



**Quashnet School  
Parent/Student Handbook  
2021-2022**

**150 Old Barnstable Road  
Mashpee, MA 02649  
Main Office (508) 539-1550  
Fax Number (508) 539-1556  
Website: [www.mpspk12.org](http://www.mpspk12.org)**

**Mashpee—A Connected Community**

All students, regardless of race, color, sex, gender identity, religion, national origin, sexual orientation, disabilities, 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.

School Committee Approved 07/21/2021

## **Quashnet School Student Hours**

Doors Open at	8:50 AM
Full Day	9:05 AM - 3:35 PM
Early Release	9:05 AM - 12:30 PM

### **For Delayed Opening and Cancellation**

Through our automated communication system, parents/guardians will receive a phone call and/or email when a decision is made to cancel school or delay the opening. It is important that a parent/guardian's contact information (phone number and email) is always kept up-to-date in our data management system.

Notification will also be posted on the following radio stations WBZ-1030AM, WCIB-102 FM, WPXY-98FM, WQRC-99.9 FM and on the following TV Channels 4(CBS), 5(ABC), 7(NBC), and Fox 25.

1 Hour Delay	10:05 AM – 3:35 PM
90 Minute Delay	10:35 AM – 3:35 PM
2 Hour Delay	11:05 AM – 3:35 PM

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# **Daily Schedules**

Middle/High 8:20AM-2:50PM (1/2 day 11:45 dismissal)  
 Quashnet 9:05 AM-3:35 PM (1/2 day 12:30 dismissal)

## **2021-2022 MASHPEE PUBLIC SCHOOLS CALENDAR (S.C. 2/26/20)**

### **Grades Pre-K through Grade 6**

#### **Term Ends**

Term 1: Dec 3  
 Term 2: March 15  
 Term 3: June 16  
**Report Cards Issued:**  
 Term 1: Dec 13  
 Term 2: Mar 24  
 Term 3: June 16

### **September**

1-School Begins Grades 1-12  
 2-School Begins Grades Pre-K&K  
 3-No School  
 6-Labor Day-No School  
 27-Early Release- All Schools  
 20 days

### **November**

11-Veterans Day- No School  
 15-Early Release- All Schools  
 24-26-Vacation- No School  
 18 days

### **January**

10-Early Release- All Schools  
 17-M.L. King, Jr. Day- No School  
 20 days

### **March**

7-Early Release- All Schools  
 18-No School - Professional Day  
 22 days

### **May**

2-Early Release- All Schools  
 30-Memorial Day- No School  
 21 days

July '21						
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

AUGUST '21						
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 '21						
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		

OCTOBER '21						
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						

NOVEMBER '21						
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				

DECEMBER '21						
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	

JANUARY '22						
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					

FEBRUARY '22						
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					

MARCH '22						
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		

APRIL '22						
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

MAY '22						
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				

JUNE '22						
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		

### **Grades 7-12**

**Progress Reports Issued Gr 7-12**  
 1<sup>st</sup> term Oct 6 / 2<sup>nd</sup> term Dec 21  
 3<sup>rd</sup> term Mar 15 / 4<sup>th</sup> term May 16  
**Term Ends**  
 1<sup>st</sup> term Nov 12 / 2<sup>nd</sup> term Feb 2  
 3<sup>rd</sup> term Apr 8 / 4<sup>th</sup> term June 14  
**Report Cards**  
 1<sup>st</sup> term Nov 19 / 2<sup>nd</sup> term Feb 9  
 3<sup>rd</sup> term April 15 / 4<sup>th</sup> term June 16

### **July/August**

July 5- 4<sup>th</sup> of July holiday (observed)  
 30&31 -Staff Professional Day

### **October**

8-No School-Professional Day  
 11-Indigenous Peoples Day-No School  
 21&26-Early Release **Coombs and Quashnet Only**  
 (Parent/Teacher Conferences)  
 19 days

### **December**

6-Early Release- All Schools  
 24-31-Vacation-No School  
 17 days

### **February**

7-Early Release- All Schools  
 21-25-Vacation- No School  
 15 days

### **April**

4-Early Release- All Schools  
 18-22-Vacation- No School  
 16 days

### **June/July**

4-MMHS Graduation  
 6-Early Release- all schools  
 16-Early Release/tentative last day of school for students (with no snow days)  
 23-Tentative last day with 5 snow days  
 12 days

### **Vision of the Quashnet School**

Our vision is for every student to reach his/her full potential in a respect-filled, safe, and positive learning environment characterized by high expectations, quality instruction, continuous improvement, and civic responsibility.

### **Mission of the Quashnet School**

In partnership with families and community, our mission is to promote academic excellence and character development while supporting and celebrating all students as they prepare for college and career readiness as well as engage as active citizens.

### **Quashnet School Core Values**

The Core Values of the Quashnet School are based on the **Falcon Five**, our positive intervention system. Students are recognized on a regular basis for demonstrating these five tenets.



- ★ Be Respectful
- ★ Be Responsible
- ★ Be Ready
- ★ Be Safe
- ★ Be Caring



## ATTENDANCE

### School Hours

- School Opens: 8:50 AM
- Class Sessions Begin: 9:05 AM
- Student Dismissal: 3:35 PM
- Early Release Day Dismissal: 12:30 AM

### 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) require full-time attendance of all students under 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**. Attendance will be monitored by administration monthly and parents will be notified if absences are equal to or exceed 10% or more of a student's enrolled days or if they have incurred excessive tardies. Chronic absences 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.

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 or guardians to maintain regular attendance. A student may be excused temporarily from school attendance for bereavement, 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 school at 508-539-1550 x4155 before 9:05 AM or email a student's absence to [qsattendance@mpspk12.org](mailto:qsattendance@mpspk12.org), be sure to include the child's name, grade, and reason for the absence in the body of the email. Upon returning to school, your child must 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 your child's teacher to arrange for missed assignments. You may pick up student work at the end of the school day providing a request is received before 11:00 AM. If your child becomes ill at school, we will make every effort to contact you using contact information in our Power School database. (See page 18)

**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 Mashpee Public School events 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 1:45 P.M.**

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 during recess to catch the student up due to missed lessons while on a during-school family vacation. Remote learning is not an option for students during a family vacation. It is the parents' responsibility to teach all missed material to their child. Within ten school days of returning from the during-school 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 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 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 and emergency contact information will be accurate. Documentation must be provided to verify the new residence.

### **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. 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.
  - b. Wearing sunglasses within the school.
  - c. Bare feet—Appropriate footwear should be worn with recess and physical education in mind.
  - d. Wearing hats or hoods within the school.

From time to time, special days, such as Pajama Day or Spirit Day, may be held.

**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.**

**Students are to:**

- Stop all talking.
- 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.
- Follow all directions of the supervising adult.

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.

## **EMERGENCY RESPONSE**

Mashpee Public Schools has adopted the ALICE philosophy as a response to emergency situations involving intruder or other serious safety threats. ALICE steps listed below are not to be followed sequentially.

**Alert:** Staff will be notified of an immediate threat, including location and type.

**Lock Down:** Staff will close and lock classroom door. Students are to be out of sight and door is not to be open until cleared.

**Inform:** Staff will continue to communicate and information related to the threat. PA system, cell phones, or land lines may be used.

**Counter:** If an intruder enters the classroom, staff and students can engage in a counter attack by throwing objects.

**Evacuate:** Staff may evacuate the building with their students if they believe evacuating the building is a safer option than lockdown based on communication. Staff and students will evacuate to a predetermined rally point and emergency personnel will go to their location.

## **VISITORS**

Upon entering the school, a visitor must **SIGN IN, PRESENT IDENTIFICATION, and BE GIVEN A PASS AT THE MAIN OFFICE.** Parents 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. Proper identification may be required. 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 at least a day before the visit.
- 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.



## **Quashnet School P.T.O.**

The Quashnet School 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 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 are encouraged to join and take an active role in our P.T.O.

## **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.mpspk12.org](http://www.mpspk12.org)) to ensure that you are receiving this information. Following the Quashnet School Blog on a weekly basis is an excellent way to stay informed. (<http://qsmashpee.blogspot.com/>)

## **Telephone Use/Messages to a Student**

If you need to leave a message for your child, please contact the main office prior to 2:30 PM 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. Student cell phones must remain turned off during school hours and placed in a designated area within the classroom. When changing classrooms, students will transport their phones with them and follow the same procedure in the following class.** 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.

Students 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, you will receive a student transfer form that the new community will require before admitting your child. With the exception of school choice students as voted by the School Committee, a pupil must attend school 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. All outstanding financial obligations of the student must be met in advance of our sending student records to the new school.

## **National Events**

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



- g. Engage in Collaborative Problem-Solving with the student
- h. After-School Skill Building meeting with administration.
- i. Suspension from one to three days, depending on the severity of the behavior.

## **Tier 2 Behaviors**

Tier 2 behaviors are those which 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 behaviors that are included in Tier 2. The list is not exhaustive.

- a. Repeated instance of Tier 1 behavior 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 including school-issued technology
- d. Stealing
- e. Selling unauthorized merchandise
- f. Cheating
- g. Failure to attend class
- h. Use of profanity
- i. Derogatory reference to another person's race, gender, religion, physical condition, handicap, ethnic origin, or sexual orientation.
- j. Disrespectful/threatening language or behavior toward an adult
- k. Leaving school grounds without permission
- l. Repeated dress/personal appearance violation
- m. Bus infraction (see p. 20 Transportation Student Conduct)

## **Tier 2 Behavior Interventions**

The disciplining of students for behavior at Tier 2 is dependent upon the severity and frequency of the specific behavior. The disciplinary actions at Tier 2 infractions are usually administered by an administrator, and include the notification of parents/guardians. Tier 2 behaviors are recorded with our data management system and become part of the student's record.

Some intervention examples are:

- a. After-school Skill Building
- b. In-school suspension, if available in the school
- c. Parent conference
- d. Cell phone repeat offense—Parent is required to pick up the phone from the school administrator
- e. Implementation of a Student Success Plan
- f. 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> (See also pages 35 and 36)

- g. In the case of repeated dress/personal appearance violation, the Principal or designee will meet with the student to confirm the violation; the student's parent/guardian(s) will be notified to bring in acceptable clothing or the student

## **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/they 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 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, 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, 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.

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. The Quashnet School 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 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 [www.mpspk12.org](http://www.mpspk12.org) 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.

**All threats (direct, indirect, conditional, or otherwise) will be taken very seriously.**

#### **Posed Threat (Indirect):**

1. Report to Principal
2. Principal brings Threat Assessment Management Team (TAM) together
3. Investigation/interviews by the TAM Team
4. Notification to teacher or responsible staff member(s)
5. Possible parent/guardian contact
6. Possible referral to Mashpee Police Department
7. Possible referral to either CORE Team/guidance/school adjustment counselor/school psychologist
8. Possible outside referral
9. Complete PBIS incident form/Power School Log Entry
10. Debrief with TAM or PULSE Team

## **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 behaviors 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 safety 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 busses 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 misconduct on a bus, the incident will be reported via a bus slip to the school Principal or Assistant Principal. 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 or Assistant Principal, parent/guardian, bus contractor, and student. Parents will be given 24 hour notice prior to a suspension of bus privileges for their child. Parents/guardian 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 but not more than five (5) days.

**Confirmed Bus Misconduct #3:** The student may be suspended from riding the bus for up to but not more than five (5) days.

**Confirmed Bus Misconduct #4:** The student may be suspended from riding the bus for up to but not more than 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 the bus.

## **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 (IPV); Measles, Mumps, Rubella (MMR); Hepatitis B series; Meningococcal and Varicella (or a **physician** certified reliable history of chickenpox disease). If immunization 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.

## **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 that 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 needing 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, we would notify the local rescue service and the parent/guardian.

## **Counseling**

The School Nurse is a resource person who is available for health counseling. Students are encouraged to discuss any health-related problems with the Nurse.



## **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;



### **Parent/Guardian Health Notifications/Alert**

Parents/guardians will be notified via phone call or written notice, as needed, throughout the school year of occurrences of communicable diseases. Under certain circumstances, further information will be disseminated through the School messenger 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. All students must have the required immunizations prior to starting school.

## **ACADEMICS**

### **Report Cards**

Report cards are issued three times a year in December, March, and June. These reports are provided to inform both parents/guardian and the student 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 are encouraged to regularly visit PowerSchool, our on-line data-management system, to monitor their child's academic progress. Each parent/guardian and each student has been assigned a username and password for accessing PowerSchool. Should you need a copy of your access information, contact the Quashnet School main office.

Halfway through each marking term, parents are encouraged to visit their child's account on PowerSchool. At these mid-way points, parents will be able to see their child's progress to date as well as teacher comments. Mid-term progress reports are not printed. As stated above, we hope that parents regularly and frequently monitor their child's progress by accessing PowerSchool, by closely monitoring the work produced by their child, and also by engaging in frequent two-way communication with their child's teacher(s).

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 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.

<b><u>Grading System for Core Academics (Grades 3-6)</u></b>	<b><u>Grading System for Special Subjects/Core Values/Prosocial Skills (Grades 3-6)</u></b>
<b>4:</b> <i>Exceeding the grade-level standard/expectation</i> <b>3:</b> <i>Meeting the grade-level standard/expectation</i> <b>2:</b> <i>Progressing towards grade-level standard/expectation</i> <b>1:</b> <i>Not yet meeting grade-level standard/expectation</i> <b>X:</b> <i>Standard is not assessed at this time</i>	<b>E:</b> <i>Exceeding grade-level standard/expectation</i> <b>M:</b> <i>Meeting grade level standard/expectation</i> <b>P:</b> <i>Progressing towards grade-level standard/expectation</i> <b>N:</b> <i>Not yet meeting grade-level standard/expectation</i> <b>X:</b> <i>Standard is not assessed at this time.</i>

**Parent Conferences**

Formal conferences with parents 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.

**After-School Help**

Occasionally it is necessary that children stay after school for extra help or to work on a special project. Your child’s teacher will seek your approval prior to such action. If a student stays after school, he/she/they may ride the late bus home or be picked up by a parent/guardian or designee. The late bus operates Tuesday through Thursday and leaves the school following dismissal at 4:20 PM.

**School-Day Special Subjects**

During each school year, unique learning opportunities are offered to students. This is a time during the school day when students are able to explore specific interests. Some of these learning opportunities teach creative skills, other are competitive, exciting, thought provoking, or just plain fun. These special subject periods can help students develop positive interests and activities for leisure time. They also offer a natural outlet for satisfying students’ curiosity and talents.

The Special Subjects periods are designed to enhance life skills and esthetic appreciation. The activities offered are:

Art	General Music	Health and Wellness	STEM Science, Technology, Engineering, and Math	Physical Education
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**1:1 Technology Program**

A Chrome Book will be assigned to each Quashnet School student for use during the school day to enhance learning. Prior to issuance of this device, each student and his/her/their parent/guardian will be required to sign a user agreement and pay a nominal non-refundable maintenance fee. iPads will be available for student use within elective blocks. Grade 6 students will be assigned a Chromebook that will be allowed to travel to and from school. It is the student’s responsibility to be prepared with a charged Chromebook each school day. Please see the Chromebook Use Agreement for specific details on student and family responsibilities.

Examples of the services provided by counselors:

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. Reviewing school records and helping to understand what they mean.
4. Lending of reading materials on most everything from drugs to "How to Get Along with Parents."
5. Facilitating small groups for students who have similar difficulties so that they have a chance to meet, discuss and perhaps help one another.

### **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.

### **Library**

The library is available to most students during the school day. Students can use the library for school work or for personal interests since there are tables for reading or writing, and areas for looking at or listening to audio-visual materials.

The key to finding all these materials is the computerized card catalog in the library because it explains what the library has and where it is located. We have a self-help policy. Use the call numbers on the catalog to find the book or materials. If confused, ask the Librarian for assistance.

Students are allowed to borrow up to three library books at one time for a period of two weeks. A student who signs out any book(s) is responsible for returning it to the library. Failure to return library books within a week after the due date will result in loss of library privileges. It is the student's responsibility to locate or pay for lost books.

Check out books at the desk. The Librarian will assist students with the computer checkout. However, reference books and books on reserve by one's teacher(s) can be used only in the library. Books can be renewed again if a student has not finished reading them. Upon completion of reading the book, return it in the Book Return Box located at the main desk. Please make an effort to return borrowed materials as soon as possible.

### **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 students must sign and return the Student Network/Internet User Agreement and Parent Permission Form, and those under age 18 must obtain parental permission. This form can be found at the back of this handbook. Parents, please read and complete this document carefully, review its contents with your son/daughter, and sign or initial where appropriate. Any questions or concern 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.mpspk12.org](http://www.mpspk12.org) under the Parents 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.

### **Civil Rights and Prohibition of Harassment, Bullying, Discrimination, and Hate Crimes—continued**

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.

*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' 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/they 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; birthdate; name, address, and phone number of the parent or guardian; course title and 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**

The eligible student or the parent, 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 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.



## **Retention Policy**

1. All cases regarding possible retention of a student in grades 3-6 will be referred to the PULSE Team and/or Special Education Team along with the Principal. 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 designated team, which includes the child's regular classroom teacher and any specialists working with the child. The Team would then decide if further referrals/interventions shall be made.
3. The following conditions may warrant consideration for retention:
  - a. Grade level standards are consistently not being met.
  - 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.
4. The Superintendent of Schools shall approve a second retention assigned any students.
5. 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, or 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))



## **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)

## **Title IX of the Education Amendments of 1972—continued**

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.

### **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 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.

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.

## **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 Officer 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 substances 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 on his/her 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

## **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.



### **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. We recognize wellness as a critical component to insure a student's academic performance.

- The school district will engage students, parents, 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 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. Silent lunch is prohibited.
- Staff 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 are encouraged to model healthy eating habits whenever in the presence of students.



### **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.
- At all schools, water is available for students at meals at no cost. At the Quashnet School and at the Mashpee Middle-High School, bottled water is also available to students 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 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.

