

Brockton Public Schools



Elementary School Student/Parent Handbook 2023-2024



www.bpsma.org



City of Brockton
BROCKTON PUBLIC SCHOOLS
Michael P. Thomas ♦ Superintendent of Schools

Office of the Superintendent
Phone (508) 580-7511 Fax (508) 580-7513
michaelpthomas@bpsma.org

August 2023

Dear Parents/Guardians:

Attached is the *Elementary School Student/Parent Handbook* which has been approved by the Brockton School Committee.

Please review this document with your child. Your knowledge of these codes and policies, as well as your involvement in their implementation, is essential. **For this purpose, we ask you to sign and return this page.**

The Brockton Public Schools does not discriminate on the basis of race, religion, color, national origin, age, sex, veteran’s status, sexual orientation, gender identity or disability in admission to, access to, treatment in or employment in its programs and activities.

Both students and parents should be reminded of the school’s use of surveillance cameras. School cameras are operated under the supervision and authority of the Brockton Police Department and access to any recordings is at the discretion of the BPD.

If you have any comments or questions, please feel free to contact your school.

Sincerely yours,

Michael P. Thomas
Superintendent of Schools

BROCKTON PUBLIC SCHOOLS
BROCKTON, MASSACHUSETTS

I have thoroughly read and understand the *Elementary School Student/Parent Handbook*. I am aware of the rights and responsibilities outlined therein for both parents and students

Parent/Guardian Signature

Student’s Name (printed)

Date

Student’s Signature



City of Brockton

BROCKTON PUBLIC SCHOOLS

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Brockton Public Schools 1:1 Device Loan Agreement

Students in the Brockton Public Schools (“BPS”) are eligible to be issued a laptop and charger, as well as other related technology (“1:1 Devices”). Before being issued any 1:1 Device, the Student and their parent/guardian must read and agree to this 1:1 Device Loan Agreement.

1:1 Devices are loaned to the Student to be used for educational purposes only during the academic school year, and these devices and any data contained thereon remain the property of BPS. Students must not let any other person use their 1:1 Devices. 1:1 Devices are subject to inspection at any time without notice, and inappropriate use may result in the Student losing their eligibility to use these devices. 1:1 Devices must be turned in to BPS immediately upon request, and in any event no later than a Student’s last day of school at BPS.

Students must make every effort to have their 1:1 Devices charged and ready for each school day. Students must protect their 1:1 Devices from extreme hot and cold temperatures, keep food and beverages away from them, and safely transport them to and from school. Students must not deface or destroy any 1:1 Device, or place unauthorized decorations or markings (such as stickers, drawings, etc.) on any 1:1 Device, or leave any 1:1 Device unattended in an unsecure location.

If a 1:1 Device is damaged or not working properly, the Student should bring it to the designated help desk at BPS. Students and/or their parents/guardians must not attempt any repairs on their own or through someone other than a BPS employee. If a laptop is damaged beyond repair and needs to be replaced, BPS will evaluate the damage or loss and/or replacement options on a case by case basis. In cases of fire or criminal acts such as theft or vandalism, parents/guardians should immediately report to the building principal or dean. The principal or dean will assist with filing a police or fire report, which must be filed by the parent/guardian before requesting a replacement 1:1 Device. Students and/or their parents/guardians may be held partially or fully responsible for any damages/loss.

Students must comply with all applicable BPS rules and regulations at all times while using 1:1 Devices, including without limitation the requirements of the student handbook and BPS’s Responsible Use Policy and Internet Acceptable Use Policy IJNDB. No Student may install, use, or permit the installation or use of any unauthorized software on any 1:1 Device. BPS is not responsible for any controversial materials acquired on these devices. Any violation of BPS rules and regulations and/or the terms and conditions of this 1:1 Device Loan Agreement may result in disciplinary or legal action.

By signing below, I acknowledge that I have read and understand this 1:1 Device Loan Agreement, that I agree to abide by its terms and conditions, and that BPS has my permission to loan 1:1 Devices to the Student

Student Name

Grade

Student Signature

Date

Parent/Guardian Name

Relationship

Parent/Guardian Signature

Date



Media Release for Students

(Parent/Guardian Release --- For School Use)

On occasion, the Brockton Public School District ("District") is asked by the media to interview and/or photograph students as part of their coverage of positive school events. To allow this to happen, the District requires permission from a student's parents or guardians. The District also uses media materials such as student images, digital media, student work samples, etc. for District media purposes, such as the District website. By checking the "grant" box and signing your permission on this form, you are stating that you consent to the use of such materials. Please sign and return this form to your child's teacher.

I hereby (please check one box)

- GRANT Permission
- DO NOT GRANT Permission

for the Brockton Public Schools and approved media affiliates to publish, copyright, or use all film, photographs, computer-generated imagery and printed and spoken words in which my child is included, whether taken by staff, students, or others and agree that the school can use these images, digital media, words, and student-generated work for any exhibitions, displays, web pages and publications, without reservation or compensation, and I release the Brockton Public Schools from any and all claims, damages, liabilities, costs and expenses related to the use of such materials. Additionally, I understand that an expectation of privacy is not automatic at public school events and activities, including but not limited to parades, concerts, field trips, and athletic activities, and that the District cannot guarantee that my child will not be photographed should they participate in such programs. I agree to notify school administrators if I have a legitimate safety concern for my child being photographed at public events, so that we can work together to determine how to best address those concerns.

School Name: _____

Student Name: _____ Grade: _____

Parent/Guardian Name: _____

Parent/Guardian Signature: _____ Date: _____



City of Brockton

BROCKTON PUBLIC SCHOOLS

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Student Record Directory Information Opt-Out

State law (603 CMR 23.07) permits the Brockton Public Schools to release the following directory information without the consent of the eligible student or parent: a student's name, address, telephone listing, date of birth, major field of study, dates of attendance, weight and height of members of athletic teams, class, participation in officially recognized activities and sports, degrees, honors and awards, and post-high school plans.

If you wish to **OPT OUT** of this information sharing and have the school withhold all or part of your student's directory information, **PLEASE FILL OUT THE FORM BELOW** and return it to your student's school.

By checking the box below, I hereby **OPT OUT** and do not permit the student's personally identifiable directory information to be released as part of its information sharing.

I hereby, OPT-OUT and DO NOT PERMIT the student's personally identifiable directory information to be released as part of its information sharing.

School Name: _____

Student Name: _____ Grade: _____

Parent/Guardian Name: _____

Parent/Guardian Signature: _____ Date: _____

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I. General Policies and Information

Academic Calendar



Brockton Public Schools

2023-2024 Academic Calendar



Teachers Report	Tuesday	September 5, 2023
First Day of School for Students	Wednesday	September 6, 2023
First Day of PreK & Kindergarten	Wednesday	September 13, 2023

Schools are closed on the following HOLIDAYS and VACATION PERIODS

LABOR DAY	Monday	September 4, 2023
COLUMBUS DAY	Monday	October 9, 2023
ELECTION DAY	Tuesday	November 7, 2023
VETERANS' DAY	Friday	November 10, 2023
THANKSGIVING RECESS	Wednesday-Friday	November 22-24, 2023
WINTER RECESS	Monday – Monday	December 25, 2023 - January 1, 2024
MARTIN LUTHER KING, JR. DAY	Monday	January 15, 2024
FEBRUARY RECESS	Monday-Friday	February 19-23, 2024
SPRING RECESS	Monday-Friday	April 15 - 29, 2024
MEMORIAL DAY	Monday	May 27, 2024
BHS GRADUATION EXERCISES	Saturday	June 1, 2024
JUNETEENTH	Wednesday	June 19, 2024
LAST DAY OF SCHOOL*	Tuesday	June 25, 2024

*This calendar complies with student learning time regulations 603 CMR 27.03 by scheduling 185 school days for all students. If there are no school cancellations, the 185 scheduled days will be adjusted to 180 school days and the last day of school will be June 18, 2023.

Approved by the Brockton School Committee on August 15, 2023

Health Screenings & Physical Examinations

Required Physicals: Preschool/Kindergarten, Grades 4,7, & 9

Vision: Grades K-5, 7,9 with referrals as needed

Hearing: Grades K-3, 4, 7, 9 with referrals as needed

Annual Height/Weight (Body Mass Index): Grades 1,4,7 & 9

Postural Screenings for Scoliosis: If you wish your child to be screened for scoliosis, please contact your school nurse.

Inclement Weather Procedures

IMPORTANT INFORMATION FOR ALL STAFF MEMBERS, STUDENTS AND PARENTS/GUARDIANS REGARDING SCHOOL CANCELLATIONS, DELAYED OPENINGS, AND EARLY SCHOOL DISMISSAL UNDER ADVERSE WEATHER CONDITIONS:

School Cancellations

In the event of inclement weather, local and Boston media makes announcements regarding school cancellations. The **NO SCHOOL** announcements for the Brockton Public Schools are made locally by radio station **WATD (95.9 FM)**, by Boston radio station **WBZ (1030 AM)** and by **Boston Television Channels 4, 5 and 7**. **Cancellations are also posted on our website: www.bpsma.org** and are reported to parents via phone notifications.

If the Brockton Public Schools are cancelled due to inclement weather, all school facilities will be closed on that day. All Community School, neighborhood school and adult evening classes will also be cancelled. There may be occasions when the Superintendent may decide to close pre-kindergarten only.

Depending upon the severity of the weather conditions and how they impact on the health and safety of students in the Brockton Public Schools, it may be necessary to delay the start of the school day or to dismiss students before their customary dismissal times. These options would be implemented only under certain conditions. As usual, parents should use their own judgment whether or not to send their children to school in severe weather.

Delayed School Openings

The Brockton Public Schools reserves the right to delay the opening of school to deal with unusual conditions that may exist on a particular school morning. The district may opt to delay school by one hour, 90 minutes or 120 minutes. Delays would affect only the opening of school with dismissals taking place at regularly scheduled times. All Smart Start Extended Day morning programs will open at 8:00 AM instead of 7:00 AM. Afternoon sessions will be held as normally scheduled. When delays are announced, the opening of school will occur one hour, 90 minutes or 120 minutes later than normal according to the following schedule (dismissal time will not be affected):

	1-hour delay start	90-Minute Delay Start	2-Hour Delay Start
Brockton High School	8:20 AM	8:50 AM	9:20 AM
Huntington Therapeutic Day School	8:10 AM	8:40 AM	9:10 AM
Gilmore School	8:35 AM	9:05 AM	9:35 AM
Edison Day Academy	8:20 AM	8:50 AM	9:20 AM
Middle Schools	9:05 AM	9:35 AM	10:05 AM
Davis K-8 School	9:15 AM	9:45 AM	10:15 AM
Raymond School	9:15 AM	9:45 AM	10:15 AM
Barrett Russell ECC	9:10 AM	AM Session Cancelled	
Kindergarten & Elementary Schools	10:00 AM	10:30 AM	11:00 AM
Edison Night Academy	According to Principal		

School transportation pickups will occur one hour, 90 minutes or 120 minutes later than normal. School lunches will be served at their regular times.

The same media that make school cancellation announcements will announce the delay.

Parents are not to send or drop off their children early on days when a delayed opening has been announced.

Early School Dismissals

In the event that severe weather conditions develop after the start of the school day, it may become necessary to release students before the scheduled dismissal time. The decision to release early will be made in the interest of the health and safety of the students and will be announced by the same media that make school cancellation announcements no later than 10:00 a.m. Early dismissals will take place according **to the early dismissal schedule for in-service days** unless unusual conditions dictate otherwise. The customary schedule for in-service early dismissals is as follows:

Barrett Russell ECC	10:40	AM
Huntington Therapeutic Day School	11:00	AM
Brockton High School	11:00	AM
Edison Day Academy	11:00	AM
Davis K-8 School	11:30	AM
Raymond School	11:30	AM
Middle Schools	11:30	AM
Kindergarten & Elementary Schools	12:15	PM
Gilmore School	12:25	PM
No Pre-K Afternoon Session		

WHEN SCHOOL IS CANCELLED, ALL IN-SCHOOL AND OUTSIDE-OF-SCHOOL ACTIVITIES WILL BE CANCELLED.

School Attendance

Absence Policy

Students must bring a note after each day they are absent, regardless of whether a phone call notification has been made. The note should include the date absent, the reason for the absence and the signature of the parent or guardian. Students will be given the opportunity to make up work for excused absences. Excused absences may be granted for:

1. A doctor, school nurse or parent verified illness or injury which prevents the student from attending school. In instances of chronic or irregular absence reportedly due to illness, the school administration may request a physician's statement certifying such absences to be justified.
2. A death in the family or other significant family crisis.
3. Religious holy days.
4. In the event of a pandemic, such as COVID-19, other credible evidence may, at the discretion of the building administrator and/or their designee, be accepted in lieu of a doctor's note to support a waiver of unexcused absences from school.

If a student has at least five (5) days in which the student has missed two (2) or more periods unexcused in a school year, or if a student has missed five (5) or more school days unexcused in a school year, the school principal or designee shall make reasonable effort to meet with the parent or guardian of the student to develop action steps for the student's attendance. These action steps shall be developed jointly and agreed upon by the school principal or designee, the student and the student's parent or guardian and with input from other relevant school personnel and officials from relevant public safety, health and human service, housing and nonprofit agencies.

In the event of excessive absences, the Attendance Officer will be called by the school administrator to intervene to work with the family to develop a plan to help the student improve attendance and other state agencies may be notified.

Dismissal Policy

- Dismissals will not be permitted 30 minutes prior to the end of the school day
- Adults dismissing children must present a photo ID and be listed on the emergency form
- A written note, signed by the parent or guardian should be sent to the office stating the date, time, and reason for the dismissal
- Kindergarten dismissal card with the student's name and teacher
- Office dismissal log completed by person dismissing child
 - o Date

- o Time
- o Student name
- o Grade/homeroom
- o Name of adult dismissing person
- o Add verification column for office staff to initial at time of dismissal
- o Office administrative staff must verify child being dismissed with Infinite Campus photo
- o Nurse Dismissals: must go through main office. If a parent/guardian sends an adult not listed on the emergency form, verbal permission may be granted. A copy of the photo ID is to be taken and filed with the child's emergency form in the office.

Please note: Dismissals will not be permitted 30 minutes prior to the end of the school day. Adults dismissing children must present a photo ID and be listed on the emergency form. A written note, signed by the parent or guardian should be sent to the office stating the date, time, and reason for the dismissal.

Students who walk home or who are picked up by a parent shall have left the premises within 15 minutes of the school's dismissal time; in the event of an emergency, parents are to notify school administrators if they cannot be on time. Grades K and 1 students must be dismissed into the custody of an adult, whether they are being picked up, walked home or arriving on a school bus.

Leaving School Grounds

Students are not permitted to leave school grounds unless they have been dismissed by a parent/guardian and are in the company of the adult stipulated in their dismissal.

Tardiness

The principal will require a meeting with a parent or guardian for excessive tardiness.

Attendance at School Functions in the Evenings

Students who are not in attendance in school during the regular school day are not eligible to attend school functions in the afternoon or evening.

II. Academics and Curriculum

District Curriculum Accomodation Plan

The adoption of a District Curriculum Accommodation Plan (**DCAP**) is a requirement of the Commonwealth of Massachusetts ([Massachusetts General Laws Chapter 71 Section 38Q 1/2](#)).

The law states:

A school district shall adopt and implement a curriculum accommodation plan to assist principals in ensuring that all efforts have been made to meet students' needs in regular education. The plan shall be designed to assist the regular classroom teacher in analyzing and accommodating diverse learning styles of all children in the regular classroom and in providing appropriate services and support within the regular education program including, but not limited to, direct and systematic instruction in reading and provision of services to address the needs of children whose behavior may interfere with learning, or who do not qualify for special education services under chapter 71B. The curriculum accommodation plan shall include provisions encouraging teacher mentoring and collaboration and parental involvement.

The DCAP is intended to guide principals and teachers to ensures that all efforts are made to meet student needs in the general education program and to support teachers in analyzing and accommodating students' diverse learning needs in Brockton Public Schools. The DCAP describes both formal and informal routes for problem solving. Communication between parents and teachers will be effective in identifying issues and agreeing upon strategies to be implemented. Teachers in Brockton are continuously monitoring student progress, differentiating instruction and accommodations to facilitate learning, and fostering understanding. The district is committed to early intervention and addresses learning issues in a timely fashion based on a team approach. The district's goal in this regard is to meet the needs of every child. The DCAP is to be used by all general education teachers, specialists, Instructional Support Teams with teachers before and instead of students being evaluated to determine special education eligibility.

Brockton Public Schools targeted areas for the DCAP:

- Strategies to assist regular education classroom teachers to help them analyze and accommodate various students' learning needs, including students who are English Language Learners, and to manage students' behavior effectively.
- Support services that are available to students through the regular education program
- Direct and systematic instruction in reading and mathematics for all students
- Teacher mentoring and collaboration.
- Parental involvement in their children's education

Moreover, the DCAP reflects our core values and strategic objectives outlined in the [Brockton Public Schools Strategic Plan](#).

Our core values are to...

- Establish an equitable, diverse, inclusive, and unified district.
- Foster safe environments that facilitate growth, positive outcomes, and active learning opportunities.
- Create student-centered, accelerated learning experiences that are culturally responsive, inclusive of all learners, and support social, emotional, and physical well-being.
- Sustain partnerships with families, community, and businesses to ensure that students have equitable access to high-quality resources.

Objective 1: High-Quality Learning Experiences: Provide student-centered learning founded on lived experience through effective instruction that elicits excitement and engagement from students, families, and staff so ALL are prepared to thrive as members of the BPS community and beyond.

Objective 2: Access to Learning Opportunities: Enhance **all** students' access to learning opportunities that meet their educational, cultural, recreational, and social needs.

Objective 3: Welcoming and Inclusive Environment: Design, create, and maintain a safe, supportive, welcoming, and inclusive environment of positive relationships, where the academic, social, and emotional well-being of the entire school community is supported.

Objective 4: Family and Community Partnerships: Strengthen family, community, business, and higher education partnerships to expand opportunities for students to pursue goals and interests, develop 21st century skills, and prepare for postgraduation success.

Objective 5: Equitable Resources: Ensure equitable access to resources that foster academic and personal growth in safe educational environments.

BPS Approach to Curriculum and Instruction for All Learners

Curriculum Accommodations Supports for General Education Classroom Teachers

Accommodations are ways to assist students in accessing the curriculum more effectively. Accommodations are provided within the general education classroom and may be available to any/all students, depending on student need. Such changes are made to provide a student with equal access to learning along with an equal opportunity to be able to show what he/she knows or can do. For many, the suggested list of accommodations found in the accommodation plan would simply be thought of as best educational practices. Accommodations typically fall under four key categories:

1. **Setting** (location): Examples include small group, preferential seating, quiet location, etc.
2. **Presentation** (how the teacher shares information): Examples include visuals provided for verbal information, preview/repeat, provide models, etc.

3. **Timing** (any consideration of time within the learning): Examples include time of day, length of time, extended time for assignments, “chunking” into smaller parts, planning for time with student, etc.
4. **Response** (How the student responds back to show understanding): Examples include use of graphic organizers, alternative writing utensils, access to keyboarding, limit number of repeat question types, etc.

Accommodations do NOT change the instructional level or content, delivery of instruction, or performance criteria. These latter changes are called modifications or “specially designed instruction” and those are only appropriate for students on an Individualized Education Program (IEP).

Accommodations are changes to the delivery of classroom instruction or the materials needed to support access to the curriculum. Accommodations change **how** students learn but do not change **what** they learn. They do not change the complexity of knowledge or the grade-level content standards students are expected to learn.

Instructional Strategies for Brockton Public School teachers to use to maximize students’ success in the general education classrooms. The following instructional strategies are broken down into the following four domains: behavior, reading, writing, and mathematics:

Behavior

Listed below are successful teaching strategies to address issues of behavior.

<p>To improve attention to verbal information:</p> <ul style="list-style-type: none"> ✓ Shorten length of listening activities and direct instruction. ✓ Incorporate activities to accompany listening tasks and direct instruction (interactive notes, questions to answer, illustrating notes, etc.) ✓ Build movement and sensory breaks or tasks into lessons or transitions. ✓ Provide preferential seating. ✓ Re-direct student back to task. ✓ Allow flexible seating options. ✓ Reduce visual distractions in classroom. ✓ Use preferential seating. ✓ Allow for movement breaks. ✓ Use audio material with headphones. ✓ Use graphic organizers/sentence starters.
<p>To improve positive group participation skills:</p> <ul style="list-style-type: none"> ✓ Establish strong relationships with students. ✓ Provide Calm Classroom lessons. ✓ Access to calming corners and activities within the classroom. ✓ Teach students Zones of Regulation. ✓ Hold daily Morning Meeting (Responsive Classroom). ✓ Establish and post clear expectations and review frequently. ✓ Clear outline (posted) and review of steps for corrective measures and consequences. ✓ Behavior matrix outlining expectations for specific spaces and times within a school building.
<p>To improve transition skills between activities:</p> <ul style="list-style-type: none"> ✓ Establish predictable routines. ✓ Post expected rules and behaviors. ✓ Provide frequent movement breaks throughout the day. ✓ Post a daily classroom schedule. ✓ Provide warnings of transitions and provide a visual timer if needed. ✓ Teach and model transition routines.
<p>To improve work completion:</p> <ul style="list-style-type: none"> ✓ Daily check-in and check-out. ✓ Provide positive reinforcement. ✓ Allow access to guidance/adjustment counselor/psychologist. ✓ Provide Home to School communication log.

- ✓ Establish supervised social groups “Lunch Bunches” through guidance.
- ✓ Use reflection sheets with students.
- ✓ Utilize a “Buddy Room” to allow students to take break away from their own classroom.
- ✓ Provide sensory tools.
- ✓ Create open lines of communication with families.
- ✓ Allow flexible seating options.
- ✓ Established and posted rewards systems, both classroom and school-wide, for individual students and classes.
- ✓ Provide specific feedback to students both when they are successful and when improvement is necessary.
- ✓ Implement First/Then visuals.
- ✓ Provide students with a choice of two assignments.
- ✓ Shorten the task and amount of material.
- ✓ Break larger tasks into smaller chunks over time.

Reading

Listed below are successful teaching strategies to support all students as they learn to read.

<p>To improve phonological awareness through small group or 1-1 instruction:</p> <ul style="list-style-type: none"> ✓ Teach phonemic awareness through Heggerty. ✓ Oral rhyming activities. ✓ Segmenting spoken words into syllables. ✓ Identifying spoken words with same initial sounds. ✓ Identifying spoken words with same ending sounds. ✓ Orally blending phonemes into words. ✓ Segmenting words into phonemes.
<p>To improve decoding skills:</p> <ul style="list-style-type: none"> ✓ Vision screening. ✓ Assess students’ Independent Reading Level (IRL). ✓ Multi-sensory reading instruction. ✓ Allow students to use tracking tools to read. ✓ Daily opportunities for students to practice reading at their IRL. ✓ Teach students self-monitoring skills. ✓ Provide small group instruction. ✓ Provide 1:1 instruction. ✓ Establish Guided Reading Groups. ✓ Allow students to partner read. ✓ Use a variety of text, at different accessibility levels. ✓ Create individual word lists for students to practice. ✓ Teach syllabication rules. ✓ Use manipulatives to isolate individual phonemes in words.
<p>To improve sight word recognition:</p> <ul style="list-style-type: none"> ✓ Create and utilize interactive word walls. ✓ Send home word lists for home practice. ✓ Create individual word lists for students to practice.
<p>To improve reading comprehension skills:</p> <ul style="list-style-type: none"> ✓ Teach students self-monitoring skills. ✓ Allow students to partner read. ✓ Multiple readings of the same text.

<ul style="list-style-type: none"> ✓ Use a variety of text, at different accessibility levels. ✓ Point out and highlight cognates. ✓ Use picture word cards. ✓ Use pictures to sequence or illustrate events in a story. ✓ Deliver individualized Lexia Core 5 lessons to students. ✓ Explicit lessons around annotating and actively reading text, tools and scaffolds to support students to do so. ✓ Prereading activities, activating prior knowledge and building background to build schema around new topics and content. ✓ Pre-teach tier 2 and 3 vocabulary words before reading about new content and concepts. ✓ Model fluent reading aloud, and metacognitive strategies “Think aloud” while processing reading. ✓ When possible, read grade level texts aloud or use audio when available. ✓ Use high interest texts at instructional and independent reading levels. ✓ Have students list details in story.
To improve fluency skills:
<ul style="list-style-type: none"> ✓ Multiple readings of the same text. ✓ Model fluent reading. ✓ Choral reading. ✓ Echo Reading.
To improve vocabulary acquisition:
<ul style="list-style-type: none"> ✓ Use picture word cards. ✓ Describe basic objects. ✓ Sort word into categories. ✓ Classify categories of words. ✓ Teach common synonyms/antonyms. ✓ Draw definitions of words. ✓ Use new vocabulary words in sentences. ✓ Teach prefixes, suffixes, and root words. ✓ Point out and highlight cognates.

Writing

Listed below are successful teaching strategies to support all students as they learn to write.

To improve spelling:
<ul style="list-style-type: none"> ✓ Use multi-sensory approach. ✓ Teach sight words in a meaningful phrase or sentence. ✓ Teach specific spelling rules. ✓ Create a grade-level list of commonly mis-spelled words reference sheet. ✓ Use word to allow students to type response and use spell check. ✓ Utilize a dictionary to correct spelling. ✓ When possible, allow use of Google translate for word-to-word translation as needed. ✓ Use peer editing conferencing. ✓ Use teacher editing conferencing.
To improve handwriting:
<ul style="list-style-type: none"> ✓ Allow alphabet strip on students’ desks. ✓ Utilized different paper to accommodate needs of student. ✓ Use pencil grip. ✓ Teach students to use finger space when spacing words. ✓ Allow students to type responses. ✓ Reduce copying from board or book.
To improve written expression:
<ul style="list-style-type: none"> ✓ Use whisper phone to read and edit own writing. ✓ Provide a grade appropriate Editor’s Checklist. ✓ Distribute writing rubrics prior to students beginning a writing assignment.

- ✓ Show examples of student writing (poor to exemplar).
- ✓ Allow students to choose what they write about and how they present their final product.
- ✓ Allow peer editing.
- ✓ Break essays into manageable tasks over time.
- ✓ Use graphic organizers based on individual student need.
- ✓ Teach students the writing process (brainstorming, rough draft, etc.).
- ✓ Use sentence starters, stems, or frames for students.
- ✓ Provide a list of transition words.
- ✓ Provide task specific key word lists (compare contrast, sequencing etc.).
- ✓ Provide and review content vocabulary to be incorporated in students written responses.
- ✓ Design, scaffold and facilitate student-led discussions of questions or writing prompts and tasks prior to the students beginning the actual writing.

Mathematics

Listed below are successful teaching strategies to support all students as they learn to mathematics.

To improve skills and readiness if below grade level:
<ul style="list-style-type: none"> ✓ Assess students' independent math level. ✓ Progress monitor daily, weekly, or bi-weekly. ✓ Use manipulatives. ✓ Allow students to use lined paper to help organize calculations. ✓ Allow students fact charts. ✓ Provide math reference sheets – and translated versions as needed. ✓ Allow students to use drawings to solve problems.
To improve the memorization of math facts:
<ul style="list-style-type: none"> ✓ Teach in a systematic way. ✓ Use motivating and engaging games for practice. ✓ Teach students to be flexible with numbers. ✓ Utilize Number Talks.
To improve the ability to attend to important details:
<ul style="list-style-type: none"> ✓ Teach students to highlight keywords and phrases when solving word problems. ✓ Pre-teach math vocabulary for new topics, paying attention to multiple meaning words, cognates, and false cognates. ✓ Use the 3 Reads Strategy. ✓ Teach the TTQA strategy (turn the question around). ✓ Reduce number of problems on a page. ✓ Allow students to use lined or graph paper to help organize calculations.
To improve the understanding of concepts:
<ul style="list-style-type: none"> ✓ Provide small group instruction. ✓ Provide 1:1 instruction. ✓ Allow extra time on all tests. ✓ Read aloud all grade level math materials. ✓ Use the 3 Reads Strategy. ✓ Provide students with “Real-World” experiences. ✓ Utilize Number Talks. ✓ Use the CRA (Concrete, Representational, and Abstract) Model. ✓ Create assignments on ST MATH to help students struggling on a particular concept. ✓ Post visuals, posters, and anchor charts to help students during independent work time. ✓ Teach students test-taking strategies. ✓ Allow students to peer tutor. ✓ Create alternative ways for students to show their knowledge. ✓ Encourage and model the use of reference sheets, number lines, number grids etc..
To increase the rate of work completion:
<ul style="list-style-type: none"> ✓ Reduce the number of problems to complete.

<ul style="list-style-type: none"> ✓ Give choices. ✓ Use a visual timer. ✓ Break up longer assignments into manageable chunks.
To improve the ability to sequence steps for computation:
<ul style="list-style-type: none"> ✓ Provide models. ✓ Use reference sheet at seat. ✓ Use mnemonic devices. ✓ Review steps frequently. ✓ Provide posters within the classroom for reference. ✓ Use manipulatives.

Multi-Tiered Systems of Support

MTSS is a system designed to meet the needs of all students by ensuring that schools optimize data-driven decision-making, progress monitoring, and evidence-based supports and strategies with increasing intensity to sustain student growth academically, behaviorally, and social-emotionally. To realize this success, multi-tiered systems must be supported by leadership, implementation, and competency drivers to ensure that all district resources are focused on supporting our students, who can and will learn and succeed with our support.

Tier 1: Universal Support

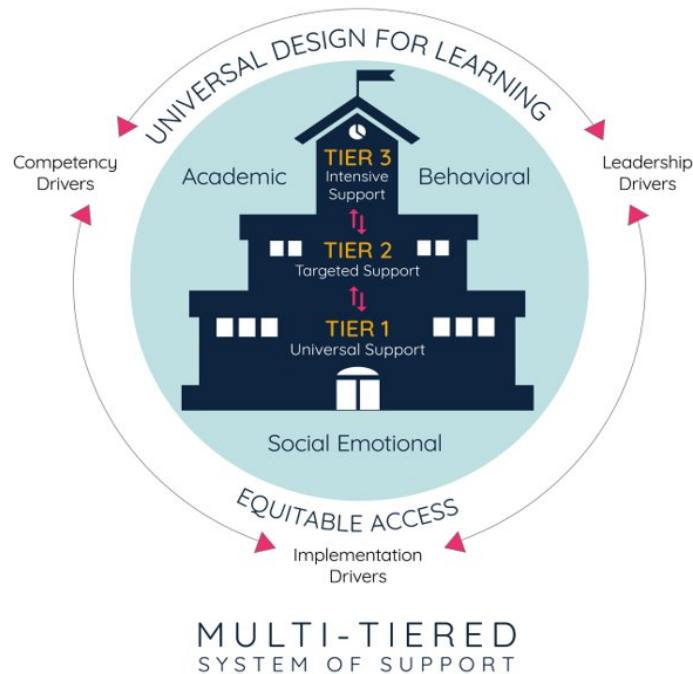
These are supports available to all students. Inclusive practice is a cornerstone of Tier 1. Inclusive practice is defined as “instructional and behavioral strategies that improve academic and social emotional outcomes for all students, with and without disabilities, in general education settings.” (Educator Effectiveness Guidebook for Inclusive Practice, 2017)

Tier 2: Targeted Support

Tier 2 supports occur in addition to the supports that happen in Tier 1 settings. These supports are generally done in small groups and include additional opportunities to practice skills necessary for core instruction. Tier 2 supports are provided for all students who need them. Tier 2 services may or may not supplement special education services for students with an IEP, depending on the individual student needs.

Tier 3: Intensive Support

Tier 3 provides more intensive support. These are often explicit, skills-based, focused interventions that occur individually or in very small groups. Again, Tier 3 supports are provided for all students who need them. Tier 3 is not synonymous with special education.



Supporting the implementation of Brockton’s MTSS are a series of district initiatives to ensure equitable access for all students including, but not limited to:

System Wide Initiatives:

- District vision of shared responsibility of multilingual learners' success and accountability.
- Establishment of Essential Actions for each school year to support the implementation of the district vision – at the teacher, coach, school leadership, and district leadership levels.
- Strong partnership with the DESE statewide systems of support liaisons focused on guiding and supporting school teams to develop effective sustainable improvement plans.
- District leadership support team designed to collaborate and coordinate with state and school leaders.
- Implementation of Illustrative Math K-5.
- Implementation of Carnegie Learning Math and Mathia, 6-12.
- Implementation of Wonders Reading and Writing Program K-5.

Direct and Systematic Reading and Mathematics Instruction for ALL Students:

- Direct, explicit instruction using HQIM in reading and math, with a focus on early literacy foundational skills in grades PreK-2.
- Use of Leveled Literacy, Wonders Works, Foundations and Heggerty as reading interventions in the elementary grades.
- Tier II instruction that aligns with Tier I instruction using HQIM.
- Tiered differentiated instruction through a variety of instructional formats.
- Standards for instructional time allotment for all content areas.
- Dual Language Immersion program beginning in kindergarten (George School).
- Dual language programming in the following languages – Spanish (K-12), Portuguese (K-6 and growing each year), and French (K-5 and growing each year).
- Programming for multilingual learners at the foundational level – Launch Program at the elementary level and Transitional Bilingual Education at the secondary level.
- Integrated Sheltered English Immersion classrooms at all levels.

- English as a Second Language (ESL) teachers at every school to support the needs of English Language Learners in all programs – Launch, TBE, SEI, ISEI, Dual Language.
- Additional enrichment or WINN block at the Middle School level for students to meet standards.
- Academic Support Services -- School Year and Summer Programs.
- After-school options such as homework assistance and academic support.
- Use of both co-teaching and pullout models, K-12.
- Availability of in-school, after-school, and summer remedial programs.
- A variety of programs designed to address needs of students at-risk of failing.
- Program for gifted and talented students in grades 4 and 5.
- International Baccalaureate course offerings and diploma program at the 9-12 level.
- Priority instructional scaffolding for educators of multilingual learners at the foundational and transitional levels.
- A variety of teaching approaches, including teacher modeling, teacher-directed instruction and practice, group discussions, problem solving and cooperative learning.
- Emphasis on differentiated instruction/checking for understanding and formative assessment strategies in the classroom.
- Both oral and visual directions for assignments, along with visual, auditory, and tactile prompts.
- A variety of models implemented by instructional service providers.
- Active and varied learning activities across subject areas.
- Pre-writing and Writing Rubrics (MCAS rubrics) K-5 to assess student writing in a variety of modes and at a variety of stages throughout the writing process, middle schools, 6–8.
- Active reading and writing prompts in 6-8 Math every week.

Services and Supports within the Regular Education Classroom:

- Instructional Support Teams (IST) in all schools that address students who need additional instructional and/or social emotional behavior supports.
- Guidance Services Handbook.
- Social Thinking.
- Trauma-informed practice training and implementation.
- Second Step Program in all elementary schools.
- Positive Behavior Intervention and Support (PBIS) in all schools.
- English language success plans for students who did not meet their English language proficiency targets, with goals and system of monitoring progress through ESLP meetings.
- Language assessment team meetings to respond to individual student needs and placements.
- Districtwide Tier 1 Behavior Interventionists.
- Tier 2 Behavior Interventionists (middle school).
- Therapeutic and Behavioral Stabilization Programs.
- Functional Behavioral Assessment and Behavior Support Plans.
- School discipline codes, annually revised and translated.
- Elementary School Student/Parent Handbook.
- Middle School Student/Parent Handbook.
- High School Student/Parent Handbook.

High Quality Instructional Materials:

- Massachusetts Frameworks Common Core aligned standards-based report cards at the elementary level.
- Utilized the CuRaTe process to identify high-quality evidence-based curriculum in all content areas.
- Utilized CuRaTe to identify high-quality evidence-based ELA curriculum.

- Availability of a wide variety of curricular and instructional materials including 1-1 tablets, Smart Boards, LCDs, digital resources including, Lexia Core5, Lexia English and ST Math K-5, Carnegie Mathia, 6-12.
- Developmentally appropriate, culturally, and linguistically responsive curriculum.
- Scientifically research-based core text in grades K-5 .
- HQIM Wonders & Math Illustrative Mathematics (K-5).
- HQIM Carnegie Math and Mathia, 6-12.
- HQIM Amplify Science, 6-8.
- Study Sync ELA (middle school) Implementation in conjunction with GLEAM Grant and TNTP consultant partnership.
- Discovery Education Techbook used for delivery of science content, K-5.
- Discovery Education Social Studies Techbook delivery of social studies content, middle schools, 6 -8.
- Lexia Power Up literacy intervention program, middle schools, 6-8.
- ICivics - Civics Project Workbook, digital and print versions to ensure equitable access for Civics Projects in middle school Social Studies, grade 8.
- Scientifically researched visual instructional program, ST MATH in K-5, Mathia 6-12.
- Wonders 2023 ELL Small Group Program and Lexia English as core resource to develop elementary ESL curriculum.
- Adaptation of Study Sync for Beginner ESL middle school students as core resource.
- ILit and English 3D as core resource to develop high school ESL curriculum.

Ongoing Analysis of All Students Through Formative and Summative Assessments:

- STAR Formative Assessment system in Math and English Language Arts.
- Expository and Narrative Writing Benchmarks collected quarterly for K-grade 5.
- Common Benchmark Assessment system in grades K-8 with 4 cycles of common assessments in all content areas. Five common assessments in 6-8 Math.
- Warning and Intervention Student List (WISL): Early warning indicators used to identify, monitor, students needing additional academic and social emotional support.
- Monthly data meetings at each school to review screening assessments (Lexia Core5, Lexia English).
- The use of standardized and criterion-referenced assessment data as one measure of student learning and indicator of student needs.
- Dyslexia screening assessments will be administered K-3 three times per year.
- Analysis of WIDA ACCESS test results for the establishment and monitoring of language development goals of a student's English Learner Success Plan (ELSP).
- Analysis of WIDA ACCESS test results for program recommendation and classification English learners.
- STAR and Cog At in grades 3 as criteria for selecting students for Talented and Gifted placement.
- MCAS in grades 3, 4, 5, 6, 7, 8.
- MCAS in grade 10.
- Professional Learning structures designed to focus on instruction and data analysis.
- Creation, implementation, and analysis of common assessments using EDCITE in Math, ELA, K-8.
- Implementation and analysis of data within Amplify Science, 6-8.
- Creation, implementation, and analysis of common assessments in Social Studies, 6-8.
- School-based Language Assessment Teams to facilitate placement and supports for English Language Learners.

High Quality Mentoring for ALL New Teachers:

- Teacher mentoring program.
- New teacher orientation.
- Mentor teacher handbook.

- New teacher survival guide.
- Annual internship program.
- Professional development opportunities focused on educating and supporting teachers in content areas as well as equity, diversity, inclusion, belonging, and social emotional learning.
- MABE Summer Institute for Dual Language teachers.
- George School Summer Institute for new Dual Language teachers.
- Building based Professional Learning Communities.
- Leadership Academies.

Instructional Coaching:

- Elementary Literacy, Language Acquisition and STEM Coaches in all elementary schools.
- Instructional Resource Specialists at Brockton High School.
- Curriculum content department heads or coordinators PreK-12.
- Title I support at the elementary and middle schools.
- English Language Acquisition coaches providing instructional and curriculum support for teachers.
- Dedicated school-based English language acquisition coaches to support teacher development on language acquisition needs of multilingual learners in a variety of programs and proficiency levels.
- Instructional coaches provide job-embedded professional learning and support for classroom teachers, K-5.
- Implementation of districtwide learning management system (Schoology and TEAMS) and targeted professional development on instructional strategies for remote learning.

High Quality Professional Development Opportunities:

- Brockton Public Schools' Professional Development Plan has a process for approving professional development opportunities in the district.
- The newly appointed Director of Professional Growth and School Improvement regularly collaborates with district content and department leaders to provide high quality professional development.
- There are continuous ESL and Special Education courses offered to all BPS staff.
- SEI Endorsement courses offered to BPS educators.
- Professional Development opportunities for paraprofessionals and monitor teacher assistants based on identified needs.
- Youth Mental Health First Aid training offered to all BPS staff.
- Safety Care/De-escalation training offered to all BPS staff.
- Job-embedded professional development provided by school-based English language acquisition coaches at the elementary level.
- Job-embedded professional development provided by district English language acquisition coaches at the middle and high school levels.
- Immediate and specific feedback about student performance.
- Opportunities for collaborative lesson planning emphasizing activating and summarizing activity.

Family Engagement Systems:

- Parent Academy programming.
- Family Engagement Liaisons K-8 provide school-specific programming to meet needs of their respective school communities.
- Parent Advocacy Centers with native language support reflective of dominant languages in the community.
- Community and Family Engagement offerings.
- Carnegie Learning provides online tutoring in ELA and Math for all middle school students.
- “Welcome to Kindergarten” parent resource guide.
- Strategies for use of community agencies and volunteers to assist students and teachers.
- Partners in Excellence Handbook: Brockton Public Schools Volunteer Program.
- Services of the Community Schools' Adult Learning Center.

- Parent and family nights offered through Extended Day and 21st century programs.
- Parent and family night events and information sessions offered through the Bilingual PAC
- Family Learning Program.
- Providing information for parents to understand school programs and options available for their children through www.bpsma.org (multiple languages).
- Annual open houses and two parent conferences at all levels.
- Multiple curriculum nights at the elementary level.
- Monthly parent newsletters from all schools Consistent home-school communication exists through newsletters, phone calls, email, and text.
- Information regarding testing programs provided in a variety of formats to district and school parent advisory groups.
- Active PTO supports schools financially to defer costs of field trips, book donations etc. and through volunteerism.
- School Council which consists of parent representatives.
- Coordinated School Wellness Programs.
- Bilingual Parent Advisory Council (BPAC) meetings and events throughout the year.
- Special Education Parent Advisory Council (SEPAC).
- Parent Information Sessions on ACCESS, the language assessment team process, and on English language success plans.
- Establishment of the Multilingual Parent Communication Center that supports families and schools in the following languages – Cape Verdean, Portuguese, Spanish, Haitian, French, Hmong, Chinese, Laotian, and Thai.
- ELL Parent Advocates speaking Cape Verdean, Portuguese, Spanish, Haitian, and French to assist families with external supports.
- Creating professional development focused specifically on strengthening partnerships with community members and organizations, enhancing relationships with families, and increasing family and community engagement.

Instructional Support Teams (IST)

All Brockton Public Schools have established a school-based Instructional Support Team (IST). The goal of the IST is to maximize individual student success in the general education classroom through a process of collaborative problem-solving focused on student access to the social and academic facets of school. IST is a positive, success-oriented program which uses specific assessment and intervention techniques to help remove educational, behavioral, or affective barriers for all students. The IST asks the essential question of:

What resources can we use to increase the student's chances for success?

IST answers this question through a team approach that provides for greater cohesiveness, coordination, and instructional continuity, and complements existing curriculum and instructional programs.

Any student experiencing academic, social, or behavioral challenges in school may be a candidate for IST. This includes students beginning to display problems in general education, as well as students with disabilities who are included in general education programs. Students are identified for IST services by the classroom teacher, other educators, or parents.

Members of the IST

Although specific members of the IST may vary from student to student, based on student need, the IST generally consists of a building administrator, the team chairperson, the adjustment and/or guidance counselor, the student's classroom teacher/s. The students' parents/caregivers are also encouraged to participate as active partners in the process.

Pre-IST Referral

When a student experiences difficulty in school the classroom teacher should begin a problem-solving process that involves:

1. Identify the area/s of concern (see Appendix I for the document “Brief Assessment of Student Strengths and Challenges” that may be helpful in establishing area/s of concern).
2. Review all existing student academic and behavioral data (including, but not limited to):
 - a. STAR Assessment Results
 - b. Report Cards
 - c. Classroom Assessments
 - d. Disciplinary Information
3. Consult/Brainstorm with:
 - a. Previous teachers
 - b. Grade Level Colleagues
 - c. Academic Coaches/Support Staff
 - d. Parent/Guardian
4. Maintain documentation on DCAP accommodations attempted and student response.

IST Referral

Once pre-referral steps have been completed, the classroom teacher is encouraged to make a formal referral to the IST. The IST determines what strategies should be implemented to help the student achieve success in the general education classroom. Collaboration and joint planning occur throughout the entire process. Each member of the team has equal input and decision-making power to determine what methods, learning strategies, special techniques, or programs best address the student’s area(s) of weakness.

IST Process & Procedure

The IST is grounded in the understanding that development is the result of the relationships between students and their environments. To effectively plan for supportive interventions, it is understood that the IST cannot evaluate a child’s development only in the immediate environment and they must also examine the interactions among the larger environments that a student develops within. The IST will begin by examining the multiple facets of the student during the intake process:

- **Student as an Individual**
 - Academic and/or SEL screening data
 - Review of available medical screenings/information
 - Developmental course/milestones
 - Internalizing/Internalizing challenges
- **Student as Member of Family**
 - Familial structure, culture, language
 - Military Connections
- **Student a Member of School**
 - Relationship between staff and student
 - Relationship between school and family
 - Review of Academic and SEL screening data
- **Student as Member of Peer Group/s**
 - Peer relationships
 - Bullying (target or aggressor)
- **Student as Member of Community**
 - Access/participation in community groups/support
 - Assess to transportation, health care, food/nutrition.
 - Involvement in social service supports.

The IST process involves identifying a student’s need for academic or behavioral support, determining the strategies needed to assist the student, and implementing and monitoring intervention strategies through a continuum of services. After an initial intake assessment of the multiple facets of a student the IST recommends strategies across all domains of student functioning to be implemented to help the student achieve success in school. The team determines what support is needed for the student to maintain a level of success in the classroom. These strategies are evaluated by the team after a set period of time, based on the goals set for the student. If the student’s teacher reports a positive change, the strategies are continued. If there is no progress, other strategies are tried and/or the student may be referred for a comprehensive evaluation to determine eligibility for special education and/or related services.

The IST process represents a system of problem-solving driven by students’ needs. At the core of the process is the belief that all students can learn and that all students matter. IST maximizes the teaching resources within schools in a systematic search for what works for the individual student.

Homework Policy

Homework is defined as written or non-written tasks assigned by a teacher to be completed outside the classroom. These assignments should complement classwork and be relevant to the curriculum. Homework is a natural extension of the school day and an important part of a child’s educational experience. It encourages self-discipline, pride in one’s work, positive self-esteem, and an interest in learning. Homework reinforces the Brockton home/school connection. Well-implemented homework activities will improve the learning process, aid in the mastery of skills, stimulate interest, and assist students to become lifelong learners.

Homework assignments may range from independent student work to group projects. Assignments should increase in complexity with the maturity of the students. The time to be devoted to homework each day should be consistent for each school at each grade, with the time requirement increasing by grade level. Homework should begin with a few minutes in kindergarten to a maximum of 75 minutes per day, four days a week, in Grade 5. At the secondary level, the complexity of assignments and the time required to accomplish them will increase again, to a maximum of two hours per day in Grades 6, 7 and 8.

Assignments should take into consideration the variables among students such as differences in health, ability, and educational resources at home. Outside resources needed to complete homework assignments should, for the most part, be limited to those available in most homes, school libraries, or the public libraries, and should be required only after students have had instruction in the use of such materials. Homework in the Brockton Public Schools will not be used as a form of punishment under any circumstances. Pleasure reading is a strong component of academic success and should be encouraged above and beyond regular homework assignments.

GRADE	EXPECTED RANGES FOR HOMEWORK
Pre-K & K	Oral language activities
	Shared reading 2-3 times a week
1	15-20 minutes a day 2-4 times a week
2	15-30 minutes a day 4 times a week
3	30-45 minutes a day 4 times a week
4	30-45 minutes a day 4 times a week
5	45-75 minutes a day 4 times a week

Teacher Responsibilities for Homework

- Inform parents and seek their support of expectations for homework at the start of each school year.
- Distribute the homework policies and procedures and collect the parent’s signature pages.
- Provide for students’ individual differences by varying homework assignments to acknowledge varied learning styles.
- Establish guidelines for the assessment of homework appropriate to each assignment.
- Give clear, concise directions, allowing time for students’ questions.
- Review the progress of long-term projects periodically.
- Provide adequate time for students to prepare for tests

- Collect and record all homework assignments.
- Contact parents if assignments are not completed.

Student Responsibilities

- Develop the habit of recording directions for homework and asking questions for clarification.
- Complete homework assignments accurately, neatly, and on time. Complete assignments missed because of absence within a reasonable time.

Parent Responsibilities

- Sign and return the parent's signature page after reviewing the homework policy.
- Respond to the school's request for support of stated expectations for homework for a given year.
- Expect daily assignments beginning with grade two and insist that students complete them regularly.
- Review progress on long-term assignments periodically.
- Provide a suitable study atmosphere for students where it is quiet, well-lighted, and supervised periodically.
- Maintain the home/school connection through calls and conferences.
- Show interest in the homework being done and assist when needed.
- Ensure that the product is the child's own work.
- Take part in the child's learning by providing enriching experiences outside the school day.
- Encourage pleasure reading above and beyond specific homework assignments.

Student Record Regulations

Student Record

The Family Educational Rights and Privacy Act (FERPA) is a federal law that provides two basic rights to parents with regard to student records.

1. The right to inspect and review their child's education records
2. The right to prevent unauthorized persons from seeing the same records

The Commonwealth's student record regulations are designed to ensure parents and students the right to confidentiality, inspection, amendment and destruction of student records, and to assist school authorities in carrying out their responsibilities under state and federal law. To request records, please send a written request to your child's school and/or to the Unified Student Services department. Please be advised that the temporary student record shall be reviewed by the principal or designee at the end of each academic school year, at which time misleading, outdated, or irrelevant information contained therein shall be destroyed. Parents and/or eligible students who wish to obtain a copy of their temporary student record prior to such destruction shall make sure request to the school principal in writing prior to the end of the academic school year at issue. Note: this policy applies to student records generated during remote learning.

A student's record is any information that is kept about the student in school that is organized on the basis of the student's name or in a way that such student may be individually identified (examples: grades, test scores, attendance). It is made up of the "transcript" (e.g., name, address, courses taken, credits, and grades) and the "temporary record" (e.g., progress reports, test scores, class rank, extracurricular activities, and any other relevant education information).

For students 14 years old or older, the rights below belong to the students and their parents or guardian. For students 18 years old or older, the rights below belong to the students alone if they request in writing that only they, and not their parents or guardians, should have these rights.

For students under 14 the rights below belong only to their parents or guardians.

- a. Seeing a student's records - Parents or guardians have the right to see and have copies made of all materials in the record within two weekdays of the request. The school may not charge more than the cost of the copies. As required by M.G.L. ch. 71, § 34H, a non-custodial parent may have access to the student record in accordance with law and Department of Education Regulations. The school district will follow the law and the attachments recommended by the MA Department of Education to standardize the process by which public schools provide student records to parents who do not have physical custody of their children ("non-custodial parents"). The

implementation of this policy will hopefully encourage parents to be involved in and informed about the education of their children, while protecting the rights and safety of all parties.

- b. Privacy of a student's records - Certified staff members who work directly with a student may see a student's records when it is necessary to perform their duties. With very few exceptions, no one else may see these records without the written permission of a student/parent or guardian.
- c. Destroying a student's records - The school system must keep a student's transcript for at least 60 years after the student leaves the school system. Temporary records must be destroyed within five years after the student leaves the system. Before any records are destroyed, the student/parent or guardian must be given notice and an opportunity to get a copy.
- d. Amending a Student's Record and Appealing it - A student/parent or guardian may add any relevant written material to the student's record. If there is information in the record that the student/parent or guardian feels is inaccurate, misleading, or irrelevant and the student wants it removed, the student may ask the principal to remove it. If the request is denied, or if the student has any other objections to the school records, there is an appeals process. The Assistant Superintendent for Unified Student Services Pupil will supply information about the appeals process.
- e. Notice is given that, under Massachusetts law, Brockton schools will allow access to student records to authorized school personnel of the school to which a student seeks or intends to transfer. (603 CMR 23.00)

Special Education Student Records Policy

State regulations have been adopted regarding the retention and destruction of student records, including special education records. It is the policy of the Brockton Public Schools to comply with all state and federal statutes and regulations regarding student records. Special education records are considered by state regulation to be part of a student's temporary record. The temporary record contains the majority of the information maintained by the school about the student. The information may include such things as standardized test results, class rank, Individualized Educational Programs (IEPs), student progress reports, assessment/evaluation reports, extracurricular activities, and comments by teachers, counselors and other school staff. By state regulation, the temporary record must be kept by the school district for a period not exceeding seven (7) years after the student graduates, transfers or withdraws from the district. Before the records are destroyed, the parent and student will be notified and have an opportunity to receive a copy of any information before its destruction.

III. Code of Conduct

Restorative Practices and Discipline Procedures

Brockton Public Schools is committed to social and emotional wellness of all students and recognizes the rights and dignity of others. As a school community we believe that building and maintain positive relationships with students is paramount to their success. This includes building collaborative relationships with students and their families, so together we can partner to ensure student success. The goal of restorative practices and school discipline is to build inclusive school communities that allow students to remain actively engaged in learning and minimize time taken from instruction. We need the support of all stakeholders, especially our families, to make this goal a reality.

Our intentions for restorative practices and discipline are aligned with the following objectives:

- Provide students with ample opportunities to change behavior and nurture/restore relationships.
- Provide a program that is progressive and restorative by design.
- Provide understanding of appropriate behavioral expectations through varied administrative responses to discipline referrals and/or concerns.
- Provide students, parents/guardians, and school personnel with clearly stated advanced knowledge of the courses of action to be followed in handling discipline matters.
- Provide professional learning and support to employ strategies and actions that align with the principles of a democratic society.

Each day we will strive to influence our students' social and emotional development through the implementation of restorative practices to strengthen our learning community. We are focused on building healthy and positive relationships, preventing harmful behavior, productively resolving conflict with individuals and groups through the restoration of harm, and fostering a positive and inclusive learning environment. We value open dialogue to repair relationships, and we remain unequivocally committed to the principle that disorderly and disruptive behavior shall not be permitted to

interfere with any students' access to learning. To maintain a safe and respectful learning environment, district faculty and staff will work to address and support behavioral concerns and address behaviors at the teacher/classroom level. These conversations may also include peers, parents/guardians, and the administration who all share responsibility to support and maintain a safe and inclusive learning environment and school community.

Every reasonable effort will be made to keep students in their learning environment, using suspension and/or expulsion only as a last resort. Our goal is to keep students in school and actively engaged in learning.

All staff and students partner to create a positive learning culture across all settings in the school community. While we encourage and value the building, and when necessary, the restoration of positive relationships students are reminded that:

1. The exercise of any of a student's rights ceases when it impacts the rights of another individual or group.
2. No student has the right to disrupt the educational process within a school or designated learning environment.
3. All students have the right to due process in matters that affect their ability to actively engage in their learning. This includes suspension and expulsion.
4. The School Committee stresses that any form of physical punishment of students is against the law and strictly prohibited. Any permissible use of physical contact is covered through the district's Physical Restraint Policy and district provided training.
5. A search of a student or their personal property in the presence of a second adult may be performed if a school administrator considers that there is a reasonable suspicion concerning violation of school rules or policies.
6. The carrying or wearing of any object which may be considered or used as a weapon, including but not limited to firearms and knives of any size, is forbidden on school property.

The Rights of Students

A Code of Conduct is a set of policies and rules that, by its enforcement, helps to establish order for the benefit of all.

Qualities of a Code of Conduct are based on

1. An understanding of the student
2. Fairness
3. Consistency

DISCIPLINE IS A SHARED RESPONSIBILITY AND A MUTUAL TRUST. THE INTENT OF ANY CORRECTIVE ACTION SHOULD BE TO ENFORCE THE CODE OF CONDUCT WITH INTEGRITY AND RESPECT.

Administrators, teachers, staff, students and parents shall both verbally and physically treat each other with kindness, courtesy, and respect, which will contribute to a positive and safe learning atmosphere.

- A. Students have the right to take part in school and class activities providing that they are not interfering with the learning process or the rights of other students.
- B. Students have the right to kindness, courtesy and respect from all children and adults.
- C. Students have the right to mental and physical safety, protection of property and environment.
- D. Students have the right to due process, which provides them with the following procedures before any action is taken:
 1. A written or oral notice of the charge(s)
 2. An explanation of the facts which led to the charge(s)
 3. An opportunity to present their side of the story

The Brockton Public Schools adheres to the regulations regarding student discipline and access to education that are embodied in Chapter 222 of the Acts of 2012, and made effective July 1, 2014.

BPS Policies and Procedures Regarding Student Discipline

- Require the use of discretion and professional judgment.
- Respect the rights of students and families to due process, including the right to notice, opportunity to be heard before consequences are imposed, and fairness, including consideration of the unique circumstances presented;
- Consider the use of alternatives to suspension;
- Allow students the opportunity to make academic progress during time of suspension;

Overall, BPS practice regarding student discipline seeks to provide a supportive school environment in which students have opportunities to mature and develop into responsible citizens, while respecting the need to maintain a safe and orderly school community.

Students are subject to the Code of Conduct in school, on school property, on the way to or from school, on field trips, at athletic contests, at PAC/PTA and school-sponsored events, and on school- provided transportation. Students are also subject to the Code of Conduct during Remote Learning times.

Extracurricular Activities

Students have the privilege of participating in school-sponsored activities. They have the responsibility to adhere to rules, standards and qualifications set forth in order to participate in those extracurricular activities. At the discretion of the principal, students who have chronic school offenses or who commit serious acts against the Code of Conduct or other reasons, in addition to the discipline penalty, may also lose the privilege of participating in extracurricular events, such as field trips or other activities.

Malicious Damage to School or Personal Property/Stealing

Misappropriation, misuse of school or personal property will not be tolerated. Restitution shall be made for the full amount of loss.

Bringing Novelty Items to School

Students occasionally bring items to school which not only interfere with the educational process, but also present potential danger and may cause injury to fellow students. Lasers, caps, fun snaps, iPods, Gameboys and other electronic games and devices, toys of any kind, and collectible cards are just a few examples of what are considered novelty items. Students are advised that these and similar types of items are not to be brought to school. This will ensure the safety of students as well as eliminate disruption to the educational environment. **The School Is Not Responsible for Any of These Lost or Stolen Items.**

Behaviors Meriting Corrective Action Which May Result in Discipline

Behaviors which are Unacceptable are included in, but are not limited to the following:

1. Use of alcohol and/or a controlled substance
2. Possession or use of tobacco products
3. Fighting
4. Endangering the physical safety of another by the use of force or threat of force
5. Acting in a way that endangers the health and safety of students or other members of the school community, including verbal or written threats, including all electronic messages
6. Assault of a student
7. Assault of a staff member
8. Verbal, physical, sexual or written harassment of any kind against another individual
9. Stealing or damaging another's property
10. Stealing or damaging school property
11. Forcing another to surrender their belongings
12. Wanton and malicious vandalism
13. Endangering others by unauthorized use of lighters, matches, fireworks, flammables, extinguishers
14. Arson on school property
15. Possession or use of a dangerous weapon (real or simulated)
16. Abusive language to staff
17. Accessing, possessing, or distributing inappropriate material (print, graphic, audio, visual)
18. Violation of the Internet Acceptable Use Policy and/or Responsible Use Policy and Guidelines
19. Wearing clothing which could be disruptive or distracting to the educational process, or which could affect student safety
20. Wearing or displaying clothing which has explicitly violent, obscene or sexually suggestive language or designs, which advertises alcohol or illegal substances, or which identifies students as members in a gang
21. Cursing, swearing, making obscene remarks or gestures

22. Disrespect to staff
23. Unauthorized selling of materials
24. Excessive rough playing
25. Interfering with the teaching/learning process
26. Pulling a false fire alarm
27. Entering or leaving the building or classroom without permission (except in emergency or a threatened emergency)
28. Being anywhere in the building or on school property without authorization
29. Using racial slurs
30. Using or throwing objects as a means of physical abuse
31. Bullying and/or cyberbullying
32. Forgery (Parent or Staff Signature) Forgery is the act of signing another name falsely in order to deceive.

It is unnecessary to specify a particular penalty for each offense because under Normal Progressive Disciplinary Procedures, the principal has the discretion to choose among a variety of procedures listed according to varying circumstances.

Normal Progressive Code of Conduct Procedures

Circumstances will determine the particular order and selection of procedures as noted below.

- A. Teacher - The teacher will employ classroom behavior management techniques with appropriate consequences/rewards.
 1. Correction of student by teacher
 2. Informal teacher-student conference: confer privately with student at the earliest opportunity
 3. Detention (prior notification to parent)
 4. Telephone call to the parent/guardian with notification to the principal
 5. Approved letter home
 6. Informal teacher-parent conference
 7. Referral to principal: written and concise
- B. Principal
 1. Conference with both student and teacher
 2. Warning to student of possible subsequent actions
 3. Telephone call to the parent/guardian
 4. Letter home
 5. Loss of privileges
 6. Principal-parent conference
 7. Restitution of damaged or stolen items in money or time
 8. Make referrals to appropriate staff
 - a) School Adjustment Counselor
 - b) Instructional Support Team
 - c) Crisis Intervention
 - d) Other appropriate referrals such as medical, court, outside agencies
 9. In-school suspension
 10. Out-of-school suspension. The parent is invited and encouraged to attend a reentry meeting on the return date.
 11. Expulsion as appropriate and permitted in accordance with Massachusetts Student Discipline Law.

Due Process Procedures

Eligibility to Participate in School Activities and Events

Extra-curricular activities and events are an important part of the educational experience for our students, but participation in these activities is a privilege, not a right. The variety of clubs, activities and events is extensive, and students are encouraged to become involved in one or more of these opportunities.

Participation in clubs and activities at Brockton Public Schools and attending school-sponsored, school-related events is a privilege afforded to students who remain in good standing. To participate in school activities, events and clubs, students are expected to maintain good attendance and demonstrate good behavior and citizenship during school and at

school-sponsored events. Eligibility for participation in activities, events, clubs, awards, scholarships and honorary positions at Brockton Public Schools is limited to students who are currently enrolled in and attending Brockton Public Schools in good standing. Students not meeting these expectations may be excluded at the discretion of the Principal or designee. A student's removal from extracurricular activities and attendance at school sponsored events is not subject to the procedural requirements of M.G.L. ch. 71, § 37H¾ (Principal's Hearing). The removal is not a suspension for the purpose of counting the school days that a student is suspended. Parents will be notified when a student is removed or excluded from extracurricular activities.

Suspensions

The Brockton Public Schools adheres to the Student Discipline Laws and Regulations as set forth in M.G.L. ch. 71, §§ 37H, 37H½ and 37H¾ and 603 CMR 53.00 et seq.

In-School Suspension Procedures

In accordance with 603 CMR 53.10, In-School Suspension under M.G.L. ch. 71, § 37H¾, a student may be removed from regular classroom activities, but not from the school premises, for up to ten (10) consecutive school days or up to ten (10) school days cumulatively for multiple infractions during the school year. Students who are placed in in-school suspension shall have the opportunity to earn credits, make up assignments, tests, papers, and other school work as needed to make academic progress during the in-school suspension.

A student who is unable to consistently adhere to acceptable classroom standards in a particular class may be removed from the class permanently and assigned to a different class at the discretion of the principal and/or designee.

Notice of In-School Suspension

The principal or designee shall inform the student of the disciplinary offense charged and the basis for the charge, and provide the student with an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident. If the principal or the principal's designee determines that the student committed the disciplinary offense, the principal or designee shall inform the student of the length of the student's in-school suspension. If the in-school suspension exceeds ten (10) days, cumulatively or consecutively, in a school year, the student shall have the right to appeal the suspension to the Superintendent or Superintendent's designee.

On the same day as the in-school suspension decision, the principal or designee shall make reasonable efforts to notify the parent orally of the disciplinary offense, the reasons for concluding that the student committed the infraction, and the length of the in-school suspension.

On the day of the suspension, the principal or designee shall send written notice (by hand-delivery, certified mail, first class mail or email) to the student and parent including the reason and the length of the in-school suspension, and inviting the parent to a meeting if the meeting has not already occurred. The notice shall be in English and the primary language of the home if another language is identified in the home language survey, or by other means, as appropriate.

Parent Meeting

The principal or his designee shall also invite the parent to a meeting to discuss the student's academic performance and behavior, strategies for student engagement, and possible responses to the behavior. Such meeting shall be scheduled on the day of the suspension if possible, and if not, as soon thereafter as possible. If the principal or designee is unable to reach the parent after making and documenting at least (2) attempts to do so, such attempts shall constitute reasonable efforts for purposes of orally informing the parent of the in-school suspension.

No Right to Appeal

The decision of the Principal or his/her designee is the final decision for in-school suspensions not exceeding ten (10) days, consecutively or cumulatively during a school year.

Out-of-School Suspension Procedures Under M.G.L. ch. 71, § 37H¾

Due Process Procedures for Out-of-School Suspensions

There are two types of out-of-school suspensions, Short-Term Suspensions and Long-Term Suspensions under ch. 71, § 37H¾. The principal or designee shall determine the extent of the rights to be afforded the student at a disciplinary hearing based on the anticipated consequences for the disciplinary offense. If the consequence may be long-term

suspension from school, the principal or designee shall afford the student, additional rights as described below, in addition to those rights afforded to students who may face a short-term suspension from school. All students facing out-of-school suspension shall have the right to oral and written notice, as described below.

Notice for Any Out-of-School Suspension

Prior to suspending a student, the Principal or designee will provide the student and the Parent oral and written notice of the possible suspension, an opportunity for the student to have a hearing and the opportunity of the Parent(s) to participate in the hearing. The notice will be in English and in the primary language of the home if other than English as identified in the home language survey, or by other means of communication where appropriate. The notice will set forth in plain language:

- a) the disciplinary offense;
- b) the basis for the charge;
- c) the potential consequences, including the potential length of the student's suspension;
- d) (d) the opportunity for the student to have a hearing with the principal or his designee concerning the proposed suspension, including the opportunity to dispute the charges and to present the student's explanation of the alleged incident, and for the parent to attend the hearing;
- e) the date, time, and location of the hearing;
- f) the right of the student and the student's parent to interpreter services at the hearing if needed to participate;
- g) if the student may be placed on long-term suspension following the hearing with the principal:
 1. the rights set forth in 603 CMR 53.08(3)(b); and
 2. the right to appeal the principal's decision to the superintendent.

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

Written notice to the parent may be made by hand delivery, first-class mail, certified mail, email to an address provided by the parent for school communications, or any other method of delivery agreed to by the principal and parent.

Emergency Removal of Student

Under certain emergency circumstances, it may not be practical for the principal or the principal's designee to provide prior oral and written notice before removing a student from school. The principal or designee may remove a student from school temporarily when a student is charged with a disciplinary offense and the continued presence of the student poses a danger to persons or property, or materially and substantially disrupts the order of the school, and, in the principal's or designee's judgment, there is no alternative available to alleviate the danger or disruption. The principal or designee will immediately notify the superintendent in writing of the removal and the reason for it, and describe the danger presented by the student. The temporary removal shall not exceed two (2) school days following the day of the emergency removal, during which time the principal shall:

- a) Make Immediate and reasonable efforts to orally notify the student and the student's parent of the emergency removal, the reason for the need for emergency removal, the disciplinary offense, the basis for the charge, the potential consequences, including potential length of suspension, the opportunity for a hearing including the date/time/location of the hearing, the right to interpreter services, and other rights permitted for students who may be placed on long-term suspension as set forth in 603 CMR. 53.08(3)(b);
- b) Provide written notice to the student and parent, including the information described in 603 CMR 53.06(2);
- c) Provide the student an opportunity for a hearing with the principal or designee that complies with 603 CMR 53.08(2) or 53.08(3), as applicable, and the parent an opportunity to attend the hearing, before the expiration of the two (2) school days, unless an extension of time for hearing is otherwise agreed to by the principal, student, and parent.
- d) Render a decision orally on the same day as the hearing, and in writing no later than the following school day, which meets the requirements of 603 CMR 53.08(2)(c) and 53.08(2)(d) or 603 CMR 53.08(3)(c) and 53.08(3)(d), as applicable.

A principal will not remove a student from school on an emergency basis for a disciplinary offense until adequate provisions have been made for the student's safety and transportation.

Short-Term Suspension Procedures Under M.G.L. ch. 71 § 37H³/₄

A Short-Term Suspension is the removal of a student from the school premises and regular classroom activities for ten (10) consecutive school days or less. The principal, or designee, may, in their discretion, allow a student to serve a short-term suspension in school. Any student facing a potential short-term suspension is entitled to a hearing with the Principal or designee with the following process:

Principal Hearing - Short-term Suspension

- a) The purpose of the hearing with the principal or the principal's designee is to hear and consider information regarding the alleged incident for which the student may be suspended, provide the student an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident, determine if the student committed the disciplinary offense, and if so, the consequences for the infraction. At a minimum, the principal or designee shall discuss the disciplinary offense, the basis for the charge, and any other pertinent information. The student also shall have an opportunity to present information, including mitigating facts that the principal or designee should consider in determining whether other remedies and consequences may be appropriate as alternatives to suspension. The principal or designee shall provide the parent, if present, an opportunity to discuss the student's conduct and offer information, including mitigating circumstances, that the principal should consider in determining consequences for the student.
- b) Based on the available information, including mitigating circumstances, the principal or designee shall determine whether the student committed the disciplinary offense, and, if so, what remedy or consequence will be imposed.
- c) The principal or designee shall notify the student and parent of the determination and the reasons for it, and, if the student is suspended, the type and duration of suspension and the opportunity to make up assignments and such other school work as needed to make academic progress during the period of removal, as provided in 603 CMR 53.13(1). The determination shall be in writing and may be in the form of an update to the original written notice.
- d) If the student is in a public preschool program or in grades K through 3, the principal shall send a copy of the written determination to the superintendent and explain the reasons for imposing an out-of-school suspension, before the short-term suspension takes effect.

No Right to Appeal

The decision of the Principal or the principal's designee is the final decision for short-term out-of-school suspensions not exceeding ten (10) days, consecutively or cumulatively during a school year.

Long-Term Suspension Procedures Under M.G.L. ch. 71, § 37H³/₄

A Long-Term Suspension is the removal of a student from the school premises and regular classroom activities for more than ten (10) consecutive school days, or for more than ten (10) school days cumulatively for multiple disciplinary offenses in any school year. The principal or designee, may, in their discretion, allow a student to serve a long-term suspension in school. Except for students who are charged with a disciplinary offense set forth in M.G.L. ch. 71, § 37H, or in M.G.L. ch. 71, § 37H¹/₂, no student may be placed on long-term suspension for one or more disciplinary offenses for more than ninety (90) school days in a school year beginning with the first day that the student is removed from school. No long-term suspension u n d e r M.G.L. ch. 71, § 37H³/₄ shall extend beyond the end of the school year in which such suspension is imposed. Any student facing a potential long-term suspension is entitled to a hearing with the Principal or the principal's designee with the following process:

Principal Hearing - Long-Term Suspension

- a) The purpose of the hearing with the principal or the principal's designee is to hear and consider information regarding the alleged incident for which the student may be suspended, provide the student an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident, determine if the student committed the disciplinary offense, and if so, the consequences for the infraction. At a minimum, the principal or designee shall discuss the disciplinary offense, the basis for the charge, and any other pertinent information. The student also shall have an opportunity to present information, including mitigating facts, that the principal should consider in determining whether other remedies and consequences may be appropriate as alternatives to suspension. The principal or designee shall provide the parent, if present, an opportunity to discuss the student's

conduct and offer information, including mitigating circumstances, that the principal should consider in determining consequences for the student.

- b) In addition to the rights afforded a student in a short-term suspension hearing, the student shall have the following additional rights:
 - 1. In advance of the hearing, the opportunity to review the student's record and the documents upon which the principal may rely in making a determination to suspend the student or not;
 - 2. the right to be represented by counsel or a lay person of the student's choice, at the student's/parent's expense; the right to produce witnesses on the student's behalf and to present the student's explanation of the alleged incident, but the student may not be compelled to do so;
 - 3. the right to cross-examine witnesses presented by the school district;
 - 4. the right to request that the hearing be recorded by the principal, and to receive a copy of
 - 5. the audio recording upon request. If the student or parent requests an audio recording, the principal shall inform all participants before the hearing that an audio record will be made, and a copy will be provided to the student and parent upon request.
- c) The principal or the principal's designee shall provide the parent, if present, an opportunity to discuss the student's conduct and offer information, including mitigating circumstances, that the principal should consider in determining consequences for the student.
- d) Based on the evidence, the principal or designee shall determine whether the student committed the disciplinary offense, and, if so, after considering mitigating circumstances and alternatives to suspension, what remedy or consequence will be imposed, in place of or in addition to a long-term suspension. The principal or designee shall send the written determination to the student and parent by hand-delivery, certified mail, first-class mail, email to an address provided by the parent for school communications, or any other method of delivery agreed to by the principal and the parent. If the principal or designee decides to suspend the student, the written determination shall:
 - 1. Identify the disciplinary offense, the date on which the hearing took place, and the participants at the hearing;
 - 2. Set out the key facts and conclusions reached by the principal;
 - 3. Identify the length and effective date of the suspension, as well as a date of return to school;
 - 4. Include notice of the student's opportunity to receive education services to make academic progress during the period of removal from school;
 - 5. Inform the student of the right to appeal the principal's decision to the superintendent or designee, but only if the principal has imposed a long-term suspension. Notice of the right of appeal shall be in English and the primary language of the home if other than English as determined by the home language survey, or other means of communication where appropriate, and shall include the following information stated in plain language:
 - a) the process for appealing the decision, including that the student or parent must file a written notice of appeal with the superintendent within five (5) calendar days of the effective date of the long-term suspension; provided that within the five (5) calendar days, the student or parent may request and receive from the superintendent an extension of time for filing the written notice for up to seven (7) additional calendar days; and that the long-term suspension will remain in effect unless and until the superintendent decides to reverse the principal's determination on appeal.
 - b) If the student is in a public preschool program or in grades K through 3, the principal shall send a copy of the written determination to the superintendent and explain the reasons for imposing an out-of-school suspension, before the suspension takes effect.

Superintendent's Appeal Hearing Under M.G.L. ch. 71, § 37H³/₄

- a) A student who is placed on long-term suspension following a hearing with the principal shall have the right to appeal the principal's decision to the superintendent.
- b) The student or parent shall file a notice of appeal with the superintendent within five (5) calendar days of the effective date of the long-term suspension; provided that within the five (5) calendar days, the student or parent may request and receive from the superintendent an extension of time for filing the written notice for up to seven (7) additional calendar days. If the appeal is not timely filed, the superintendent may deny the appeal, or may allow the appeal in his or her discretion, for good cause.
- c) The superintendent shall hold the hearing within three (3) school days of the student's request, unless the student or parent requests an extension of up to seven (7) additional calendar days, in which case the superintendent shall grant the extension.

- d) The superintendent shall make a good faith effort to include the parent in the hearing. The superintendent shall be presumed to have made a good faith effort if he or she has made efforts to find a day and time for the hearing that would allow the parent and superintendent to participate. The superintendent shall send written notice to the parent of the date, time, and location of the hearing.
- e) The superintendent shall conduct a hearing to determine whether the student committed the disciplinary offense of which the student is accused, and if so, what the consequence shall be. The superintendent shall arrange for an audio recording of the hearing, a copy of which shall be provided to the student or parent upon request. The superintendent shall inform all participants before the hearing that an audio record will be made of the hearing and a copy will be provided to the student and parent upon request.
- f) The student shall have all the rights afforded the student at the principal's hearing for long-term suspension.
- g) The superintendent shall issue a written decision within five (5) calendar days of the hearing which meets the requirements of 603 CMR 53.08(3)(c)1 through 5. If the superintendent determines that the student committed the disciplinary offense, the superintendent may impose the same or a lesser consequence than the principal, but shall not impose a suspension greater than that imposed by the principal's decision.
- h) The decision of the superintendent shall be the final decision of the school district, with regard to the suspension.

A parent conference (re-entry meeting) with the Principal or designee is strongly encouraged before students who are suspended return to school. This conference will be used to promote the engagement of the parents or guardians in discussions of the student's misconduct and to assist the student in re-engaging with the school community.

Exclusion/Expulsion Under M.G.L. ch. 71, § 37H

In accordance with M.G.L., ch. 71, § 37H, a student may be excluded or expelled from school under the following circumstances:

- a) Any student who is found on school premises or at school-sponsored or school-related events, including athletic games, in possession of a dangerous weapon, including, but not limited to, a gun, a knife, or their facsimile, or anything used in the commission of assault and battery; or a controlled substance as defined in Chapter 94 C, including, but not limited to, marijuana, cocaine, and heroin, may be subject to expulsion from the school or school district by the principal.
- b) Any student who assaults a principal, assistant principal, teacher, teacher's aide, or other educational staff on school premises or at school-sponsored or school-related events, including athletic games, may be subject to expulsion from the school or school district by the principal.
- c) Any student who is charged with a violation of either paragraph (a) or (b) shall be notified in writing of an opportunity for a hearing; provided, however, that the student may have representation, along with the opportunity to present evidence and witnesses at a hearing before the principal. After said hearing, a principal may, in their discretion, decide to suspend rather than expel a student who has been determined by the principal to have violated either paragraph (a) or (b).
- d) Any student who has been expelled (removal of a student from the school premises, regular classroom activities, and school activities for more than 90 school days, indefinitely, or permanently) from a school district pursuant to these provisions shall have the right to appeal to the superintendent. The expelled student shall have ten days from the date of the expulsion in which to notify the superintendent of the appeal. The student has the right to counsel at a hearing before the superintendent. The subject matter of the appeal shall not be limited solely to a factual determination of whether the student has violated any provisions of this section.
- e) If the student moves to another district during the period of suspension or expulsion, the new district of residence shall either admit the student to its schools or provide educational services to the student in an education service plan.
- f) Any student who is suspended or expelled pursuant to this section shall have the opportunity to earn credits, as applicable, make up assignments, tests, papers, and other school work as needed to make academic progress during the period of his or her removal.
- g) Any student who is suspended or expelled pursuant to this statute for more than ten (10) consecutive days shall have the opportunity to receive education services and made academic progress toward meeting state and local requirements, through the school-wide education service plan.

Felony Complaint or Conviction Under M.G.L. ch. 71, § 37H½

Pursuant to M.G.L. ch. 71, § 37H½, the following procedures shall be implemented for students charged with or convicted of a felony:

- a) Upon the issuance of a criminal complaint charging a student with a felony or upon the issuance of a felony delinquency complaint against a student, the principal or headmaster of a school in which the student is enrolled may suspend such student for a period of time determined appropriate by said principal or headmaster if said principal or headmaster determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school. The student shall receive written notification of the charges and the reasons for such suspension prior to such suspension taking effect. The student shall also receive written notification of his right to appeal and the process for appealing such suspension; provided, however, that such suspension shall remain in effect prior to any appeal hearing conducted by the superintendent.
- b) The student shall have the right to appeal the suspension to the superintendent. The student shall notify the superintendent in writing of his request for an appeal no later than five calendar days following the effective date of the suspension. The superintendent shall hold a hearing with the student and the student's parent or guardian within three calendar days of the student's request for an appeal. At the hearing, the student shall have the right to counsel. The superintendent shall have the authority to overturn or alter the decision of the principal or headmaster, including recommending an alternate educational program for the student. The superintendent shall render a decision on the appeal within five calendar days of the hearing. Such decision shall be the final decision of the city, town, or regional school district with regard to the suspension.
- c) Upon a student being convicted of a felony or upon an adjudication or admission in court of guilt with respect to such felony or felony delinquency, the principal or headmaster of a school in which the student is enrolled may expel said student if such principal or headmaster determines that the student's continued presence in school would have a detrimental effect of the general welfare of the school. The student shall receive written notification of the charges and reasons for such expulsion prior to such expulsion taking effect. The student shall also receive written notification of his right to appeal and the process for appealing such expulsion; provided, however, that the expulsion shall remain in effect prior to any appeal hearing conducted by the superintendent.
- d) The student shall have the right to appeal the expulsion to the superintendent. The student shall notify the superintendent, in writing, of his request for an appeal no later than five calendar days following the effective date of the expulsion. The superintendent shall hold a hearing with the student and the student's parent or guardian within three calendar days of the expulsion. At the hearing, the student shall have the right to present oral and written testimony on his behalf, and shall have the right to counsel. The superintendent shall have the authority to overturn or alter the decision of the principal or headmaster, including recommending an alternate educational program for the student. The superintendent shall render a decision on the appeal within five calendar days of the hearing. Such decision shall be the final decision of the city, town, or regional school district with regard to the expulsion.
- e) Any student who is suspended or expelled pursuant to this section shall have the opportunity to earn credits, as applicable, make up assignments, tests, papers, and other school work as needed to make academic progress during the period of his or her removal.
- f) Any student who is suspended or expelled pursuant to this statute for more than ten (10) consecutive days shall have the opportunity to receive education services and made academic progress toward meeting state and local requirements, through the school-wide education service plan.

Education Services and Academic Progress Under M.G.L. ch. 71, §§ 37H, 37H½ and 37H¾

Any student who is serving an in-school suspension, short-term suspension, long-term suspension, or expulsion shall have the opportunity to earn credits, as applicable, make up assignments, tests, papers, and other school work as needed to make academic progress during the period of his or her removal from the classroom or school. The principal shall inform the student and parent of this opportunity in writing when such suspension or expulsion is imposed.

Any student who is expelled or suspended from school for more than ten (10) consecutive days, whether in school or out of school, shall have an opportunity to receive education services and make academic progress toward meeting state and local requirements, through the school-wide education service plan.

The principal shall notify the parent and student of the opportunity to receive education services at the time the student is expelled or placed on long-term suspension. Notice shall be provided in English and in the primary language spoken in the student's home if other than English as determined by the home language survey, or other means of communication

where appropriate. The notice shall include a list of the specific education services that are available to the student and contact information for a school district staff member who can provide more detailed information.

Please note: in some cases, after a disciplinary hearing, the principal has the prerogative to refer students to the Superintendent or their designee for placement in an alternative school setting.

Please note: the school department reserves the right to transfer students for the safety and general well-being of the student population.

Code of Conduct Provisions for Students with Disabilities

Procedures for suspension(s) not exceeding 10 school days

- Any student with a disability may be suspended for up to ten (10) school days during a school year. Disciplinary decisions are the same as for students without disabilities and in accordance with the due process procedures in this handbook.
- The school provides additional procedural safeguards for students with disabilities prior to any suspension beyond 10 consecutive days or more than 10 cumulative days (if there is a pattern of suspension) in any school year.

Procedures for suspension(s) exceeding 10 school days

- If your child is suspended for more than 10 school days in a school year, this removal may be considered a “change of placement”. A change of placement invokes certain procedural protections under federal special education law and Section 504.
- Federal law defines a “change of placement” as:
 - Removal for more than 10 consecutive school days; OR
 - A series of removals that constitute a pattern 1) because the series of removals total more than 10 cumulative days in a school year; 2) because the student’s behavior is substantially similar to that in previous incidents that resulted in the series of removals; and 3) because of such additional factors as the length of each removal, the total amount of time the student has been removed, and the proximity of the removals to one another. Please note that determination of whether a pattern of removals is a “change of placement” is made by the District.
- Prior to any removal that constitutes a change in placement, the school must convene a meeting to determine whether or not the behavior that forms the basis of the disciplinary action is manifestation of your child’s disability. Parents have a right to participate in this meeting. At the meeting, all relevant information will be considered including the IEP or Section 504 Plan, teacher observations, and evaluations reports.
- At a manifestation determination meeting, the team will consider two questions:
 - Did the student’s disability cause or have a direct and substantial relationship to the conduct in question?
 - Was the conduct a direct result of the district’s failure to implement the IEP/Section 504 Plan?
- If the manifestation determination decision is that the conduct in question was caused by or had a direct and substantial relationship to your child’s disability OR a direct result of the district’s failure to implement the IEP/Section 504 Plan, then your child may not be removed from the current educational placement (unless under the special circumstances or parents agree). The Team will review the IEP or Section 504 Plan and any behavioral intervention plans and may amend those plans as appropriate. The Team will complete a functional behavior assessment and behavior intervention plan if it has not already done so.
- If the manifestation determination decision is that the conduct in question was NOT caused by or had a direct and substantial relationship to your child’s disability OR was NOT the direct result of the district’s failure to implement the IEP/Section 504 Plan, then the school may suspend or otherwise discipline your child according to the school’s code of conduct. The Team may, as appropriate, complete a functional behavioral assessment and behavioral intervention plan and modification, to address the behavior so that it does not recur. For students with IEPs, during the period of time of removal from school that exceeds 10 school days, the school district must provide educational services that allow your child to continue to make educational progress. For students with Section 504 Plans, there is no automatic right to receive educational services beyond the 10th school day of suspension under federal law, however, state law does provide all students with the rights to receive educational services during periods of suspensions lasting longer than ten days.

Special Circumstances for Exclusion

- Special circumstances exist if your child: 1) possesses, uses, sells or solicits illegal drugs on school grounds or at a school-sponsored event; 2) carries a weapon to school or a school-sponsored event; or, 3) inflicts serious bodily harm upon another person at school or a school-sponsored event. Under these circumstances,

the principal may place your child in an interim alternate educational setting (IAES) for up to 45 school days. Your child may remain in this IAES for a period of time not to exceed 45 school days. Thereafter, your child will return to the previously agreed-upon placement unless a hearing officer has ordered another placement, or you and the school agree to another placement. For students with Section 504 Plans, there is no automatic right to receive educational services beyond the 10th school day of suspension under federal law, however, state law does provide all students with the rights to receive educational services during periods of suspensions lasting longer than ten days.

School personnel will provide Parent's Notice of Procedural Safeguards (Special Education) or Notice of Parent and Student Rights Under Section 504 for students with disabilities prior to any suspension constituting a change in placement. These notices will provide an explanation of the process should there be disagreement regarding the manifestation determination or any placement decision. Parent, guardian and/or student may petition Bureau of Special Education Appeals for a hearing or the Office for Civil Rights (Section 504).

Procedural Requirements Applied to Students Not Yet Determined to be Eligible for Special Education or a 504 Plan

- a) If, prior to the disciplinary action, a district had knowledge that the student may be a student with a disability, then the district makes all protections available to the student until and unless the student is subsequently determined not to be eligible. The district may be considered to have prior knowledge if:
 1. The parent had expressed concern in writing; or
 2. The parent had requested an evaluation; or specific concerns about a pattern of behavior demonstrated by the student. The district may not be considered to have had prior knowledge if the parent has not consented to evaluation of the student or has refused special education services, or if an evaluation of the student has resulted in a determination of ineligibility.
- b) If the district had no reason to consider the student disabled, and the parent requests an evaluation subsequent to the disciplinary action, the district must have procedures consistent with federal requirements to conduct an expedited evaluation to determine eligibility.
- c) If the student is found eligible for an IEP or 504 Plan, then one receives all procedural protections subsequent to the finding of eligibility.

Massachusetts Regulations on Restraining Students

The Massachusetts Legislature has enacted regulations regarding the physical restraint of students. A copy of the Brockton Public Schools' procedure will be available at the main office of your school. The District's use of physical restraints is consistent with 603 CMR 46.00 et seq.

Use of Time Out Room

Building staff may utilize a time-out room in cases where students exhibit behaviors that are unsafe to themselves or others. Procedures governing the use of time-out rooms are available upon request. They include a log for documentation purposes and require parental notification. The District's use of time-outs is consistent with 603 CMR 46.00 et seq.

Bullying and Cyberbullying

The School Committee is committed to providing a safe, positive, and productive educational environment where students can achieve the highest academic standards. No student shall be subjected to harassment, intimidation, bullying, or cyber-bullying.

"Bullying" is the repeated use by one or more students or school staff members of a written, verbal, or electronic expression, or a physical act or gesture, or any combination thereof, directed at a target that:

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

"Cyber-bullying" means bullying through the use of technology or any electronic communication, which shall include, but shall not be limited to, any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature.

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

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

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

For the purpose of this policy, whenever the term bullying is used it is to denote either bullying, or cyber-bullying.

Bullying is prohibited:

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

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

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

Prevention and Intervention Plan

The Superintendent and/or their designee shall oversee the development of a prevention and intervention plan, in consultation with all district stakeholders, which may include teachers, school staff, professional support personnel, school volunteers, administrators, community representatives, local law enforcement agencies, students, parents and guardians, consistent with the requirements of this policy, as well as state and federal laws. The bullying prevention and intervention plan shall be reviewed and updated at least biennially.

The Principal is responsible for the implementation and oversight of the bullying prevention and implementation plan within his or her school.

Reporting

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

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

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

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

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

Investigation Procedures

The Principal or their designee, upon receipt of a viable report, shall promptly contact the parents or guardians of a student who has been the alleged target or alleged perpetrator of bullying. The actions being taken to prevent further acts of bullying shall be discussed.

The school Principal or a designee shall promptly investigate the report of bullying, using a Bullying/Cyber-bullying Report Form which may include interviewing the alleged target, alleged perpetrator, staff members, students and/or witnesses.

Support staff shall assess an alleged target's needs for protection and create and implement a safety plan that shall restore a sense of safety for that student.

Confidentiality shall be used to protect a person who reports bullying, provides information during an investigation of bullying, or is witness to or has reliable information about an act of bullying.

If the school Principal or a designee determines that bullying has occurred, they shall take appropriate disciplinary action and if it is believed that criminal charges may be pursued against the perpetrator, the principal shall consult with the school's resource officer and the Superintendent to determine if criminal charges are warranted. If it is determined that criminal charges are warranted, the local law enforcement agency shall be notified.

The investigation shall be completed within fourteen school days from the date of the report. The parents or guardians shall be contacted upon completion of the investigation and informed of the results, including whether the allegations were found to be factual, whether a violation of this policy was found, and whether disciplinary action has or shall be taken. At a minimum the Principal or their designee shall contact the parents or guardians as to the status of the investigation on a weekly basis.

Disciplinary actions for students who have committed an act of bullying or retaliation shall be in accordance with district disciplinary policies.

Each school shall document any incident of bullying that is reported per this policy and a file shall be maintained by the Principal or designee. A monthly report shall be provided to the Superintendent.

Confidentiality shall be maintained to the extent consistent with the school's obligations under law.

Retaliation

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

Target Assistance

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

Training and Assessment

Annual training shall be provided for school employees and volunteers who have significant contact with students in preventing, identifying, responding to, and reporting incidents of bullying.

Age-appropriate, evidence-based instruction on bullying prevention shall be incorporated into the curriculum for all K to 12 students.

Publication and Notice

Annual written notice of the relevant sections of the bullying prevention and intervention plan shall be provided to students and their parents or guardians, in age-appropriate terms.

Annual written notice of the bullying prevention and intervention plan shall be provided to all school staff. The faculty and staff at each school shall be trained annually on the bullying prevention and intervention plan applicable to the school.

Relevant sections of the bullying prevention and intervention plan relating to the duties of faculty and staff shall be included in the school employee handbook.

The bullying prevention and intervention plan shall be posted on the school district website.

Threats

Threats

Making any threats verbally, written, through a third party, through any Social Media platform, text messages, or with gestures will result in a due process hearing with a possibility of long term suspension or other disciplinary consequences.

Search of Persons/Property

To safeguard the property and lives of our students, staff and administration, to help prevent the possession, sale and use of illegal drugs on the school premises, and to support the school's prohibition of possessing weapons on the school premises, the Brockton Public Schools reserves the right to search the person and/or property of students and visitors. Therefore, any person entering the premises of our school will be deemed to have conceded to a reasonable search of their person and effects. School administrators and officials may conduct reasonable searches on the school property of lockers, desks, vehicles and personal belongings such as purses, book bags, wallets and satchels for these purposes.

Use of Surveillance Cameras

The Brockton Public Schools is committed to providing a safe and secure learning environment. The district uses surveillance cameras when necessary in school buildings, buses, and/or on school grounds. The purpose of the surveillance cameras within the school district is to promote discipline, health, welfare and safety of staff and students, as well as that of the general public. Surveillance cameras are only utilized in public areas where there is no reasonable expectation of privacy. Students observed by video surveillance in acts which break school district policy, procedures, or disciplinary guidelines will be subject to the consequences or sanctions imposed for violating those policies, procedures or disciplinary guidelines, which may include criminal charges. Surveillance cameras are monitored by district staff and local law enforcement. Viewing of any surveillance camera footage or recordings by anyone other than district staff is only allowed with the expressed consent of the Brockton Police Department

IV. Student Safety and Transportation

Emergency Move to an Alternative Site

In rare circumstances of an emergency nature, such as loss of heat, water, etc., a school may be required to move students from the home school to a pre-arranged alternate site without prior notification to the parent/guardian. In the event of such an occurrence, the school will make an automated phone call to parents and will also send home a notice explaining the emergency.

Bus Behavior

Violation of any item listed below may result in the **immediate suspension** of the bus privilege and/or suspension from school by the principal.

Since riding the school bus is a **privilege** and not a **right**, the following is expected:

1. The student code of conduct applies to behavior on the school bus.
2. The students shall remain back from the roadway and behave in an orderly manner while waiting for the bus.
3. Upon entering the bus, students must go directly to a seat and remain seated until told to leave. They shall obey the directions of the bus driver at all times. Disorderly conduct, shouting or throwing things on the bus will not be tolerated.
4. The students shall keep their arms, heads, hands, and legs inside the bus. They shall not throw anything out of the window. They shall not litter or deface the bus. They must keep aisles clear. If seat belts are available, they must be worn.
5. The emergency door is to be used for emergencies only.
6. The students shall not ride any buses other than the one to which they have been assigned.
7. After a series of warnings, both written and verbal, the student can be temporarily or permanently suspended from bus privileges.

8. At the discretion of the principal, bus students returned to the school on multiple occasions may have riding privileges suspended for a period of time.

Kindergarten Transportation Policy

- Transportation will be provided for kindergarten students.
- Children can walk to the nearest bus stop.
- No bus monitors are available on the elementary bus for supervision of students
- Students in Kindergarten through grade five ride the elementary buses (Davis School – K-8)
- **Parents of kindergarten children are expected to make sure that someone meets their child at the bus stop each day. Parents should make sure that contingency plans are in place for the rare instance when an adult cannot meet the bus.**

If parents of kindergarten students object to, or are concerned about any of these conditions, it is their responsibility to provide transportation for their children. Many parents solve the transportation dilemma by walking or driving their children to school, carpooling with other parents at the school, hiring private transportation for their children or having their children attend the Smart Start Extended Day at their school (if available). Smart Start begins at 7:00 a.m. and is fee-based. Parents may drop their children at the school at 7:00 a.m. and pick them up by 6:00 p.m. Child care vouchers are accepted by the Smart Start Program. You may contact the Smart Start Program at the individual schools for more information.

V. Media

Media Release

Sometimes schools receive requests from media outlets to interview, audio tape and videotape students as part of their reporting of programs and events at the school. Additionally, Brockton Public Schools has a web page, and occasionally digitized images of students are displayed, again, as part of the reporting of positive events at schools. **Should you as parent/guardian object to the inclusion of your child in such media events, you should notify school administration of your wishes in writing, and they will be honored.**

Because of the size of the Internet, many kinds of materials eventually find their way onto the system. Should a user happen to find materials that may be deemed inappropriate while using the Brockton Public Schools Internet account, the user shall refrain from downloading this material, and shall not identify or share the location of this material. Be aware that the transfer of certain kinds of materials is illegal and punishable by fine or jail sentence. In addition, the Brockton Public Schools take no responsibility for any information or materials that are transferred through the Internet.

Cell Phone Policy

Students may not use cell phones inside the building at any time. **Phones and all functions must be kept turned off at all times inside the building.** A student who fails to follow this policy will be subject to disciplinary action and the phone may be confiscated and returned at a later date.

Cell Phone/Electronic Device Searches

The search of cell phones or electronic devices for pictures, text messages, video, audio, uploaded and downloaded online materials, pertinent to a specific investigation regarding a violation of Brockton Public Schools policy or procedure is permissible if the search is reasonable in its inception and justified in its scope. Acceptable searches may include, but are not limited to:

- Video and pictures of assaults and fighting
- Evidence of harassment/intimidation/bullying
- Graffiti/destruction of property
- Possession, use, or distribution of controlled substances, illegal drugs, or alcohol
- Identification of ownership of stolen or lost devices

If a search of an electronic device is found to contain evidence pertinent to an investigation, the school administration has the sole discretion to hold on to the device, contact the police, or give the device to law enforcement officials.

Internet Access: Acceptable Use Policy

The purpose of these guidelines regarding network access, email and Internet usage is to make certain that all who use these resources, both students and faculty, do so in an appropriate manner. The use of the network is a privilege, not a right, which may be revoked at any time for abuse of this privilege. Violations of this policy may result in a loss of access as well as other disciplinary or legal action.

The primary purpose of the Internet connection is educational. Network administrators may review file and communications to maintain system integrity and ensure that users are using the system responsibly. All data stored or transmitted on any district electronic device or transmitted from any device on the district network may be monitored, retrieved, downloaded, printed, copied at any time and without notice, as staff and students have no right to privacy with regard to such data. This information may be disclosed to others, including law enforcement agencies.

Users **are not** permitted to:

- harass, insult, threaten, bully or attack others from home or school computers
- send or display offensive or false materials, messages or pictures
- use obscene language
- use the network to perform any illegal or unethical act
- violate copyright laws or plagiarize
- use another's password or access another's folders, files or documents
- employ the network for commercial purposes
- damage computers, computer systems or computer networks

The Brockton Public Schools complies with FCC regulations as specified in the Children's Internet Protection Act (CIPA-P.L. 106-554) by providing filtering on all computers that students use.

Brockton Public Schools reserves the right to suspend computer use for any student. Violations may also result in other disciplinary or legal action as appropriate.

This Acceptable Use Policy applies to all Remote Learning Platforms.

VI. Health and Wellness

Guidelines to Assist You in Deciding If Your Child Should Stay Home from School

- **Fever of 100 or more** - Stay home for 24 hours after fever is gone and encourage fluids.
- **Vomiting or diarrhea** - Stay home 24 hours after last episode and encourage fluids.
- **Sore throat** - Note that strep throat may be present without a fever, and may have symptoms of headache and stomachache.
- **Runny nose, cough** - A day or two of rest, light diet with extra fluids and less dairy products will help resolve a cold, and will be a help in minimizing the spread of cold virus at school. A child who is feeling run down, losing sleep due to their cold, or sneezing and coughing is not going to be able to attend to learning.
- **Earaches** - If these last more than a day or if pain is severe, please see your health provider.
- **Impetigo or other skin rash** - Please have these identified and treated for 24 hours before returning to school. Consult with the school nurse with any questions.
- **"Pinkeye" or conjunctivitis** - A draining, itchy eye that is red must be treated with antibiotic eye medicine before child returns to school.

Preventative Health Care Is Most Important. Talk to your child about the importance of hand washing and encourage it at home and school. Remember, hand washing is the single most important thing we can all do to stay healthy.

Make certain that your child gets the appropriate amount of sleep. Please feel free to contact the nurse at your child's school and discuss any health issues that may be causing you concern.

Food from Home

In an effort to support the BPS Wellness Policy and in response to the occurrence of students with food based allergies in our schools, parents/guardians should refrain from sending in outside food/candy/drinks to share with the class. As part of the district-wide initiative to discourage the use of food as a reward, both teachers and parent/guardians are encouraged to recognize and celebrate students by methods that do not involve food.

Medication Misuse

In every case where a student is required to take medication in school, a parent or guardian shall refer to and follow the regulations regarding the taking of medication in school. In this way the student will have no justification for carrying medication of any kind. Therefore, any medication found on a student's person will constitute a violation of the school policies and regulations, with the exceptions of the following prescription medications upon prior approval of the school nurse and with the appropriate physician's orders:

1. Students with asthma or other respiratory diseases may possess and self-administer prescription inhalers under the rules for Student Self-Administration of Medication.
2. Students with cystic fibrosis may possess and self-administer prescription enzyme supplements under the rules for Student Self-Administration of Medication.
3. Students with diabetes may possess and self-administer glucose monitoring tests and an insulin delivery system under the rules for Student Self-Administration of Medication.

Therefore, if medication is prescribed to a student, parents must hand deliver the medication to the school nurse with a doctor's prescription and a timetable for its dispensation.

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

Medical Assessment

The Brockton Public Schools reserves the right to obtain a second opinion in the event of a serious injury and will follow the procedure outlined in the Health Services Manual, i.e., the school will get help immediately, including an ambulance.

Dress Code

Students should be dressed so that it does not interfere with their health, safety and welfare or is not distracting to the educational process:

- a) **HATS, BANDANAS, HEADBANDS, ROLLER BLADE SNEAKERS, COATS AND OUTER GARMENTS are not to be worn in the building at any time. They are to be placed in assigned lockers. Sweatshirt and shirts with hoods may be worn but students are not permitted to wear the hoods up or covering their heads or faces at school or on school property.**
- b) Cutoffs, tank tops, halter-tops, tube tops, muscle shirts, pajamas, spandex clothing or any garment that reveals the midriff are not allowed.
- c) Skirts and shorts must measure to at least mid-thigh length. Nothing shorter is allowed. Shorts that are cut off should be reasonably hemmed. (Physical Education teachers and coaches will advise students on the proper dress for their activities.)
- d) Pants must be worn at or above the waist and undergarments must not be showing. Ripped pants and pants with holes are not permitted.
- e) Transparent and/or low-cut blouses and shirts are not permitted.
- f) Flip flops are not permitted.
- g) Any item of clothing that has been intentionally torn or cut exposing skin above the knee to create holes must have fabric underneath. (Dress regulations for Physical Education classes and Athletics may differ.)
- h) Any student in violation of the dress code may call a parent for appropriate clothing or sign out sweatpants and a T-shirt from the Principal's office.
- i) There are three elementary schools with uniform policies in place - Gilmore, Raymond and George. Please refer to your school's website for uniform guidelines.

Fragrance Sensitivity Awareness

Perfume, cologne, and scented body sprays and lotion are common irritants that can adversely affect the health of certain individuals. Exposure to fragrance can trigger asthma, migraine headaches, and other severe health ailments in people who are sensitive to chemicals. BPS is committed to the health and safety of all students and staff. Minimizing the use of fragrances within our schools is a crucial step in creating and maintaining a healthy environment for everyone. Therefore, we kindly ask that you refrain from wearing strong smelling fragrances at school.

Physical Education Dress Code Guidelines

Safety is a primary concern, and for that reason all Brockton Public Schools students are to be dressed appropriately for physical education class. Clothing should be appropriate for the activity and non-restrictive. Footwear will be non-skid sneakers. No jewelry of any kind will be allowed on a student's body during physical education classes.

Drug and Alcohol Policy

The Brockton School Committee policy is to uphold and enforce the laws of the Commonwealth of Massachusetts relating to the unlawful possession and unlawful distribution of controlled substances and alcoholic beverages.

The School Drug/Alcohol Policy established for the Brockton Public Schools is based upon the concept that the role of the school is basically educational and rehabilitative. Consequently, the major concerns of the school with regard to drug and alcohol use and abuse are the welfare of the individual student and the general welfare of the school population; however, in order to safeguard individual and general welfare and safety, the school may at times initiate medical, psychological, social and legal safeguards in the case of drug and alcohol abuse.

School Related Activities -All drug policies adopted for the regular school day are in force in school, on the way to and from school, and during all school related activities, including on school buses. Occasionally a student may disrupt a school function or activity by an acutely abnormal or bizarre personality display. If the disruption persists and no reason can be determined for the obvious and sudden personality change, the parent will be called immediately.

Search for Contraband Materials

1. **Search of Lockers** - According to an opinion by the Attorney General, under the circumstances of a clear and present danger to individual and general well-being and to the maintenance of discipline and order in the school, the principal or designee shall have the right and duty to inspect students' lockers and the contents therein without prior judicial authorization or police participation. Courts have generally held that the school principal has a reasonable right of inspection of school property and premises including student lockers and desks.
2. **Search of Students** – If there is reasonable suspicion to believe that a student is in possession of a controlled substance, and if the circumstances permit, a member of the school administrative staff may search, in the presence of a witness, an individual student's person or any belongings which are on their person. This includes clothing, pockets, wallets, purses, backpacks, lunch boxes, etc.
3. **Rights of Questioned Students** – Parental notification will be made in any police interrogation situation which carries an implication of possible allegation of guilt, or the furnishing of information leading to an indictment. The designated official of the school will maintain an informal record of the interview showing the time, place, persons, and summary of discussion and findings.

The Role of the Principal and School Police

The principal bears the responsibility for the welfare of the student body. It is, therefore, required that the principal be informed of drug and alcohol abuse in the school. The principal and/or designee will decide on a follow-up plan in each case of reported drug and alcohol abuse. The school adjustment counselor will be involved. The Brockton School Police will assist the principal's office whenever this assistance is needed. Students may be subject to discipline in accordance with Massachusetts law, District policy and the Code of Conduct as determined appropriate if found to be in under the influence or in possession of alcohol or a controlled substance on school property or at a school-sponsored event/school-related activity.

(If any drug or alcohol related infractions occur at the primary grade level, it may be assumed that the child is not responsible but rather the parent/guardian has some level of responsibility whether it be child neglect and/or abuse. In these cases, the matter will be reported to the School Police and the Department of Children and Families.)

Screening Brief Intervention and Referral to Treatment (SBIRT)

Brockton Public Schools will participate in SBIRT, which is a public health approach to delivering early intervention to anyone who uses alcohol and/or drugs in unhealthy ways. Because school nurses and counselors are uniquely positioned to discuss substance use among young people, it is recommended that schools allow for opportunities for appropriately trained staff to reinforce prevention, screen for substance use, provide counseling and make referrals as necessary to all adolescents, including students in upper elementary and middle school grades. Adolescent Screening, Brief Intervention, and Referral to Treatment (SBIRT) focuses on prevention, early detection, risk assessment, brief counseling and referral intervention that can be utilized in the school setting. School nurses will use a validated screening tool to detect risk for substance use-related problems and to address them at an early stage in adolescents. If a student's parent/guardian does not want their child to be screened, the parent/guardian should contact the school in writing by October 1 of the academic year to opt-out of the screening.

Smoking

M.G.L. ch. 71, § 37H expressly prohibits the use of any tobacco products within school buildings, school facilities, school grounds, school buses by any individual, including school personnel. This includes any form of "Vaping" and/or the use of e-cigarettes or JUULs, which are strictly prohibited. Possession of tobacco products (cigarettes, cigars, chewing tobacco, snuff or any other form of tobacco), tobacco related paraphernalia (cigarette lighters, pipes, papers and cigarette holders), or vaping products (vapor liquid or vaporizers, e-cigarettes or JUULs of any kind) on school property will result in the confiscation of the tobacco related item by the Administration or Faculty and these items will not be returned.

Concussion Policy

The Brockton Public Schools is committed to ensuring the health and safety of all students. The following concussion policy is in compliance with MIAA policy and with the Commonwealth of M.G.L. c. 111 § 222: Head Injuries and Concussion in Extracurricular Athletic Activities.

The Principal or Athletic Director shall be the person responsible for the implementation of these policies and protocols at their school.

As specified in the law, the Brockton Public Schools shall require annual training in the prevention and recognition of sports-related head injuries, including second impact syndrome, and keep documentation of said training on file for the following persons:

- Coaches
- Certified athletic trainers
- Volunteers
- School physicians
- School nurses
- Athletic directors
- Anyone leading an on-field activity (i.e. directors of band, cheerleading, JROTC, dancers, majorettes, color guard, etc.)
- Parents of a student who participates in an extracurricular activity
- Students who participate in an extracurricular activity

Parents and students will be required to sign a form certifying that they have read the concussion fact sheet in order to participate in extracurricular activities.

Coaches, trainers and volunteers will use techniques and skills that minimize sports-related head injuries and share that information with student athletes. Documentation of an annual physical examination of students participating in extracurricular athletic activities consistent with 105 CMR 200.000 is kept in the student's health record, which will be kept on file in the school nurse's office.

The pre-participation information required by the Department of Public Health concerning head injuries and concussions is included in the Brockton Public Schools parent consent form required of each athlete and kept on file with the trainer and the coach.

The Brockton Public Schools Concussion Policy shall be published in all Student-Parent Handbooks and on the district website, www.bpsma.org .

Evaluation Guidelines

- Any time a concussion is suspected to have occurred on school grounds or in the course of school-sponsored activity, the student will be removed from participation and will not be allowed to return the same day.
- Parents will be notified so the parent may take the student to a medical provider for appropriate medical evaluation and treatment. All head injuries and suspected concussions will be reported to the school nurse, and for high school athletes, to the certified athletic trainer on staff.
- Any time a head injury is suspected to have occurred, the coach, trainer or program director will notify the school nurse.
- The school nurse will notify the academic teachers of the affected student and provide a form with guidelines for concussion accommodation plans.
- Evaluation and clearance by a medical provider will be required.
- Student-athletes will not return to play without the note from the medical provider and only after completion of the Return to Play Protocol followed by the athletic trainer.
- The Return to Play Protocol is a stepwise progression consistent with guidelines published by the Centers for Disease Control and Prevention (see <https://www.cdc.gov/headsup/index.html>)

All staff, coaches, volunteers, trainers, etc... who are involved with Brockton Public Schools students are responsible for following the procedures and protocols associated with this policy.

Comprehensive Sexuality Curriculum for Grade 5

As part of the Wellness Curriculum, students in grade 5 will be studying human growth and development, which introduces the concepts of puberty and the emotional and physical changes involved in this period of their life. The program will be presented by the wellness teacher with added support from the school nurse and the classroom teacher. Under Massachusetts law and the School Committee policy, you may exempt your child from any portion of the curriculum that primarily involves human sexual education or human sexuality issues. Parents who want their child exempted must send a letter to the principal requesting an exemption. No student who is exempted from this portion of the curriculum will be penalized. We will provide an alternate assignment to students who are exempted. If you would like to review these materials at the school, you are welcome to do so. Please call the principal to arrange a convenient time.

Note: Parents will be notified in writing by the school when this curriculum will be presented.

No Idling Policy

Brockton School Committee Policy EAAF prohibits drivers from idling their vehicle for more than 5 minutes outside a school or school-supported event. The “No Idling” policy is in accordance with MGL, Chapter 90, 16A and 310 CMR, 7:11, the Commonwealth’s idling reduction law, which seeks to reduce the health and environmental effects of vehicle exhaust and decrease our use of fuel by reducing unnecessary idling.

EPA Warnings & Notification

Brockton Public Schools Public Notice

ATTENTION: Principals, Parents, Teachers, Students and Building Occupants

REFERENCE: Asbestos Inspections and Management Plans Compliance with The Environmental Protection Agency (EPA) Asbestos Hazard Emergency Response Act (AHERA)

EPA Warnings & Notification **AHERA 40 CFR 763.1 11**

The Brockton School Department as a local education agency (LEA), has posted in the primary administrative and custodial offices and in the faculty common rooms of each school under its authority, a completed copy of a Notice to

School Employees which indicates that the school has been inspected and has friable asbestos containing materials in it. This posted notice shall remain in place indefinitely in all schools that have friable asbestos containing material.

AHERA regulations, to wit, 40 CFR Part 763, “to protect users of school buildings from unwitting exposure to concentrations of airborne asbestos which occurs when friable asbestos containing materials are damaged or disturbed. Compliance with this rule will both ensure that these materials are identified, and that the school users are notified of their presence so that they can prevent or reduce release of asbestos.”

All Brockton Public Schools were inspected for friable and non-friable asbestos containing materials in late 1988, in response to the EPA Asbestos Hazard Emergency Response Act (400 CFR 763m AHERA, 1987). As a result of information obtained from the inspections of each school, a Management Plan was developed in February of 1989 to manage the asbestos in the school in a manner that protects human health and the environment. This plan contains the locations, by room or building area, of all friable and non-friable asbestos containing materials, sample results and an estimate of the percent of asbestos content.

In each school a Management Plan is available for public inspection in the Principal’s Office and at the Office of the Director of Facilities for the Brockton Public Schools. Copies of the Management Plan are available upon written request, with a nominal fee for the cost of reproduction of the document(s).

VII. Student Rights

Sexual Harassment

It is the policy of the Brockton Public Schools to promote and maintain an educational environment that is free from any type of harassment, including inappropriate touching, sexual harassment, and sexual assault. Cases of inappropriate sexualized behavior by young children will be handled sensitively, professionally, and on an individual basis by all school staff. In responding to and investigating incidents of sexual harassment, the District will consider the individual circumstances of each case, including the age of the student.

When students under the age of seven exhibit sexually inappropriate behaviors, including intentionally inappropriate touching, parents will be informed of the incident and invited to be present when the student is questioned, if feasible. Students under the age of seven are usually considered victims of, or witnesses to, the inappropriate sexual behavior of others, rather than perpetrators, and cannot be criminally prosecuted. However, depending upon the nature and severity of the behavior, certain cases of sexual assault may be reported to the School Police for further investigation and eventual referral to the District Attorney’s office for prosecution. A 51A may be filed with the Department of Children and Families.

When elementary school students (over the age of seven) exhibit sexually inappropriate behaviors, including intentionally inappropriate touching, parents will be informed of the incident and invited to come to school, if feasible, before the student is questioned further. In all cases, parents will be requested to attend a school conference where the behaviors will be discussed by the building administrator and the school adjustment counselor. A home visit will be scheduled if requested by the parent.

Civil Rights and Harassment

It is the policy of the Brockton Public Schools to provide an educational environment which is free from discrimination. Parents who feel that their young children have been victimized because of race, color, sex, religion, gender identity, national origin, disability, sexual orientation, pregnancy or pregnancy related condition may contact any member of the school staff who will assist in reporting the incident to the school system’s Equity Officer. Disciplinary measures in response to civil rights/harassment cases may include, but not be limited to office referral, parental conference/notification, notification of School Police, detention, suspension and/or exclusion, depending on the severity of the case. During the course of the investigation, students shall be provided with interim supportive measures as appropriate. The Brockton Public Schools’ Civil Rights Discrimination Grievance Procedure can be accessed by contacting your school office or through our website at <https://www.bpsma.org/departments/student-support-services> .

Equal Opportunity

Students have the right to a full and adequate education that enables them to develop an understanding of themselves and their environment.

Non-Discrimination Statement

The Brockton Public School System does not discriminate on the basis of race, religion, color, national origin, age, sex, veteran's status, sexual orientation, gender identity, disability, pregnancy or pregnancy related condition in admission to, access to, treatment in or employment in its programs and activities, in accordance with M.G.L. ch. 76, § 5. If parents or students are not satisfied with the results of the investigation and the action taken, a formal complaint may be filed with the U.S. Department of Education, Office for Civil Rights, 5 Post Office Square, Boston, MA 02109, (617) 289-0111.

Equity Officer

James M. LaBillois, Ed.D., Assistant Superintendent of Unified Student Services, is the designated Equity Officer for cases involving students. Dr. LaBillois is vested with the authority and responsibility of processing all complaints of discrimination, including harassment complaints. Dr. LaBillois's office is located in the Crosby Administration Building at 43 Crescent Street, Brockton, MA 02301-4376, (508) 894-4341. If the student prefers, one may file the complaint with any teacher or counselor, who will then bring the complaint to the attention of the Equity Officer.

The Educational Rights of Children and Youth in Homeless Situations

The Brockton Public School district complies with federal and state laws and regulations in the identification and education of children who are in homeless situations. The intent of this policy is to provide each child and youth equal access to the same free appropriate public education, including public preschool, as provided to other children and youth. In accordance with requirements of the McKinney-Vento Act, the Superintendent has designated Janice Johnson Plumer as the Homeless Education Liaison.

