

Brockton Public Schools



Edison Day Academy Student/Parent Handbook 2023-2024



www.bpsma.org



City of Brockton
BROCKTON PUBLIC SCHOOLS

Dr. James Cobbs ♦ Acting Superintendent of Schools

Office of the Superintendent
Phone (508) 580-7511 Fax (508) 580-7013
superintendent@bpsma.org

August 2023

Dear Parent/Guardian and Student:

Attached are the rules and regulations for the ***Edison Day Academy***. These rules and regulations have been prepared by the administration and approved by the Brockton School Committee.

Students and parents should acquaint themselves with the contents of this booklet. Every organization must have a set of guiding principles by which to operate. The rules and regulations set forth in this manual have been formulated to ensure a safe and orderly atmosphere in which meaningful education can take place. Additionally, these rules also provide students with a set of standards for individual behavior.

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.

It is our sincere hope that all parents will work with the school to prevent problems before they happen. We encourage parents to maintain contact with teachers, guidance counselors and administrators on a regular basis in an effort to resolve minor issues before they become major problems. We stand ready to assist you. If you have any comments or questions, please feel free to contact the school.

Best wishes to both students and parents as we begin a new school year.

Sincerely,

Dr. James Cobbs
Acting Superintendent of Schools



**BROCKTON PUBLIC SCHOOLS
BROCKTON, MASSACHUSETTS**

I have thoroughly read and understand the ***Edison Day Academy*** 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



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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 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



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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: Edison Day Academy

Student Name

Grade

Student Signature

Date

Parent/Guardian Name

Relationship

Parent/Guardian Signature

Date

Crosby Administration Building ♦ 43 Crescent Street ♦ Brockton, Massachusetts 02301-4311



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Military Recruiters Opt-Out

Dear Superintendent,

Section 8528 of the Elementary and Secondary Education Act of 1965 (ESEA) as amended by the Every Student Succeed Act (ESSA) requires schools to release student's private information to military recruiters unless we opt-out in writing.

☐ **As a parent/legal guardian**, I am exercising the right to request that you do not turn over the name, address, telephone numbers, and school records of the student listed below to the Armed Forces, Military Recruiters, or Military Schools.

☐ **I am a student of 18 years of age or older**, and I request that my own name, address, telephone number, and school records not be released to the Armed Forces, Military Recruiters, or Military Schools.

Student Name: _____

Edison Day Academy

Sincerely,

Signature

Date

Your Name: _____

Address: _____

City: _____ State: _____ Zip Code: _____



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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: Edison Day Academy

Student Name: _____ Grade: _____

Parent/Guardian Name: _____

Parent/Guardian Signature: _____ Date: _____

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Brockton Public School

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, 2024.

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, 7, 9 with referrals as needed

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

Postural Screenings for Scoliosis: grades 5-9.

Screening Brief Intervention and Referral for Treatment (SBIRT) verbal questionnaire grade 7&9

Screenings are mandated by the Department of Public Health. If you wish to opt out of screenings, please notify the building nurse by October 1 of the current school year.

Youth Risk Survey

Periodically, the Massachusetts Department of Elementary and Secondary Education requests our school department to perform random surveys that monitor youth risk behaviors related to the leading causes of morbidity and mortality among adolescents as well as other health indicators. Public High School students are often surveyed from a scientifically selected random sample of schools across the Commonwealth. The data collected is used to identify critical areas of need for our school. This information assists the district with adjusting learning opportunities for our students as well as implement critical programs that focus on these health issues. Students do have the right to “opt out” and if you do not want your son/daughter to participate in these surveys, you should notify school administration of your wishes, and they will be honored.

Brockton Public Schools Responsible Use Policy

Students

The Brockton Public Schools provides access to technology in order to enhance digital literacy for all students and staff. As educators we must: expose students to available technologies, encourage exploration, promote digital citizenship and ensure students have opportunities to demonstrate technological skill in preparation for life after school.

The Brockton Public Schools will work with families to convey expectations children should follow when using media and information sources. To that end, families should be aware that Brockton Public Schools intends to incorporate network use, internet access and email in the grade levels identified below. The Brockton Public Schools utilizes CIPA (Children’s Internet Protection Act) compliant blocking and/or filtering safeguards required by law and will make every reasonable effort to minimize the chance or exposure to objectionable material on the Internet. These measures, coupled with user education, implementation of this policy and grade-appropriate supervision, the Brockton Public Schools believes that the Internet can be safely used to enhance the delivery of educational services.

- a. *Grades Kindergarten through Three:* Students at these grade levels will not have individual computer network passwords or e-mail accounts. During school time, teachers of students in grades kindergarten through three will guide them toward appropriate materials. Web access at these grade levels will be limited to teacher-directed and teacher-demonstrated use. Students will not be conducting independent research on the Internet, nor will they be sending or receiving electronic mail independently.
- b. *Grades Four and Five:* Students in grades four and five will be given individual network access and passwords. Students at these grade levels will not be issued individual e-mail accounts. Students at these grade levels may have the opportunity to conduct research via the Web in the classroom, and to access electronic mail for a group account, during directly supervised instruction.
- c. *Grades Six through Twelve:* Students in grades six through twelve will be given individual network access passwords and receive individual e-mail accounts. Students at these grade levels will have the opportunity to access the internet and conduct independent, self-directed research, both during classroom instruction and outside of classroom. This will be under the direct or indirect supervision of a teacher or staff member

In order for students to be granted independent access to the internet or individual e-mail accounts, they must agree to and abide by the *Guidelines for Student Use*. For students under 18, parents must sign the Brockton Public Schools *Responsible Use Agreement* form before students will be permitted to gain independent access to the internet or individual email accounts. If the Brockton Public Schools does not receive a signed user agreement, students will continue to have the opportunity to access the internet during supervised classroom instruction.

Guidelines for Student Use

Access to BPS’ computer network, including the Internet, is a privilege, not a right. The use of the network must be consistent with, and directly related to, the educational objectives of the Brockton Public Schools. A violation of the terms of this Responsible Use Policy may result in suspension or termination of network access privileges and may also

result in other disciplinary action consistent with the disciplinary policies of the Brockton Public Schools. Further action may include criminal prosecution where applicable. The Brockton Public Schools will cooperate fully with law enforcement officials in any investigation relating to misuse of the Brockton Public Schools computer network. **This Policy and Guidelines apply to all District Remote Learning Platforms.**

The Brockton Public Schools is committed to providing ongoing educational support to students around responsible digital citizenship. Before being permitted to access the Brockton Public Schools email system, all students are required to complete the Brockton Student Responsible Use Policy and Guideline Tutorial. Once completed, the student will be given grade-appropriate access to technologies. With this access, students are expected to adhere to the guidelines outlined in the BPS Responsible Use Policy and Guidelines.

1. Violations of this Responsible Use Policy include, but are not limited to, the following conduct:
 - Cyberbullying, using profane, vulgar, threatening, defamatory, abusive, discriminatory, harassing or otherwise objectionable or criminal language in a public or private message.
 - Sending messages or posting information that would likely result in the loss of a recipient's work or system (e.g., viruses, malicious scripts).
 - Participating in unauthorized activities which would cause congestion of the network or interfere with the work of others such as the use of prohibited file sharing sites.
 - Using the network in a manner that would violate any U.S. or state law. This includes, but is not limited to, copyrighted material, threatening material and spreading of computer viruses.
 - Accessing or transmitting materials that are obscene, sexually explicit, or without redeeming educational value.
 - Attempting to harm, modify, or disseminate another user's personal information including passwords.
 - Attempting to gain unauthorized access to system programs or computer equipment, including attempts to override, or to encourage others to override, any security established on the network.
 - Using social networking sites, discussion groups, chat rooms, instant messaging, or other forms of online conversation except with prior staff approval and for educational purposes only.
2. The Brockton Public Schools assumes no responsibility for:
 - Any unauthorized charges or fees, including telephone charges, long distance charges, per minute surcharges and/or equipment or line costs.
 - Any financial obligations arising out of unauthorized use of the system for the purchase of products or services.
 - Any cost, liability or damages caused by a user's violation of these guidelines
3. The Brockton Public Schools makes no guarantee, implied or otherwise, regarding the reliability of the data connection. The Brockton Public Schools shall not be liable for any loss or corruption of data resulting while using the network.
4. All messages and information created, sent or retrieved on the network are the property of Brockton Public Schools. The Brockton Public Schools reserves the right to access and monitor all messages and files on the computer system, including web pages accessed, as it deems necessary and appropriate in the ordinary course of its business for purposes including, but not limited to, ensuring proper use of resources, investigating allegations of improper use and conducting routine network maintenance. By participating in the school district's computer network, users are indicating their consent to such monitoring and access. Where appropriate, communications including text and images may be disclosed to law enforcement or other third parties without prior consent of the sender or receiver.
5. Any users caught illegally obtaining software or transferring such software through the network may have their accounts revoked. In such an event, the user's network access will be limited to directly supervised use during classroom instruction. In addition, all users should be aware that software piracy is a federal offense and is punishable by a fine or imprisonment.
6. Should a user, while using the Brockton Public Schools Technology Network, encounter any material that s/he feels may constitute a threat against the safety of fellow students, staff members or the property of the Brockton Public Schools, that user is obligated to report the discovery of such material to a teacher or to their principal.
7. Any user who is issued a username and password must ensure that they protect that username and password and refrain from sharing it with anyone. If a user believes their username and password has been compromised or knowingly or unknowingly shared, that user is obligated to share this information with a teacher or principal so that the password and/or user name shall be changed.
8. The Brockton Public Schools reserves the right to seek restitution from any user for costs incurred by the district, including legal fees, due to such user's inappropriate use of electronic resources considered confidential.

9. Any user who chooses to bring their own device (BYOD) and accesses the BPS network through that personal device is expected to adhere to the BPS Responsible Use Policy and Guidelines.

The Brockton Public Schools administration reserves the right to amend this policy at any time without prior notice.

District Curriculum Accommodation 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 ensure 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.

To improve attention to verbal information:
<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.

<ul style="list-style-type: none"> ✓ 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.
To improve positive group participation skills:
<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.
To improve transition skills between activities:
<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.
To improve work completion:
<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.

To improve phonological awareness through small group or 1-1 instruction:
<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.

To improve decoding skills:
<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.
To improve sight word recognition:
<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.
To improve reading comprehension skills:
<ul style="list-style-type: none"> ✓ Teach students self-monitoring skills. ✓ Allow students to partner read. ✓ Multiple readings of the same text. ✓ 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.

<ul style="list-style-type: none"> ✓ 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. ✓ 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

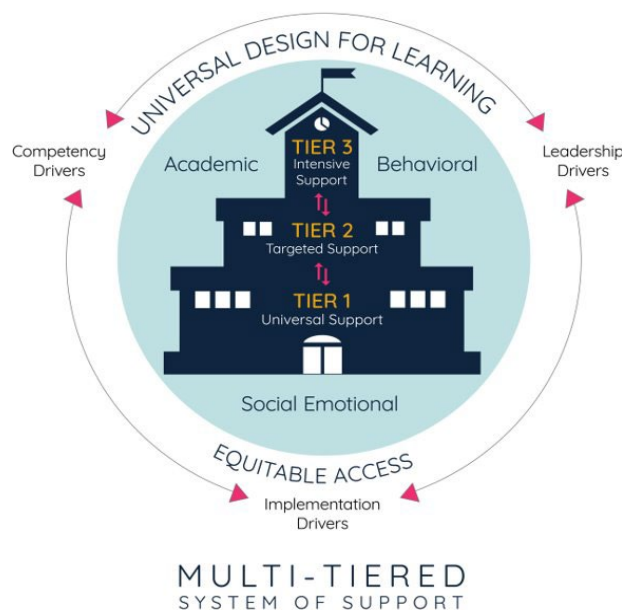
These are supports available to all students. Inclusive practice is a cornerstone of Tier 1. Inclusive practice is defined as “instructional and behavioral strategies that improve academic and social emotional outcomes for all students, with and without disabilities, in general education settings.” (Educator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

Office and Administrative Team

Cynthia Burns, Principal
 TBD, Assistant Principal
 Jennifer Buckley, Administrative Assistant
 TBD, Guidance Counselor
 TBD, Student Adjustment Counselor

School Phone Numbers

Edison Day Academy	(508) 894-4377
Fax	(508)-894-4380

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 or disability in admission to, access to, treatment in or employment in its programs and activities, in accordance with M.G.L. ch. 76, § 5.

Equity Officer

The Brockton School Committee has designated James M. LaBillois, Ed.D., Assistant Superintendent of Unified Student Services, as the school system's equity officer for students, vested with the authority and responsibility of processing all complaints of discrimination brought under the provisions of the statutes listed below. Dr. LaBillois has also been designated as the district's Section 504 Coordinator and the Sexual Harassment Officer. Any student who feels that one has been harassed or discriminated against because one's race, color, national origin, religion, age, sex, gender identity, sexual orientation, disability, pregnancy or pregnancy related condition should contact Dr. LaBillois 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.

Civil Rights and Harassment

Under federal and state law, all students have the right to an education that is free from discrimination. All school programs and activities are open to students without regard to race, color, sex, religion, national origin, disability, gender identity, sexual orientation, pregnancy or pregnancy related condition. All school procedures and policies are applied in such a way that students are treated equally and fairly.

It is the policy of the Brockton Public Schools to promote and maintain an educational environment that is free from harassment. Harassment is against the law and will not be tolerated in the Brockton Public Schools. Harassment is defined as unwanted or unwelcome verbalisms or behaviors with overtones related to a person's race, color, sex, religion, national origin, disability, gender identity, sexual orientation, pregnancy or pregnancy related condition. 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. The Brockton Public Schools' Civil Rights Discrimination Grievance Procedure can be accessed through our website at <https://www.bpsma.org/departments/student-support-services> or by contacting your school office.

The Brockton School Committee has designated James M. LaBillois, Ed.D., Assistant Superintendent of Unified Student Services, as the school system's equity officer for students, vested with the authority and responsibility of processing all complaints of harassment and discrimination. Any student who feels that one has been harassed or discriminated against because of one's race, color, sex, disability, gender identity, religion, national origin, sexual orientation, pregnancy or pregnancy related condition should contact James M. LaBillois, Ed.D., 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.

If parents 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, 8th Floor, Boston, MA 02109, (617) 289-0111.

Mission Statement

The mission of the Edison Day Academy is to provide a high quality, academically challenging education for our students that uses School to Career pedagogy as its framework. The learning environment embraces the vision of the Brockton Public Schools and involves a broad range of community-based organizations.

Edison Day Academy uses an innovative and flexible model to provide educational opportunities for students in our community who need an alternative path. It will provide an integrated learning experience for each student that will continually demonstrate how what is learned in the classroom relates to the workplace, their personal growth, and their role in the community and their future.

Commitments and Expectations for Students

Edison Day Academy has high expectations for all students. Faculty and staff are committed to supporting students and providing them with the tools they need to reach their full potential. Students are expected to focus on goals and maintain a positive attitude, be responsible for themselves, work cooperatively with teachers and classmates, behave appropriately, follow school rules, and be a responsible member of the community. As a community, teachers and advisors work to promote achievement for all students

Commitment to Diversity

The diversity of our school is one of our greatest strengths; and Edison Day Academy is committed to maintaining an environment in which all people, regardless of race, gender identity, sexual orientation, political beliefs, physical disability, ethnicity, class, age, and religion are valued and respected. It is the collective responsibility of the community to commit itself to fostering an environment where all may reach their full potential.

Graduation Requirements

In order to graduate from the Edison Day Academy, students must successfully complete Edison's Graduation Requirements and pass the Massachusetts Comprehensive Assessment System Tests.

Probationary Period

All Edison Day Academy students enter a 20-day probationary period upon enrollment in the school. During the probationary period, students are evaluated academically to make sure the student is placed appropriately. During the probationary period, a student may be asked to leave Edison (and be referred to a more appropriate setting)

College/Post-secondary Education Experiences

All Edison Day Academy Students are required to complete one Massasoit Community College course. This experience will expose and prepare students to meet the demands, challenges, and opportunities that they will encounter in a college or university.

Edison will pay for one Massasoit course with funds allocated specifically for this purpose. Should you need to enroll in more than one course due to poor grades (i.e., a grade lower than C-), or withdrawing from the course after the colleges add-drop period, you will be expected to pay the associated costs. Note: This requirement may be waived or altered at the discretion of the principal.

Job Preparation/Employment Opportunities

The Edison Day Academy will provide students the opportunity to explore a variety of careers, assist in making a career choice, and help develop a plan to pursue that career.

We will focus on:

- Learning to set goals
- Providing a structured work-based learning internship
- Preparing a resume and application for work or college
- Applying for financial aid to college

In addition to the above, the Edison Day Academy will also provide:

- Life management skills
- Work readiness skills
- Conflict negotiation skills
- Interpersonal skills

Attendance

Students are expected to be in attendance every day that school is in session and to attend all classes during the school day. Students who do not attend regularly or who frequently cut classes rarely complete enough quality class work to progress through the program to graduation.

The Absence Policy

1. Students who have a total of three (3) unexcused absences in one term will be contacted. Continuous outreach to the family of the student will occur through letters and telephone calls. During this time all necessary supports to encourage student attendance will be explored, developed, and implemented.
2. Students will be allowed three (3) unexcused absences in a class during a term. On the 4th class absence, the student will receive automatic failure for that term. It is important to note that if a “no credit” is received during the first term of a semester, it is still possible to pass the course as long as the second term work demonstrates strong understanding of the identified standards and competencies.

A student may apply directly to the Principal or designee for a waiver for one or more of one’s absences.

Excused absence days may be for any of the following reasons

- Death in family
- Religious holidays
- Authorized school sponsored activities and related activities
- Illness – Parents must call the school on the day of the absence and provide a note upon the student’s return. If the student saw a doctor, a doctor’s note must be provided. 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. All documentation for waivers, including doctor’s notes, must be on file in the Dean’s Office within five days after the student returns to school.
- In the event of a pandemic, such as COVID-19, other credible evidence may, at the discretion of the building administrator or one’s designee, be accepted in lieu of a doctor’s note in support of a waiver of unexcused absence from school.
- Court appearances
- Military obligations
- For Grade 12 and 11 students ONLY: College interview/visit documented on college letterhead.
- Other reasons as deemed appropriate by the school administration

Examples of UNEXCUSED ABSENCES (not a complete list):

- Truancy
 - Tardy to school/class (20 minutes late)
 - Class cutting
 - Illness absence without documentation as indicated above
 - Family vacations, trips, obligations, etc.
 - Unnecessary absences from class as determined by an administrator.
 - Any form of “Skip Day”
3. If a student is absent for ten consecutive days during a term, a letter will be sent to the student’s home reminding them of the attendance policy.
 4. If a student is absent for fifteen consecutive days, the student will be dropped from Edison’s rolls, and the student and family will receive a letter regarding the student’s removal from Edison Day Academy.
 5. Students will be allowed to “Buyback” absences throughout the term. The Buyback Policy requires the students attend school on time for five consecutive days, attend all classes, and maintain good behavior. If the five days are completed by the student, then one day’s absence will be bought back. (Please note that any absence that a student “buys back” will be converted to a waived absence for the purpose of automatic class failure but will still be documented as an absence on the student’s attendance record.)
 6. If a student is found to be excessively absent from school, they will be considered for a Corrective Action/Support Plan to address the issue.

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.

Vacation Waivers

Waivers will be given for vacations only once during a student's four years at Edison Day Academy and such waiver shall not exceed five school days. A note must be given to the School Administration at least one month in advance. No vacation waivers will be issued during the MCAS testing period to any student involved in the MCAS program. No waivers will be given during final exam week for seniors or underclassman. No credit shall be given unless all work is completed satisfactorily by any student accepting a waiver. In addition, and due to a shortened Semester II for seniors, no waivers for vacation will be allowed during the second semester.

A student will not be considered for a waiver unless notes for indicated absences deemed excusable by the administration are on file in the Administration Office. All documentation for waivers, including doctor's notes, must be on file in the Administration Office within five school days after the student returns to school. All requests for waivers at the end of the term must be received by the Administration Office no later than the last day before the end of the marking term.

Waivers will not be given for class absences due to unexcused tardiness.

Tardiness Policy

The school day begins at 7:20 a.m. All students who arrive to school after 7:45 a.m. must sign in at the front desk and receive a late pass before proceeding to class. If a student is found to be habitually tardy, they may be placed on a disciplinary contract or a Corrective Action/Support Plan. The principal will require a meeting with a parent/guardian for excessive tardiness.

Students may not enter the building after 9:00 a.m. without a parent/guardian. Students arriving after 9:00 a.m. will spend the day in the In-School Intervention Room.

Class Attendance Policy

Students who are absent without leave from a class will receive an unexcused absence in the class for the day. A student will be considered for a Corrective Action/Support Plan to address absenteeism from class. Teachers monitor class

attendance for each period on a daily basis to determine whether or not a student will achieve credit for that class based on the attendance policy.

Early Dismissal

Students who have to leave school before the end of the school day must present the Principal's Secretary or the School Adjustment Counselor with appropriate documentation explaining the reason for the early dismissal in order for the class absences to be considered excused. If an emergency arises during the day and there is a need for an early dismissal, a parent or guardian should call the school and speak with the main office. Parents should never communicate with students via a student's cell phone. If a student leaves the school without an approved reason, it will be considered leaving school grounds without permission and the student may be suspended. Important Note: Seniors and internship students will have a shortened daily schedule.

Student Automobile Use

The Brockton School Committee, with the following regulations, authorizes the use of motor vehicles by students for transportation to and from high school. The regulations are:

1. There are designated parking areas
2. Once parked, students may not reenter their cars, without permission, until dismissed.
3. The speed limit on school grounds is 15 miles per hour.
4. The direction of police officers and school police must be obeyed.

Noncompliance with these regulations may result in the denial of permission to drive on the school campus.

No Idling Policy

Brockton School Committee Policy EEAF 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 M.G.L. ch. 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.

Edison Day Academy Rules of Conduct

Responsibilities of the Edison Students

Edison students are responsible for:

- Completing all classroom, community, and workplace assignments
- Coming to class on time and being an active participant
- Demonstrating their understanding, sensitivity, and appreciation of cultural, philosophical, and ideological diversity
- Helping to build a supportive, safe, and cooperative environment that helps all students and staff to do and be their best

Sexual Harassment

It is the policy of the Brockton Public Schools to promote and maintain an educational environment, which is free from harassment, including sexual harassment. Sexual harassment, whether by another student or by staff, is against the law and will not be tolerated by the Brockton Public Schools

Sexual harassment is defined as repeated, unwanted, or unwelcome verbalisms or behaviors of a sexual nature related to a person's sex or sexual orientation. In addition, sexual harassment includes unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when (1) submission to such conduct is made, either explicitly or implicitly, a term or condition of an individual's success as a student, (2) submission to or rejection of such conduct by an individual is used as the basis for educational decisions affecting such individual, or (3) such conduct has the purpose or effect of substantially interfering with an individual's educational performance or creating an intimidating, hostile or offensive educational environment

While it is not possible to list all circumstances that may constitute sexual harassment, the following are some examples of conduct which if unwelcome, may constitute sexual harassment depending upon the totality of the circumstances and including the severity of the conduct

Examples of sexual harassment include, but are not limited to the following:

- offensive sexual flirtations, unwelcome sexual advances or propositions
- continued verbal abuse or innuendo of a sexual nature
- uninvited physical contact such as touching, hugging, patting or pinching
- verbal comments of a sexual nature in front of people who find them offensive
- making obscene gestures or suggestive or insulting sounds
- the demand of sexual favors accompanies by an implied or overt threat concerning an individual's scholastic status or promise of preferential treatment
- leering or stalking
- indecent exposure
- assault or coerced sexual acts
- requests for sexual favors in exchange for actual or promised scholastic benefits

Please note: Because sexual harassment is a violation of Massachusetts General Law, building principals have been instructed to refer certain cases to the School Police and to the District Attorney's office for possible prosecution.

Process

1. Students who believe that they have been subjected to sexual harassment should report the incidents to any teacher, counselor, or administrator as soon as possible. The student will be offered interim measures, as appropriate, to support the student during the course of the investigation. The incidents will be investigated, and appropriate action will be taken.
2. If a student is not satisfied with the results of the investigation and then action taken, the student may file a formal complaint with the Office for Civil Rights of the Department of Education, 5 Post Office Square, 8th Floor, Boston, MA 02109-3921, (617)-289-0111.
3. The Brockton Public Schools announces that any retaliatory action of any kind taken by a student or an employee against any student as a result of that person's seeking redress under these procedures is prohibited and illegal, and shall be regarded as a separate and district grievable matter under this procedure.

Complaint Officer

James M. LaBillois, Ed. D., Assistant Superintendent for Unified Student Services, is the designated complaint officer for students. He is vested with the authority and responsibility of processing all harassment complaints. Dr. LaBillois's office is located in the Crosby Administration Building at 43 Crescent Street, Brockton, MA 02301-4376, (508) 894-4341.

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

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.

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.

Hazing

It is the policy of the Brockton Public Schools to promote and maintain an educational environment that is free from any form of hazing practices. Hazing is against the law and will not be tolerated by the Brockton Public Schools.

Chapter 269 of the General Laws of Massachusetts includes the following three sections relative to the prohibition of hazing.

SECTION 17. Whoever is a principal organizer or participant in the crime of hazing as defined herein shall be punished by a fine of not more than three thousand dollars or by imprisonment in a house of correction for not more than one year, or by both such fine and imprisonment.

The term "hazing" as used in this section and in sections eighteen and nineteen, shall mean any conduct or method of initiation into any student organization, whether on public or private property, which willfully or recklessly endangers the physical or mental health of any student or other person. Such conduct shall include whipping, beating, branding, forced calisthenics, exposure to the weather, forced consumption of any food, liquor, beverage, drug or other substance, or any other brutal treatment or forced physical activity which is likely to adversely affect the physical health or safety of any such person or other person, or which subjects such student or other person to extreme mental stress, including extended deprivation of sleep or rest or extended isolation

Notwithstanding any other provisions of this section to the contrary, consent shall not be available as a defense to any prosecution under this action.

SECTION 18. Whoever knows that another person is the victim of hazing as defined in section seventeen and is at the scene of such crime shall, to the extent that such person can do so without danger or peril to oneself or others, report such crime to an appropriate law enforcement official as soon as reasonably practicable. Whoever fails to report such crime shall be punished by a fine of not more than one thousand dollars.

SECTION 19. Each institution of secondary education and each public and private institution of post-secondary education shall issue to every student group, student team or student organization which is part of such institution or is recognized by the institution or permitted by the institution to use its name or facilities or is known by the institution to exist as an unaffiliated student group, student team or student organization, a copy of this section and sections seventeen and eighteen; provided, however, that an institution's compliance with this section's requirements that an institution issue copies of this section and sections seventeen and eighteen to unaffiliated student groups, teams or organizations shall not constitute evidence of the institution's recognition or endorsement of said unaffiliated student groups, teams or organizations.

Each such group, team or organization shall distribute a copy of this section and sections seventeen and eighteen to each of its members, plebes, pledges or applicants for membership. It shall be the duty of each such group, team or organization, acting through its designated officer, to deliver annually, to the institution an attested acknowledgement stating that such group, team or organization has received a copy of this section and said sections seventeen and eighteen, that each of its members, plebes, pledges, or applicants has received a copy of sections seventeen and eighteen, and that such group, team or organization understands and agrees to comply with the provisions of this section and sections seventeen and eighteen.

Each institution of secondary education and each public or private institution of post-secondary education shall, at least annually, before or at the start of enrollment, deliver to each person who enrolls as a full-time student in such institution a copy of this section and sections seventeen and eighteen.

Each institution of secondary education and each public or private institution of post-secondary education shall file, at least annually, a report with the board of higher education and in the case of secondary institutions, the board of education, certifying that such institution has complied with its responsibility to inform student groups, teams or organizations and to notify each full time student enrolled by it of the provisions of this section and sections seventeen and eighteen and also certifying that said institution has adopted a disciplinary policy with regard to the organizers and participants of hazing, and that such policy has been set forth with appropriate emphasis in the student handbook or similar means of communicating the institution's policies to its students. The board of higher education and, in the case of secondary institutions, the board of education shall promulgate regulations governing the content and frequency of such reports, and shall forthwith report to the attorney general any such institution which fails to make such report.

Maintaining a Professional and Academic Environment

In order to maintain a school atmosphere that promotes learning and professionalism, we require a professional environment for both students and staff.

Language

Abusive, profane, or obscene language may not be tolerated.

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:

- **HATS, BANDANAS, ROLLER BLADE SNEAKERS, COATS AND OUTER GARMENTS are not to be worn in the building at any time. Students may wear hooded sweatshirts or shirts but may not wear the hoods up or covering their heads or faces in the building or on school property.**
- Cutoffs, halter-tops, tube tops, muscle shirts, pajamas, spandex clothing or any garment that reveals the midriff are not allowed. Tank top straps must be 2 inches wide.
- 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.)
- Pants must be worn at or above the waist and undergarments must not be showing.
- Leggings must have appropriate coverage with a shirt or sweatshirt.
- Jeans or any other pants with rips cannot expose skin above the knee. Rips above the knee need to have fabric underneath.
- Transparent and/or low-cut blouses and shirts are not permitted.
- 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.

In Keeping with The Preceding Expectations, Students Are Prohibited from Wearing or Displaying the Following

- **Clothing which has language or designs which are explicitly violent, obscene, sexually suggestive or offensive to individuals or groups or that advertise alcohol or illegal materials.**
- **Memorial t-shirts are not permitted.**
- **Clothing, pins, insignias, colors, or emblems that identify them as a member of a gang.**

Exceptions to the dress code may be made by the CHA administration.

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.

Inappropriate Touching/Sexual Behavior

Touching with sexual meaning or unwanted touching is prohibited. Additionally, engaging in lewd conduct and/or sexual activity on school grounds, on the school bus or while participating in school-sponsored activities is strictly prohibited. Violations of this policy may result in disciplinary action as noted and notification of law enforcement agencies as appropriate.

Food and Drinks

Food and drinks are not allowed outside the cafeteria, with the exception of bottled water in a clear container. Exceptions to this rule are at the teacher's discretion.

Respect Class Time

Students are expected to be in their classes on time and for the full length of the period.

Electronic Devices Policy

Cell phones, electronic tablets, laptops and other electronic devices may be used during a student's lunch period in the cafeterias and in areas designated for outdoor lunch. Cell phones are permitted after school with the exception of in the library and teachers' offices.

Cell phones and electronic communication devices may be used during school hours for educational purposes only with prior approval from a supervising teacher/staff member.

Students may not wear headphones/earbuds in the hallways at any point no matter the time of day and may only wear them in a classroom with prior approval from a supervising teacher/staff member.

When prior approval is not given, students must keep all devices stored away.

Violations of this policy may lead to referrals to administration and result in the following:

- **First Violation: Written warning and call home to parent/guardian**
- **Second Violation: Administration hosts meeting with student and parent/guardian**
- **Third Violation: Student is issued a Yondr pouch that phone must be kept in until further notice**
-

Exceptions to this policy will be made for special accommodations reflected in students' Individual Health Care Plans and/or 504 plans/IEPs as appropriate.

Students are strictly prohibited from using any electronic device to photograph or record other students, teachers/administrators/staff or any interior of the school building, bus or van. Unauthorized use of a student or staff member's voice or likeness in recordings and/or photography is not allowed. Anyone in violation of this requirement will face disciplinary action up to and including termination of all electronic devices on school property.

The Brockton Public School District is not responsible for lost or stolen cell phones or any other type of electronic device. Students who carry these items do so at their own risk. The sale or purchase of cell phones and electronic devices is not permitted on school grounds, while on district-sponsored transportation, or when representing the school or district at outside events.

CELL PHONE/ELECTRONIC DEVICE USE IS NEVER ALLOWED IN ANY MCAS OR OTHER TESTING ENVIRONMENT. VIOLATORS FOUND USING CELL PHONES OR ELECTRONIC DEVICES IN MCAS OR OTHER TESTING ENVIRONMENTS MAY HAVE THEIR TEST SCORES VOIDED AND BE SUBJECT TO DISCIPLINARY ACTION AS NOTED IN GROUP C.

Cheating

Cheating on tests, assignments, and homework or engaging in plagiarism is a serious violation and will result in zero credit for the assignment. Parents will be contacted, and student may face disciplinary action.

Health, Safety, and Welfare Issues

Substance Abuse Policy

The School's Substance Abuse Policy established for Brockton 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 the individual and general welfare and safety, the school must at times initiate medical, psychological, social and legal safeguards in the case of drug and alcohol abuse. The Brockton School Committee policy is to uphold and enforce the laws of the Commonwealth of Massachusetts relating to the unlawful possession and/or unlawful distribution of controlled substances and alcoholic beverages.

For violation of the Substance Abuse policy, (3), the following penalties may apply:

- Students may be assigned a suspension or expulsion for violation of the Edison's substance abuse policy in accordance with M.G.L. c. 71, §§ 37H, 37H1/2, 37H3/4 and 603 CMR 53.00 et seq.
- Students may be required to successfully serve their suspension at the Counseling and Intervention Center (CIC) at the Keith School before being readmitted to their respective schools; failure to complete the alternative placement intervention at the CIC may result in permanent assignment to that school or further disciplinary action as determined appropriate
- Students found to be in violation of the BPS Substance Abuse Policy may lose privileges of extra-curricular activities, including but not limited to sports team participation, prom attendance, and graduation ceremonies.

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.

Guidelines Related to Legal Aspects of Drug Use and Abuse

A. 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/or to the maintenance of discipline and order in the school, the principal and 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. **(Please be aware that in an ongoing effort to keep Brockton Public Schools drug-free, police dogs may be used to search for drugs, paraphernalia, and other contraband in lockers, parking lots, storage areas, and selected locations.)**
2. Search of Students - A member of the school administrative staff may search, in the presence of a witness upon reasonable suspicion to believe that a student is in possession of a controlled substance, and, if the circumstances permit, the individual pupil's person or any belongings which are on their person. This includes clothing, pockets, wallets, purses, etc. The police shall make such search only where there is proper legal justification.
3. Rights of Questioned Students - Parents will be notified in any interrogation situation by a police officer 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.

B. Confidentiality

It should be recognized that the Massachusetts laws do not accord any privilege to the confidential communications that are made between pupils and members of the faculty or the school administration. These school personnel can be subpoenaed into court and required to reveal information that has been confided to them.

Teachers must make it clear to pupils who confide in them information about their personal drug or alcohol problems that it is the duty of the teacher to report this information to the school principal or designee, but only in order to further the goal of promoting the pupils' personal welfare and the security of the school.

In all instances where the principal or designee has received information of drug/alcohol involvement on the part of pupils, steps should be taken to advise the pupil that his parents must be notified and consulted about further actions that are appropriate in the particular situation.

Massachusetts Regulations on Physical Restraint of Students

The Massachusetts Legislature has enacted regulations regarding the restraint of students (603 CMR 46.00 et seq), which are followed by the Brockton Public Schools.

A copy of the Brockton Public School's procedure will be available at the Edison Day Academy main office.

Medications

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 students will have no justification for having medication of any kind on their person. 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:

- Students with asthma or other respiratory diseases may possess and self-administer prescription inhalers under the rules for Student Self-Administration of Medication.
- Students with cystic fibrosis may possess and self-administer prescription enzyme supplements under the rules for Student Self-Administration of Medication.
- 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.

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.

Smoking

The Education Reform Act of 1993, Section 49, Subsection 37H expressly prohibits the use of any tobacco products within school buildings, school facilities or school grounds by any individual. 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 of any kind or JUULs) 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.

School Property

School property (desks, books, etc.) is not to be defaced or vandalized. Any and all surfaces within the school’s domain are not to be defaced. This policy will be strictly enforced and restitution for damages will be required. Prosecution will be sought for incidents of vandalism involving a loss of more than two hundred and fifty dollars (\$250.00).

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, staff 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.

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.

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.

Edison Day Academy Student Discipline

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.

Restorative Practices and Discipline Philosophy

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.

Due Process for Student Discipline

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 Massachusetts Laws Chapter 71, § 37H ³/₄ (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, 37H¹/₂ and 37H³/₄ and 603 CMR 53.00 et seq.

In-School Suspension Procedures

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 schoolwork 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 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 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 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 M.G.L. 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) 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 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, § 37H^{3/4}

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 r 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 his/her 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 his/her 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 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, § 37H¾

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 his or her discretion, may 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, § 37H½, 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 under M.G.L. ch. 71, § 37H¾ 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 designee with the following process

Principal Hearing - Long-term Suspension

- (a) The purpose of the hearing with the principal or 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;
 3. the right to produce witnesses on his or her behalf and to present the student's explanation of the alleged incident, but the student may not be compelled to do so;
 4. the right to cross-examine witnesses presented by the school district;
 5. the right to request that the hearing be recorded by the principal, and to receive a copy of the audio recording upon request. If the student or parent requests an audio recording, the principal shall inform all participants before the hearing that an audio record will be made and a copy will be provided to the student and parent upon request.
- (c) 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.
- (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, § 37H^{3/4}

- 1) 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.
- 2) 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.
- 3) 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.
- 4) 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.
- 5) 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.
- 6) The student shall have all the rights afforded the student at the principal's hearing for long-term suspension.
- 7) 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.
- 8) 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, THE PRINCIPAL HAS THE PREROGATIVE, WITH THE APPROVAL OF THE SUPERINTENDENT OR DESIGNEE, TO ASSIGN STUDENTS TO AN ALTERNATIVE SCHOOL SETTING.

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 a 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?
- 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

1. 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:
 - a. The parent had expressed concern in writing; or
 - b. 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.
2. 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.

3. If the student is found eligible for an IEP or 504 Plan, then one receives all procedural protections subsequent to the finding of eligibility.

Disciplinary Action

Edison Day Academy's rules of conduct are created to encourage, support, and promote a safe atmosphere for learning. The following are infractions of school rules. Students found to have committed rule infractions may be subject to disciplinary action in accordance with the due process procedures described in this handbook. The Code of Conduct is based on a system of progressive discipline. This means that an administrator has the discretion to significantly increase penalties in the cases of second and third offenses. In determining the severity of the penalty or suspension, the appropriate administrator may consider all relevant facts, including but not limited to: 1) previous disciplinary record, 2) severity of disruption to the educational process, 3) degree of danger to self and/or others, 4) the degree to which the student is willing to change their inappropriate behavior. The Code of Conduct has been divided into four Groups. Each Group contains a range of consequences for the infractions as follows but are not limited as such. The Principal may increase the consequences assigned by the Assistant Principal.

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.

Group A

The offenses listed below are subject to a minimum penalty of a verbal reprimand, the Handbook Course Intervention, lunch detention, Community Service Intervention Program, In-School Intervention, or Suspension based upon both the evidence presented and the severity of the offenses.

1. Failure to comply with a reasonable request made by a staff member.
2. Being in a restricted area any time before, during and/or after school hours.
3. Chronic unexcused tardiness to class and homeroom.
4. Distributing non-school literature during school hours either in class or in the halls between classes. This material may be passed out in a place and at a time designated by the Principal indicating the time and place of distribution. Prior to distribution, a copy thereof must be furnished to the Principal indicating the time and place of distribution.
5. Entering a classroom late without a pass signed by the teacher, office staff personnel, or an administrator.
6. Failure to comply with dress code rules.
7. Failure to report to after school detention
8. Loitering in the corridors before, during or after school.
9. Violation of cell phone/electronic devices policy or Internet Acceptable Use Policy/Responsible Use Policy and Guidelines.

Group B

The offenses listed below are subject to a minimum penalty of a verbal reprimand, the Handbook Course Intervention, lunch detention, Community Service Intervention Program, In-School Intervention, or Out-of-school Suspension based upon both the evidence presented and the severity of the offenses.

1. Being out of an assigned room without a pass signed by the teacher in charge of the room.
2. Cutting class is a serious violation of school security procedures. Any student who cuts a class may be disciplined and may also receive a zero for each class cut
3. Cutting detentions (repeated occurrences)
4. Cutting Lunch Detention
5. Failing to demonstrate respect for fellow students and staff
6. Failure to register for school
7. Leaving school property during the school day without express permission from the Administration
8. Making unnecessary noise or causing a disturbance in classrooms, corridors, dining commons or auditorium
9. Smoking in school building or on school property during school hours
10. Throwing anything (foreign objects, etc.) anywhere in or outside of the building.
11. Using any locker other than the one assigned by the Administration
12. Possession or use of stink bombs
13. Possession or use of lighters/incendiary devices

14. Possession or use of electronic cigarettes or JUULs

Group C

The offenses listed below are subject to a minimum penalty of a verbal reprimand, the Handbook Course Intervention, lunch detention, Community Service Intervention Program, In-School Intervention, Out-of-School Suspension or loss of privileges and/or participation in extra-curricular activities that include but are not limited to: attendance at the semi-formal, proms, senior breakfast, participation in the graduation ceremony. The District further reserves the right to exclude/expel the student in accordance with M.G.L. ch. 71, § 37H and 37H½ if applicable

1. Abusing the privilege of riding the school bus
2. Cheating on tests, assignments and homework, including plagiarism (and may receive zero credit for the assignment, quiz, or test)
3. Defacing, destroying, marring, or causing damage to school or personal property: This includes purposeful making of a large scale mess such as dumping lunch trays on the floor and failing to exercise reasonable care of books by "stuffing" or otherwise mistreating them. This rule will be strictly enforced and restitution may be required. Malicious damage will be reported to School Police.
4. Defiance and inappropriate behavior during any school emergency, such as evacuation of the buildings, security checks or disruption of school.
5. Forgery
6. Gambling or card playing
7. Opening exterior doors to allow students or outsiders into the building
8. Trespassing
9. Buy, selling, trading, or bartering of any item (including, but not limited to: phones, iPods, MP3 players, computers, tablets, and sneakers) while in school or on the way to or from school.
10. Unacceptable Behavior: The Administration of this high school will consider any overt, aggressive act, physically or verbally directed at a teacher or administrator as an unacceptable act. The following are examples of unacceptable behavior:
 - Behavior judged by an administrator as deliberately threatening to the safety and well-being of any individual within the school.
 - Blatant disregard for reasonable request or directives
 - Disruptive acts within the school or on school grounds
 - Failure to attend in-school suspension
 - Failure to identify oneself to any member of the high school staff
 - Failure to report to the office as directed
 - Filing a false report
 - Foul or abusive language
 - Insubordination
 - Any other behavior which is judged by the administration as being unacceptable or inappropriate to individuals and/or the school community.
11. Circumventing, avoiding or to avoid school wide morning check-in procedures

Group D

The offenses listed below may be subject to consequences ranging from short-term suspension to a maximum consequence a long-term suspension under M.G.L. ch. 71, § 37H¾ or exclusion/expulsion in accordance with M.G.L. ch. 71, § 37H and 37H½ if applicable. In addition, privileges and/or participation in extra-curricular activities may be revoked, including, but not limited to: attendance at the semi-formal, proms, senior breakfast, and participation in the graduation ceremony. School Police may also be notified.

1. Acts of arson
2. Any behavior, clothing, pins, insignias, colors, or emblems related to gang activity.
3. Assault on staff
4. Committing acts of assault including sexual assault
5. Committing acts of harassment or sexual harassment
6. Committing acts of bullying/cyberbullying
7. Sexting
8. Sexual behavior
9. Committing any acts of theft.

10. Extortion
11. False fire alarm
12. Fighting causing injury
13. Fighting in or on school grounds
14. Habitual school offender: Defined as having received four prior suspensions in one semester or six prior suspensions in one school year.
15. Hazing
16. Making a bomb threat or serious physical threat to the safety of the Edison Day Academy community (Requirement of outside counseling and anger management)
17. Possessing or distributing of any weapon, real or simulated, such as a firearm, ammunition, knife, explosive, or any object of potential use as a weapon
18. Possession of, distribution of, or drinking alcoholic beverages on school property, and/or possession of, distribution of, or taking drugs on school property by anyone at any time is strictly forbidden. Any student who is under the influence of, partaking of, or purchasing alcoholic beverages or drugs, or possessing drug paraphernalia during school hours, on school grounds or at school-sponsored events may be suspended. Arrest may be made in cases where the law has been violated. (Please be aware that in an ongoing effort to keep Edison Day Academy drug-free, police dogs may be used to search for drugs, paraphernalia, and other contraband in lockers, parking lots, storage areas, and selected locations.)
19. Violating the civil rights of others by making racial, religious, or sexual slurs. This includes verbal remarks or wearing of pins, clothing, or displaying of symbols commonly associated as racial, religious, or sexual slurs. This includes inappropriate markings on books, clothing or exposed skin.

Health and Student Support Services

Student Health Policy

If a student is sick or injured at school, the School Nurse or Principal will evaluate the student, then appropriate measures will be taken. If the student must go home, the School Nurse, Principal or designee will notify the parent(s)/guardian(s) by phone prior to the student leaving the school. The student or their parent/guardian will sign the student out before leaving school.

Counseling Services

Students are encouraged to speak with their Advisors or the School Adjustment Counselor regarding any situation that may be affecting their lives. An appointment for counseling services may be made by stopping by the School Adjustment Counselor's office before classes start with the permission of a teacher or by your advisor. Parents/guardians are also encouraged to speak with the School Adjustment Counselor when family or health issues may be affecting their child's ability to focus at school. The School Adjustment Counselor provides referrals to area mental health professionals when needed. Healthcare of Southeastern Massachusetts, Brockton Area Multi-Services, Inc. (BAMSI) and South Bay Mental Health, Inc. and other agencies may provide on-site individual and group counseling services to Edison students. Services can be accessed through the School Adjustment Counselor

Sex Education

M.G.L., ch. 71, § 32A Sex Education: Parent Notification specifies that parents be notified when a school's curriculum includes human sex-education and human sexuality issues. At the Edison Day Academy, such issues are addressed in the school's Health/Science Classes; prior notification will be communicated to parents. Any parent may exempt their children from any portion of the Edison Day Academy's sex education curriculum through written notification to the school's principal or health/science teacher. No child shall be penalized by reason of such exemption.

Healthcare

A school nurse will be at The Edison Day Academy to address student health issues and concerns. At times when the nurse is not available, students should direct health issues to the School Adjustment Counselor.

Athletics and Extracurricular Activities

Generally

Participation in clubs and activities at Edison Day Academy 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 good grades 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 Edison Day Academy is limited to students who are currently enrolled in and attending Edison Day Academy in good standing. Students not meeting these expectations may be excluded at the discretion of the Principal or his designee.

Team Sports

The Edison Day Academy considers the development of the physical and mental growth of each individual athlete of paramount importance. Consequently, the athletic program of The Edison Day Academy is open to all students who are enrolled, and who meet the school's eligibility requirements. The purpose of the Edison Day Academy Athletic Program is to provide a successful, efficient, balanced program of athletics, giving full consideration to the fundamentals of student's health, to emotional and personality growth of the student, and to good sportsmanship in the schools and community. Students must demonstrate good citizenship in order to be able and eligible to participate. The final decision will be made by the Coach and the Principal.

The athletic programs should provide additional experiences that may not be fostered in the normal classroom setting. Participation in a sport is an opportunity for all students enrolled at the Edison Day Academy. It can also be a positive way to motivate students to complete academic assignments and improve attendance. Because the season is short, it is necessary to look at academic progress and attendance on a weekly basis and provide an accountability strategy that provides motivation to the student athlete.

Attendance and Academic Policy for Team Sports

Students who have no credit in a subject, incomplete assignment or attendance that falls below the requirements outlined in the Edison Day Academy Attendance Policy will not be allowed to practice or play in a game. Additionally, all students must be in attendance on the day of a game or practice. This policy and procedure is developed to provide students with a manageable way to complete assignments in a timely manner and provide an accountability plan for participating in team practices and games. Student(s) on an Academic Plan are required to provide the Coach with a signed note from their teacher(s) indicating that they are complying or completed with their academic plan. Students on suspension are not allowed to practice or participate in any games and could be terminated from the team for the remainder of the season.

Procedure for Team Sport Policies

Teachers will:

- Develop an Academic Plan for students participating in sports that have incomplete assignment(s)
- Have student sign an Academic Plan and provide student with a copy of it
- List the academic assignments that are to be completed weekly and signed off daily
- Meet with the student to discuss the assignment(s), expectations and completion dates
- Sign off on assignment(s) that are completed on assigned dates (daily)
- Provide a copy of the Academic Plan to the coach and to the Principal if requested

Students will:

- Meet with the teacher(s) to discuss, agree and sign off on the Academic Plan
- Complete assignment(s) and have teacher(s) sign off on Academic Plan
- Provide a copy of the Academic Plan to the Coach
- Provide the Coach, for his review, the Academic Plan with the teacher(s) signature(s) for his review before practicing or playing a league game

Coach Will:

- Check school mailbox on practice or league days to check attendance list for team members not in attendance the day of practice or league day
- Review Student Academic Plan List
- Review the individual student(s) completed assignment as outlined on the Academic Plan checklist for instructor's signatures

- Confirm assignments are completed on stated dates
- Agree NOT to allow students to practice or play in a league game until the Academic Plan assignments are completed and signed off by teacher

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. ch. 111, § 222 pertaining to 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 (one's each) 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 | • Anyone leading an on-field activity (i.e. directors of band, cheerleading, JROTC, dancers, majorettes, color guard, etc.) |
| • Certified athletic trainers | • Parents of a student who participates in an extracurricular activity |
| • Volunteers | • Students who participate in an extracurricular activity |
| • School physicians | |
| • School nurses | |
| • Athletic directors | |

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.

Student Government

Mission Statement

The Student Government organization will act as the voice of the student body. It is also the mission of the Student Government to foster respect among all students and help prepare all members for the world outside of the Edison Day Academy.

Purpose

- Be the voice of the student body and represent advisory groups
- Develop leadership qualities in participating students
- Work with the administration to make decisions to benefit the student body
- Discuss and find solutions to school-wide issues
- Develop programs of interest to the student body

Use of Facilities

Offices or the Teachers' Resource Area may not be entered anytime, except with staff permission. The cafeteria is available for breakfast between 8:20 and 8:35 a.m. and for lunch from 12:00 and 12:30 p.m. or 12:30- 1:00 each day. The cafeteria is off limits at all other times unless it is being used as classroom space with teacher supervision. The kitchen is off limits at all times. No food or drinks of any kind with the exception of water are allowed anywhere in the school, except during breakfast and lunch in the cafeteria. Not even outside during lunch.

Visitors

All visitors at the Edison Day Academy must sign in with the school secretary at the main office.

Telephones

Telephones in offices are for official use only, and cannot be used by students, unless a staff person grants student permission. There is a phone in the Principal's office which can be used by the students to call parents with permission only.

Computers

The computers in the main offices, teachers' work areas, and reception area are off limits to all students. Student computers may be used only under staff direction. Computers should only be used for academic pursuits including research, writing and subject specific software. No food or drinks are allowed in the computer areas. Students should be aware that documents or other materials stored on Edison 's computers or servers may be reviewed by network administrators and are not private. Violation of the acceptable use policy may result in loss of access and other disciplinary and for legal action. Students are not to use the password of another user, trespass in another user's folders, files, or work, or use the Internet for commercial purposes. Use of the computers is a privilege, not a right, and may be revoked at any time for abusive conduct.

Internet 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 files and communications to maintain system integrity and ensure that users are using the system responsibly.

All data stored or transmitted from any device on the district network may be monitored, retrieved, downloaded, printed, copied at any time and with 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

Please note that this is not an exhaustive list.

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.

Edison Day Academy 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.

Student Rights

All members of the school community have the right and responsibility to know the rules and regulations of the school. Emergencies and unforeseen circumstances may require the principal to revoke student privileges. All students and staff are guaranteed the right of due process, and the student accused of a violation will be notified of the violation and be afforded the opportunity to present one's version of the alleged violation. All students have a right to an education and to the equality of educational opportunity.

Freedom of speech is guaranteed to all citizens, and students are allowed to exercise their constitutionally protected rights of free speech, petition, and assembly as long as they do not substantially disrupt the educational process at Edison Day Academy or create a hostile environment for other students or members of the school community.

- a. Students have a right to wear political buttons, armbands and other badges of symbolic expression, provided the material is not obscene, libelous, espousing prejudicial views or creating a hostile environment for other students or members of the school community.
- b. Students may form political and social organizations. These organizations, however, must be open to all students and must abide by Board of Education policies as developed in guidelines established by the student government acting in concert with the principal. These organizations shall have reasonable access to school facilities.
- c. School newspapers, yearbooks, literary magazines and other publications are guaranteed the right of freedom of the press, subject to the existing laws of libel and obscenity. The staffs will have qualified advisers and seek the highest publication standards. Other non-school sponsored student publications should be subjected to locally determined procedures for distribution on school premises.

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.

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). M.G.L. ch. 71, § 34H specifies detailed procedures that govern access to student records by parents who do not have physical custody of their children. For more information, please contact the school principal. Please be advised that the temporary student record may 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.

For students in the ninth grade or higher or 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 or not yet in the ninth grade, 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 ten days of the request. The school may not charge more than the cost of the copies.
- b. Privacy of a student's records – Authorized school personnel who work directly with a student have access to 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. 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 seven 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.
- c. 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 policy, there is an appeals process. Information about the appeals process will be supplied by the guidance office.
- d. 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 to transfer (603 CMR 23.00)
- e. National Student Clearinghouse Data – Brockton High School provides information to the National Student Clearinghouse for the purposes of tracking college enrollment verification. The information provided is in compliance with FERPA laws. However, parents/students may opt-out of providing information to this organization. Opt-out requests must be submitted to the student's Principal in writing.

Special Education Student Records

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 (IEP's), 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.

Age of Majority

The student, upon reaching the age of majority and in the absence of any court actions to the contrary, may choose to make their own decisions. Such a choice is made in the presence of at least one representative of the school and one other witness and is documented in written form and maintained in the student record.

If the parent has sought and received guardianship from a court of competent jurisdiction, then the parent retains full decision-making authority. The parent does not have authority to override any decision made by the student who has reached the age of majority unless the parent has sought and received guardianship or other legal authority from a court of competent jurisdiction.

Students with IEP's, upon reaching the age of majority and in the absence of any court actions to the contrary, may choose to share decision making with his or her parent (or other willing adult), including allowing the parent to co-sign the IEP. Such a choice is made in the presence of the Special Education team and is documented in written form. The student's choice prevails at any time that a disagreement occurs between the adult student and the parent or other adult with whom the student has shared decision-making.

EPA Warnings & Notifications

Brockton Public Schools Public Note

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.

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).

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 a.m. instead of 7:00 a.m. 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	AM Session Cancelled
Kindergarten & Elementary Schools	10:00 AM	10:30 AM	11:00 AM
Edison Night Academy	According to Principal	According to Principal	According to Principal

School transportation pickups will occur accordingly. The school breakfast programs will not operate. 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	10:45 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.

NOTES

