us to access the District's Bullying Prevention and Intervention Plan.**

Threat Assessment

The primary purpose of a threat assessment is to prevent targeted violence. The threat assessment process is centered upon analysis of the facts and evidence of behavior in a given situation.

The appraisal of risk in a threat assessment focuses on actions, communications, and specific circumstances that might suggest that an individual intends to mount an attack and is planning or preparing for that event.

In a situation that becomes the focus of a threat assessment inquiry or investigation, appropriate authorities gather information, evaluate facts, and make a determination as to whether a given student *poses* a threat of violence to a target.

If an inquiry indicates that there is a risk of violence in a specific situation, authorities conducting the threat assessment may collaborate with appropriate resources to develop and implement a plan to manage or reduce the threat posed by the student in that situation.

Under the provisions of the 1993 Education Reform Act, any student/adult who is found on the school premises or at school-sponsored events in possession of a dangerous weapon or a controlled substance will be suspended or expelled from the school or school district by the school Principal. The expulsion provision also applies to any student/adult who assaults a Principal, Assistant Principal, teacher, paraprofessional or other staff member on school premises or at school-related or school-sponsored events.

TRANSPORTATION

Buses

Bus stops and routes are developed by the School Department in coordination with the bus contractors. All students are to get on and off at their own designated bus stop. **Students will not be permitted to change buses except on a permanent or emergency basis.** A written note (or phone call) outlining the nature of the emergency must be submitted to the school Principal. Students are not permitted to eat or drink while on the bus. All drinks carried on the bus must be unopened and in spill-proof, non-glass containers.

Student Conduct on School Buses

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

To ensure the safety of all students who ride in busses it is expected that all students maintain appropriate behavior. Where applicable, all misbehaviors listed in the Student Code of Conduct section of our parent/student handbook also apply to the bus. Examples of unacceptable bus behavior are:

1. Distracting the bus driver while driving
2. Use of inappropriate language (oral or written) or gestures
3. Noncompliance with a driver's request
4. Voice volume that is too loud
5. Damaging/defacing bus interior or exterior
6. Out of seat while the bus is moving
7. Physical horseplay
8. Threatening behavior

   (The list is not exhaustive.)

Parents/guardians of children whose behavior and misconduct on school buses endangers the health, safety, and welfare of other riders will be notified that their children face the loss of transportation privileges in accordance with regulations approved by the School Committee.

In the case of a misconduct on a bus, the incident will be reported via a bus slip to school administration. The Administrator will promptly investigate the misconduct. Once confirmed, a copy of the bus slip containing the principal's investigation notes and disciplinary action taken will be provided to the parent/guardian, as well as to the bus company.
When a student's bus misconduct results in suspension of riding privileges, a meeting will be held with the Principal, parent/guardian, bus contractor, and student. Parents/guardians will be given 24 hours' notice prior to a suspension of bus privileges for their child. Parents/guardians will be responsible for transporting their child to and from school when bus riding privileges have been suspended.

Confirmed Bus Misconduct #1: The student may receive a verbal reprimand, bus safety instruction and seat change if warranted.
Confirmed Bus Misconduct #2: The student may be assigned to a front seat for up to five (5) days.
Confirmed Bus Misconduct #3: The student may be suspended from riding the bus for up to five (5) days.
Confirmed Bus Misconduct #4: The student may be suspended from riding the bus for twenty (20) school days-4 weeks.
Confirmed Bus Misconduct #5: The student may be suspended from riding the bus for one (1) school term.

The above disciplinary measures are meant as a guide to students, parents/guardians and school administrators. A student may be denied transportation by the Principal, when in her opinion the student's behavior jeopardizes the safety of other students riding that bus.

Parents/guardians will be held financially responsible for any repair costs as the result of defacing or damaging of the bus.

Students Driven to School

1. Parents/guardians driving their child to school are to let the student off in the designated drop-off area. Parents must be attentive to directions from personnel in the area. Student should exit the car on the curb side. Personnel are available to assist. There is NO PARKING in the drop-off area and, in most cases, the parent/guardian does not need to get out of the vehicle.
2. **If your child arrives after 8:20am, he/she will be marked tardy. He/she must be escorted to the school's main office with the parent/guardian.**
3. No students are allowed to be dropped off at school prior to 8:00am unless enrolled in a before-school program.

Students Picked Up at the End of the School Day

1. Parents/guardians picking up their child at the end of the school day must park in the side lot to the left of the school and enter through the school nurse entrance in order to sign-out the student. Doors will open for parent/guardian pick up at 2:50pm.
2. School personnel must be notified in advance that a student is being picked up by a parent/guardian or designee. All students being picked up at the end of the day report to the cafeteria at dismissal (2:50pm). Reminder: There is no parking permitted in the Fire Lane or in front of the building.
3. Students will only be released to parents/guardians or designees age 18 or over.

HEALTH (School Nurse)

The Nurse is on duty during the entire school day. Students who feel ill during school hours must have authorization to visit the Nurse's office.

Absence

When a child is absent due to illness, it is the responsibility of the parent or guardian to telephone the main office by 8:15am. The student will need to bring an absentee note upon returning to school after an illness signed by a parent or guardian. If a student is absent for 5 or more consecutive days a physician's note is required upon return to school.

Student Information Data Sheet

The emergency information data sheet must be updated throughout the school year with any changes in employment, home phone number, home address, cell phone number or emergency contact persons (two **local** individuals). Please notify the office immediately when a contact telephone number is changed to ensure the school can contact you in the case of an emergency.

Dismissal for Illness

The Nurse will determine whether the student is not well enough to remain in school, and the parent/guardian will be contacted. Please be aware, if we are unable to contact the parent/guardian, the emergency contact person will be called and responsible for your child in the event of an injury or illness. In the event of an emergency, 911 will be called, you will be notified and your child may be transported to the nearest hospital.

Immunization

It is the parent/guardian's responsibility to provide immunization information at the time of registering a child in school and subsequent boosters as they are given. Completed series of the following immunizations are required of Massachusetts Public School students (Chapter 76, Section 15): Diphtheria, Pertussis, Tetanus (DPT); Polio (OPV); Measles, Mumps, Rubella (MMR); Hepatitis B series; and Varicella (or a **physician** certified reliable history of chicken pox disease). If immunization is not sufficient to conform with state law, the child may be excluded until such time as immunization is certified by a physician. Please note: All medical/religious exemptions must be renewed yearly.

Lead Poisoning

Parents/guardians must present documented evidence of lead poisoning screening prior to entrance into kindergarten (105 CHR 460).

Physical Examinations

Physical exams are required, in compliance with Massachusetts state law for students in grades K, 4, 7, and 10. All transfer students must have a physical examination within six months prior to transfer or six months thereafter. It is recommended a private physician or health care facility perform all physical examinations. Please note: A physical examination is required annually for any students participating in interscholastic sports.

Injury
Every accidental injury in school or on the grounds, no matter how slight, should be reported immediately to the teacher in charge and to the Nurse.

Physical Education Excuses
Students may be excused from physical education classes for medical reasons only. Students wishing to be excused must bring a note, dated and signed from a parent/guardian.

Medical History/Needs
Parents/guardians are **required to notify the school nurse at the start of, or during the school year,** if their child has any medical conditions that may need monitoring during the school year. This includes food allergies, seizures, diabetes, cardiac conditions, migraines, asthma, fractures, bee sting allergies, etc. Please also notify the School Nurse of any medications that are taken at home. Confidentiality will be maintained. **It is vital that the school be aware of medical conditions and/or medications to ensure the safety of your child.**

Severe allergies should be brought to the attention of the School Nurse immediately.

Treatment
The school is not responsible for treatment. School policy does not permit school personnel to treat or to prescribe treatment. Emergency care is limited to first aid: the immediate and temporary care given in case of accident or sudden illness to save life or prevent further injury. **Should a severe emergency develop and we are unable to reach a parent/guardian or emergency contact, we would notify the local rescue service.**

Counseling
The School Nurse is a resource person who is available for health counseling.

Pediculosis (Head Lice)
The Mashpee Public School District will adhere to the following protocol for the management of pediculosis (head lice) based on the recommendations of the American Academy of Pediatrics, the Massachusetts Department of Public Health, and the National Association of School Nurses. The management of pediculosis should not significantly disrupt the educational process.

Children found with live head lice or children found with nits that have had no current treatment will be dismissed to parents/guardians for treatment. Head lice are not associated with infectious disease; therefore, students will not be excluded from school after the appropriate lice treatment.

The School Nurse will determine evidence of treatment prior to the child returning to the classroom. The child may be readmitted to school even if some nits are notes. Further monitoring of the child for signs of re-infestation by the School Nurse is appropriate. Parents/guardians will receive education regarding the prevention, early detection, and treatment of pediculosis.

Screening Programs

Tuberculosis (TB)

In accordance with the recommendation of the Division of Tuberculosis Prevention and Control of the Massachusetts Department of Public Health, all new students who are coming from designated countries outside of the U.S. (Africa, Asia except Japan, Central America, South America, Mexico, Eastern Europe, the Caribbean, or the Middle East) and anyone who has recently traveled for greater than a month to a designated country outside of the U.S. will be assessed for Tuberculosis (TB) risk and referred to a Massachusetts licensed health care provider for further evaluation if any risk is identified. Students in need of a referral will not be cleared to start or resume attendance at school until they are cleared by the school nurse.

Other Screenings

Vision, hearing, height and weight and BMI screenings are performed annually on all students. Height, weight and BMI is checked on all grade one students. Parents/guardians will be notified if there are any abnormal findings. A referral will be generated for a follow-up with a specialist. Annually, at the start of the school year, parents/guardians must notify the school in writing should they choose to opt out of screening.

Schedule of Health Services

Services	Provided By	Grade
Vision/hearing screening (1)	Nurse or Administrative Assistant	PS-2
Heights/weights/BMI	Nurse or Administrative Assistant	Grade One

Additionally, the screenings are provided to all new students and children under M.G.L. Chapter 71B.

Medications

Cough drops/Throat lozenges: If your child requires cough drops or throat lozenges during the school day, please send a note in with the cough drops. Both the note and the cough drops must be delivered to the Health Office.

Effective March 26, 1993, the Department of Public Health (the "DPH") promulgated new regulations concerning the administration of prescription medications in public and private schools.

Parents/guardians of students requiring medications, please review the following regulations:

- ✓ Whenever possible, medicinal preparations should be given at home.
- ✓ With certain conditions such as epilepsy, diabetes, etc., when medication must be taken during school hours, the school regulations require a physician's written order and parent/guardian authorization for school personnel to supervise the taking of medicine for the condition.
- ✓ The medication must be in its own prescription bottle or its own over-the-counter bottle with a clear set of written instructions.
- ✓ Parents/guardians will supply up to a one-month supply of the prescribed medications.
- ✓ **Medications prescribed to be given three (3) times a day will not be given in school.**
- ✓ Medications will not be expected to be sent home every day.
- ✓ School personnel are not to be expected to assume the responsibility for the administration of medication. All medication must be left in the Health Office and never taken in the classroom.

- ✓ School personnel are not to assume the responsibility for the administration of medicine by injection except by special circumstances, e.g., severe allergic reactions, field trips.

Documentation

A. A medication order from a licensed prescriber for long-term prescription medication must contain the following information:
   1. The student's name
   2. The name and signature of the licensed prescriber and business and emergency phone numbers
   3. The name, route and dosage of medication
   4. The frequency and time of medication administration
   5. The date of the order
   6. The diagnosis and any other medical condition(s) requiring medication, if not a violation of confidentiality or if not contrary to the request of a parent, guardian, or student to keep the information confidential
   7. Specific directions for administration

B. For short-term prescription medications, i.e., those requiring administration for 10 school days or fewer, the pharmacy-labeled container may be used in lieu of a licensed prescriber's order.

   1. The School Nurse shall ensure that there is a written authorization by the parent or guardian which contains:

      a. The parent's or guardian's printed name and signature and a home and emergency phone number.

      b. A list of all medications the student is currently receiving, if not a violation of confidentiality or contrary to the request of the parent, guardian or student that such medication not be documented;

      c. Approval to have the School Nurse or school personnel designated by the School Nurse administer the prescription medication;

      d. Persons to be notified in case of a medication emergency in addition to the parent or guardian and licensed prescriber.

Following the Board of Registration's Nursing Protocols, there is no distinction or requirements for distribution between prescription medications and over-the-counter medications.

Transportation of Medication

A parent/guardian or parent/guardian-designated responsible adult shall deliver all prescription medications to be administered by school personnel or to be taken by self-medicating students, if required by the self-administration agreement (105 CMR 0.006(b)), to the School Nurse or other responsible person designated by the School Nurse.

A. The prescription medication must be in a pharmacy or manufacturer labeled container.

B. The School Nurse or other responsible person receiving the prescription medication shall document the quantity of the prescription medication delivered.
C. In extenuating circumstances, as determined by the School Nurse, the prescription medication may be delivered by other persons provided, however, the Nurse must be notified in advance by the parent/guardian of the arrangement and the quantity of prescription medication being delivered to the school.

Dispensing of Medication
The administration of medications may not be delegated with the exception of epinephrine or other medication to be administered in a life-threatening situation where the child has a known allergy or pre-existing medical condition. There must be an order for administration of the medication from a licensed prescriber and written parental consent. If necessary at other times, parents/guardians will be contacted to dispense medication to their child.

Self-Administration of Medications
Students at this age level need close supervision with all medications, including over-the-counter medications. Self-medicating will only be allowed at KCC as approved by the school nurse, physician and parent/guardian. This includes cough drops, vitamins, creams, patches and other over-the-counter medical products.

Handwashing
Hand washing is a standard practice in preschool and kindergarten as children enter the classroom in the morning. Children also wash hands prior to snack, before lunch and after using the bathroom. Adults visiting or volunteering in these rooms during the school day must wash their hands upon entering. In grades one and two specific classrooms may display a hand washing sign on the classroom door and/or doorway floor. Upon visiting or volunteering in these rooms, one must wash hands upon entering.

Lavatory Hygiene
Regarding toileting and diapering, children's Individualized Education Plans will generally indicate the requirement for this assistance. Early childhood guidelines will be followed.

Parent/Guardian Health Notifications/Alert
Parents/guardians will be notified in writing, as needed, throughout the school year of occurrences of communicable diseases. Under certain circumstances, further information will be disseminated through the Connect Ed computerized notification system.

Written notification of missing immunization/physical examination will be sent to the parent/guardian. If no response is given, the parent/guardian will be called to discern the reason for non-compliance. Exclusion is at the discretion of the administrator.

ACADEMICS

Report Cards

Report cards are issued three times a year in December, March, and June. These reports are provided to inform both you and your child about progress being made. They serve as a formal record and help communication between the home and the school. Special education progress reports are also issued with regular report cards during the school year. The issued report card should remain at home with the parent/guardian, and the envelope should be signed and returned to the school within one (1) week after each of the first two terms. The signature on the envelope does not indicate approval, merely the fact that the report card has been examined by the parent/guardian. Report cards are not a substitute for parent conferences. Parents/guardians are encouraged to regularly communicate with their child's teacher to monitor their child's academic progress.

Our standards-based report card communicates clearly what students are expected to know and be able to do as set forth by the Massachusetts Curriculum Frameworks. Each grade level standard is taught, assessed, and reported within the standards on the report card. Important skills that students should learn in each subject at a particular grade level are shown on the report card. Parents/guardians will be able to see exactly which skills and knowledge their children have learned, allowing them to better understand their child's strengths and weaknesses. -Our reporting system reflects the extensive work of our teachers to match curriculum, rubrics, and assessments to the standards.

Grading System for Core Academics (Grades K-2)

4: Exceeding the grade-level standard/expectation
3: Meeting the grade-level standard/expectation
2: Progressing towards grade-level standard/expectation
1: Not yet meeting grade-level standard/expectation
X: Standard is not assessed at this time

Grading System for Special Subjects/Core Values/Prosocial Skills (Grades K-2)

E: Exceeding grade-level standard/expectation
M: Meeting grade level standard/expectation
P: Progressing towards grade-level standard/expectation
N: Not yet meeting grade-level standard/expectation
X: Standard is not assessed at this time.

Grading for Preschool – Students at the preschool level are assessed utilizing a development scale in language, cognitive development, mathematics and early literacy skills.

Homework

Because education is a lifelong process which extends beyond the school, it is important that students recognize that learning occurs in the home and community.

Homework is an essential and important means of teaching the necessary skills of independent study and learning outside the school.

A broad definition of homework is considered here to include not only written work but also related activities such as viewing specific television programs, news reporting, recreational reading, and other activities which are related to classroom work, but which are assigned to be done at home. Speak to your child's teacher if your child is struggling with homework for an extended period of time.

REASONS FOR HOMEWORK

- to complete work started in class
- to expand and/or enrich regular class work
- to build interest in reading and learning
- to make up work missed due to absence
- to encourage parent/guardian awareness of student learning
- to provide an opportunity to pursue special interest or ability areas
- to increase learning time
- to build self-discipline
- to foster skills or organization and an independent approach to learning through research

The following time chart is the **minimum** homework requirement:

Grade Level Daily Requirement	
Kindergarten	15 minutes
Grades 1 and 2	30 minutes

Homework will be assigned on weekends as appropriate. Homework will be considered part of the student's effort grade. Teachers will check homework on a regular basis.

Periodically, students may be assigned a long-term project or assignment. Students may complete such an assignment as quickly or leisurely as they choose. Deadlines for the project or assignment are, however, expected to be met. Teachers may set grade penalties for late or missing projects or assignments.

Parent/Guardian Conferences

Formal conferences with parents/guardians and/or guardians are scheduled at least once a year. Conferences provide two-way reporting: parent-to-teacher and teacher-to-parent. Conferences may be scheduled at any time of the year when a parent or teacher believes it would be in the best interest of your child.

Other Programs

Second Step/Positive Behavior Intervention Support

The School's behavior programs are Second Step and PBIS. All children and staff are trained and encouraged to use this three-leveled Second Step program with common language and process in the school building or on the playground. The first level is empathy (training on feelings); the second level is problem-solving; the third level is anger management. All children in preschool through grade two are exposed to this program. There is also a home component which would make behavior management consistent between home and school. PBIS provides intervention support for children needing such. Parents/guardians are encouraged to participate in a parent education evening to learn about these programs. This evening is usually held in October of the school year.

The Special Subjects periods are designed to enhance life skills and aesthetic appreciation. Some of the activities that may be offered are: During the course of the week, the children attend six specials classes; one per day on a six day rotation. Our Arts Program consists of art, physical education, music, STEM and library and technology.

STUDENT SERVICES

Guidance Department

All students are encouraged to use the services of the Guidance Department and its staff. They are trained to help students, teachers, and parent(s) or guardian(s) to understand the educational, social, and emotional issues of our student population. The School Adjustment Counselors works in conjunction with the administration, teachers, children, parent(s) or guardian(s), and public or private agencies to assist in understanding and dealing with special problems which may arise affecting a student's school experience.

Some of the services of the guidance office are:

1. Helping students with personal, family, school, and social difficulties.
2. Counseling regarding academic and achievement, decision making, problem solving, and life skills development.
3. Lending of reading materials on most everything from drugs to "How to Get Along with Parents/guardians."
4. Facilitating small groups for students who have similar difficulties so that they have a chance to meet, discuss, and perhaps help one another.
5. Referrals for outside counseling and community services.

Special Education Services

The district provides programs that support special education of students along a continuum of services. On the basis of eligibility, services include language based learning centers, behavior support centers, autism spectrum resources, and related services. The district also offers a range of related services such as, occupational therapy, physical therapy, counseling, and speech/language services for those who qualify.

Computers/Computer Use

We are pleased to offer students of the Mashpee Public Schools access to the district computer network resources, electronic mail and the Internet. To use these resources, all parents/guardians must sign and return the **Contract Regarding The Use Of Internet** Permission Form on behalf of their child. This form can be found at the back of this handbook. Parents/guardians, please read and complete this document carefully, review its contents with your son/daughter, and sign or initial where appropriate. Any questions or concerns about this permission form or any aspect of the computer network should be referred to Network Administrator. **You may view the full Acceptable Use Policy on the School Web Site at www.mashpee.k12.ma.us under the parents/guardians Corner link.**

REGULATIONS/POLICIES

Civil Rights and Prohibition of Harassment, Bullying, Discrimination, and Hate Crimes

The Mashpee School District prohibits all forms of harassment, discrimination, and hate crimes based on race, color, religion, national origin, ethnicity, sex, gender identity, sexual orientation, age, disability, or homelessness. The district also prohibits bullying or harassment of school

community members for reasons unrelated to their race, color, religion, national origin, ethnicity, sex, gender identity, sexual orientation, age, disability, or homelessness.

Violators will be subject to appropriate disciplinary and/or corrective action to correct and end the conduct, prevent its reoccurrence, and protect the complainant and other similarly-situated individuals from harassment, discrimination, hate crimes, retaliation, and bullying in the future.

School-based complaints may be brought to the principal or the Equity Coordinator (EC). A report or complaint involving the EC should be filed with the superintendent; and a report or complaint involving the superintendent should be filed with the school committee.

Any member of the school community who believes that he or she has been subjected to discrimination or sexual harassment is urged to report any incident of discrimination or harassment to the building principal or supervisor or the EC within thirty business days of the alleged incident. Upon a reported incident, the incident report/complaint form will be provided.

On the basis of the principal's or EC's perception of the situation he or she may:

1. Attempt to resolve the matter informally through conciliation,

2. Report the incident and transfer the record to the superintendent or his/her designee and so notify the parties by certified mail.

3. Report the matter to the local police if criminal activity is potentially involved and seek the advice of legal counsel if necessary.

Bullying Prevention and Intervention Plan Summary

The purpose of Mashpee's Bullying Prevention and Intervention Plan is to meet the district's goal of continuous improvement of student learning through the effective prevention and intervention related to bullying, cyber-bullying, and retaliation.

Bullying is prohibited:

- on school grounds,
- on property immediately adjacent to school grounds,
- at a school-sponsored or school-related activity, function, or program, whether it takes place on or off school grounds,
- at a school bus stop, on a school bus or other vehicle owned, leased, or used by a school district or school,
- through the use of technology or an electronic device that is owed, leased or used by a school district or school (for example, on a school computer or over the Internet using a school computer),
- at any program or location that is not school-related, or through the use of personal technology or electronic devices, if the bullying creates a hostile environment at school for the target, infringes on the rights of the target at school, or materially and substantially disrupts the education process or the orderly operation of a school.

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

form of intimidation, reprisal, or harassment directed against a student who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying.

Reporting Bullying

Anyone, including a parent or guardian, student, or school staff member, can report bullying or retaliation. Reports can be made in writing or orally to the principal or another staff member, or reports may be made anonymously.

School staff members must report immediately to the principal or his/her designee if they witness or become aware of bullying or retaliation.

Staff members include, but are not limited to, educators, administrators, counselors, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to an extracurricular activity, or paraprofessionals.

When the school principal or his/her designee receives a report, he or she shall promptly conduct an investigation. If the school principal or designee determines that bullying or retaliation has occurred, he or she shall (i) notify the parents/guardians or guardians of the target, and to the extent consistent with state and federal law, notify them of the action taken to prevent any further acts of bullying or retaliation; (ii) notify the parents/guardians or guardians of the aggressor; (iii) take appropriate disciplinary action; and (iv) notify the local law enforcement agency if the school principal or designee believes that criminal charges may be pursued against the aggressor.

Mashpee is committed to providing ongoing professional development to increase the skills of all staff members to prevent, identify, and respond to bullying.

The complete Bullying Intervention and Prevention Plan for Mashpee is available at www.Mashpee.k12.ma.us.

Definitions

Aggressor is a student or a member of the school staff who engages in bullying, cyberbullying, or retaliation.

Bullying is the repeated use by one or more students of a written, verbal or electronic expression or a physical act or gesture or any combination thereof, directed at a target that: (i) causes physical or emotional harm to the target or damage to the target's property; (ii) places the target in reasonable fear of harm to himself/herself or of damage to his/her property; (iii) creates a hostile environment at school for the target; (iv) infringes on the rights of the target at school; or (v) materially and substantially disrupts the education process or the orderly operation of a school. Bullying includes cyberbullying.

Cyberbullying is bullying through the use of technology or any electronic devices such as telephones, cell phones, computers, and the Internet. It includes, but is not limited to, email, instant messages, text messages, and Internet postings.

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

Target is a student against whom bullying, cyberbullying, or retaliation is directed.

Summary of Regulations Pertaining to Student Records

603 CMR 23.00 insures parents/guardians' and students' rights of confidentiality, inspection, amendment, and destruction of student records.

(1) If a student is from 14 through 17 years of age or has entered the ninth grade, both the student and his/her parent, or either one acting alone, shall exercise these rights.

(2) If a student is 18 years of age or older, he/she alone shall exercise these rights. The parent may continue to exercise the rights until expressly limited by such student.

"Parent" includes a student's father or mother, or guardian, or person or agency legally authorized to act on behalf of the student.

The student record shall consist of the transcript and the temporary record, including any materials regardless of physical form or characteristics concerning a student that is organized on the basis of the student's name or in a way that such student may be individually identified.

The transcript shall contain administrative records that constitute the minimum data necessary to reflect the student's educational progress and to operate the educational system. These data shall be limited to the name, address, and phone number of the student; his/ her birthdate; name, address, and phone number of the parent or guardian; course titles, grades (or the equivalent when grades are not applicable), course credit, grade level completed, and the year completed.

The temporary record shall consist of all the information in the student record which is not contained in the transcript.

Destruction of Student Records
The student's transcript shall be maintained by the school department and may only be destroyed 60 years following his/her graduation, transfer, or withdrawal from the school system.

The temporary record of any student enrolled on or after 2006 shall be destroyed no later than seven years after the student transfers, graduates, or withdraws from the school system.

Access of Eligible Students and Parents/Guardians
The eligible student or the parent/guardian, subject to the provisions of 603 CMR 23.07 (5), shall have access to the student record. Access shall be provided as soon as practicable and within ten days after the initial request, except in the case of non-custodial parents/guardians as provided in 603 CMR 23.07 (5).

Upon request, copies of any information contained in the student record shall be furnished to the eligible student or the parent. A reasonable fee, not to exceed the cost of reproduction, may be charged.

The eligible student or the parent shall have the right upon request to meet with qualified school personnel and to have any of the contents of the student record interpreted.

Access to Student Records
A school may release the following directory information: a student's name, major field of study, weight and height of members of athletic teams, class, participation in officially recognized activities and sports, degrees, honors and awards, post-high school plans without the consent of the eligible student or parent; provided that the school gives public notice of the types of information it may release and allows eligible students and parents/guardians a reasonable time after such notice to request that this information not be released without the prior consent of the eligible student or parent.

A school may release student records upon receipt of a court order or lawfully issued subpoena, upon receipt of a request from the Department of Children & Families, a probation officer, a justice of any court, or the Department of Youth Services.

A school may disclose information regarding a student to appropriate parties in connection with a health or safety emergency.

Non-custodial parents/guardians may have access to the student record in accordance with the following provisions.

A non-custodial parent is eligible to obtain access to the student record unless:

1. the parent/guardian has been denied legal custody or has been ordered to supervised visitation, based on a threat to the safety of the student and the threat is specifically noted in the order pertaining to custody or supervised visitation, or
2. the parent/guardian has been denied visitation, or
3. the parent'/guardian's access to the student has been restricted by a temporary or permanent protective order, unless the protective order (or any subsequent order modifying the protective order) specifically allows access to the information contained in the student record, or

4. there is an order of a probate and family court judge which prohibits the distribution of student records to the parent.

In order to obtain access, the non-custodial parent must submit a written request for the student record to the school principal.

Upon receipt of the request the school must immediately notify the custodial parent.

Procedures for Identifying and Screening ELL Students

1. School principal, guidance counselors, parents/guardians, and/or teachers notify the Director of Instruction of any student who they feel may require ELL services.
2. A certified ELL teacher using the Bilingual Verbal Ability Test (BVAT) instrument to determine if services are warranted will screen each recommended student. The ELL tester will make a recommendation for support service duration per day/week.
3. Once need and amount of recommended services are established for a student the ELL tutoring will commence.
4. Scheduling and setting for services will be developed with input from the appropriate school personnel and will be appropriate to age and grade level of the student under review.
5. Parents/guardians will be notified of the following:
   - Their child has been recommended for ELL services (with an accompanying "permission to screen" letter)
   - Their child did or did not qualify for services.
6. When feasible, all attempts to contact the parent will be in the primary language.

Retention Policy

1. All cases regarding possible retention of a student in grades K-2 will be referred to the Child Study Team. The ultimate decision will rest with the Principal after consultation with the team.

2. Referral for retention may be made by classroom teachers, school administrators or parents/guardians. A child considered for retention must be reviewed by the Child Study Team, which includes the child's regular classroom teacher and any specialists working with the child. The Child Study Team would then decide if further referral shall be made.

1. The following conditions may warrant consideration for retention:
   a) Failure of two or more terms in any two academic subjects.
   b) Absence from any class in excess of 30 days.
   c) Retention will be considered only after all other possibilities have been exhausted, including special support and remediation efforts.

2. The Superintendent of Schools shall approve a second retention assigned any students.

3. Parents/guardians must be contacted as soon as it is determined that school retention is a possibility. Furthermore, under the Regulations of M.G.L. Chapter 71B, paragraph 315.1, the Principal or his designee, of the school attended by such child shall determine whether a referral should be made and shall, promptly and in writing, notify the

parents/guardians under which condition(s) a referral is being made and the Principal's right to make such a referral. Under no circumstances should the initial contact relative to a school retention or referral be made by the classroom teacher.

Individuals with Disabilities Education Act (IDEA)
The Individuals with Disabilities Education Act (IDEA) is a United States federal law whose purpose is to guarantee equal education opportunity for all school-age children requiring special education.

The law provides for the referral to an Evaluation Team of any student who is unable to progress effectively in a general education program. In addition to parents/guardians, the Team can be comprised of a nurse, school counselor, school adjustment counselor, psychologist, special and regular education teachers, occupational therapist, physical therapist, and speech therapist. Administrators may also be members of the Team.

The Team convenes to review the evaluation of the student in order to determine eligibility for services and to develop an educational plan which is responsive to the child's individual special needs.

Americans with Disabilities Act of 1990
The regulations implementing the ADA provide that: "A public entity that employs 50 or more persons shall designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under this part, including any investigation of any complaint communicated to it alleging its noncompliance with this part or alleging any actions that would be prohibited by this part. The public entity must make available to all interested individuals the name, office address and telephone number of the employee(s) designate pursuant to this paragraph." (34 CFR 35.107(a))

Mass. General Laws Ch. 76, S5 (Chapter 622)
This state law provides that "no person shall be excluded from or discriminated against in admission to a public school of any town, or in obtaining the advantages, privileges and courses of study of such public school on account of race, color, sex, gender identity, religion, national origin, sexual orientation, disability, or homelessness."

Title I of the Elementary and Secondary Education Act of 1965
Title I is designed to help disadvantaged children meet challenging content and student performance standards. Staff should know that special education students are not deemed ineligible for Title I services because they receive special education services. Also, school districts must ensure that Title I funds are not being misused (e.g., referring an ESL student to a Title I program in order to meet the student's language needs rather than providing an ESL program/class.)

Equal Education Opportunity Act—622
Chapter 622 applies to equal education opportunities for all students of public schools. Every course taught must present fairly the culture, history, and contributions of people from different races, nationalities, sexes, religions and colors. The content and objectives of all courses, the book used, and the materials and teaching methods used should show people from all backgrounds in a variety of positive roles. All academic courses, as well as vocational courses, are open to all students regardless of sex. (Examples: shop, drafting, family consumer sciences, cosmetology.)

In addition, the academic course and physical educational classes must also meet these standards. This means that gym classes will have to be integrated, except for bodily contact sports. Schools must provide equal practice schedules, locker rooms, travel and publicity. If enough girls express interest in any contact sports like basketball, then a women's team must be provided. Schools must insure that physical education classes and activities, which are separate, are comparable for members of each sex.

Occupational information shall include representatives of both sexes and of minority group members in a broad variety of occupational roles. Schools shall not permit materials to be used to recruit students for employment, including training, that contain a preference for individuals of a particular race, color, sex, national origin or religion.

This federal statute prohibits states from denying equal educational opportunities to an individual based on certain protected classifications, including national origin. It specifically prohibits denying equal educational opportunities by failing to take appropriate action to overcome language barriers that impede equal participation by its students in its instructional programs. (20 USC S1203 (f)

School Notice of Non-Discrimination

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

The District is required by Title VI of the Civil Rights Act of 1964, 34 C.F.R Part 100; Title IX of the Education Amendments of 1972, 34 C.F.R. Part 106; and Section 504 of the Rehabilitation Act of 1973, 34 C.F.R. Part 104 and their implementing regulations not to discriminate on the basis of race, color, national origin, sex, gender identity, religion, sexual orientation, disability, homelessness and age. These requirements extend to employment opportunities provided by the District. Massachusetts State Law, Chapter 622 of the Acts of 1971 provides similar protections and extends them to differences of a religious nature.

Inquiries concerning the application of the non-discrimination policies may be referred to the Principal or the appropriate school or personnel director, who is designated within the school system as the coordinators for compliance with Title IX, Section 504, and Title VI, and may also be referred to State and Federal officials.

Title IX of the Education Amendments of 1972

Title IX of the Education Amendments of 1972 provides that no individual may be discriminated against on the basis of sex in any education program or activity receiving federal financial assistance. This requirement not to discriminate extends to employment by the school department. Title IX requires that schools adopt and publish a policy against sex discrimination and have a grievance procedure through which students can complain of alleged sex discrimination, including sexual harassment. State law requires Massachusetts employers to have a policy against sexual harassment (M.G.L. Ch. 151B, S3A). Inquiries regarding compliance with Title IX regarding activities relating to insuring non-discrimination in the admission and treatment of students, curriculum and course offerings, student policies, services and activities relating to insure non-

discrimination in employment policies and practices may be directed to: Superintendent of Schools, 150-A Old Barnstable Road, Mashpee, MA 02649 (508) 539-1500.

Grievance Procedure Under Title IX and Chapter 622

Any school employee, parent/guardian, student or interested party may file a grievance if that person feels discriminated against, denied a benefit, or excluded from participation in any educational program or activity, because of sex, gender identity, sexual orientation, disability, homelessness, race, color, religion, or national origin.

SECTION 1. Definitions

(a) "Days" means working days, for grievances filed by employees; and school attendance days, for grievances filed by students.

(b) "School Department" means the Mashpee School Department.

(c) "Employee" means a person who is on a permanent basis, as opposed to a temporary basis, on the payroll of the School Department.

(d) A "grievance" is a complaint alleging action by the School Department in violation of Title IX or the implementing regulations.

(e) "Responsible Official" means the employee designated by the School Department to coordinate its efforts to comply with and carry out its responsibilities under Title IX and the implementing regulations.

(f) "Student" means a person enrolled in one of the schools operated by the School Department.

(g) "Superintendent" means the Superintendent of Schools or his/her designee.

SECTION 2. Procedure

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

Step One – Informal

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

Step Two – The "Responsible Official"

(a) Within five (5) days of the oral answer, if the grievance is not resolved, it shall be stated in writing, signed by the grievant and submitted to the "responsible official" on the form provided as part of this procedure.

(b) The grievance shall:

1. name the employee or student involved
2. state the facts giving rise to the grievance
3. identify the specific provisions of Title IX or the implementing regulations alleged to the violated, and
4. indicate the specific relief requested

(c) Within five (5) days after receiving the written grievance, the "responsible official" shall give his/her answer in writing to the grievant.

Step Three – The Superintendent

(a) If the grievance is not resolved in Step Two, the grievant may, within five(5) days of receipt of the "responsible official's" answer, appeal to the Superintendent by filing the grievance and "responsible official's answer, along with any written response of the grievant to the answer of the "responsible official" with the Office of the Superintendent which shall receipt therefore.

(b) The Superintendent shall hear the grievance within ten (10) days after receipt of any written grievance properly filed within the Superintendent's Office and shall render his decision in writing within (10) days after such hearing.

(c) The grievant shall be afforded a full and fair opportunity to present evidence relevant to the facts and to the issue raised by the grievance and may be represented by counsel at the hearing of a grievance by the Superintendent.

(d) The grievant shall be furnished a copy of the decision of the Superintendent

(e) The decision of the Superintendent shall be final within the school corporation.

SECTION 3. Failure to Observe Time Limits

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

SECTION 4. Effect of Settlement

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

N.B. GRIEVANCE FORMS RELATING TO THIS PROCEDURE ARE AVAILABLE AT THE SUPERINTENDENT'S OFFICE.

Chapter 71. Section 37H.3/4

Suspension or expulsion on grounds other than those set forth in Secs. 37H or 37H1/2. [Text of section added by 2012, 222, Sec. 3 effective July 1, 2014. See 2012, 222, Sec. 12.]

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

(b) Any principal, headmaster, superintendent or other person acting as a decision-maker at a student meeting or hearing, when deciding the consequences for the student, shall exercise discretion; consider ways to re-engage the student in the learning process; and avoid using expulsion as a consequence until other remedies and consequences have been employed.

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

(d) If a decision is made to suspend or expel the student after the meeting, the principal or headmaster, or a designee, shall update the notification for the suspension or expulsion to reflect the meeting with the student. If a student has been suspended or expelled for more than 10 school days for a single infraction or for more than 10 school days cumulatively for multiple infractions in any school year, the student and the parent or guardian of the student shall also receive, at the time of the suspension or expulsion decision, written notification of a right to appeal and the process for appealing the suspension or expulsion in English and in the primary language spoken in the home of the student; provided, however, that the suspension or expulsion shall remain in effect prior to any appeal hearing. The principal or headmaster or a designee shall notify the superintendent in writing, including, but not limited to, by electronic means, of any out-of-school suspension imposed on a student enrolled in kindergarten through grade 3 prior to such suspension taking effect. That notification shall describe the student's alleged misconduct and the reasons for suspending the student out-of-school. For the purposes of this section, the term "out-of-school suspension" shall mean a disciplinary action imposed by school officials to remove a student from participation in school activities for 1 day or more.

(e) A student who has been suspended or expelled from school for more than 10 school days for a single infraction or for more than 10 school days cumulatively for multiple infractions in any school year shall have the right to appeal the suspension or expulsion to the superintendent. The student or a parent or guardian of the student shall notify the superintendent in writing of a request for an appeal not later than 5 calendar days following the effective date of the suspension or expulsion; provided, that a student and a parent or guardian of the student may request, and if so

requested, shall be granted an extension of up to 7 calendar days. The superintendent or a designee shall hold a hearing with the student and the parent or guardian of the student within 3 school days of the student's request for an appeal; provided that a student or a parent or guardian of the student may request and, if so requested, shall be granted an extension of up to 7 calendar days; provided further, that the superintendent, or a designee, may proceed with a hearing without a parent or guardian of the student if the superintendent, or a designee, makes a good faith effort to include the parent or guardian. At the hearing, the student shall have the right to present oral and written testimony, cross-examine witnesses and shall have the right to counsel. The superintendent shall render a decision on the appeal in writing within 5 calendar days of the hearing. That decision shall be the final decision of the school district with regard to the suspension or expulsion.

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

Massachusetts Child Abuse and Neglect Reporting Statute

Chapter 119, Section 51A

Any physician, medical intern, hospital personnel engaged in the examination, care of treatment of persons, medical examiner, dentist, nurse, chiropractor, podiatrist, osteopath, public or private school teacher, educational administrator, guidance or family counselor, day care worker, probation officer, social worker, foster parent or policeman, who, in his professional capacity shall have reasonable cause to believe that a child under the age of eighteen years is suffering serious physical or emotional injury resulting from abuse inflicted upon him including sexual abuse, or from neglect including malnutrition, or who is determined to be physically dependent upon an addictive drug at birth, shall immediately report such condition to the department by oral communication; provided, however, that whenever such person so required to report is a member of the staff of a medical or other public or private institution, school or facility, he shall immediately either notify the department or notify the person in charge or his said agent shall then become responsible to make the report in the manner required by this section. Any such person so required to make such oral and written reports who fails to do so shall be punished by a fine of not more than one thousand dollars.

Said report shall contain:

> The name and addresses of the child and his parents/guardians or other person responsible for his care, if known; the child's age; the child's sex; the nature and extent of the child's injuries, abuse, maltreatment, or neglect, (including any evidence of prior injuries, abuse, maltreatment or neglect); the circumstances under which the person required to report first became aware of the child's injuries, abuse, maltreatment or neglect; whatever action, if any, was taken to treat, shelter, or otherwise assist the child; the name of the person or person making such report; and any other information which the person reporting believes might be helpful in establishing the cause of the injuries; the identity of the person or persons responsible therefor; and such other information as shall be required by the department.

Any person required to report under this section who has reasonable cause to believe that a child has died as a result of any of the conditions listed in said paragraph shall report said death to the department and to the district attorney for the county in which such death occurred and to the medical examiners as required by section six of chapter thirty-eight. Any such person who fails to make such a report shall be punished by a fine of not more than one thousand dollars.

In addition to those persons required to report pursuant to this section, any other person may make such a report if any such person has REASONABLE CAUSE to believe that a child is suffering or has died as a result of such abuse or neglect. No person so required to report shall be liable in any civil or criminal action by reason of such report. No other person making such a report shall be liable in any civil or criminal action by reason of such report if it was made in good faith.

Within sixty days of the receipt of a report by the department from any person required to report, the department shall notify such person, in writing, of its determination of the nature, extent and cause or causes of the injuries to the child, and the social services that the department intends to provide to the child or his family.

Any privilege established by section twenty or twenty B of chapter two hundred and thirty-three, by court decision or by profession code relating to the exclusion of confidential communications and the competency of witnesses, may not be invoked in any civil action arising out of a report made pursuant to this section.

Section 504 of the Rehabilitation Act

Section 504 prohibits discrimination against handicapped persons, including both students and staff members, by school districts receiving federal financial assistance. This includes all programs or activities of the school district receiving federal funds, regardless of whether the specific program or activity involved is a direct recipient of federal funds. Included in the U.S. Department of Education regulations for Section 504 is the requirement that handicapped students be provided with a free appropriate public education (FAPE). These regulations require identification, evaluation, provision of appropriate services, and procedural safeguards in every public school in the United States.

All individuals who are disabled under the Individuals with Disabilities Education Act (IDEA) are also considered to be handicapped and therefore protected, under Section 504. However, all individuals who have been determined to be handicapped under Section 504 may not be disabled under IDEA. These children require a response from the regular education staff and curriculum. With respect to most handicapped students, many aspects of the Section 504 regulation concerning FAPE parallel the requirements of the Individuals with Disabilities Education Act (formerly the Education of the handicapped Act) and state law. In those areas, by fulfilling responsibilities under the IDEA and state law, a district is also meeting the standards of the Section 504 regulations.

However, in some other respects the requirements of the laws are different. There are some students who are not eligible for IDEA services but who nevertheless are deemed handicapped under Section 504, and to whom a district may therefore have responsibilities. For the purpose of clarification in this paper, the term "handicapped" refers to students who are protected under the regulations of Section 504 only; the term "disabled" is reserved for students who are eligible for services under IDEA.

The IDEA defines as eligible only students who have certain specified types of disabilities and who, because of one of those conditions, need special education (specially designed instruction). Section 504, on the other hand, protects all handicapped students, defined as those having any physical or mental impairment that substantially limits one or more major life activities (including learning). Section 504 covers all students who meet this definition, even if they do not fall within the IDEA enumerated categories and even if they do not need to be in a special education program.

If a district has reason to believe that, because of a handicap as defined under Section 504, a student needs either special accommodations or related services in the regular setting in order to participate in the school program, the district must evaluate the student; if the student is determined to be handicapped under Section 504, the district must develop and implement a plan for the delivery of all needed services. Again, these steps must be taken even though the student is not covered by the IDEA special education provisions and procedures.

What is required for the Section 504 evaluation and placement process is determined by the type of handicap believed to be present, and the type of services the student may need. The evaluation must be sufficient to accurately and completely assess the nature and extent of the handicap, and the recommended services. Evaluations more limited than a full special education evaluation may be adequate in some circumstances.

The determination of what services are needed must be made by a group of persons knowledgeable about the student. The group should review the nature of the handicap, how it affects the student's education, whether specialized services are needed, and if so what those services are. The decisions about Section 504 eligibility and services must be documented in the student's file and reviewed periodically.

It should also be noted that, under Section 504, the parent or guardian must be provided with notice of actions affecting the identification, evaluation, or placement of the student and are entitled to an impartial hearing if they disagree with district decisions in these areas. For handicaps covered only by Section 504 and not the IDEA, a Section 504 hearing will have to be made available.

In summary it is important to keep in mind that some students who have physical or mental conditions that limit their ability to access and participate in the education program are entitled to rights (protection) under Section 504 even though they may not fall into IDEA categories and may not be covered by the law.

It is also important to realize that Section 504 is not an aspect of "special education". Rather, it is a responsibility of the comprehensive general public education system. As such, building administrators and superintendents of schools are responsible for its implementation within districts. Special education administrators are participants but are not ultimately the responsible LEA administrators.

Non-Violent Crisis Intervention

The use of de-escalation/physical restraint as a behavior management technique will be utilized only with extreme caution in emergency situations, after other less intrusive alternatives have either failed or have been deemed inappropriate. In the event that physical restraint is required to protect the safety of school community members, Mashpee Public Schools has enacted a physical

restraint policy in accordance with Massachusetts Department of Elementary and Secondary Education (DESE) guidelines.

M.G.L. Ch. 71, Sec. 37G; 603 CMR 46.00—There are regulatory requirements regarding the use of any physical restraint on Mashpee students. Physical restraint is only used when needed to protect a student and/or a member of the school community from imminent, serious, physical harm. The Mashpee Public Schools implements restraint procedures consistent with the DESE regulations. Mashpee staff members are trained on the use of restraints, and the district maintains records of any restraint lasting over five minutes or where injury to the staff or student occurs. Questions regarding the Mashpee physical restraint policies and procedures may be directed to the building principal. Mashpee student safety is a district priority.

Searches

School Committee policy affirms the right of school administrators to inspect student lockers, which are the property of the school district. The school administration will comply with the standards applicable to school searches that permit that there be reasonable basis for search of a student's private possessions or person. Such searches must also be reasonable in scope.

School Committee policy also requires that the Principal or designee be present if it is necessary for police to question a student on school premises and the student's parents/guardians are not available.

School Committee policy also governs the use of canines to conduct drug searches on school premises or at school events.

Searches of students, their hand-carried belongings, lockers or desks shall be conducted only by the building Principal or his/her designee and are to be based upon a reasonable suspicion that a substance or object is present which is potentially harmful to that student or to others.

A reasonable suspicion may be the result of:

1. personal observation
2. report from another student
3. report from a parent/guardian
4. report from an Office of the Law
5. report from a teacher

The building Principal or designee shall decide the reliability of information supplied by another student, parent/guardian, or an Officer of the Law. Teachers are to report to the Principal all information pertaining to the presence of substance or objects which are not conducive to the health and well-being of students.

Teachers or Police Officials who are in possession of information which raises a suspicion, reasonable or not, are not authorized to search students.

The Principal will designate an administrative subordinate who will act in his behalf during his/her absence from the school. If possible, the decision to search will be postponed until the return of the Principal.

Searches of property made in the absence of the Principal will be authorized by the Superintendent of Schools or his/her designee. There will be no searching of persons by individuals other than the Principal or the Superintendent.

Note: The right of inspections of students' lockers is inherent in the authority granted administrators. This authority may be exercised as needed in the interest of safeguarding children and school property.

The police will be requested to investigate any unsolved crimes which have occurred in school or on the school grounds. It should be remembered that the school is an educational institution and not an investigative agency. The following procedures will be followed in the event a crime occurs in school.

a. A request will be made to the police department to have a police officer make an investigation.
b. Prior to any interrogation or arrest, parents/guardians of suspected students will be notified.
c. The Principal will be present during any interrogation or search of a locker or desk by a police officer.
d. Should an arrest result, parents/guardians will be informed that the police are taking the student into custody.

Observation of Student Program

Guidelines

The Mashpee Public Schools provides "timely access" within a reasonable period of time to a student's program for purposes of observation by a parent, parent-designated evaluator, or educational consultant upon request. The extent of observations shall be determined on an individual basis in an effort to permit access to a program that is sufficient in duration and extent to accomplish the purpose of the visit.

The observation law states that districts may not condition or restrict program observations except when necessary to protect 1) the safety of the children in the program during the observation, 2) the integrity of the program during the observation; and 3) children in the program from disclosure by an observer of confidential or personally identifiable information he or she may obtain while observing the program. Mashpee Public Schools will consider the need for these conditions or restrictions on an individual basis and principals or their designees will discuss them with the program observer in planning the school visit.

As such, Principals, or their designees, may exercise their discretion at any time to reschedule or terminate an observation in the event of a building emergency or a disruption that impacts the physical or emotional well-being of the children in the school or the program being observed. We expect that these cases will be limited and mutually agreeable observation schedules will occur.

Further Stipulations

1. If the parent's designee reviews the student's records, as well as observes the program, the parent's designee must have received written consent from the parent.
2. Any personally identifiable information regarding other students in the classroom shall not be included in the observation notes and shall be treated in accordance with the confidentiality laws and regulations, including the School Record Regulations.
3. Observation Schedules will be determined prior to the observation in accordance with the schedule established between parties.

4. Videotaping, audiotaping, and photography are prohibited.
5. A School Department staff member will accompany the Observer. S/he will be designated by the Director of Special Education and/or the School Principal. Scheduling of the observation shall include enough advance notice to ensure that the observation protects the safety of the program, the integrity of the program, and the confidentiality of participating students.
6. In some cases, there may be situations where confidential rights of other students will require us to alter the observation setting.
7. Prior to the observation, an "Agreement for Observation of Student/Program" form and a "Confidentiality Agreement" must be completed.

SPECIAL EDUCATION PARENT ADVISORY COUNCIL (SEPAC)

GOALS AND PURPOSE

1. To provide representation of all parents/guardians of children eligible to be enrolled in the Special Education Program.
2. To serve as an advocate for all children with special needs.
3. To provide a medium for parents/guardians, professionals, and citizens to exchange information, ideas, and experiences.
4. To recruit volunteer services from parents/guardians and community resources to meet identified needs.
5. To provide input into planning programs for special needs children.
6. To foster a positive attitude toward the Special Education Programs within the community and the individual school district.
7. To inform and educate the public about Special Needs plans and programs.
8. To petition for or against legislation pertaining to children with special needs.
9. To promote the coordination of existing services for children with special needs among local, state and federal agencies.

MEMBERSHIP

1. Any parent/guardian whose child is involved in the Special Education Program.
2. Any interested persons who subscribe to GOALS AND PURPOSES above.

MEETINGS

1. Meetings will be held once a month or at least four (4) times during the school year.
2. All officers will be required to attend all meetings.
3. Decisions of the membership will be made by consensus.
4. Voting shall be by ballot.

MASHPEE PUBLIC SCHOOLS
WELLNESS POLICY

Submitted by: Members of the Health Advisory Council

Approved by School Committee on December 6, 2006
Rev. S.C. 6/20/2007; Rev. S.C. 6/4/2008
Rev. S.C. 6/3/2009

Wellness Policy Rationale

- Approximately 13% of school-age children are obese, and 15% are overweight. (2001 Surgeon General's Report).

- Between 56-85% of school-age children consume soda every day. (J Am Diet Assoc.2003)

- 51% of school-age children consume less than one serving of fruits and vegetables a day. (J Am Diet Assoc. 2003)

- 84% of school-age children consume too much fat. (J Am Diet Assoc. 2003)

- Among children of varying ages, 8 to 45% (depending on geographic region) of newly diagnosed cases of childhood diabetes are Type 2, non-insulin dependent associated with obesity. (American Academy of Pediatrics, 2000)

- Most high school students take only one year of physical education between grades 9 and 12 and less than a third of high school students attend physical education classes daily (NASPE 2001). One out of four children do not attend any school education classes (CDC 1999-2000)

The research listed above presents an alarming reality for today's schools, communities, and families. The Mashpee Public School District acknowledges the vital need to provide a school environment that models health promotion and takes action to combat these rising health risks in children.

Mission Statement

The Mashpee Public School District is committed to providing school environments that promote and protect children's health, well-being, and ability to learn by supporting healthy eating and physical activity. Demonstrating commitment to the full development of our students and staff, the Mashpee School District endorses the following Wellness Policy developed by its Health Advisory Committee. This policy shall define the goals and means to further our students' understanding of the important role that good nutritional choices and physical activity will have on their lives. Central to this policy statement is the belief that success will be achieved from the combined efforts and encouragement of school staff and parents/guardians. We recognize wellness as a critical component to ensure a student's academic performance.

The school district will engage students, parents/guardians, teachers, food service professionals, health professionals, and other interested community members in developing, implementing, monitoring and reviewing district-wide nutrition and physical activity policies.

- All students in grades K-12 will have opportunities, support, and encouragement to be physically active on a regular basis.

- Schools will provide nutrition education and physical education to foster lifelong habits of healthy eating and physical activity, and will establish linkages between health education and school meal programs, and with related community services.

Nutrition Education Goals

- The primary goal of nutrition education is to facilitate the voluntary adoption of eating and other nutrition-related behaviors conducive to health and well-being.

- Nutrition education will be encouraged to be integrated across core content and specialized areas as appropriate.

- Professional development activities for nutrition education will be made available to staff.

- The school cafeteria serves as a learning opportunity to allow students to apply critical thinking skills taught in the classroom; for example providing choices.

- Nutrition education will include instruction related to awareness of media literacy as it relates to food advertising and its effects on health.

- Nutrition education will involve sharing information with families and the broader community, PTO, and School Councils to positively impact students and the health of the community.

School district will provide information to families that encourage them to teach their children about health and nutrition and to provide nutritious meals for their families.

- Students will be encouraged to start each day with a healthy breakfast.
- Parents/guardians will provide healthy snacks for their children. Baked goods such as cakes, cookies, brownies, and cupcakes are not considered healthy choices for celebrations in the classroom. Some of the suggestions of healthy snacks could be: fruit cups, vegetables and dip, 100% fruit popsicles, yogurt, and pretzels.

- Foods will not be used as a reward or punishment.
- A silent lunch period is prohibited.

Staff members who are responsible for nutrition education shall be adequately prepared and will regularly participate in professional development activities to effectively deliver the nutrition education program as planned. Preparation and professional development activities shall provide basic knowledge of nutrition, combined with skill practice in program-specific activities and instructional techniques and strategies designed to promote healthy eating habits.

School staff members are encouraged to model healthy eating habits whenever in the presence of students.

Physical Activity Goals
The primary goal of physical activity is to provide opportunities for every student to develop the knowledge and skills for specific physical activities, regularly participate in physical activity, and understand the short and long-term benefits of a physically active and healthy lifestyle.

- Physical activity should be integrated across curricula.

- A daily recess period will be provided for grades K-6, which cannot be withheld as a consequence of behavior. Recess will be scheduled before lunch since research indicates that physical activity prior to lunch can increase the nutrient intake and reduce food waste.

- Each school will provide a physical and social environment that encourages safe and enjoyable activities for all students, not limited by athletic ability.

- Information will be provided to families to help them incorporate physical activity into their children's lives.

Nutrition Guidelines
It is the policy of the Mashpee Public Schools that meals offered under the National School Lunch and School Breakfast Programs are consistent with the Healthy, Hunger-free Kids Act of 2010. Guidelines for reimbursable meals will not be less restrictive than regulations and guidance issued by the Secretary of Agriculture pursuant to the law.

In addition to the School Breakfast programs competitive foods and beverages sold or provided to students 30 minutes before the beginning of the school day until 30 minutes after the school day ends must comply with the Massachusetts School Nutrition Standards for Competitive Foods and Beverages Act (52:125) signed into law in Massachusetts on July 30, 2010. Foods and beverages offered to students in vending machines must comply with the standards at all times.

A student's lifelong eating habits are greatly influenced by the types of foods and beverages available to them. Schools must establish standards to address all foods and beverages sold or served to students, including those available outside of school meal programs. Schools must ensure that reimbursable school meals meet the program requirements and nutrition standards set forth under the 7 CFR Part 210 and Part 220. All foods made available on school property will comply with the current USDA Dietary Guidelines for Americans where applicable.

- Food providers will offer a wide variety of age-appropriate healthy food and beverage selections. Every effort will be made to offer a minimal amount of processed foods. Fresh products will be encouraged to be used as much as possible.

- The consumption of unflavored bottled water by students throughout the school/classroom will be permitted during the school day, except where water could be deemed a hazard to equipment or an activity.

- Promotional activities in schools are encouraged to be connected to activities that promote physical activity, academic achievement or positive youth development and are in compliance with Mashpee Public Schools policy.

- In the interest of wellness for all students and staff, food available at parties, celebrations, or meetings will be healthy choices. Baked goods such as cakes, cookies, brownies, and cupcakes will not be considered healthy choices.

- Soda, sugary drinks, and unhealthy snacks will not be offered for sale to students in any school building, whether for themselves or any other person.

- Nutrition education is incorporated during classroom snack times, not just during meals. Foods and beverages sold at fundraisers should include healthy choices and provide age-appropriate selections for all schools.

- Advertising messages are consistent with and reinforce the objectives of the education and nutrition environment goals of the school.

- Advertising of foods or beverages in the areas accessible to students during meal times must be consistent with established nutrition environment standards.

Eating Environment

The National Association of State Boards of Education recommends that students should be provided adequate time to eat lunch, at least 10 minutes for breakfast and 20 minutes for lunch, from the time the student is seated.

- Lunch periods are scheduled as near the middle of the school day as possible.

- Cafeterias include enough serving areas so that students do not have to spend too much time waiting in line.

- Dining areas are attractive and have enough space for seating all students.

- Bottled water will be available for students at meals for an additional cost.

- Children should be encouraged to clean hands prior to consuming food.

Child Nutrition Operations
The child nutrition program will aim to be financially self-supporting. However, the program is an essential educational support activity. Budget neutrality or profit generations will not take precedence over the nutritional needs of the students.

The child nutrition program will ensure that all students have affordable access to the varied and nutritious foods they need to stay healthy and learn well.

The school will strive to increase participation in the available federal child nutrition programs (e.g. school lunch, school breakfast, after-school snack and foodservice programs).

Employ a food service director, who is properly qualified, certified and /or credentialed according to current professional standards, to administer the school food service program and satisfy reporting requirements.

All food service personnel shall have adequate pre-service training in food service operations.

Other School-Based Activities
Policies established under this category create a school environment that provides consistent wellness messages and is conducive to healthy eating and being physically active.

- After school wellness-oriented programs will encourage physical activity and healthy habit formation.

- Local wellness policy goals will be considered in planning school-based activities (such as school events, field trips, dances, assemblies).

- Support for the health of all students is demonstrated by hosting health screenings, helping to enroll eligible children in Medicaid, and other state children's health insurance programs.

- The Mashpee School District's wellness committee will be comprised of families, teachers, administrators, and students to plan, implement and improve nutrition and physical activities in the school environment.

- The opportunity for fitness activities and nutritional education workshops will be offered to the staff.

Monitoring and Evaluation
School Committee will ensure compliance with the Mashpee Public Schools' Wellness Policy. In each school, the Principal or designee will ensure compliance with the Mashpee Public Schools' Wellness Policy and will report on the school's compliance to the Superintendent or designee.

School food service staff at the school or district level, will ensure compliance with nutrition policies within school food service areas and will report on this matter to the Food Director. In addition, the school district will report on the most recent USDA School Meals Initiative (SMI) review findings and any resulting changes.

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