

Brockton Public Schools



Home of the Boxers

Brockton High School Student/Family Handbook 2024-2025





City of Brockton BROCKTON PUBLIC SCHOOLS

Dr. Priya J. Tahiliani ♦ Superintendent of Schools

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

August 2024

Dear Parent/Guardian and Student:

Welcome to Boxer Country! Enclosed in this handbook are the guidelines, procedures, and expectations for Brockton High School. These have been crafted with the intent of informing members of our community with valuable information relevant to the educational experience of all our students.

Students, parents, and guardians should acquaint themselves with the contents of this handbook. Every organization, particularly one as large as Brockton High School, must have a set of guiding principles by which to operate. These procedures, guidelines, and rules outlined in this document have been developed to ensure a welcoming, safe, and academic atmosphere; where courteous behavior, mutual respect, and collaboration allow for an environment where meaningful education can take place. These rules and guidelines also provide students, their families, and staff standards for academic, social-emotional, and behavioral success in our learning community.

It is our sincere hope that parents will partner with us and through ongoing communication and collaborative efforts, be proactive, preventing academic, social-emotional, or behavioral issues before they occur. We encourage parents to maintain contact with teachers, guidance counselors, and administrators regularly to resolve minor issues before they become bigger problems and to ensure that their student is getting the most out of Brockton High School. We stand ready to assist you or your students to ensure their experience is a great one.

For reasons of safety and security, Photo IDs must be worn and visible by all students at all times while in school or on school grounds.

Both students and parents should also 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.

We wish nothing but the best for our students and parents as we begin the new school year.

Very truly,

Dr. Priya Tahiliani
Superintendent of Schools

NOTE: THE STUDENT'S SIGNATURE AFFIXED TO THIS DOCUMENT INDICATES THAT THE STUDENT HAS RECEIVED, READ, AND FULLY UNDERSTANDS THE BROCKTON HIGH SCHOOL STUDENT-FAMILY HANDBOOK. PLEASE NOTE THAT IT IS THE RESPONSIBILITY OF THE STUDENT TO SHARE THIS HANDBOOK WITH ONE'S PARENT/GUARDIAN AND ANY QUESTIONS REGARDING ITS CONTENT SHOULD BE BROUGHT TO THE ATTENTION OF THE PRINCIPAL.

Parent/Guardian Signature

Student's Name (Printed)

Date

Student's Signature

FRESHMAN STUDENTS MUST HAVE THIS SHEET SIGNED AND RETURNED TO SCHOOL



City of Brockton BROCKTON PUBLIC SCHOOLS

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Technology Department
508-468-0973
helpdesk@bpsma.org

Brockton Public Schools Student-Issued 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 (“Student-Issued Devices”). Before being issued any Student-Issued Device, the Student and their parent/guardian must read and agree to this Student-Issued Device Loan Agreement.

Student-Issued 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 Student-Issued Devices. Student-Issued 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. Student-Issued 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 Student-Issued Devices charged and ready for each school day. Students must protect their 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 Student-Issued Device, or place unauthorized decorations or markings (such as stickers, drawings, etc.) on any Student-Issued Device, or leave any Student-Issued Device unattended in an unsecure location.

If a Student-Issued Device is damaged or not working properly, the Student should bring it to the designated help desk at BPS. Students and/or their parents/guardians must not attempt any repairs on their own or through someone other than a BPS employee. If a laptop is damaged beyond repair and needs to be replaced, BPS will evaluate the damage or loss and/or replacement options on a case by case basis. In cases of fire or criminal acts such as theft or vandalism, parents/guardians should immediately report to the building principal. 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 Student-Issued 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 Student-Issued 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 Student-Issued 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 Student-Issued Device Loan Agreement may result in disciplinary or legal action.

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

Student Name: _____ Grade: _____

Parent/Guardian Name: _____

Parent/Guardian Signature: _____ Date: _____



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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 Succeeds 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: _____

Brockton High School

Sincerely,

Signature: _____ *Date:* _____

Your Name: _____

Address: _____

City: _____ State: _____ Zip Code: _____

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



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Student Record Directory Information Opt-Out

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

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

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

☐

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

School Name: _____

Student Name: _____ Grade: _____

Parent/Guardian Name: _____

Parent/Guardian Signature: _____ Date: _____

Brockton Public Schools
Confidential Student Emergency Information Form
(All Information Must be Completed-No Blanks)

Student Name: _____ **Birth Date:** _____ **Grade:** _____
Home Room/Teacher _____ **Student ID/Lunch #:** _____ **(BHS) House:** _____

Home Address/City: _____

1. Parent/Guardian: _____ **Relation to Student** _____

Home Phone: _____ **Cell Phone:** _____ **Work Phone:** _____ **Email:** _____

2. Parent/Guardian: _____ **Relation to Student** _____

Home Phone: _____ **Cell Phone:** _____ **Work Phone:** _____ **Email:** _____

3. Additional Emergency Contact (local if able)

1. Contact: _____ **Home Phone:** _____ **Cell Phone:** _____ **Work Phone:** _____

2. Contact: _____ **Home Phone:** _____ **Cell Phone:** _____ **Work Phone:** _____

****Please indicate if there are any parental restrictions (current restraining order):**

Massachusetts State Regulations 102 CMR 7.07, 105 CMR 220 and CMR 200 require all students in Pre-K-12 be fully immunized and have a physical exam upon entry to school and every 3 years thereafter. Please give your School Nurse required information.

Health Conditions/Allergies: (If no medical/mental health conditions put N/A)

Allergies: _____

Assistive Devices/Equipment: _____

(Given at home; and ones to be given at school)

**Medical or Mental
Conditions:**

Medications

Primary Care Provider: (Do Not Leave Blank if no Primary Care Provider put N/A)

Provider Name: _____

Provider Phone Number: _____

Provider Address: _____

Health Insurance: (Do Not Leave Blank if no insurance put N/A)

Insurance Provider: _____

Insurance Policy Number

Please notify the school nurse if you need assistance obtaining a Primary Care Provider or Health Insurance

RELEASE AGREEMENTS: Please visit: bpsma.org/departments/health-services; to review the following documents in full: Nurse Share Information, Doctor Standing orders; Prescription Medications/Treatments, Mass Health Agreement (Summary on Back page)

NURSE SHARE INFORMATION

I give permission for the School Nurse to share medical information with the appropriate school personnel and to contact my child's physician when necessary

STANDING ORDERS:

I give permission for the School Nurse to administer the following medications prescribed by the Brockton Public School’s Physician:

- | | | |
|---------------------------------------------------------|------------------------------|-----------------------------|
| 1. Tylenol for pain and or fever | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 2. Cortisone cream or ointment for rashes | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 3. Benadryl for itching/allergy signs and symptoms | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 4. Triple Antibiotic Cream for minor cuts and abrasions | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 5. Sunscreen minimum of 15 SPF (provided by the parent) | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 6. EpiPen for unknown anaphylaxis | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 7. Anbesol Oral for mouth/tooth pain | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 8. Albuterol Sulfate for asthma | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 9. Tums for stomach aches and or heartburn | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 10. Narcan for drug overdose | <input type="checkbox"/> Yes | <input type="checkbox"/> No |

PRESCRIPTION MEDICATIONS/TREATMENTS

I give permission for the School Nurse to administer any physician/medical provider prescribed medication or treatment for which an official order has been received.

PARENTAL CONSENT TO ACCESS MASSHEALTH (MEDICAID) BENEFITS (This is a Summary)

The school district is asking your permission/consent to share information about your child/children with MassHealth (**Mass Health Agreement**) The information we will share is MassHealth ID, name, date of birth, gender, type of services provided, when the service was provided, and by whom.

School Districts in Massachusetts have been approved to receive partial reimbursement from MassHealth for the costs of health-related services provided by the school district to your child/children.

With your permission, the school district will be able to seek partial reimbursement for services provided by MassHealth.

The school district cannot share with MassHealth information about your child without your permission.

1. The school district cannot require you to sign up for MassHealth for your child to receive the health related and/or special education services to which your child is entitled.
2. The school district cannot require you to pay anything towards the cost of your child’s health -related and/or special education services. The school district cannot require you to pay a co-pay or deductible so that it can charge MassHealth for services provided.
3. If you give the school district permission to share information and request reimbursement from MassHealth:
 - a. This will not affect your child’s available lifetime coverage or other MassHealth benefits outside of school.
 - b. Your permission will not affect your child’s special education services or IEP rights.
 - c. Your permission will not lead to any changes in your child’s MassHealth rights.
 - d. Your permission will not lead to any risk of losing eligibility for other Medicaid or MassHealth funded programs.

You have the right to change your mind and withdraw your permission at any time (PLEASE SEE FULL DOCUMENT ON BPS WEBSITE): www.bpsma.org/departments/health-services: Release Agreements

 I have read and reviewed the following release agreements and give permission for the following:
(Must answer Yes or No)

<u>Nurse Share Information:</u>	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
<u>Standing Orders: (See Above)</u>	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
<u>Prescription Medication/Treatment:</u>	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
<u>Mass Health Agreement:</u>	<input type="checkbox"/> Yes	<input type="checkbox"/> No	Parent/Guardian
Signature _____			Date: _____

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PROFESSIONAL DEVELOPMENT

- Willingness to take risks and persevere through challenges while identifying goals and addressing areas of growth through mindful self-reflection.
- Actively engaging in learning opportunities within BHS and exploring learning experiences in the global community.
- Developing collaborative relationships with peers and staff while respecting and celebrating differences.

INSTRUCTIONAL FOCUS

- Academically challenge yourself to continually expand your vocabulary and build your skills through reading, listening, and oral and written communication.
- Embracing and participating in the varying roles within a classroom to facilitate personal and communal learning.
- Improving reasoning, problem-solving, and critical thinking skills in all content areas.

CLIMATE AND CULTURE

- Having pride in Brockton and BHS while modeling the behaviors we expect from all school community members each day.
- Being mindful of the language we use in all spaces.
- Recognize and accept that academic and social experiences can be challenging and uncomfortable at times but will lead to growth.

COMMUNITY PARTNERSHIP

- Establishing and maintaining consistent communication with staff to help meet expectations.
- Engaging in school activities such as academic and athletic events, clubs and organizations, art exhibits, music and theater performances, and other events.
- Positive involvement throughout the greater Brockton region including participating in community service projects.

STUDENT EXPERIENCE AND SUPPORT

- Establishing and maintaining consistent communication with staff to help meet expectations.
- Engaging in school activities such as academic and athletic events, clubs and organizations, art exhibits, music and theater performances, and other events.
- Positive involvement throughout the greater Brockton region including participating in community service projects.



I. General Policies and Information

Academic Calendar



Brockton Public Schools

2024-2025 Academic Calendar



All Staff Report	Tuesday	September 3, 2024
First Day of School for Students	Wednesday	September 4, 2024
First Day of PreK & Kindergarten	Wednesday	September 11, 2024

Schools are closed on the following HOLIDAYS and VACATION PERIODS

LABOR DAY	Monday	September 2, 2024
COLUMBUS DAY	Monday	October 14, 2024
ELECTION DAY	Tuesday	November 5, 2024
VETERANS' DAY	Monday	November 11, 2024
THANKSGIVING RECESS	Wednesday-Friday	November 27-29, 2024
WINTER RECESS	Monday – Wednesday	December 23, 2024 - January 1, 2025
MARTIN LUTHER KING JR. DAY	Monday	January 20, 2025
FEBRUARY RECESS	Monday-Friday	February 17-21, 2025
SPRING RECESS	Monday-Friday	April 21 - 25, 2025
MEMORIAL DAY	Monday	May 26, 2025
BHS GRADUATION EXERCISES	Saturday	June 7, 2025
CHAMPION /BTDS/BVLA GRADUATION	Friday	June 6, 2025
EDISON EVENING ACADEMY	Thursday	July 10, 2025
JUNETEENTH	Thursday	June 19, 2025
LAST DAY OF SCHOOL*	Thursday	June 26, 2025

*This calendar complies with student learning time regulations 603 CMR 27.00 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, 2025.

Approved by the Brockton School Committee on August 8, 2024

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 the user 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 the user's 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.✓ 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.

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

<ul style="list-style-type: none"> ✓ 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. ✓ Utilize different paper to accommodate needs of student. ✓ Use pencil grip. ✓ Teach students to use finger space when spacing words. ✓ Allow students to type responses. ✓ Reduce copying from board or book.
To improve written expression:
<ul style="list-style-type: none"> ✓ Use whisper phone to read and edit own writing. ✓ Provide a grade appropriate Editor’s Checklist. ✓ Distribute writing rubrics prior to students beginning a writing assignment. ✓ Show examples of student writing (poor to exemplar). ✓ Allow students to choose what they write about and how they present their final product. ✓ Allow peer editing. ✓ Break essays into manageable tasks over time. ✓ Use graphic organizers based on individual student need. ✓ Teach students the writing process (brainstorming, rough draft, etc.). ✓ Use sentence starters, stems, or frames for students.

- ✓ Provide a list of transition words.
- ✓ Provide task specific key word lists (compare contrast, sequencing etc.).
- ✓ Provide and review content vocabulary to be incorporated in students written responses.
- ✓ Design, scaffold and facilitate student-led discussions of questions or writing prompts and tasks prior to the students beginning the actual writing.

Mathematics

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

To improve skills and readiness if below grade level:
<ul style="list-style-type: none"> ✓ Assess students' independent math level. ✓ Progress monitor daily, weekly, or bi-weekly. ✓ Use manipulatives. ✓ Allow students to use lined paper to help organize calculations. ✓ Allow students fact charts. ✓ Provide math reference sheets – and translated versions as needed. ✓ Allow students to use drawings to solve problems.
To improve the memorization of math facts:
<ul style="list-style-type: none"> ✓ Teach in a systematic way. ✓ Use motivating and engaging games for practice. ✓ Teach students to be flexible with numbers. ✓ Utilize Number Talks.
To improve the ability to attend to important details:
<ul style="list-style-type: none"> ✓ Teach students to highlight keywords and phrases when solving word problems. ✓ Pre-teach math vocabulary for new topics, paying attention to multiple meaning words, cognates, and false cognates. ✓ Use the 3 Reads Strategy. ✓ Teach the TTQA strategy (turn the question around). ✓ Reduce number of problems on a page. ✓ Allow students to use lined or graph paper to help organize calculations.
To improve the understanding of concepts:
<ul style="list-style-type: none"> ✓ Provide small group instruction. ✓ Provide individual 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

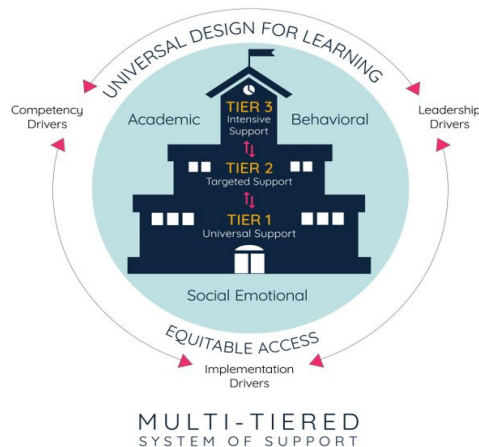
These are supports available to all students. Inclusive practice is a cornerstone of Tier 1. Inclusive practice is defined as “instructional and behavioral strategies that improve academic and social emotional outcomes for all students, with and without disabilities, in general education settings.” (Educator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

Important Phone Numbers

School Department

Superintendent's Office	(508) 580-7511
Guidance Office	(508) 580-7521
Attendance Office	(508) 580-7518

Brockton High School

Administration	(508) 580-7633	Nurse's Office	(508) 580-7691
Guidance Office	(508) 580-7477	School Police	(508) 580-7611
Special Education	(508) 580-7623	Project GRADS	(508) 580-7493
Bilingual Education	(508) 580-7627		

Red Building

Associate Principal of Climate & Culture	(508) 580-7421
Assistant Principal	(508) 580-7054
Guidance	(508) 580-7425
IRC	(508) 580-7452

Yellow Building

Associate Principal of Climate & Culture	(508) 894-4400
Assistant Principal	(508) 894-4403
Guidance	(508) 894-4405
IRC	(508) 580-7454

Azure Building

Associate Principal of Climate & Culture	(508) 580-7431
Assistant Principal	(508) 580-7056
Guidance	(508) 580-7435
IRC	(508) 580-7453

Media Release Policy

From time-to-time Brockton High School receives requests from media outlets to interview, audio tape and videotape students as part of their reporting of programs and events at the school. Additionally, Brockton Public Schools has a web page, and occasionally digitized images of students are displayed, again, as part of the reporting of positive events at the high school. **Should you as parent/guardian (or adult student) object to the inclusion of your son/daughter (or yourself as an adult student) in such media events, you should notify school administration of your wishes in writing, and they will be honored.**

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

Inclement Weather Procedures

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

School Cancellations

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

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

Depending upon the severity of the weather conditions and how they impact on the health and safety of students in the Brockton Public Schools, it may be necessary to delay the start of the school day or to dismiss students before their

customary dismissal times. These options would be implemented only under certain conditions. As usual, parents should use their own judgment whether or not to send their children to school in severe weather.

Delayed School Openings

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

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

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

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

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

Early School Dismissals

In the event that severe weather conditions develop after the start of the school day, it may become necessary to release students before the scheduled dismissal time. The decision to release early will be made in the interest of the health and safety of the students and will be announced by the same media that make school cancellation announcements no later than 10:00 a.m.

Early dismissals will take place according to the early dismissal schedule for in-service days unless unusual conditions dictate otherwise. The customary schedule for in-service early dismissals is as follows:

Barrett Russell ECC	10:40 AM
Brockton High School	11:00 AM
Champion High School	11:00 AM
Huntington Therapeutic Day School	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.

The Responsibilities of Students

It will be the responsibility of the students to:

- Know and abide by the Student Handbook of Rights and Responsibilities.
- Inform staff of any violations of the Handbook in regard to weapons.
- Demonstrate sensitivity to and appreciation of cultural diversity.
- Inform staff of potentially disruptive and/or violent situations.
- Allow staff quick and easy access to conflict situations.
 - Obey staff directions regarding their own movement during conflict situations.
 - Treat peers and staff with respect
 - Avoid using racist, sexist or obscene language (both inside and outside the classroom).
 - Recognize the rights of others.
 - Seek help from staff or trained peers as a means of avoiding a conflict situation.
 - Avoid instigating conflict through language, gestures or the spreading of rumors both in school and out of school.

Parents of new students are responsible for the transfer of all records. If the grades are not provided, no credit will be given at BHS.

Brockton High School Mediation Program

Brockton High School offers a Mediation Program. Mediation is a form of conflict resolution, which enables those who are in conflict to work out a resolution to their dispute with the help of trained mediators. The Mediation Program is offered in addition to the present code of conduct procedures. It will supplement, not replace, current policies.

Conflicts that occur over rumors, relationship issues and racial incidents are all common situations that if unresolved can lead to more serious problems. Mediation sessions usually result in agreements that effectively resolve disputes by addressing the underlying causes of conflict.

Cases can be referred to mediation by teachers, counselors, administrators, students and parents. When the referral source has a case that they feel is appropriate for mediation, they contact the Mediation Program Coordinator/Faculty Advisor with the names of the students involved and the nature of the case. The Coordinator/Advisor will contact and interview the students involved to get an understanding of the dispute. One will explain the mediation process and ask the parties if they are willing to mediate. If they agree to participate, the mediation is scheduled.

All efforts are made to mediate the dispute shortly after it occurs. The longer a dispute continues, the more likely it will escalate and include more parties. In cases where a suspension is necessary, mediations can take place before students return to school.

Mediation is voluntary and, in all non-life-threatening matters, confidential. Mediation sessions between two people usually last one class period while multiparty mediations require more time. Most result in agreements that are honored by all parties.

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 on any district electronic device or transmitted from any device on the district network may be monitored, retrieved, downloaded, printed, and/or copied at any time and without notice, as staff and students have no right to privacy with regard to such data. This information may be disclosed to others, including law enforcement agencies.

Users **are not** permitted to:

- harass, insult, threaten, bully or attack others from home or school computers or electronic devices
- 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.

Brockton High School 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.

Electronic Device Policy

STUDENT PHONE POLICY AND DISCIPLINE PROCEDURES

STUDENT PHONE POLICY & GUIDELINES

Cell phones, earbuds, and headphones are not to be used during the school day. Additional devices also prohibited under this policy include gaming and other streaming devices.

Every student is assigned a secure pouch. While the secure pouch is considered school property, it is each student's responsibility to bring their pouch with them to school every day and keep it in good working condition.

DAILY PROCEDURES

Prior to entering the School Building, they will:

1. Turn their phone off.
2. Place their phone and earbuds inside their secure pouch and secure it in front of school staff. Headphones that do not fit inside a pouch **MUST** be placed in a student's backpack/school bag and must **NOT** be visible during the school day.
3. Be responsible for carrying or storing their pouch.

As students **Exit the School Building**, they will:

1. Unlock their pouch.
2. Remove their phone and earbuds.
3. Close their pouch and take it with them.

Students must bring their pouch to school with them each day.

*Students arriving late or leaving early will lock/unlock their phone and earbuds in the **Main Office or their assigned House Office.**

DAMAGED/LOST/FORGOTTEN POUCHES

Damaged Pouch

If a pouch is ripped, cut, torn, damaged, shows signs of force to the black button on the back or opened in any way other than prescribed by the district:

- The student/their caregiver is responsible for purchasing a new pouch (\$40 USD)

- The student shall serve detention from 2:15 – 2:45 P.M. the following day and shall not be permitted to attend clubs, sports, dances or any extracurriculars that day.

Forgotten Pouch

If a student forgets their pouch, **their phone/earbuds will be collected and stored in the Main Office or assigned House Office for the day.** A member of the administrative team will call home to remind the parent/caregiver of the cell phone policy. The student may retrieve their phone from the Main Office or assigned House Office at dismissal.

Lost Pouch

If a student loses their Pouch, the student/their caregiver is responsible for purchasing a new pouch (\$40 USD).

SENIOR ID PROCESS*

Before students with a Senior ID **Exit the School Building**, they will:

1. Sign out in the House Office.
2. Unlock their pouch.
3. Remove their phone/earbuds.
4. Exit the building immediately.

***This process will be under review during the first five weeks of implementing this policy.**

PHONE USE PROGRESSIVE DISCIPLINE

Failure to comply with the district's cell phone policy

1st offense

If a phone is seen (or heard) in a classroom/hallway/school space during school hours:

- Staff member reminds student to put phone in their pouch and documents the incident in Infinite Campus as a Behavior referral.

2nd offense

If a phone is seen (or heard) in a classroom/hallway/school space during school hours:

- The teacher calls for an Administrator. The phone is immediately given to a member of administration who will secure the phone in the Main Office/assigned House Office for the entirety of the day and can be picked up in the House Office at the end of the day. Behavior Interventionist/Administration will call home.
- The student shall serve detention from 2:15 – 2:45 P.M. the following day and shall not be permitted to attend clubs, sports, dances or any extracurriculars that day.
- ***If the phone is not immediately given to the adult***, the phone will be confiscated by someone on the administrative team. The phone will remain in the Main Office/assigned House Office until a caregiver comes to pick it up. Any suspension will follow due process procedures consistent with the student code of conduct and state law.

3rd offense

If a phone is seen (or heard) in a classroom/hallway/school space during school hours:

- The teacher calls for an Administrator. The phone is immediately given to a member of administration who will secure the phone in the Main Office/assigned House Office for the entirety of the day. The Behavior Interventionist/ Administration will call home.
- A parent/caregiver will have to pick up the phone in the Main Office at the end of the school day.

- Students will receive disciplinary consequences, including an In-School Suspension, on the following day and cannot attend clubs, sports, dances or any extracurriculars that day. Any suspension will follow due process procedures consistent with the student code of conduct and state law.
- *If the phone isn't immediately given to the adult*, the phone will be confiscated by someone from the administrative team. The phone will remain in the Main Office until a parent/caregiver comes to pick it up. The student will receive disciplinary consequences, including an Out-of-School Suspension and cannot attend clubs, sports, dances or any extracurriculars while suspended. Any suspension will follow due process procedures consistent with the student code of conduct and state law.

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.

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.

Any student who finds a lost device while in school, at a school-related event, or while on a school bus must immediately turn over the found device to their respective Associate Principal for Culture and Climate/Assistant Principal. Failure to immediately return found items may be considered theft.

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

Laser pointers, e-cigarettes and vaping devices are prohibited from school property at all times.

Cell Phone and Electronic Devices Search

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.

Filming/Videotaping/Photography

Using any device to record or photograph any student or staff member while on school grounds is prohibited without the permission of the supervising teacher and the expressed consent of any person involved. This policy includes recording in school cafeterias and hallways. Recording fights, assaults, or any other inappropriate behavior is prohibited. Violations of this policy may result in disciplinary action.

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 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.

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.

Sexual & Sex-Based Harassment and Retaliation

The Brockton School Committee and Brockton Public Schools are committed to maintaining an education and work environment for all school community members that is free from all forms of harassment, including sexual and sex-based harassment as provided under MA and Federal law. The members of the school community include: the School Committee, employees, administration, faculty, staff, students, volunteers in the schools, and parties contracted to perform work for the Brockton Public Schools.

Because the District takes allegations of harassment, including sexual harassment seriously, the District shall respond promptly and meaningfully to every known report of sexual harassment and shall investigate every formal complaint of harassment, including sexual and sex-based harassment, as well as retaliation. Following an investigation where it is determined that such inappropriate conduct has occurred, the District shall act promptly to eliminate the conduct and impose corrective action as is necessary, including disciplinary action where appropriate.

Please note that while this policy sets forth the District's goals of promoting an environment that is free of harassment including sexual and sex-based harassment, the policy is not designed or intended to limit the district's authority to discipline or take remedial action for conduct which we deem unacceptable, regardless of whether that conduct satisfies the definition of harassment or sexual or sex-based harassment.

Definitions of Sexual Harassment

Title IX

Sex-based harassment prohibited by Title IX is a form of sex discrimination and means sexual harassment and other harassment on the basis of sex, including as described in § 106.10 of Title IX, that is:

- (1) Quid pro quo harassment. An employee, agent, or other person authorized by the District to provide an aid, benefit, or service under the District's education program or activity explicitly or implied conditioning the provision of such an aid, benefit, or service on a person's participation in unwelcome sexual conduct;
- (2) Hostile environment harassment. Unwelcome sex-based conduct that, based on the totality of the circumstances, is subjectively and objectively offensive and is so severe or pervasive that it limits or denies a person's ability to participate in or benefit from the District's education program or activity (i.e., creates a hostile environment).
- (3) Specific offenses. (i) Sexual assault (ii) Dating violence; (iii) Domestic violence; (iv) Stalking

In addition to Title IX, there are other relevant state and federal laws to take into account in determining whether conduct constitutes sexual harassment under Title VII, M.G.L. c.151C and/or M.G.L. c.151B, which the District also has a legal obligation to investigate.

The legal definition of sexual harassment is broad and in addition to the above examples, other sexually oriented conduct, whether it is intended or not, that is unwelcome and has the effect of creating an environment that is hostile, offensive, intimidating, to male, female, or gender non-conforming students or employees may also constitute sexual harassment.

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

- Unwelcome sexual advances-whether they involve physical touching or not;
- Sexual epithets, jokes, written or oral references to sexual conduct, gossip regarding one's sex life; comment on an individual's body, comment about an individual's sexual activity, deficiencies, or prowess;
- Displaying sexually suggestive objects, pictures, cartoons;
- Unwelcome leering, whistling, brushing against the body, sexual gestures, suggestive or insulting comments;
- Inquiries into one's sexual experiences;
- Discussion of one's sexual activities; and
- Sexual violence, including rape, sexual assault, sexual battery, sexual abuse and sexual coercion as well as physical sexual acts perpetrated against a person's will or where a person is incapable of giving consent (e.g., due to the student's age or use of drugs or alcohol, or because an intellectual or other disability prevents the

student from having the capacity to give consent)

Massachusetts General Laws Ch. 119, Section 51 A, requires that public schools report cases of suspected child abuse, immediately orally and by filing a report within 48 hours detailing the suspected abuse to the Department of Children and Families. For the category of sexual violence, in addition to Section 51A referrals these offences and any other serious matters shall be referred to local law enforcement. Schools must treat seriously all reports of sexual harassment that meet the definition of sexual harassment and the conditions of actual notice and jurisdiction as noted above.

Retaliation against a complainant, because they have filed a harassment or sexual harassment complaint assisted or participated in a harassment or sexual harassment investigation or proceeding, is also prohibited. A student or employee who is found to have retaliated against another in violation of this policy may be subject to disciplinary action in accordance with state law and any applicable collective bargaining agreement.

The complainant does not have to be the person at whom the unwelcome sexual conduct is directed. The complainant, regardless of gender, may be a witness to and personally offended by such conduct.

Allegations of conduct that meet the definition of sexual discrimination, including sex-based harassment under Title IX will be addressed through the Title IX Sexual Discrimination Grievance Procedure.

The District's Title IX Grievance Procedure is available on the District website.

Allegations of conduct that do not meet the definition of sexual discrimination, including sex-based harassment under Title IX, but could, if proven, meet the definition(s) of sexual harassment under Title VII (employees), M.G.L. c. 151B (employees), and/or M.G.L. c. 151C (students), will be addressed through the District's Civil Rights Grievance Procedure. (See exception under Section II, Part 4, Step 4 below). The definitions of sexual harassment under Title VII, M.G.L. c. 151B, and M.G.L. c. 151C are set out in the Civil Rights Grievance Procedure.

The District's Civil Rights Grievance Procedure is available at the District website.

This policy, or a summary thereof that contains the essential policy elements shall be distributed by the Brockton Public School District to its students and employees and each parent or guardian shall sign that they have received and understand the policy.

The District has appointed Dr. James M. LaBillois, Assistant Superintendent of Unified Student Services (JAMESLABILLOIS@BPSMA.ORG; Crosby Administration Building, 43 Crescent Street, Brockton, MA 02301m (508) 894-4341.

The Building Principal and/or Assistant Principal of each school is the appropriate administrator to receive a complaint in each school.

Please note that the following entities have specified time limits for filing a claim.

The Complainant may also file a complaint with:

- The Mass. Commission Against Discrimination, 1 Ashburton Place, Room 601
Boston, MA 02108
Phone: 617-994-6000.
- Office for Civil Rights (U.S. Department of Education)
5 Post Office Square, 8th Floor
Boston, MA 02109.
Phone: 617-289-0111.
- The United States Equal Employment Opportunity Commission,
John F. Kennedy Bldg.
475 Government Center
Boston, MA 02203.

LEGAL REF.: M.G.L. [151B:3A](#)
Title IX of the Education Amendments of 1972
BESE 603 CMR [26:00](#)
34 CFR 106.44 (a), (a)-(b)
34 CFR 106.45 (a)-(b) (1)
34 CFR 106.45 (b)(2)-(b)(3,4,5,6,7) as revised through June 2020
Title IX Sexual Discrimination Grievance Procedure

CROSS REF.: ACG, Civil Rights Grievance Procedure

SOURCE: MASC July 2024 in part rev MLM PC

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.

EPA Warnings & Notification

Brockton Public Schools Public Notice

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

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

EPA Warnings & Notification

AHERA 40 CFR 763.1 11

The Brockton School Department as a local education agency (LEA) has posted in the primary administrative and custodial offices and in the faculty common rooms of each School under its authority a completed copy of a Notice to School Employees which indicates that the school has been inspected and has friable asbestos containing material 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 (40 CFR 763, 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 schools 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 material, sample results and an estimate of the percent of asbestos content.

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

Student Information to Military Recruiters

Federal legislation requires, upon request by military recruiters, that each school district release to such recruiters the names, addresses and phone numbers of current students, **unless the student or parent has submitted a request indicating that such information is not to be released.** If a student or that student's parent does not want such information to be released, one must complete a Military Recruiters Opt-Out form which can be found on **page 6** of this handbook. This signed form will prevent the military from obtaining a student's information from Brockton High School. Please note that military recruiters have several other avenues from which they may obtain information for recruiting purposes. **The form must be signed and delivered to the school principal no later than October 1.**

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 Shanna Gray as the Homeless Education Liaison.

I. Academic Policies

State-Mandated Assessment Requirement

As well as meeting all local graduation requirements, the Commonwealth of Massachusetts requires all students to pass the English/Language Arts, Math, and Science Technology and Engineering MCAS exams in order to receive a high school diploma. High School students take these exams for the first time at the end of the sophomore year. Students will have five opportunities during their high school years to pass the ELA and math MCAS and three in Science/Technology and Engineering. To assist students in preparing for these exams, Brockton High offers many MCAS preparation programs. Tutoring is available in our ACCESS Center (G128) during the day and after school. It is important to note that students who have not passed the MCAS may be rescheduled from Directed Academics or elective courses and assigned to MCAS classes. These classes during the day are mandatory; students will receive a grade and earn credit for these classes.

If a student does not receive a score of proficient or advanced on the MCAS exams in Math, English Language Arts (ELA) and Science and Technology/Engineering, school districts are required to develop an Educational Proficiency Plan (EPP) to ensure a student's progress toward proficiency.

Students Graduating in 2024-2025 must:

- either meet or exceed a scaled score of 472 on the grade 10 MCAS English Language Arts **OR** meet or exceed a scaled score of 455 **AND** fulfill the requirements of an Educational Proficiency Plan (EPP)
- either meet or exceed a scaled score of 486 in the grade 10 MCAS Math **OR** meet or exceed a scaled score of 469 **AND** fulfill the requirements of an Educational Proficiency Plan (EPP)
- additionally, meet or exceed a scaled score of 220 of the Science and Technology/Engineering MCAS Test

Please note that the passing standards for the classes of 2021-2025 are set at a level of achievement that has been established as equivalent to the standard on the legacy MCAS tests.

Appeals

The Department of Elementary and Secondary Education has established an MCAS Performance Appeals Process for those students who have not passed the MCAS but have demonstrated in school that they possess the skills and knowledge measured on the MCAS. The state has established the following criteria for a student to be eligible for the appeals process.

The student must:

- Have taken the MCAS in the subject areas of English/Language Arts and Math at least three time (or completed the ELA and Math MCAS-Alt twice)¹
- Have taken the MCAS Science and Technology/Engineering (STE) at least once at the high school level (or completed an STE MCAS-Alt once at the high school level) and be currently enrolled in a high school STE course or have completed grade 12. The appeal must be in the same STE discipline as the MCAS test taken by the student.
- Maintained at least 95% attendance during the year before and the year of the appeal.
- Satisfactorily participated in tutoring and other academic support services.

If those criteria are met, then the school can submit an application for appeal. There are four (4) separate types of appeal which may be filed: Cohort Appeal, Portfolio Appeal, Transcript Appeal, and Military Alternative Evidence. Each type of appeal has a unique evidence requirement.

Cohort, Transcript, and Military Alternative Evidence Appeals are reviewed by the MCAS Performance Appeals Board, a panel of educators who meet monthly during the school year to review the information submitted and make a recommendation to the Commissioner about the outcome of the appeal. Portfolio Appeals are reviewed by the Portfolio Appeals Review Panel made up of high school content experts in ELA, mathematics, and STE who evaluate the evidence submitted in the portfolios and make recommendations as to whether the portfolio has met all requirements to earn the CD.

Each appeal will result in one of the following findings:

- **Granted** — the student will earn a Competency Determination based on the appeal finding.
- **Denied** — the student will *not* earn a Competency Determination based on the appeal finding.
- **No Determination** — a finding could not be made based on the information submitted in the appeal, and therefore the student will *not* earn a Competency Determination.

Homework Policy

Purposes of Homework

Homework is defined as written or non-written tasks assigned by a teacher to be completed outside the classroom. These assignments should complement class work and be relevant to the curriculum. Homework is a natural extension of the school day and an important part of a student's educational experience. Homework encourages self-discipline, pride in one's work, positive self-esteem, and an interest in learning. Homework also reinforces the connection between home and school.

Kinds of Homework

Homework may be assigned as preparation for upcoming lessons or as an extension of class work.

- Preparation homework- given to prepare a student for upcoming lessons.
- Practice homework- designed to reinforce lessons already taught in class.
- Extension/creative homework- intended to provide challenging learning opportunities for enrichment and extension of the lesson. These assignments reinforce the Massachusetts Curriculum Frameworks and promote inquiry, problem solving, discovery, analysis, and application of essential concepts

Parents'/Guardians' Responsibilities

- Respond to the school's request for support of stated expectations for homework for a given year.
- Expect daily assignments and insist that students complete them regularly.
- Review progress on long term assignments periodically.

¹ Please note for ELA and mathematics, a student in the class of 2025 may be waived from the requirement to take the test a minimum of three times by taking the test twice and including a letter from the superintendent requesting that this requirement be waived due to the extended school closures last spring and cancellation of the spring 2020 MCAS.

- Provide a suitable study atmosphere that is quiet, well lighted, and supervised periodically.
- Maintain the home/school connection through calls and conferences.
- Show interest in the homework being done and assist when needed.
- Ensure that the product is the student's own work.
- Take part in the student's learning by providing enriching experiences outside the school day.
- Encourage pleasure reading above and beyond specific homework assignments.

Student Responsibilities

- Develop the habit of recording directions for homework and asking questions for clarification.
- Complete homework assignments accurately, neatly, and on time.
- Complete assignments missed because of absence within a reasonable time, according to established policy in the Student/Parent Handbook.

Progress Reports

A progress report must be sent to parents in the middle of each marking period for students whose achievement indicates possible failure or who are not working up to their level of ability. The report is to be made out by the teacher and will then be available on Infinite Campus on the Student Portal. In addition, all parents/guardians of a student on an Individualized Education Program (IEP) will receive a separate progress report documenting progress toward IEP goals. Students on an IEP will also receive progress reports at least as often as general education students are apprised of their progress.

Make-Up Work

Once a student has been absent, it is one's responsibility to make up the work. A student will be allowed one day for every one day of absence to make up work. Additional time may be granted by the school administration. The student is responsible for scheduling make-up sessions with the appropriate teachers following any absence from class.

Those students who are suspended will not be allowed in school during the Semester Final Exams or Year-End Final Exams. They will be allowed to take a make-up exam during a time specified by the teacher or department head involved.

Academic Levels

Brockton High School sets high standards and expectations for **all** students at **all** levels. Every course is designed to provide students with the knowledge and high-level skills needed for post-secondary education, technical training and employment.

Course level placement for a student is determined on an individual basis by examining data including assessments, teacher recommendations, grades, and other relevant information. Students must work with their parents and guidance counselors to plan a course of study over four years which will help them reach their highest potential in achieving their goals after high school.

Successful completion of courses taken at the levels described below, in addition to meeting graduation requirements, will enable students to meet the recommended pre-requisites for admission to a college or university.

Levels	Descriptors: (Descriptor refers to the depth to which the content of the course is covered)
Honors	Goal at this level: Expert mastery of key concepts with intensive examination of course content
College Prep Advanced	Goal at this level: Advanced mastery of key concepts with extensive examination of course content
College Prep	Goal at this level: Proficient mastery of key concepts with comprehensive examination of course content

Level Assignment Information

The criteria for placement in an academic level are based on test scores, standardized testing information, previous grades, and levels, and teachers' recommendations.

If a student is considering moving to a higher academic level, one must understand the level of commitment required of a particular level. If a student wishes to make a move upward during the academic year, one must wait until after the first marking term. Decisions will be based on the criteria listed above and space availability.

Students requesting a drop-in level must exhibit serious gaps in their ability to perform successfully in any given subject. Level changes will be made only after careful consultation with the counselor, teacher and department head. Generally, students who demonstrate their best effort to try and resolve issues in a particular class, overcome these challenges. Some ways to demonstrate effort include: asking for extra help after class, good attendance and completion of class assignments and homework.

In semester courses, level changes should be completed by the end of the first term; in full-year courses, level changes should be completed by the end of the first semester. Lateral changes (i.e., student remains at the same level, but requests a teacher change) are rarely approved; these changes will be made only in extreme circumstances, and with the approval of the student's Associate Principal for Culture and Climate.

The school policy dictates that students will not be allowed to drop any classes once the school year begins. If extenuating circumstances exist, the student and parent should make an appointment with the department head.

Honor Roll

Brockton Public Schools computes three levels of Honor Roll based on student marks for each of the 4 terms. Any mark of "I" will exclude a student for all Honor Rolls. Any marks of "M", "N", "P", or "W" will not be considered in determining Honor Roll eligibility.

The three levels of Honor Roll

- Highest Honor Roll: Requires all "A's"
- High Honor Roll: Requires "A's and/or B's" in all courses, and an "A" or "B" in citizenship
- Honor Roll: Requires "A's and/or B's" and not more than one "C" in all courses, as well as an "A" or "B" in citizenship

Early Graduation

Brockton High School sophomores or juniors who meet the established criteria listed below may apply for Early Graduation from Brockton High School. This would allow for graduation either at the end of their junior year, or at the end of the first semester of their senior year.

Eligibility Criteria

To apply for this Early Graduation, the student must:

- Have parent approval
- Have remained a 95% attendance record every year at BHS
- Have earned an A in citizenship every year at BHS
- Have passed the state required assessments
- Have earned a 3.0 GPA at the time of the application
- Be on track to have completed all credit requirements for graduation
- Provide evidence of extracurricular participation either in school or in the community
- Have attended Brockton High School for a minimum of two years

Exceptions to any of these criteria must be presented at the time of the application by the applicant with explanation and documentation and the principal will decide if any of these criteria will be waived.

Application Process

Students who wish to graduate upon completion of their junior year must submit their application by March 1 of their sophomore year. Students who wish to graduate upon completion of the first semester of their senior year must submit their application by March 1 of their junior year. Applications may be submitted earlier; these are the final deadlines.

Application

There are two parts to this application process – a written application and an interview.

PART I: Written Application

This application, which must be completed by the applicant, must include:

1. A current transcript verifying the academic requirement
2. Attendance and citizenship verification from the Associate Principal for Culture and Climate
3. MCAS verification from the guidance counselor
4. A letter from the parent/guardian supporting the application
5. A written statement of approximately 500 words completed by the application that consists of three parts:
 - a. An explanation of why Early Graduation is being sought
 - b. A specific plan for meeting Brockton High requirements
 - c. A plan for post-graduation that includes goals for the future

PART II: The Interview

After the written application has been submitted, a meeting will be convened to discuss the application. This interview group will include the applicant, parent/guardian, guidance counselor, associate principal for culture and climate, and assistant principal. Following this meeting, a decision will be made by the principal.

Important Considerations for Participation

As well as meeting the eligibility criteria, there are additional considerations that potential applicants **MUST** strongly consider prior to committing to participation in the Early Graduation process.

- The Early Graduation process is contingent upon availability of classes needed. We will make every effort to offer the courses, but there may be some semesters when a particular course may not be offered, or excessive class size may prevent the student from enrolling in a particular course.
- The student's progress toward meeting the Early Graduation goal will be monitored each grading term by the student's guidance counselor. Participation in the Early Graduation process is contingent upon the applicant's continuing to meet all of the requirement criteria.
- Students who have completed the Early Graduation process will receive their diploma early but will be allowed to participate in the Brockton High School graduation ceremony. However, participation in other senior activities, including for example, the prom, concerts, the musical, senior breakfast, and theme week, will not be permitted.
- A student applied and was approved for early Graduation may opt to withdraw from the Early Graduation process and remain at BHS by submitting a letter with parent approval by the end of the application year. **Once the student's program has been designed and a semester of courses has been completed, students will not be allowed to opt out.**

Athletic and Extra-Curricular Activities

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

Academic Requirements

- Show progress towards earning a minimum of 9 credits the previous term.
- To satisfy this requirement, a student must pass at least 1 major subject course each term.
- To be eligible for the fall marking period, students are required to earn a total of eighteen credits for the previous school year.
- If a student is eligible to attend summer school, courses failed can be retaken and, if passed, used toward fall academic requirements.
- Students participating on athletic teams are also subject to all of the rules and regulations set forth in the Massachusetts Interscholastic Athletic Association's (MIAA) Handbook.
- Incomplete grades may not be counted toward eligibility.

- Academic eligibility for all students shall be considered official when official grades are posted for the previous term
- Students must be present in school for the entire school day in order to participate in any athletic or extracurricular activities on that day. (The House Administration may make exception to this rule for compelling reasons.)
- Participation during vacations/weekends is required for any student participating on athletic teams or involved in extra- curricular activities. A student's coach/advisor will provide them with a calendar in advance of scheduled rehearsals, events, practices and games during vacations/weekends.

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 school.

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

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

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

Coaches, trainers and volunteers will use techniques and skills that minimize sports-related head injuries and share that information with student athletes.

Documentation of an annual physical examination of students participating in extracurricular athletic activities consistent with 105 CMR 200.000 is kept in the student's health record, which will be kept on file in the school nurse's office.

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

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

Evaluation Guidelines

- Any time a concussion is suspected to have occurred on school grounds or in the course of school-sponsored activity, the student will be removed from participation and will not be allowed to return the same day.
- Parents will be notified so the parent may take the student to a medical provider for appropriate medical evaluation and treatment. All head injuries and suspected concussions will be reported to the school nurse, and for high school athletes, to the certified athletic trainer on staff.
- Any time a head injury is suspected to have occurred, the coach, trainer or program director will notify the school nurse.
- The school nurse will notify the academic teachers of the affected student and provide a form with guidelines for concussion accommodation plans.

- Evaluation and clearance by a medical provider will be required.
- Student-athletes will not return to play without the note from the medical provider and only after completion of the Return to Play Protocol followed by the athletic trainer.
- The Return to Play Protocol is a stepwise progression consistent with guidelines published by the Centers for Disease Control and Prevention (see <https://www.cdc.gov/headsup/index.html>).

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

Wellness Education Waivers

While it is in the best interest of all students to participate in physical education and fitness instruction, there may be instances when a student wishes to receive a waiver from Wellness classes. Students may receive a waiver based on the following criteria.

- The Swimming Waiver test is a water safety test offered one day per week for the first month of each semester. This test is open to all students. Upon successful completion of requirements, the Wellness Department Head will provide the names of qualified students to the Guidance Department Head who will forward the information to the appropriate counselor for documentation.
- For students enrolled in the JROTC Program, one semester of the wellness requirement may be waived, but no credits in wellness would be granted. At the end of each semester, the head of the JROTC Program will provide the names of qualified students to the Guidance Department head who will forward the information to the appropriate counselor for documentation.
- One wellness education requirement per school year may be waived (but no credit given) for any student who successfully completes a Varsity or Junior Varsity season on a Brockton High School athletic team after their freshman year and before the spring season of their senior year. A waiver will only be issued during the school year in which the student participated on a team. At the end of each athletic season, the athletic director will submit a list of qualified students to the Guidance Department head who will forward the information to the appropriate counselor for documentation.
- Additional waivers may be granted at the discretion of the department head for programs such as Water Safety Instruction certification or other programs that meet the National Association for Sport and Physical Education criteria. Upon completion of requirements, the Wellness Department Head will provide the names of qualified students to the Guidance Department head who will forward the information to the appropriate counselor for documentation.

Note: Students are encouraged to take Wellness courses even if they qualify for a waiver. Freshmen are excluded from the waiver as we require all freshmen to take Introduction to Wellness Education.

Wellness Department Comprehensive Sexuality and Health Curriculum

This curriculum is abstinence based and focuses on relationships; emotional and physical changes young people experience, decision-making skills and the health risks involved with teen sexuality. The program will be presented by the health teacher with added support from the school nurse and classroom teacher. Under Massachusetts law and the School Committee policy, you may exempt your child from any portion of the curriculum that primarily involves human sexual education or human sexuality issues. **To apply for an exemption, you must send the Principal a letter requesting an exemption for your child.** No student who is exempted from this portion of the curriculum will be penalized. We will provide an alternate assignment to students who are exempted. If you would like to review these materials at the school, you are welcome to do so. Please call the Principal to arrange a convenient time. Parents/guardians who have questions related to the wellness curriculum are encouraged to contact the wellness department head for more information.

II. Student Rights & Privileges

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 Brockton High School 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, substantially disruptive, 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 Records

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.
- c. Destroying a student's records - The school system must keep a student's transcript for at least 60 years after the student leaves the school system. Temporary records must be destroyed within 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.
- d. Amending a Student's Record and appealing it - A student/parent or guardian may add any relevant written material to the student's record. If there is information in the record that the student/parent or guardian feels is

inaccurate, misleading, or irrelevant and the student wants it removed, the student may ask the Principal to remove it. If the request is denied, or if the student has any other objections to the school records policy, there is an appeals process. Information about the appeals process will be supplied by the guidance office.

- e. Notice is given that, under Massachusetts law, Brockton schools will allow access to student records to authorized school personnel of the school to which a student seeks to transfer (603 CMR 23.00)
- f. 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 Associate Principal for Culture and Climate in writing.

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 the student's 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.

Special Education Student Records Policy

State regulations have been adopted regarding the retention and destruction of student records, including special education records. It is the policy of the Brockton Public Schools to comply with all state and federal statutes and regulations regarding student records. Special education records are considered by state regulation to be part of a student's temporary record. The temporary record contains the majority of the information maintained by the school about the student. The information may include such things as standardized test results, class rank, Individualized Educational Programs (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.

Student Privileges

Cafeterias

Eating is permitted in the students' designated cafeteria only. Trays and utensils are not to be removed from the cafeterias. All food and/or drink must be consumed in the cafeteria. Food and/or drinks are not allowed in classrooms unless authorized by the administration. **Students are not allowed to bring cakes or balloons to school unless authorized by the administration. Students are not allowed to have outside food brought in, i.e. McDonald's, pizza, subs., etc.**

IRC Schedule/Library Passes

- Students must have an official IRC pass signed in ink from a subject teacher in order to enter their own house IRC only. Students may not enter other house IRCs without a pass from the librarian, Associate Principal for Culture and Climate or Assistant Principal. Only subject matter teachers may issue library passes.
- Only one student's name shall appear on the pass.
- Passes shall be written for no more than one period.
- Passes will be returned daily to the directed academics teachers. If the passes are not returned, the student did not go to the IRC and is to be reported as cutting directed academics.

- Passes for the IRC's during lunch are to be written for one lunch period only and students may only enter the IRC at the beginning of each lunch period. If a student needs more time to complete work, the librarian will write a pass for the student.

School Events/Extracurricular Activities/School Sponsored Field Trips, Proms, PAC/PTA Sponsored Events

The administration and teachers expect that students will conduct themselves in accordance with school policy. The privilege to attend, social events, extracurricular activities, and or field trips may be revoked as a result of disciplinary action. The administration must approve of all guests if a student requests that one attend the prom with a guest who is either not a student at Brockton High School or is not in the class sponsoring the prom. Brockton High School students who are not members of the class sponsoring the activity must have an "A" in citizenship in order to attend the prom with one exception: for those Brockton High School students who may have a "C" in citizenship for reasons other than acts of violence, bullying, incidents of disrespectful behavior to fellow students and staff and/or attempts or acts of destruction to property; subject to final review and approval by each student's respective Associate Principal for Culture and Climate. Junior Prom guests who do not attend Brockton High School must be currently enrolled in a high school and be in good academic and behavior standing at their high school. Any person older than 20 years of age or any person who is in junior high, middle school, or elementary school will not be allowed to attend any Brockton High School prom.

NOTE – ATTENDANCE AT THESE FUNCTIONS IS A PRIVILEGE NOT A RIGHT. THE ADMINISTRATION RESERVES THE RIGHT TO DENY ANY STUDENT AND/OR GUEST ATTENDANCE TO ANY FUNCTION.

Senior Privileges

The Senior Good Citizenship ID sticker can only be purchased after the following conditions have been met. The senior must get an application form from the Associate Principal for Culture and Climate's office, fill it out, have one's parent(s) signed approval, and then get the signature of the Assistant Principal confirming that one has an "A" in-citizenship. The cost of the card will be \$5.00. (Lost ID's will cost an additional \$5.00) Seniors with the card must maintain an "A" in citizenship each term or the card may be revoked. Seniors need to keep their original school issued ID in case their Good Citizenship stickers is lost or revoked. The following privileges will be afforded to the seniors with the Good Citizenship stickers:

- Seniors with the card may leave early if they have a period six Directed Academic PR a class with a teacher absent without a substitute (they must sign out at the Associate Principal's office).
- Seniors with the card may check in at 8:15 am if they have a Directed Academic period one OR know that they have a class in which the teacher is absent without a substitute (they must sign in the Associate Principal's office).
- Seniors with the card will receive free admission to every athletic competition (except for those tournament games run by the MIAA), and special activities (concerts, plays, etc.).
- Seniors with the card will receive a 25% discount in DECA.

Student Government

Students must be free to establish and should be encouraged to participate in student governments that provide students, through a representative system, a voice in school affairs. The students shall have the right to establish eligibility requirements through their constitutional processes subject to the approval of the school administration.

Transportation

Remember: It is a privilege to ride a school bus. The school day begins when students leave their homes and ends when they return. Students are under the jurisdiction of the school administration during this entire period. If a student is not well behaved and courteous, or if a student endangers the health and safety of other pupils, this privilege shall be taken away from the student on a temporary or permanent basis. Violation of any item listed below may result in the **immediate suspension** of the bus privilege and/or suspension from school by the principal.

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

1. The students shall remain back from the roadway and behave in an orderly manner while waiting for the bus.
2. Upon entering the bus, students must go directly to a seat and remain seated until told to leave. They shall obey the directions of the bus driver at all times. Disorderly conduct, shouting or throwing things on the bus will not be tolerated.

3. The students shall keep their arms, heads, hands, and legs inside the bus. They shall not throw anything out of the window. They shall not litter or deface the bus. They must keep aisles clear. If seat belts are available, they must be worn.
4. The emergency door is to be used for emergencies only.
5. The students shall not ride any buses other than the one to which they have been assigned.
6. After a series of warnings, the student can be permanently suspended from bus privileges.

Late Bus Information

Students will only be allowed onto the late buses with a “Late Bus Pass.” Students must receive late bus passes from the teacher for whom they are staying after school, weather for extra help, detention, or a club or intermural activity. Students may not get these in advance; they can only pick them up from the teacher after they have completed their after- school obligation. It is the responsibility of the student to get the pass from the teacher. Students must fill the pass out in front of the teacher, the teacher will then sign the pass and the then the bus driver will collect the pass from the students as they board the bus.

STUDENTS WILL NOT BE ADMITTED TO THE LATE BUS WITHOUT PASSES. Bus students must have their Late Bus Pass with them and wait in the assigned cafeteria for the late buses. Students are not allowed to leave school grounds and come back to get on a late bus. Any students without the Late Bus Pass may be sent home.

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. Once parked, students may not reenter their cars, without permission, until dismissed.
2. The speed limit on school grounds is 15 miles per hour.
3. 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 MGL, Chapter 90, 16A and 310 CMR, 7:11, the Commonwealth’s idling reduction law, which seeks to reduce the health and environmental effects of vehicle exhaust and decrease our use of fuel by reducing unnecessary idling.

III. Attendance Policy

Consistent attendance has a significant impact on school achievement. Our primary responsibility is to prepare students for college and career. By setting clear expectations, we prepare them for a successful future.

This policy will:

- Clearly define students,’ educators,’ and parents’/guardians’ responsibilities.
- Establish firm expectations for school attendance.
- Provide flexibility and accommodate legitimate absences or tardiness.
- Assure the timely flow of information so that staff and families can resolve issues collaboratively before students fall behind.
- Employ a tiered supportive intervention model with a focus on the child’s needs and a productive partnership between home and school.

Individual Responsibilities

Student’s Responsibilities

- Each student is responsible for being aware of their attendance status in class and making responsible decisions about attending all classes regularly.
- The student should monitor their own attendance using Infinite Campus and speak with their teachers if they have any questions about attendance records.

- The student must obtain any make-up class work missed due to absences when appropriate. It is the student's responsibility to see their teachers to obtain missed work. If the student does not submit missed work by the agreed upon due date, the work will not receive credit.

Parent/Guardian Information and Responsibilities

- The parent/guardian should monitor their child's attendance in each of their classes via robocalls when absent and by regularly checking their child's attendance record through the Infinite Campus Parent Portal
- We encourage parents to discuss the importance of good attendance with their children.
- To excuse a student's absence, the parent/guardian must provide a written note within 5 school days after the student's return. If a student needs to leave school at midday due to illness, they must be dismissed from the Nurse's Office.
- Parents/Guardians must keep their contact information updated for timely reporting.

Faculty, Staff, and Administration Responsibilities

- Record every student's attendance in Infinite Campus for each class daily.
- Submit the daily attendance records within the first 10 minutes of each class period.
- Reconcile all adjustments to a student's attendance the following day.
- Notify the student, parent, guidance counselor, and assistant principal when student reaches cut, absence, or tardy totals as outlined below.
- Administration will address students whose absences are unexcused or excessive.

Attendance Requirements

Good attendance is necessary for the academic and social growth of all students. To receive full academic credit for courses passed, students must adhere to the Attendance Policy. A student who does not meet this requirement may lose academic credit.

Absences

Excused Absence

Requisite documentation will excuse an absence for any of the following reasons:

- Death in the family*
- Religious holidays*
- Illness* (Please see below for absences more than five consecutive days)
- Court appearances (require documentation from the court)
- Military obligations (require documentation from supervising party)
- College/higher education interviews or visits
 - Grade 11 and Grade 12 students will be allowed six (6) school days over the two-year period to visit colleges and institutions of higher education.
 - A signed form or letter from the admissions office on school letterhead must be submitted to the Associate Principal upon the student's return.
 - For seniors, college visits after May 1 require special approval from the Associate Principal.
 - Students in grades 9 and 10 who wish to visit colleges must make special arrangements with the Associate Principal to have their absence(s) excused.
 - Authorized school-sponsored activities (require appropriate documentation from the school)

*These three instances require a note from a parent/guardian

Any requisite documentation noted above must be on file in the Associate Principal's office within five (5) school days after the student's return.

Chronic Medical Conditions

For students with chronic medical conditions, a doctor's note is required at the start of each school year. Thereafter, parents should call the Associate Principal's office on the day a student is absent and send a note upon their return to school.

Any student absent for five (5) or more consecutive days due to illness should return with a doctor's note. Doctors' notes must verify the date of office visit during the student's absence and/or specify dates the student needed to remain at home.

Vacations

Waivers will be provided for vacations only once during a student's four years at Brockton High School and shall not exceed five school days. A note must be given to the Associate Principal 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. No credit shall be given unless all work is completed satisfactorily by any student accepting a waiver. No vacation waivers will be allowed during a senior's shortened second semester.

Attendance at School Functions

Students absent or dismissed from school are not eligible to attend school functions in the afternoon or evening of the same day. Exceptions to this may be made at the discretion of the Associate Principal in the event of a planned absence or dismissal. Such planned absences or dismissals, known prior to their occurrence, should be reported in writing to the Associate Principal.

Unexcused Absences

Full Day Unexcused Absences

If a parent/guardian fails to provide valid written documentation within 5 days of the student's return, the school will classify the absence as unexcused (please refer to the previous list of excusable absences).

Tiered Interventions for Full Day Unexcused Absences

- Parents receive automatic phone calls for every full-day absence.
- At a student's 4th unexcused absence of a term;
 - An attendance letter will be sent home to the student's parents/guardians
 - Student meets with their guidance counselor.
 - Administration creates a corrective action plan with the student.
 - All grades are lowered to 59% for the term until the corrective action plan is completed by the student.

Cuts/Skips Class

When in school, students are expected to attend all classes unless excused by an administrator or the nurse.

- If a student is present in school and fails to attend a class without proper documentation, the absence is unexcused.
- If a student arrives to class beyond the halfway point without a valid reason and corresponding pass, that will be considered an unexcused absence for that class.

Tiered Interventions for Skipping Class

Students who cut/skip class will receive a zero for classwork, quizzes and test for that class period and receive the following interventions:

- For the first and second cuts, the teacher will contact home and document communication in Infinite Campus. The student may also be required to stay after school for detention.
- Third cut, the teacher will make an office referral and the student will participate in one day of in-school suspension.
- Fourth cut, the teacher will make an office referral for chronic cutting. The student will be assigned three days of in-school suspension. Parent and student must meet with administration to sign a corrective action plan. If corrective action plan is not completed by the student, class grade is lowered to 59%.

Continued cuts will result in further disciplinary action.

College Visits

Grade 11 and Grade 12 students will be allowed six (6) school days over the two-year period to visit colleges and institutions of higher education. A signed form or letter from the admissions office on school letterhead must be submitted to the Associate Principal upon the student's return.

For seniors, college visits after May 1 require special approval from the Associate Principal.

Students in grades 9 and 10 who wish to visit colleges must make special arrangements with the Associate Principal to have their absence(s) excused.

Tardiness

Being on time is a life skill that students must develop. For this reason, Brockton High School expects all students are responsible for being on time to school and to class every day.

- **Class Tardiness**

Any student arriving to class without an approved pass after half the period (28 minutes) will be marked absent for that class period in the district's student information system. Any student arriving to class five minutes or later after the bell will be written up in the student information system for "Wandering". Students who are tardy three times will serve detention for one hour after school. Every subsequent 3 tardies to a class will result in after-school detention. Failure to report to afterschool detention will result in further consequences and lowering of the student's citizenship grade.

- **School Tardiness**

A student arriving at school after 8 a.m. may not be allowed to enter their first period class, resulting in an unexcused absence from the class. Students must be present in their assigned seats when the bell rings. Chronic tardiness may result in further consequences, including after school detention, Saturday Intervention, In-School Suspension and/or Out of School Suspension. Students arriving at school after 8:30 a.m. must sign in through the main lobby. Administration will require a meeting with a parent or guardian for excessive tardiness.

Dismissal

Dismissals should be made before 1:30 p.m. (or 10:30am on half days) and must be signed by a parent or guardian and submitted to the associate principal's office before 7:30 a.m.

To be dismissed, a student must be checked out by a legal parent/guardian or authorized person designated on the student's emergency form. Students eighteen (18) and older must get administrator approval before checking out. If they return on the same day, they must also check back in through the Associate Principal's Office.

Students must leave the school grounds immediately at the close of school unless they are meeting with a teacher, club, program, team, or are using an IRC. Students with late bus passes must report directly to the appropriate late-bus cafeteria when their activities are complete. Students found unsupervised in the school or on school grounds after dismissal may face disciplinary action.

Unauthorized Leaving of School

Once a student arrives on school grounds, they may not leave without being dismissed by a parent/guardian or emergency form designee. Any student who leaves the campus without properly signing out at the Associate Principal's Office may be assigned out-of-school suspension. Students who open a door to let any authorized person inside the school may face disciplinary action.

Keeping Families Informed

Parents/guardians will be notified by letter from an Associate Principal if their son/daughter is in danger of violating the attendance policy. **Students in violation of this policy must meet with the Associate Principal to discuss their attendance and devise a plan for corrective action.**

Attendance Buy-Back Policy

The “Buy-Back” policy allows a student the opportunity to “buy-back” full day unexcused absences each term according to a set of guidelines that are available in the Associate Principal for Culture and Climate’s office.

Any student who has been absent will have the opportunity to buy back (i.e., waive) up to two days of those absences each term, according to the following guidelines:

- Inform your Associate Principal of your intention to buy back a day and obtain the appropriate form.
- Show that form to each of your teachers for initialing on the first day.
- Attend school for five consecutive days without incurring any tardiness, cuts, and/or behavioral referrals.
- On the fifth day, have each teacher re-sign the form, verifying your attendance and classwork.
- Return the form at the end of the fifth day to the Associate Principal’s office.
- If the student successfully fulfills the above guidelines a one-day waiver will be granted.

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.

Buy Backs cannot be used for unexcused absences due to cuts/skipping class.

Appeal Process/Waivers

Students who violate the Attendance Policy may have credits pulled from their academic record for that term. They may appeal this decision through the following:

- **Level I** Associate Principal
- **Level II** Principal
- **Level III** Superintendent of Schools (or designee)
-

A student is allowed only two appeals during their time at BHS.

Waivers will be provided for vacations only once during a student's four years at Brockton High School and shall not exceed five school days. A note must be given to the Associate Principal 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. No credit shall be given unless all work is completed satisfactorily by any student accepting a waiver. No vacation waivers will be allowed during a senior’s shortened 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 Associate Principal’s Office. All documentation, including doctor's notes, must reach the office within five (5) days after the student returns to school. All requests for waivers at the end of the term must be received by the 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.

Truancy

Truancy occurs when a student has a record of unexplained or unauthorized absences.

A conference with the parents/guardians, student and administration is required. The student will also be referred to their respective guidance counselor. In cases where the student is under sixteen, a referral will be made to the School Department Attendance Officer.

Subsequent offenses may result in further disciplinary action.

IV. Code of Conduct & Penalties for the Violation of School Rules

Brockton High School 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.

Brockton High School Behavior Expectations

The Code of Conduct establishes every individual's responsibility to respect the rights of others. Respect is fundamental to a positive school climate. We believe the culture at Brockton High School is characterized by conduct in which individuals respect themselves, staff, and property. Pride in oneself and the school community is displayed by respecting the physical site and all educational materials. Respect includes such behaviors as: following directives of teachers, administrators, and staff; refraining from the use of inappropriate language, hateful speech, and degrading remarks; and promoting a safe, healthy school environment. Behavior expectations help to guarantee that every student is afforded the opportunity to learn in a positive and supportive environment and that students and staff can work effectively together.

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.

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 Principal may increase the consequences as appropriate. Please note: in some cases, after a disciplinary hearing, the principal has the prerogative to refer students to the pupil personnel director for placement in an alternative school setting. Students who are suspended for 10-days for violating school rules and the rights of others may be requested to serve their suspension in the Counseling and Intervention Center at the Keith School, where the student will have the opportunity to make academic progress.

Accessing Inappropriate Material on the Internet/Violations of Internet Acceptable Use Policy and/or Responsible Use Policy and Guidelines

Internet use is a privilege not a right, which may be revoked at any time for abusive conduct. Any student who downloads and displays inappropriate material will be subject to disciplinary action.

Arson

Setting fire to or substantially damaging any school building or property. Referral to School Police and the Brockton Fire Department. Should arson result in issuance of felony charges as to the student, the student may be subject to long-term suspension and/or expulsion in accordance with M.G.L. ch. 71, § 37H½.

Assault/Battery (On Staff)

Notification to School Police, and possible referral to an alternative education setting. Additionally, long-term suspension and/or expulsion in accordance with M.G.L. ch. 71, § 37H

Back Talk, Disrespect, or Insolence to Staff

Students are responsible for showing respect for the authority of teachers. Students must use only acceptable and courteous language.

Being in the Building Prior to or After School

A. Unauthorized Entry - Students are not allowed in the building before or after school hours without permission from a teacher, staff member, or administrator.

B. Trespassing - The wrongful entry on school property: Students who enter the school building or are on any school grounds while on suspension are trespassing. Such student is in violation of the law (M.G.L. 26S, s. 123, 272, § 39.) The appropriate legal authorities will be notified.

Bullying/Cyberbullying

All forms of bullying and cyberbullying by Brockton High School students or school staff members are hereby prohibited. Anyone who engages in bullying or cyberbullying in violation of this policy shall be subject to appropriate discipline. This policy is in effect while students are on property within the jurisdiction of the school district; while on school-owned and/or school-operated vehicles; during remote learning, while attending or engaged in school-sponsored activities; and while away from school grounds if the misconduct creates a hostile environment or materially and substantially disrupts the education process or orderly operation of the school. Any student who retaliates against another student reporting bullying or extortion or for assisting or testifying in the investigation or hearing may be subject to disciplinary action.

Cafeteria Offense

Any violation of cafeteria procedures will result in disciplinary action.

Cheating

Cheating on tests, assignments, and homework or engaging in plagiarism is a serious violation and may result in zero credit for the assignment, parental contact, and an F in citizenship.

Classroom Conduct Expectations

Expectations for classroom conduct are consistent throughout the school:

- Arrive to class on time and be prepared for the work at hand.
- Remain attentive to the task at hand during the entire period.
- Be considerate of the rights and feelings of others.
- Respond promptly to the direction of the teacher

In the classroom, teachers will clarify the expectations for a student's success in that particular class, but all classes at Brockton High expect mutual respect and participation in the class. If a student does not meet the expectations of the classroom they can expect the teacher to respond by clarifying expectations, redirecting students toward expectations and/ tasks, and trying to re-engage students. If the student continues to have difficulty they can expect teachers to respond with a variety of interventions such as, seat changes, brief private conversations, afterschool detentions, phone calls home, or parent-teacher meetings. As a trained professional, it is for the teacher to determine the best approach to re-engage the students in the classroom. If the teacher's interventions still don't result in a re-engaged student, the student may be referred to the Assistant Principal's office.

Consistent Abuse of School Rules (Chronic School Offender)

Multiple offenses and/ habitually violating school policy

Corridor Behavior

It is the student's responsibility to be in the assigned supervised area on time during directed all periods. Students are not to be out of an assigned room without a proper written authorization pass. To establish a climate for courtesy and mutual respect, and for the safety and well-being of everyone, the following behaviors are not allowed:

- Running, shoving, pushing or playing of any kind in the corridor or hallways.
- Yelling, shouting, or abusive language in the school building.
- Banging, slamming or kicking of locker doors or classroom doors.
- Excessive public display of affection is inappropriate in any area of the school.
- Littering, throwing objects, or spitting

Cutting Classes

Students are expected to be in all scheduled classes everyday. If a student skips a class it will count as an unexcused absence, they will lose credit for the work missed, and may face disciplinary action. Teachers are not required to provide make up work or credit for work missed due to a cut.

Disruption (Classroom)

Actions which disrupt the educational process are never acceptable. Students, who continually talk, make noises, throw objects, deface or mar classroom materials, and who are disobedient will be subject to disciplinary action.

Disruption (School Wide)

A student will not engage in conduct, nor urge other students to engage in conduct, by use of violence, force, noise, coercion, threat, intimidation, fear, passive resistance, or any other conduct for the purpose of causing the substantial and material disruption or obstruction of any lawful mission, process or function of the school. Any student intentionally causing such disruption may be suspended and reported to legal authorities.

The following illustrate some of the offenses:

- 1) Occupying any school building, school grounds or parts thereof with intent to deprive others of its use;
- 2) Blocking the entrance or exit of any school building or corridor or room therein with intent to deprive others of lawful access to or from, or use of, the building, room, or corridor;
- 3) Making a bomb threat or a substantial threat to the safety of a school building or school function. (Student will be required to attend outside-of-school counseling and/or anger management classes.)
- 4) A physical act that prevents the convening or continued functioning of any school, class or activity, or of any lawful meeting or assembly on the school campus;
- 5) Except under the direct instruction of the principal, blocking normal pedestrian or vehicular traffic on school grounds; and
- 6) Continuously and intentionally making noise or acting in any manner so as to interfere seriously with the teacher's ability to conduct a class. (Mass. Gen. Laws ch. 272, § 40)
- 7) Blatant disregard for reasonable requests or directives

Dress Code

Our dress code seeks to balance our students' self-expression and individualism with the need to maintain a safe and welcoming learning environment for all.

We reaffirm our commitment to equity and inclusivity by explicitly stating that students are permitted to dress in a manner consistent with their gender identity. Furthermore, students shall have a right to express themselves by the dress and hair style of their own choosing provided students meet their responsibility to dress and groom in a manner that conforms to the reasonable and acceptable standards of health, safety and cleanliness, will not cause a disruption or disorder of the educational process, and is not discriminatory, harassing or objectively offensive and/or does not endanger the health, safety and welfare of the student or others.

As an educational institution, our primary responsibility is to prepare students for success in their future workplaces and society. **With that goal in mind, we will continually reinforce the importance of appropriate dress.**

In the interest of maintaining a learning environment that is safe, non-discriminatory and free of unnecessary disruptions or harassment, students are not permitted to wear any of the following:

- Any apparel or head covering which inhibits a staff member's or emergency responder's ability to quickly identify the wearer. This includes but is not limited to hats, hoods, or bandanas. Exceptions will be provided by the Associate Principal of Climate and Culture for documented religious or medical reasons or identified disabilities.
- Gang-related clothing, articles, symbols, or visible gang tattoos.
- Any item that encourages the use of alcohol, tobacco, or illegal drugs, and/or other illegal or violent activities.
- Any item which references sexually provocative or explicit content.
- Any item which causes disorder or disruption of the school or creates a hostile environment for others at school.
- Jewelry and/or accessories that could cause injury.
- Coats and jackets unless a modification is offered by the principal or their designee due to extenuating circumstances, such as medical or religious reasons or extreme weather conditions. These items must be kept in students' lockers when a modification is not provided.
- Clothing should provide appropriate body coverage. Bareback, midriff and lowcut shirts, short shorts, and pants with rips above the knee are not permitted. In addition, attire that reveals undergarments, and garments that are made of see-through materials (mesh, sheer fabrics) without a blouse/shirt underneath are not allowed. Clothing must cover undergarments when sitting, standing or bending.

Students are expected to follow staff directions with respect to wearing any appropriate attire, protective clothing, safety glasses or other protective or safety equipment that may be required for participation in specialized programs, including but not limited to in vocational programs and physical education classes. Appropriate and safe footwear is required at all times.

School administrators are authorized to act in instances where students' attire does not meet the stated requirements. Enforcement of the dress code should be done in the least restrictive manner so as to reduce disruption to the student's school day, minimize the loss of instructional time, and preserve the respect and dignity of both the student and school community.

In most cases, if a student's attire does not comply with this policy, a private conversation will be held with the student and the involved staff member or associate principal. The primary goal of the conversation is to educate, not to punish. Students who violate the student dress code shall be required to modify their appearance by covering or removing the offending item, and, if necessary or practical, replacing it with an acceptable item. Failure to comply with this policy could result in disciplinary action after due process consistent with the student code of conduct.

Endangering: Unauthorized use of Matches, Flammables, Extinguishers, Etc.

Disciplinary action and/or referral to the Brockton Fire Department.

Excessive Roughness

Students must respect each other's rights, safety and personal space. Those who engage in excessive roughness will be subject to discipline.

Extortion

Extortion is the act of obtaining money or other property from a person by use of force, coercion, or threats of bodily harm. In order to protect students from possible extortion, any passing of money, for whatever reason, between students will be considered a violation of this rule, and may result in suspension at the discretion of the principal.

False Fire Alarm

Any student who causes or attempts to cause a false fire alarm or who engages a fire extinguisher will face disciplinary action and/or referral to School Police and the Brockton Fire Department.

Fighting

All students involved in a fight will be subject to discipline.

Filming/Videotaping/Photography

Using any device to record or photograph any student or staff member while on school grounds is prohibited without the permission of the supervising teacher and the expressed consent of any person involved. This policy includes recording in school cafeterias and hallways. Recording fights, assaults, or any other inappropriate behavior is prohibited. Violations of this policy may result in disciplinary action.

Financial Obligations

All students have the responsibility to meet their obligations (e.g., financial, equipment, uniforms, books, etc.). Failure to do so may necessitate administrative action.

Fireworks (Possession)

The laws of the state prohibit fireworks entering the state for individual use. Possession of fireworks is prohibited.

Forgery (Parent or Staff Signature)

Forgery is the act of signing another name falsely in order to deceive.

Gambling

Betting, card-playing, flipping-coins, using dice or other games of chance are prohibited on school grounds.

Gang Activity

Any gang-related activities. Student may face disciplinary action and/or referral to School Police

Harassment/Civil Rights Discrimination

Harassment of other students will not be allowed. Disciplinary measures in response to harassment or civil rights discrimination may include but not be limited to office referral, parental conference/notification, possible notification of School Police, detention, short-term suspension or long-term suspension depending on the severity of the harassment.

Hate Crimes

Violating the civil rights of others by making racial or religious slurs or wearing pins, clothing, or displaying symbols commonly associated with racial or religious slurs will not be allowed. This includes inappropriate markings on books, clothing, or exposed skin. Disciplinary measures in response to hate crimes may include short-term suspension, long-term suspension, parental notification, notification to School Police, possible referral to an alternative education setting for further evaluation. Should the conduct result in issuance of felony charges, the District reserves the right to issue further disciplinary action, up to and including expulsion, in accordance with M.G.L. ch. 71, § 37H½.

Identification

Every student enrolled in Brockton High School will be issued an identification card for security reasons and for the safety of the student body. **Students must wear photo ID's at all times while inside the building; this includes before and after school. ID's must be worn on a lanyard around the neck and they must always be clearly visible above the waist when on school grounds. No temporary IDs will be allowed outside during lunch. Lost IDs will be replaced at student cost. The school will provide a lanyard. Subsequent lanyards will be the responsibility of the student.** This identification card is to be worn on the person at all times and may be requested before admittance to any function or activity sponsored by the school. The ID card will be requested for use in the IRC and other school-related activities as required. These cards are for the protection of the students and periodic appointments to replace them will be made available. This card is the property of Brockton High School. Students are not allowed to deface or alter their ID in any way. If at any time a student withdraws from school, the identification card must be turned in to the Registrar.

Insubordination

Students who knowingly disobey staff members and/or administrators or who refuse to follow disciplinary procedures will face further disciplinary action

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 may 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.

Opening Outside Door/Admitting People into the Building

Students who open an outside door without permission from an authorized person for the purpose of admitting someone make themselves liable for suspension. Following the official start time, anyone entering the building must do so through the authorized doors only.

Over the Counter Products

All medicines, including over-the-counter products, should be administered in school only by the School Nurse. Any student who possesses, distributes, or uses over-the-counter substances may be subject to school discipline.

Profanity/Vulgarity

Vulgar language, swearing, racial epithets, or derogatory remarks will not be tolerated. This includes verbal expression, written notes, and obscene gestures.

Restricted Areas

The Fine Arts and Gym areas are restricted areas unless a student has scheduled classes, appointments, or permission to be in those areas. Prior to 7:20 a.m., locker areas are restricted. Locker areas can only be used during passing time and/or with a signed pass from teacher or the office. Students must stay in their assigned building unless their schedule requires otherwise. No students are allowed outside the building except with administrative approval. All students must eat in their respective cafeterias.

Sale of Items

Selling of any items in school is prohibited without prior approval of administration.

Sexting

Possessing, taking, disseminating, transferring or sharing of nude, obscene, pornographic, lewd or otherwise illegal images or photographs, whether by electronic data transfers or otherwise may constitute a crime under state and/or federal law. Any person possessing, taking, disseminating or sharing nude, obscene, pornographic, lewd or otherwise illegal images or photographs may be punished under this Code of Conduct and may be reported to the appropriate law enforcement agencies.

School Lockers

Metal lockers are provided for students to keep their personal belongings such as books and clothing. The lockers are the property of the City of Brockton and are on loan to each student while attending Brockton High School. **There is to be no sharing of student lockers, under any circumstances. Combination locks are used on all lockers.** The student assigned to the locker should know the combination. Students should not give their locker combination to anyone. Combinations are changed every year. Padlocks are also available to every entering student for use throughout one's high school career. Students are urged to be very careful with their personal property in the building and to leave this property only in their lockers. The school cannot be responsible for lost articles. Students are discouraged from bringing valuable property to school. It is strongly urged that students not bring large amounts of cash to school. Students may go to their lockers before period 1 and immediately before and after their lunch period. Locker use during any other time of day requires an authorized pass. The principal and/or their designee shall have the right and duty to inspect student lockers and the contents therein. Students need to know that lockers are school property and that there should be no expectation of privacy in regard to them. **Please be aware that in an ongoing effort to keep Brockton High School drug-free, police dogs may be used to search for drugs, paraphernalia, and other contraband in lockers, parking lots, storage areas, and selected locations.**

Search of Persons/Property

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

A. Cell Phone and Electronic Devices Search

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.

Sexual Behavior

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 and the notification of law enforcement agencies, as appropriate.

Smoking/Vaping

"The Education Reform Act of 1993, Section 49, Subsection 37H expressly prohibits the use of any tobacco products within school buildings, school facilities, school grounds, school buses by any individual, including school personnel." This includes any form of "Vaping" and/or the use of e-cigarettes or JUULs, which are strictly prohibited. Possession of tobacco products (cigarettes, cigars, chewing tobacco, snuff or any other form of tobacco), tobacco related paraphernalia (cigarette lighters, pipes, papers and cigarette holders), or vaping products (vapor liquid or vaporizers, e-cigarettes 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.

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 BHS 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 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 BHS 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 High School 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 – School administrative staff members who have reasonable suspicion to believe that a student is in possession of contraband materials may search that student's individual person or in the presence of a witness. The administrator may search clothing, pockets, wallets, purses, etc. The police shall make such search only where this is proper legal justification.
3. Rights of Questioned Students – Parents will be notified in any interview/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 may 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 the information which 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 one's parents must be notified and consulted about further actions that are appropriate in the particular situation.

Surveillance Cameras (Use of)

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 code of conduct guidelines will be subject to the consequences or sanctions imposed for violating those policies, procedures or code of conduct 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 express consent of the Brockton Police Department

Tardiness (To Classes)

If a student is continually tardy to classes or other assigned areas, the offenses may be reported along with appropriate documentation to the Assistant Principal. Any student arriving to class without an approved pass after half the period (28 minutes) may be sent to the Assistant Principal's office and one may be marked absent for that class. Any student arriving to class five minutes or later after the tardy bell may be referred to his or her Assistant Principal for wandering via an Infinite Campus behavior referral.

Tardiness (To School)

The school doors open at 6:45 A.M. and students are expected to be in their homerooms by 7:21 A.M. Attendance is taken and announcements are read therefore, being on time is very important. Habitual tardiness may result in disciplinary action.

Theft

The taking of personal or school property by any student without permission is prohibited. Possible referral to School Police

Throwing Objects

Because of the danger of causing injury to another person, either on purpose or accidentally, any student reported for throwing any object is liable for disciplinary action.

Truancy

Truancy is an unwarranted absence from school with or without parental permission. See Attendance Policy for more information.

Unauthorized Leaving of the Building

Leaving the school building without administrative knowledge and permission will result in disciplinary action.

Vandalism, Defacing Desks, Walls, Etc.

The marking of walls, desks, books, graffiti, and the damaging or destruction of property is vandalism. Penalty Cleanup, parental notification, detention, notification of School Police, restitution, short-term suspension or long-term suspension depending on circumstances, severity and frequency.

Wandering

Wandering is the act of being outside of assigned classroom or area without permission from a teacher, staff member, or administration. This includes walking the halls past the tardy bell, abusing the use of passes, and/or being in a restricted area. Students found wandering will be subject to disciplinary action.

Weapons and Dangerous Instruments (Real or Simulated)

Students found to be in possession of a dangerous weapon, including but not limited to a gun or knife, on school premises or at a school related event, may be subject to suspension or expulsion in accordance with M.G.L. ch. 71, § 37H. In these instances, parents and school police will also be notified. Students found to be in possession of non-dangerous weapons or dangerous instruments (real or simulated) may be subject to office referral, parental notification, confiscation, notification of School Police, short-term suspension and/or long-term suspension. Examples of weapons include but are not limited to guns, ammunition, knives, razors, switchblades, screwdrivers, chains, bricks, rocks, ropes, lighters, matches, water guns, incendiary devices, lasers, shod foot, etc.

PLEASE NOTE: The School Department reserves the right to:

1. Mandate Behavior Contracts for habitual offenders;
2. transfer students to an alternative program or to another school after due process is provided according to the Student Code 51 of Conduct; and/or
3. M.G.L. ch. 71, § 37H½ allows the principal of a school to suspend a student who has been charged with a felony or is the subject of a felony delinquency complaint. This statute also allows the principal to expel a student who has been convicted, adjudicated, or admitted guilt with respect to a felony or felony delinquency, if the principal determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school.

Penalties for Violation of School Rules

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.

Brockton High School is a community of more than four thousand people. Despite the large number of people interacting each day, the school has earned a reputation for excellence in academic and discipline matters. The positive climate is primarily the result of a responsible student body and an interested staff.

There are times, however, when student conduct interferes with the school's academic and discipline standards. When student behavior is unacceptable, a discipline code is enforced. If a student is suspended, one may not attend school, be on school grounds, or attend any school related activity during the term of the suspension. In addition, students with unacceptable records may be placed on an **"Improvement Plan and Disciplinary Contract"**.

Privileges and/or participation in extra-curricular activities may be restricted or denied to students who violate school rules. These include but are not limited to: attendance at the semi-formal, proms, senior breakfast, and participation in the graduation ceremony.

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.

Citizenship Grades

The following is a description of how suspensions and interventions will affect a student's citizenship grade each term.

Suspension/Intervention	Grade
No Suspensions / Interventions	A
No Suspension/ One Intervention	B
One Suspension and/or Two Interventions	C
Two or More Suspensions / Interventions	F
Any Long Term Suspension	F

Interventions, Detentions, Suspensions, and Expulsion Descriptions

Intervention/Consequence Progression

**Consequences assigned after considering all mitigating circumstances

**All consequences and progressions at discretion of BHS Administration

LEVEL 1: Teacher – Suggested Classroom Interventions

Teacher:

- Positive and specific feedback
- Increase teacher proximity
- Change seats
- Behavior Reflection Activity
- Re-teaching and rehearsal of skill or procedure
- Verbal Reminders and redirection
- Student/Teacher conference
- Contact home
- Positive directives that state expectations
- Teacher Detention
- Progress sheets on behavior
- Create a classroom check-in plan

LEVEL 2: Office/Administration – Behavior Referrals for Office Consequences/Intervention

Teacher:

- All Level 1 Interventions
- Referral to Assistant Principal's Office
- Student/Teacher conference
- Collect progress monitoring data about the behavior and interventions attempted
- Peer Mediation

Administration:

- Reflection Activity
- Parent Meetings
- Demerit Buy-Back
- Homework Class
- Restorative Circles
- Check-In Guidance Counselor, Adjustment Counselor, Floor Teacher, Assistant Principal
- Referral to Adjustment Counselor groups (anger management, academic motivation, etc.)
- Referral to Mentoring
- Loss of Privileges
- Lunch Detention
- Saturday School Intervention
- Behavior Intervention Plan
- Peer Mediation
- Demerits
- Handbook Class
- In-School Suspension
- Attendance Plan

LEVEL 3: Suspensions – Short-Term Suspensions

Administration:

- Reflection Activity
- Referral to Mentoring
- Referral and coordination with community-based supports
- Individualized case management for students with 504 plans or IEPs
- In-School Suspension
- Student Support Team
- Family/Guardian/Student/ Support Team conference
- Short-Term Suspension
- Improvement Plan/Behavior Contract

- Check-In Guidance Counselor, Adjustment Counselor, Floor Teacher, Assistant Principal
- Referral to Adjustment Counselor groups (anger management, academic motivation, etc.)
- Develop Functional Behavioral Assessment and Behavior Intervention Plan

LEVEL 4: Suspensions – Long-Term Suspensions and/or Alternative School Placement

Administration:

- All Level 3 Consequences/Interventions
- Alternative School Placement
- Long-Term (More than 10 days cumulatively or consecutively) Suspension

Lunch Detention

Student may be assigned lunch detention for excessive tardiness to school. Students may bring their own lunch or students with a lunch ticket must notify the Assistant Principal's office at the time the detention is issued if they wish to order a school lunch. Lunch detention may be located in a classroom designated by the Associate Principal for Culture and Climate or Assistant Principal. If a student is absent on a day when one is assigned lunch detention, the detention must be made-up the day the student returns to school. If school is cancelled for any reason, the Assistant Principal may reassign the lunch detention.

Handbook Class Intervention

A student may be assigned the Handbook Course Intervention (HCI) for a violation of handbook policy. The HCI will be one hour after school. Student assigned to the HCI may have to participate in class discussions pertaining to the rules and regulations in the Handbook and complete reading and writing assignments. If a student is absent the day of the HCI, they may be reassigned by the Assistant Principal. If a student fails to report to HCI they will have one opportunity to make up the intervention, if they fail to do so they will be assigned an Extended Detention.

After-School Office Detention

A student may be assigned an After-School Office Detention for violations of school policy. The detention will be one hour after school. If a student has been assigned an Office Detention and fails to report, they will be assigned an Extended Detention. If a student is absent on a day when one is assigned Office Detention, it must be made-up the day the student returns to school. If school is cancelled for any reason, the Assistant Principal may reassign the Office Detention.

Extended Office Detention

Student's may be assigned an Extended Office Detention by the House Administration as part of BHS's progressive discipline. Extended Detention will be assigned from 2:05 pm to 3:45 pm, and late busses will be available for students.. It will be a combination of academic, handbook/homework, and social emotional interventions. If a student fails to attend Extended Office Detention a Boxer Saturday Intervention will be assigned.

Saturday Intervention

At the discretion of the House Administration, a student may be given the opportunity to participate in a community service program on designated Saturdays from 8:00 a.m. to 12:00 noon. This intervention program is in lieu of a suspension. Parents will be notified, and students would be required to arrange their own transportation. If Saturday Work Intervention is cancelled for any reason, the Assistant Principal may reassign the intervention day(s). Failure to report to Saturday Work Intervention on the assigned day may result in suspension.

In-School Suspension

In-school intervention is an alternative to out-of-school suspension for violations of the school's conduct code. In-school suspension requires a student to continue work on academic assignments in a supervised classroom. A student may receive academic credit if the work is completed to the satisfaction of the teacher. In school suspension days are waived.

A student assigned to in-school suspension may not attend nor participate in any school sponsored function from the time the in-school suspension is assigned until the morning following the completion of the in-school suspension. Parents will be notified when a student

has been assigned an in-school suspension. In-school suspension hours begin at 7:29 a.m. If a student is absent on the day of an assigned ISI it must be made up on the day the student returns to school. If school is cancelled for any reason, the Assistant Principal may reassign the suspension day.

Out-Of-School Suspension

Students serving out-of-school suspensions are not permitted on school grounds for any reason. A student assigned an out-of-school suspension may not attend or participate in any school sponsored events from the time the out-of-school suspension is assigned until the morning following the completion of the suspension. Students who are suspended for 10-days for violating school rules and the rights of others may be requested to serve their suspension in the Counseling and Intervention Center at the Keith School, where the student will have the opportunity to make educational progress. A parent or guardian is invited and encouraged to attend a re-entry meeting on the return day. If school is cancelled for any reason, the Assistant Principal may reassign the suspension day(s).

Due Process Procedure 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 M.G.L. ch. 71, § 37H¾ (Principal's Hearing). The removal is not a suspension for the purpose of counting the school days that a student is suspended. Parents will be notified when a student is removed or excluded from extracurricular activities.

Suspensions

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

In-School Suspension Procedures

A student may be removed from regular classroom activities, but not from the school premises, for up to ten (10) consecutive school days or up to ten (10) school days cumulatively for multiple infractions during the school year. Students who are placed in in-school suspension shall have the opportunity to earn credits, make up assignments, tests, papers, and other school work as needed to make academic progress during the in-school suspension.

A student who is unable to consistently adhere to acceptable classroom standards in a particular class may be removed from the class permanently and assigned to a different class at the discretion of the principal and/or the principal's 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 the principal's 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 the principal's 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 offence
- 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 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, § 37H³/₄

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

Principal Hearing - Short-Term Suspension

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

No Right to Appeal The decision of the Principal or designee is the final decision for short-term out-of-school suspensions not exceeding ten (10) days, consecutively or cumulatively during a school year.

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

A Long-Term Suspension is the removal of a student from the school premises and regular classroom activities for more than ten (10) consecutive school days, or for more than ten (10) school days cumulatively for multiple disciplinary offenses in any school year. The principal or designee, may, in their discretion, 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, § 37H¹/₂, no student may be placed on long-term suspension for one or more disciplinary offenses for more than ninety (90) school days in a school year beginning with the first day that the student is removed from school. No long-term suspension under M.G.L. ch. 71, § 37H³/₄ shall extend beyond the end of the school year in which such suspension is imposed. Any student facing a potential long-term suspension is entitled to a hearing with the Principal or 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 the student's behalf and to present the student's explanation of the alleged incident, but the student may not be compelled to do so;
 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 the principal's 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, or 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:
 - i. 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.
 - ii. 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, § 37H¾

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 their 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 the superintendent 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 - 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 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. 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.

- b) 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.
- c) 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
- d) 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.
- e) 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 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 Procedures Provisions for Students with Disabilities

Procedures for Suspension(s) Not Exceeding 10 School Days

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

Procedures for Suspension(s) Exceeding 10 School Days

- If your child is suspended for more than 10 school days in a school year, this removal may be considered a “change of placement”. A change of placement invokes certain procedural protections under federal special education law and Section 504.
- Federal law defines a “change of placement” as:
 - Removal for more than 10 consecutive school days; OR
 - A series of removals that constitute a pattern 1) because the series of removals total more than 10 cumulative days in a school year; 2) because the student’s behavior is substantially similar to that in previous incidents that resulted in the series of removals; and 3) because of such additional factors as the length of each removal, the total amount of time the student has been removed, and the proximity of the removals to one another. Please note that determination of whether a pattern of removals is a “change of placement” is made by the District.
- Prior to any removal that constitutes a change in placement, the school must convene a meeting to determine whether or not the behavior that forms the basis of the disciplinary action is manifestation of your child’s disability. Parents have a right to participate in this meeting. At the meeting, all relevant information will be considered including the IEP or Section 504 Plan, teacher observations, and evaluations reports.
- At a manifestation determination meeting, the team will consider two questions:
 - Did the student’s disability cause or have a direct and substantial relationship to the conduct in question?
 - Was the conduct a direct result of the district’s failure to implement the IEP/Section 504 Plan?
- If the manifestation determination decision is that the conduct in question was caused by or had a direct and substantial relationship to your child’s disability OR a direct result of the district’s failure to implement the IEP/Section 504 Plan, then your child may not be removed from the current educational placement (unless under the special circumstances or parents agree). The Team will review the IEP or Section 504 Plan and any behavioral intervention plans and may amend those plans as appropriate. The Team will complete a functional behavior assessment and behavior intervention plan if it has not already done so.
- If the manifestation determination decision is that the conduct in question was NOT caused by or had a direct and substantial relationship to your child’s disability OR was NOT the direct result of the district’s failure to implement the IEP/Section 504 Plan, then the school may suspend or otherwise discipline your child according 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

Appendix A: School District Operational Procedures

Academic Counseling

With regards to general curricular and occupational/vocational opportunities, all students from linguistic, racial, and ethnic background; males; females; homeless students; and students with disabilities all receive the same information and academic counseling as other students on the full range of general curricular and any occupational/vocational opportunities available to them.

To ensure that counseling and counseling materials are free from bias and stereotypes based on race, color, sex, religion, national origin, sexual orientation, gender identity, disability, and homelessness, all counselors encourage students to consider programs of study, courses, extracurricular activities, and occupational opportunities based on individual interests, abilities, and skills. All counselors also examine testing materials for bias and counteract any found bias when administering tests and interpreting test results. Counselors communicate effectively with limited-English-proficient and disabled students and facilitate their access to all programs and services offered by the district and provide limited-English-proficient students with the opportunity to receive guidance and counseling in a language they understand. All counselors support students in educational and occupational pursuits that are nontraditional for their gender.

Access to a Full Range of Education Programs

All students, regardless of race, color, sex, religion, national origin, sexual orientation, gender identity, disability, or homelessness, have equal access to the general education program and the full range of any occupational/vocational education programs offered by the district.

Accessibility of Extracurricular Activities

Extracurricular activities sponsored by the district are nondiscriminatory in that the school provides equal opportunity for all students to participate in intramural and interscholastic sports and extracurricular activities or clubs sponsored by the school do not exclude students on the basis of race, sex, color, religion, national origin, sexual orientation, gender identity disability, or homelessness.

Accommodating Students with Life Threatening Food Allergies

Brockton Public Schools recognizes that students with documented life-threatening food allergies are considered disabled and are covered by the Americans with Disabilities Act, Public Law 93-112, and section 504 of the Rehabilitation Act of 1973. A clearly defined “Section 504 Accommodation Plan” shall be developed and implemented for all such identified students. Necessary accommodations shall be made to ensure full participation of identified students in student activities. The appropriate staff, the parent/guardian of the student, and the student’s physician shall sign such plan.

All Brockton schools are responsible for developing and implementing guidelines for the care of food-allergic students. Such guidelines shall include, but not be limited to, staff development, strategies for identifying students at risk for life-threatening allergic reactions, means to manage the student’s allergy including avoidance measures, designation of typical symptoms, and dosing instructions for medications.

Brockton Public Schools each year shall register with the Massachusetts Department of Public Health in order that school nurses will be eligible to train unlicensed personnel to administer epinephrine by auto injector (epi-pen) to students with life-threatening allergic conditions, consistent with 105 CMR 210.000.

Please note: The risk of life-threatening allergic reactions can never be fully eliminated in the school environment. Parents with allergic children are asked to provide the school with an individualized action plan prepared by the student's physician and reviewed by the school nurse. Parents are strongly encouraged to instruct their children in how to avoid contact with substances to which they are allergic. The school cafeteria can never be fully free of allergens.

Availability of In-School Programs for Pregnant Students

Pregnant students are permitted to remain in regular classes and participate in extracurricular activities with non-pregnant students throughout their pregnancy, and after giving birth are permitted to return to the same academic and extracurricular program as before the leave. The district does not require a pregnant student to obtain the certification of a physician that the student is physically and emotionally able to continue in school unless it requires such certification for all students for other physical or emotional conditions requiring the attention of a physician.

Child Abuse/Neglect

Brockton Public Schools recognizes a duty to be aware of and sensitive to children who educators have reasonable cause to believe have suffered physical or emotional abuse.

Because school personnel are in a position to notice the needs of a child and have an affirmative duty under law to make a report if they have reasonable cause to believe a child being abused. The first goal of school intervention in such cases is always to protect children from potential abuse and use available resources towards this end.

Legal Framework

Under M.G.L., c.119, sec.51A, a mandated reporter who, in their professional capacity, has reasonable cause to believe that a child is suffering physical or emotional injury resulting from: (i) abuse inflicted upon him which causes harm or substantial risk of harm to the child's health or welfare, including sexual abuse; (ii) neglect, including malnutrition; or (iii) physical dependence upon an addictive drug at birth, shall immediately communicate with the department orally and, within 48 hours, shall file a written report with the department detailing the suspected abuse or neglect.

If a mandated reporter is a member of the staff of a medical or other public or private institution, school or facility, the mandated reporter may instead notify the person or designated agent in charge of such institution, school or facility who shall become responsible for notifying the department in the manner required by this section. A mandated reporter may, in addition to filing a report under this section, contact local law enforcement authorities or the child advocate about the suspected abuse or neglect.

A report filed under this section shall contain:

- (i) the names and addresses of the child and the child's parents or other person responsible for the child's care, if known;

- (ii) the child's age;
- (iii) the child's sex;
- (iv) the nature and extent of the child's injuries, abuse, maltreatment or neglect, including any evidence of prior injuries, abuse, maltreatment or neglect;
- (v) the circumstances under which the person required to report first became aware of the child's injuries, abuse, maltreatment or neglect;
- (vi) whatever action, if any, was taken to treat, shelter or otherwise assist the child;
- (vii) the name of the person or persons making the report;
- (viii) any other information that the person reporting believes might be helpful in establishing the cause of the injuries;
- (ix) the identity of the person or persons responsible for the neglect or injuries; and
- (x) other information required by the department.

A mandated reporter who has reasonable cause to believe that a child has died as a result of any of the conditions listed in subsection (a) shall report the death to the district attorney for the county in which the death occurred and the office of the chief medical examiner as required by clause (16) of section 3 of chapter 38. A fine of not more than \$1,000 shall punish any person who fails to file a report under this subsection.

Any person may file a report under this section if that person has reasonable cause to believe that a child is suffering from or has died as a result of abuse or neglect. No mandated reporter shall be liable in any civil or criminal action for filing a report under this section or for contacting local law enforcement authorities or the child advocate, if the report or contact was made in good faith, was not frivolous, and the reporter did not cause the abuse or neglect. No other person filing a report under this section shall be liable in any civil or criminal action by reason of the report if it was made in good faith and if that person did not perpetrate or inflict the reported abuse or cause the reported neglect. Any person filing a report under this section may be liable in a civil or criminal action if the department or a district attorney determines that the person filing the report may have perpetrated or inflicted the abuse or caused the neglect.

Legal References: M.G.L., Chapter 434, Legislative Acts of 1980; M.G.L., Chapter 119, Section 51A; M.G.L., Chapter 176, Legislative Acts of 2008

Definitions:

The following definitions may be found under the Department of Children and Families Regulations (110 CMR, section 2.00):

Abuse: the non-accidental commission of any act by a caretaker upon a child under age 18 which causes, or creates a substantial risk of, physical or emotional injury; or constitutes asexual offense under the laws of the Commonwealth; or any sexual contact between a caretaker and a child under the care of that individual. This definition is not dependent upon location (i.e., abuse can occur while the child is in an out-of-home or in-home setting).

Shaken Baby Syndrome: infants, babies or small children who suffer injuries or death from severe shaking, jerking, pushing or pulling may have been student/victims of Shaken Baby Syndrome. The act of shaking a baby is considered physical abuse, as spinal, head and neck injuries often result from violently shaking young children.

Neglect: Failure by a caretaker, either deliberately or through negligence or inability to take those actions necessary to provide a child with minimally adequate food, clothing, shelter, medical care, supervision, emotional stability and growth, or other essential care; provided, however, that such inability is not due solely to

inadequate economic resources or solely to the existence of a handicapping condition. This definition is not dependent upon location (i.e., neglect can occur while the child is in an out-of-home setting).

Emotional Injury: an impairment to or disorder of the intellectual or psychological capacity of a child as evidenced by observable and substantial reduction in the child's ability to function within a normal range of performance and behavior.

Physical Injury: Death; or fracture of a bone, subdural hematoma, burns, impairment of any organ, and any other such nontrivial injury; or soft tissue swelling or skin bruising, depending upon such factors as the child's age, circumstances under which the injury occurred and the number and location of bruises; or addiction to a drug or drugs at birth; or failure to thrive.

Institutional Abuse or Neglect: Abuse or neglect which occurs in any facility for children, including, but not limited to, group homes, residential or public or private schools, hospitals, detention and treatment facilities, family foster care homes, group day care centers and family day care homes.

Each case of child abuse or neglect is individual. The child who has been hurt is always the student/victim. If you believe a child may be the student/victim of abuse or neglect, speak with your principal and/or guidance counselor.

Reporters

By its nature, child abuse can evoke strong emotional reactions. Reporters need to be sensitive to their own feelings and attitudes, and realize that parents need understanding and help, and often feel relief when it is offered. The process is a non-criminal proceeding.

Holidays

Appropriate ceremonies and observances of national holidays and events of national, state, and local significance shall be encouraged and shall conform to statutory requirements of the Commonwealth. In addition, at various times throughout the school year, classes set aside time for activities that celebrate such holidays as Halloween and Thanksgiving. However, it is recognized that not all families wish to observe or have their children observe these holidays. These activities are ordinarily planned in advance and parents should assume that some sort of celebration would usually occur during these times of the year. Parents who would like their child to be exempted from specific celebrations should contact the principal.

Home and Hospital Tutoring

Brockton Public Schools provides home and hospital tutoring for students who, in the judgment of their physician, should remain at home or in the hospital on a day or overnight basis, or any combination or both, for a period of not less than fourteen school days in any school year. Upon receipt of a physician's written order verifying that a student enrolled in the Brockton Public Schools must remain at home or in the hospital for medical reasons, the principal of the school that the student attends shall arrange, in collaboration with the Office of Exceptional Learning, for tutoring services in the home or hospital. Before a student can receive these services, a licensed physician must complete the state required form.

Home or hospital tutoring is considered short-term and is not a replacement for regular attendance at school. According to the Massachusetts Department of Elementary and Secondary Education, The goal of home/hospital tutoring is to "...minimize the educational loss that might occur during the period the student is confined at home or in a hospital" (603 CMR

28.03 (3)(c)).

Information to be Translated into Languages other than English

Translated versions of all information and documents (e.g. handbooks and codes of conduct) can be provided into the major languages spoken by parents or guardians. Requests for translated documents should be made to the school principal. To the extent possible, Brockton Public Schools will communicate with families in their native languages, as identified on the Home-Language Survey that is completed upon student registration.

Additionally, the district has established a system of oral interpretation to assist parents/guardians with limited English skills, including those who speak low-incidence languages. To access this service for school-based meetings, please notify your school principal. To the extent possible, Brockton Public Schools will automatically establish this service for families in their native languages, as identified on the Home-Language Survey that is completed upon student registration

All school and/or program recruitment and promotional materials are disseminated to residents in the area served by the school or programs are translated into the major languages spoken by residents with limited English skills.

Non-Discriminatory Administration of Scholarships, Prizes and Awards

Scholarships, prizes and awards sponsored or administered by Brockton Public Schools are free of restrictions based upon race, color, sex, gender, gender identity, religion, national origin, sexual orientation, disability, pregnancy or pregnancy related conditions. Brockton Public Schools does not post or print information regarding private restricted scholarships, nor will any staff member advise or suggest to a particular student that he or she apply for such a scholarship.

Parental Involvement – Title I

In accordance with Title I of the No Child Left Behind Act, the Brockton Public School Committee welcomes the participation of parents in support of student learning and recognizes that parental involvement increases the opportunities for student success. It is the policy of Brockton Public Schools to foster and maintain ongoing communications with parents concerning their opportunities for involvement, their children's eligibility for special programs, their children's educational progress, the professional qualifications of their children's teachers, and the status of their children's schools. Brockton Public Schools strives to provide such information in an understandable and uniform format, including alternative formats upon request and, to the extent practicable, in a language that parents can understand. To the extent practicable, Brockton Public Schools shall also provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under Section 1111 of the No Child Left Behind Act in a format and, to the extent practicable, in a language such parents understand. Communications with parents shall, at all times, respect the privacy of students and their families.

Recruiting Information (Armed Forces Recruiter Access to Students)

According to the provisions of the Elementary and Secondary Education Act (ESEA Section 9528), schools are now required to provide students' directory information upon request to military recruiters and/or institutions of higher education. If you do not want your son or daughter's name, address, and telephone number to be released to third parties, please notify your school principal in writing.

Students 16+ Leaving School/Dropout

Within five (5) days from a student's tenth (10th) consecutive unexcused absence, Brockton Public Schools provides written notice to students aged 16 or over and their parents or guardians. The notice is in English and the family's native language and states that the student and the parent or guardian may meet for an exit interview with a representative of the district within ten days from the date the notice was sent. At least two meeting dates will be proposed for the exit interview. At the request of the parent or guardian, the district may consent to an extension of the time for the meeting of no longer than fourteen days.

At the exit interview the participants discuss the reasons that the student is leaving school and alternative educational or other placements. The student and parent or guardian are told that attendance is voluntary after the student turns 16 but are also informed of the student's right to return to school and various programming that is available to support their return to school. Brockton Public Schools sends annual written notice to former students who have not yet earned their competency determination and who have not transferred to another school to inform them of the availability of publicly funded post-high school academic support programs and to encourage them to participate in those programs. Such notice is sent via first class mail to the last known address of each such student who attended a high school in the district within the past two years.

Brockton Public Schools, through its Re-Engagement Center, aims to support former students with a supportive environment to re-engage students and our Re-Engagement Officers will provide continual support and outreach to former students to support their re-engagement in the learning environment.

Appendix B: School Committee Policies

Administering Medicines to Students (JLCD)

Medication may not be administered to students while at school unless such medicine is given to them by the school nurse acting under specific written request of the parent or guardian and under the written directive of the student's personal physician (see below for exceptions). When the school nurse is not present, a student who needs medication during the school day may be called to the office at the scheduled hour and reminded by the secretary to take the medicine. This provision only applies when the correct dosage of the medication has been placed in an individual container clearly marked with the student's name, the dosage to be administered, and the time and/or conditions under which the medicine is to be taken. In addition, the student must be able to recognize the medicine that he/she or she is taking. No one but the school nurse, and those others listed in the medical administration plan acting within the above restriction, may give any medication to any student.

Exceptions:

The school district shall, through the district nurse leader, register with the Department of Public Health and train personnel in the use of epinephrine auto-injectors.

The school district may, in conjunction with the School Physician and the School Nurse Leader, stock nasal naloxone (Narcan) and trained medical personnel and first responders may administer nasal naloxone to individuals experiencing a life-threatening opiate overdose in a school setting.

Following consultation with the school nurse, students who fall into the following exceptions may self-administer medications:

- Students with asthma or other respiratory diseases may possess and administer prescription inhalers.
- Students with cystic fibrosis may possess and administer prescription enzyme supplements.
- Students with diabetes may possess and administer glucose monitoring tests and insulin delivery systems.
- Students with life threatening allergies may possess and administer epinephrine

Self-Administration of Medications

"Self-administration" means that the student is able to consume or apply medication in the manner directed by the licensed prescriber, without additional assistance or direction.

A student may be responsible for taking his/her own medication after the school nurse has determined that the following requirements are met:

- A. the conditions under which medication may be self-administered the student, school nurse and parent/guardian, where appropriate, enter into an agreement, which specifies;
- B. the school nurse, as appropriate, develops a medication administration plan, which contains only those elements necessary to ensure safe self-administration of medication;
- C. the student's health status and abilities have been evaluated by the school nurse who then deems self-administration safe and appropriate. As necessary, the school shall observe initial self-administration of the medication;
- D. the school nurse is reasonably assured that the student is able to identify the appropriate medication, knows the frequency and time of day for which the medication is ordered;
- E. there is written authorization from the student's parent or guardian that the student may self-medicate, unless the student has consented to treatment under M.G.L. c. 112, s. 12F or other authority permitting the student to consent to medical treatment without parental permission;
- F. if requested by the school nurse, the licensed prescriber provides a written order for self-administration;
- G. the student follows a procedure for documentation of self-administration of medication;
- H. the school nurse establishes a policy for the safe storage of self-administered medication and, as necessary, consults with teachers, the student and parent/guardian, if appropriate, to determine a safe place for storing the medication for the individual student, while providing for accessibility if the student's health needs require it. This information shall be included in the medication administration plan. In the case of an inhaler or other preventive or emergency medication, whenever possible, a backup supply of the medication shall be kept in the health room or a second readily available location;
- I. the student's self-administration is monitored based on his/her abilities and health status. Monitoring may include teaching the student the correct way of taking the medication, reminding the student to take the medication, visual observation to ensure compliance, recording that the medication was taken, and notifying the parent/guardian or licensed prescriber of any side effects, variation from the plan, or the student's refusal or failure to take the medication;
- J. with parental/guardian and student permission, as appropriate, the school nurse may inform appropriate teachers and administrators that the student is self-administering a medication.

APPROVED: June 4, 2019

LEGAL REF.: M.G.L. 71:54B

Dept. of Public Health Regulations: 105 CMR 210.00

Dept. of Public Health Regulations: 105 CMR 210.100; 244 CMR 3.00

Athletic Concussion Policy (JJIF)

The purpose of this policy is to provide information and standardized procedures for persons involved in the prevention, training management and return to activity decisions regarding students who incur head injuries while involved in

extracurricular athletic activities including, but not limited to, interscholastic sports, in order to protect their health and safety as required by Massachusetts law and regulations. The requirements of the law apply to all public middle and high schools, however configured, serving grades six through high school graduation. In addition to any training required by law, the following persons shall complete one of the head injury safety training programs approved by the Massachusetts Department of Public Health (DPH) as found on its website: coaches; certified athletic trainers; trainers; volunteers; school and team physicians; school nurses; athletic directors; directors responsible for a school marching band; employees or volunteers; and students who participate in an extracurricular activity and their parents.

Upon the adoption of this policy by the School Committee, the Superintendent shall ensure that DPH receives an affirmation on school district letterhead that the district has developed policies, and the School Committee has adopted a final policy in accordance with law. This affirmation shall be updated by September 30, 2013, and every two years thereafter upon review or revision of its policies.

The Superintendent shall maintain or cause to be maintained complete and accurate records of the district's compliance with the requirements of the Concussion Law, and shall maintain the following records for three years or, at a minimum, until the student graduates, unless state or federal law requires a longer retention period:

1. Verifications of completion of annual training and receipt of materials;
2. DPH Pre-participation forms and receipt of materials;
3. DPH Report of Head Injury Forms, or school-based equivalents;
4. DPH Medical Clearance and Authorization Forms, or school-based equivalents; and
5. Graduated reentry plans for return to full academic and extracurricular athletic activities.

This policy also applies to volunteers who assist with extracurricular athletic activities. Such volunteers shall not be liable for civil damages arising out of any act or omission relating to the requirements of law, unless such volunteer is willfully or intentionally negligent in his act or omission.

Most student athletes who sustain a concussion can fully recover as long as their brain has time to heal before sustaining another hit; however, relying only on an athlete's self-report of symptoms to determine injury recovery is inadequate as many high school athletes are not aware of the signs and symptoms or the severity concussive injuries pose, or they may feel pressure from coaches, parents, and/or teammates to return to play as quickly as possible. One or more of these factors will likely result in under-diagnosing the injury and a premature return to play. Massachusetts General Laws and Department of Public Health regulations make it imperative to accurately assess and treat student athletes when concussions are suspected.

Student athletes who receive concussions may appear to be "fine" on the outside, when in actuality they have a brain injury and are not able to return to play. Incurring a second concussion can prove to be devastating to a student athlete. Research has shown that young concussed athletes who return to play before their brain has healed are highly vulnerable to more prolonged post-concussion syndrome or, in rare cases, a catastrophic neurological injury known as Second Impact Syndrome.

The following protocol will discuss and outline what a concussion is, the mechanism of injury, signs and symptoms, management and return to play requirements, as well as information on Second Impact Syndrome and past concussion syndrome. Lastly, this policy will discuss the importance of education for our athletes, coaches and parents and other persons required by law.

This protocol should be reviewed on a yearly basis with all staff to discuss the procedures to be followed to manage sports-related concussions. This protocol will also be reviewed on a yearly basis by the athletic department as well as by nursing staff. Any changes in this document will be approved by the school committee and given to athletic staff, including coaches and other school personnel in writing. An accurate synopsis of this policy shall be placed in the student and faculty handbooks.

APPROVED: June 4, 2019

LEGAL REFS: M.G.L. 111:222; 105 CMR 201.000

Background Checks (ADDA)

It shall be the policy of the school district that, as required by law, a state and national fingerprint criminal background check will be conducted to determine the suitability of full or part time current and prospective school employees, who may have direct and unmonitored contact with children. School employees shall include, but not be limited to any apprentice, intern, or student teacher or individuals in similar positions, who may have direct and unmonitored contact with children.

The School Committee shall only obtain a fingerprint background check for current and prospective employees for whom the School Committee has direct hiring authority. In the case of an individual directly hired by a school committee, the chair of the School Committee shall review the results of the national criminal history check.

The Superintendent shall also obtain a state and national fingerprint background check for any individual who regularly provides school related transportation to children. The School Committee, Superintendent or Principal, as appropriate, may obtain a state and national fingerprint criminal background check for any volunteer, subcontractor or laborer commissioned by the School Committee, school or employed by the city or town to perform work on school grounds, who may have direct and unmonitored contact with children. School volunteers and subcontractors/laborers who may have direct and unmonitored contact with children must continue to submit state Criminal Offender Record Information (CORI) checks.

The fee charged by the provider to the employee and educator for national fingerprint background checks will be \$55.00 for school employees subject to licensure by DESE and \$35.00 for other employees, which fee may from time to time be adjusted by the appropriate agency. The employer shall continue to obtain periodically, but not less than every 3 years, from the department of criminal justice information services all available Criminal Offender Record Information (CORI) for any current and prospective employee or volunteer within the school district who may have direct and unmonitored contact with children.

Direct and unmonitored contact with children is defined in DESE regulations as contact with a student when no other employee who has received a suitability determination by the school or district is present. "Contact" refers to any contact with a student that provides the individual with opportunity for physical touch or personal communication.

This policy is applicable to any fingerprint-based state and national criminal history record check made for non-criminal justice purposes and requested under applicable federal authority and/or state statute authorizing such checks for licensing or employment purposes. Where such checks are allowable by law, the following practices and procedures will be followed.

Requesting CHRI (Criminal History Record Information) Checks

Fingerprint-based CHRI checks will only be conducted as authorized by state and federal law, in accordance with all applicable state and federal rules and regulations. If an applicant or employee is required to submit to a fingerprint-based state and national criminal history record check, they shall be informed of this requirement and instructed on how to comply with the law. Such instruction will include information on the procedure for submitting fingerprints. In addition, the applicant or employee will be provided with all information needed to successfully register for a fingerprinting appointment.

Access to CHRI

All CHRI is subject to strict state and federal rules and regulations in addition to Massachusetts CORI laws and regulations. CHRI cannot be shared with any unauthorized entity for any purpose, including subsequent hiring determinations. All receiving entities are subject to audit by the Massachusetts Department of Criminal Justice Information Services (DCJIS) and the FBI, and failure to comply with such rules and regulations could lead to sanctions. Federal law and regulations provide that the exchange of records and information is subject to cancellation if dissemination is made outside of the receiving entity or related entities. Furthermore, an entity can be charged criminally for the unauthorized disclosure of CHRI.

Storage of CHRI

CHRI shall only be stored for extended periods of time when needed for the integrity and/or utility of an individual's personnel file. Administrative, technical, and physical safeguards, which are in compliance with the most recent CJIS

Security Policy have been implemented to ensure the security and confidentiality of CHRI. Each individual involved in the handling of CHRI is to familiarize himself/herself with these safeguards.

In addition to the above, each individual involved in the handling of CHRI will strictly adhere to the policy on the storage, retention and destruction of CHRI.

Retention and Destruction of CHRI

Federal law prohibits the repurposing or dissemination of CHRI beyond its initial requested purpose. Once an individual's CHRI is received, it will be securely retained in internal agency documents for the following purposes *only*:

- Historical reference and/or comparison with future CHRI requests, Dispute of the accuracy of the record
- Evidence for any subsequent proceedings based on information contained in the CHRI.
- CHRI will be kept for the above purposes in a secure location in the office of the superintendent. When no longer needed, CHRI and any summary of CHRI data must be destroyed by shredding paper copies and/or by deleting all electronic copies from the electronic storage location, including any backup copies or files. The shredding of paper copies of CHRI by an outside vendor must be supervised by an employee of the district.

CHRI Training

An informed review of a criminal record requires training. Accordingly, all personnel authorized to receive and/or review CHRI at the district will review and become familiar with the educational and relevant training materials regarding SAFIS and CHRI laws and regulations made available by the appropriate agencies, including the DCJIS.

Determining Suitability

In determining an individual's suitability, the following factors will be considered: these factors may include, but not necessarily be limited to: the nature and gravity of the crime and the underlying conduct, the time that has passed since the offense, conviction and/or completion of the sentence, nature of the position held or sought, age of the individual at the time of the offense, number of offenses, any relevant evidence of rehabilitation or lack thereof and any other factors deemed relevant by the district.

A record of the suitability determination will be retained. The following information will be included in the determination:

- The name and date of birth of the employee or applicant;
- The date on which the school employer received the national criminal history check results; and,
- The suitability determination (either "suitable" or "unsuitable").

A copy of an individual's suitability determination documentation must be provided to another school employer, or to the individual, upon request of the individual for whom the school employer conducted a suitability determination.

Relying on Previous Suitability Determination

The school employer may obtain and may rely on a favorable suitability determination from a prior employer, if the following criteria are met:

- The suitability determination was made within the last seven years; and
- The individual has not resided outside of Massachusetts for any period longer than three years since the suitability determination was made; and either:
 - The individual has been employed continuously for one or more school employers or has gaps totaling no more than two years in his or her employment for school employers; or
 - If the individual works as a substitute employee, the individual is still deemed suitable for employment by the school employer who made a favorable suitability determination.

Upon request of another school employer, the initial school employer shall provide documentation that the individual is still deemed suitable for employment by the initial school employer.

Adverse Decisions Based on CHRI

If inclined to make an adverse decision based on an individual's CHRI, the district will take the following steps prior to making a final adverse determination:

- Provide the individual with a copy of their CHRI used in making the adverse decision; Provide the individual with a copy of this CHRI Policy;
- Provide the individual the opportunity to complete or challenge the accuracy of their CHRI; and
- Provide the individual with information on the process for updating, changing, or correcting CHRI.

A final adverse decision based on an individual's CHRI will not be made until the individual has been afforded a reasonable time depending on the particular circumstances not to exceed thirty days to correct or complete the CHRI.

If a school employer receives criminal record information from the state or national fingerprint-based background checks that includes no disposition or is otherwise incomplete, the school employer may request that an individual, after providing him a copy of said background check, provide additional information regarding the results of the criminal background checks to assist the school employer in determining the applicant's suitability for direct and unmonitored contact with children, notwithstanding the terms of General Laws chapter 151B, S. 4,(9,9 ½). Furthermore, in exigent circumstances, a school employer may, pursuant to the terms of DESE regulations (see specific regulations in legal references), hire an employee on a conditional basis without first receiving the results of a national criminal background check. After exhausting several preliminary steps as contained in the above referenced regulation the district may require an individual to provide information regarding the individual's history of criminal convictions; however, the individual cannot be asked to provide information about juvenile adjudications or sealed convictions. The superintendent is advised to confer with legal counsel whenever they solicit information from an individual concerning their history of criminal convictions.

Secondary Dissemination of CHRI

If an individual's CHRI is released to another authorized entity, a record of that dissemination must be made in the secondary dissemination log. The secondary dissemination log is subject to audit by the DCJIS and the FBI.

The following information will be recorded in the log:

- Subject Name;
- Subject Date of Birth;
- Date and Time of the dissemination;
- Name of the individual to whom the information was provided; Name of the agency for which the requestor works;
- Contact information for the requestor; and
- The specific reason for the request.

Reporting to Commissioner of Elementary and Secondary Education

Pursuant to state law and regulation, if the district dismisses, declines to renew the employment of, obtains the resignation of, or declines to hire a licensed educator or an applicant for a Massachusetts educator license because of information discovered through a state or national criminal record check, the district shall report such decision or action to the Commissioner of Elementary and Secondary Education in writing within 30 days of the employer action or educator resignation. The report shall be in a form requested by the Department and shall include the reason for the action or resignation as well as a copy of the criminal record checks results.

The superintendent shall notify the employee or applicant that it has made a report pursuant to the regulations to the

Commissioner.

Pursuant to state law and regulation, if the district discovers information from a state or national criminal record check about a licensed educator or an applicant for a Massachusetts educator license that implicates grounds for license action pursuant to regulations, the Superintendent shall report to the Commissioner in writing within 30 days of the discovery, regardless of whether the district retains or hires the educator as an employee. The report must include a copy of the criminal record check results. The school employer shall notify the employee or applicant that it has made a report pursuant to regulations to the Commissioner and shall also send a copy of the criminal record check results to the employee or applicant.

LEGAL REFS.: M.G.L.6:167-178; 15D:7-8; 71:38R, 151B, 276:100A; P.L. 92-544; Title 28 U.S.C. § 534; Title 28 C.F.R. 20.33(b); 42 U.S.C. § 16962; 603 CMR 51.00; 803 CMR 2.00; 803 CMR 3.05 (Chapter 149 of the Acts of 2004)
FBI Criminal Justice Information Services Security Policy
Procedure for correcting a criminal record
FAQ - Background Checks

SOURCE: MASC October 2014

Bullying Prevention (JICFB)

The Brockton Public Schools 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 by a student, bullying by a staff member 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 him/herself, or of damage to his/her 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.

“Perpetrator” is a student or a member of a school staff including, but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional who engages in bullying or retaliation.

“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 transmitted in whole or in part by a:

- wire
- radio
- electromagnetic
- photo-electronic or photo-optical system, including, but not limited to, electronic mail, internet communications, instant messages or facsimile communications.

Cyber-bullying shall also include the creation of a web page or blog 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 and families are expected.

For the purpose of this policy, whenever the term bullying is used it is to denote either bullying by one or more students, school staff members, 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 Brockton Public Schools;

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 Brockton 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

As prescribed by Chapter 86 of the Acts of 2014, the Superintendent and his/her designee shall develop, adhere to, and update a plan to address bullying prevention and intervention, in consultation with teachers, school staff, professional support personnel, school volunteers, administrators, community representatives, local law enforcement agencies, students, parents and guardians.

The bullying prevention and intervention plan shall be reviewed and updated at least biennially, and shall address the requirements detailed in Chapter 86, including the following provisions:

- a recognition that certain categories of students may be more vulnerable to being targets of bullying and a description of specific steps to support such vulnerable students; and
- a notification to parents/guardians of the availability of the DESE problem resolution system and assistance to parents/guardians in understanding the problem resolution process.

Moreover, the school committee recognizes the district's obligation to collect and report bullying data to DESE, including:

- the number of reported allegations;
- the number and nature of substantiated incidents;
- the number of students disciplined; and
- other information as required by DESE.

Additionally, as required by chapter 86, the Brockton Public Schools will administer a DESE-developed survey at least once every four years to assess “school climate and the prevalence, nature, and severity of bullying in schools.”

The Principal will be responsible for the implementation and oversight of the bullying prevention and implementation plan within his/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, should 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 his/her designee, upon receipt of a report of bullying, shall promptly contact the parents or guardians of a student who has been the alleged target or alleged perpetrator of bullying. If the alleged perpetrator of bullying is a staff member, then the principal should also contact the executive director of Human Resources to discuss further action.

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 he/she 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 his/her 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 Brockton Public Schools 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 Brockton Public Schools website.

LEGAL REFS.: Title VII, Section 703, Civil Rights Act of 1964 as amended; Federal Regulation 74676 issued by EEO Commission; Title IX of the Education Amendments of 1972; 603 CMR 26:00; M.G.L. 71:37O; 265:43, 43A; 268:13B; 269:14A; Chapter 86 of the Acts of 2014 [amendment to G.L.c.71, § 370]

REFERENCES: Massachusetts Department of Elementary and Secondary Education's Model Bullying Prevention and Intervention Plan

APPROVED/UPDATED: June, 2016; October, 2018

CROSS REFS.: AC, Nondiscrimination

ACAB, Sexual Harassment

JBA, Student-to-Student Harassment

JICFA, Prohibition of Hazing

JK, Student Discipline Regulations

Student Conduct on School Busses (JICC; also EEAEC)

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

To ensure the safety of all students who ride in buses, it may occasionally be necessary to revoke the privilege of transportation from a student who abuses this privilege. Parents of children whose behavior and misconduct on school buses endangers the health, safety, and welfare of other riders will be notified that their children face the loss of transportation privileges in accordance with regulations approved by the School Committee.

APPROVED: June 4, 2019

Student Welfare (JL)

Supervision of Students

School personnel assigned supervision are expected to act as reasonably prudent adults in providing for the safety of the students in their charge.

In keeping with this expected prudence, no teacher or other staff member will leave his/her assigned group unsupervised except as an arrangement has been made to take care of an emergency.

During school hours or while engaging in school-sponsored activities, students will be released only into the custody of parents or other persons authorized in writing by a parent or guardian.

Reporting to Authorities - Suspected Child Abuse or Neglect

Any school official or employee shall report any suspected child abuse or neglect as required by M.G.L. Ch. 119, S 51A.

In accordance with the law, the School System shall establish the necessary regulations and procedures to comply with the intent of the Act consistent with the School System's responsibility to the students, parents, school personnel, and the community.

Student Safety

Instruction in courses in technology education, science, family and consumer science, art, physical education, health, and safety will include and emphasize accident prevention.

Safety instruction will precede the use of materials and equipment by students in applicable units of work, and instructors will teach and enforce all safety rules set up for the particular courses. These include the wearing of protective eye devices in appropriate activities.

Safety on the Playground and Playing Field

The School System shall provide safe play areas. Precautionary measures that the School System requires shall include:

1. A periodic inspection of the school's playground and playing fields by the principal of the school and others as may be deemed appropriate;
2. Instruction of students in the proper use of equipment;
3. Supervision of both organized and unorganized activity.

Fire Drills

The Brockton Public Schools shall cooperate with the Brockton Fire Department in conducting fire drills.

HOMELESS STUDENTS: ENROLLMENT RIGHTS AND SERVICES (JFABD)

To the extent practical and as required by law, the Brockton Public Schools will work with homeless students and their families to provide stability in school attendance and other services. Special attention will be given to ensuring the enrollment and attendance of homeless students not currently attending school. Homeless students will be provided Brockton Public Schools services for which they are eligible, including Head Start and comparable pre-school programs, Title I, similar state programs, special education, bilingual education, vocational and technical education programs, gifted and talented programs, extracurricular activities, summer programs, and school nutrition programs.

Homeless students are defined as lacking a fixed, regular and adequate nighttime residence, including:

1. Sharing the housing of other persons due to loss of housing or economic hardship;
2. Living in motels, hotels, trailer parks or camping grounds due to the lack of alternative adequate accommodations;
3. Living in emergency or transitional shelters;
4. Being abandoned in hospitals;
5. Living in public or private places not designed for or ordinarily used as regular sleeping accommodations for human beings;
6. Living in cars, parks, public spaces, abandoned buildings, substandard housing, transportation stations or similar settings;
7. Migratory children living in conditions described in the previous examples.

The Superintendent shall designate an appropriate staff person to be the Brockton Public Schools' liaison for homeless students and their families.

To the extent feasible, homeless students will continue to be enrolled in their school of origin which includes designated receiving schools for all feeder schools while they remain homeless or until the end of the academic year in which they obtain permanent housing. Instead of remaining in the school of origin, parents or guardians of homeless students may request enrollment in the school in the attendance area in which the student is actually living, or other schools. Attendance rights by living in attendance areas, other student assignment policies, or intra and inter-district choice options are available to homeless families on the same terms as families' resident in the Brockton Public Schools.

If there is an enrollment dispute, the student shall be immediately enrolled in the school in which enrollment is sought, pending resolution of the dispute. The parent or guardian shall be informed of the district's decision and their appeal rights in writing. The Brockton Public Schools' liaison will carry out dispute resolution as provided by state rule. Unaccompanied youth will also be enrolled pending resolution of the dispute.

Once the enrollment decision is made, the Brockton Public Schools shall immediately enroll the student, pursuant to Brockton Public Schools policies. If the student does not have immediate access to immunization records, the student shall be admitted under a personal exception. Students and families should be encouraged to obtain current immunization records or immunizations as soon as possible, and the Brockton Public Schools liaison is directed to assist. Records from the student's previous school shall be requested from the previous school pursuant to Brockton Public Schools policies. Emergency contact information is required at the time of enrollment consistent with Brockton Public Schools policies, including compliance with the state's address confidentiality program when necessary.

Homeless students are entitled to transportation to their school of origin or the Brockton Public Schools where they are to be enrolled. If the school of origin is in a different district, or a homeless student is living in another district but will attend his or her school of origin in Brockton Public Schools, the districts will coordinate the transportation services necessary for the student, or will divide the costs equally through the end of the year in which the student becomes housed.

Homeless student living arrangements are protected student education record and not deemed to be directory information or released without parent consent. The Brockton Public School's liaison for homeless students and their families shall coordinate with local social service agencies that provide services to homeless children and youths and their families; other school districts on issues of transportation and records transfers; and state and local housing agencies responsible for comprehensive housing affordability strategies. This coordination includes providing public notice of the educational rights of homeless students in schools, family shelters and soup kitchens. The Brockton Public School's liaison will also review and recommend amendments to district policies that may act as barriers to the enrollment of homeless students.

APPROVED: June 4, 2019

LEGAL REFS.: The McKinney-Vento Act and Title I, Part A, as Amended by the Every Student Succeeds Act of 2015; Title I, Part C; No Child Left Behind Act, 2002

Co-Curricular and Extra Curricular Activities (JJ)

The School Committee believes that student activities are a vital part of the total educational program and should be used as a means for developing wholesome attitudes and good human relations and knowledge and skills. Therefore, the schools will provide a broad and balanced program of activities geared to the various ages, interests, and needs of students, regardless of race, color, sex, gender identity, religion, national origin, sexual orientation, disability, or homeless status. This provision includes any other protected student category as defined by law.

The following will serve as guides in the organization of student activities:

1. The schools will observe a complementary relationship to the home and community, planning activities with due regard for the widespread and rich facilities already available to students.
2. The assistance of parents in planning activity programs will be encouraged.
3. The goal for each student will be a balanced program of appropriate academic studies and activities to be determined by the school, the parents, and the student. This should be a shared responsibility.
4. Guidance will be offered to encourage participation of all students in appropriate activities and to prevent over-emphasis on extracurricular activities at the cost of academic performance. The opportunity to receive guidance and counseling in a student's primary language should be made available to students from home where English is not the primary language spoken.
5. All activities will be supervised; all clubs and groups will have a faculty advisor.

Additional Guidelines (JJ-E)

1. Advantages and privileges of public schools include all extracurricular activities made available, sponsored or supervised by any public school. No school shall sponsor or participate in the organization of outside extracurricular activities conducted by such school that restrict students' participation on the basis of race, color, sex, gender identity, religion, national origin, sexual orientation, disability, homeless status, or other protected student category as defined by law. 603 CMR 26.06(1) does not prohibit School Committees from allowing use of school premises by independent groups with restrictive membership.
2. No student shall be denied the opportunity in any implied or explicit manner to participate in an extracurricular activity because of race, color, sex, gender identity, religion, national origin, sexual orientation, disability, homeless status, or other protected student category defined by law, except as provided in 603 CMR 26.06. In addition, a student shall have the opportunity to participate on the team that is consistent with the student's gender identity.
3. The school system shall provide a fair distribution of athletic expenditures. Each school within such system shall provide equal opportunity for all students to participate in intramural and interscholastic sports. Factors considered in determining equal opportunity shall include budgetary allocations, the proportion of male and female students in the student body, the number and nature of activities offered, levels of competition, equipment (including rate of replacement), supplies, awards, uniforms, facilities, scheduling of games and practice times, travel opportunities and allowances, opportunities to receive equitable coaching and instruction at each level of competition and the availability of services such as medical and insurance coverage, publicity, clerical and administrative staff, scouting services and audio-visual aids.
4. In developing its athletic program, a school shall be required to demonstrate good faith by taking into account determined student interest. Adults serving on athletic regulatory boards shall fairly represent the interest of all students.
5. In order to ensure fair distribution of athletic expenditures as defined in 603 CMR 26.06(4), each school shall indicate in the budget that is reviewed by the School Committee the anticipated expenditure for each interscholastic and intramural athletic activity and the anticipated student participation in the activity by number

and sex.

6. A school may establish separate teams for males and females for interscholastic and intramural competition in a particular sport, provided that the requirements of 603 CMR 26.06(8) are satisfied and recognizing that a student shall have the opportunity to participate on the team that is consistent with the student's gender identity.

7. Teams comprised primarily or solely of persons of one sex shall be granted equal instruction, training, coaching, access to available facilities, equipment and opportunities to practice and compete as teams engaged in a similar activity comprised primarily or solely of persons of the opposite sex.

8. Each school shall actively encourage participation in extracurricular activities for all students regardless of race, color, sex, gender identity, religion, national origin, LEP status, sexual orientation, disability or homeless status. When offering extracurricular programs, schools shall take into consideration the ethnic traditions of the student body. Criteria not related to skill levels which are exclusionary cannot be permitted.

SPECIAL INSTRUCTIONAL PROGRAMS AND ACCOMMODATIONS (Programs for Children with Special Needs) (IHB)

The goals of this school system's special education program are to allow each child to grow and achieve at his/her own level, to gain independence and self-reliance, and to return to the mainstream of school society as soon as possible.

The requirements of Chapter 71B and the Massachusetts General Laws (known as Chapter 766 of the Acts of 1972) and state regulations will be followed in the identification of children with special needs, in referrals for their evaluation, in prescribing for them suitable programs and in assessing their educational progress. In keeping with state requirements, all children with special needs between the ages of three through 21 who have not attained a high school diploma or its equivalent will be eligible for special education.

The School Committee believes that most children with special needs can be educated in the regular school program if they are given special instruction, accommodations and the support they need. These children should also be given the opportunity to participate in the school system's nonacademic and extracurricular activities.

The Committee recognizes that the needs of certain children are such that special programs, special classes or special schools may be necessary. When appropriate programs, services, or facilities are not available within the public schools, the Committee will provide these children with access to schools where such instruction and accommodations are available.

It is the desire of the Committee that the schools work closely with parents in designing and providing programs and services to children with special needs. Parents will be informed, and consulted with, whenever a child is referred for evaluation. In event of any disagreement concerning diagnosis, program plan, special placement, or evaluation, the parents will be accorded the right of due process.

The Committee will secure properly trained personnel to work with children with special needs. Since the financial commitment necessary to meet the needs of all of these children is extensive the Committee will make every effort to obtain financial assistance from all sources.

ALCOHOL, TOBACCO, AND DRUG USE BY STUDENTS PROHIBITED (JICH)

A student shall not, regardless of the quantity, use or consume, possess, buy or sell, or give away any beverage containing alcohol; any tobacco product, including vapor/E-cigarettes; marijuana; steroids; or any controlled substance. The School Committee prohibits the use or consumption by students of alcohol, tobacco products, or drugs on school property, at any school function, or at any school sponsored event.

Additionally, any student who is under the influence of drugs or alcoholic beverages prior to, or during, attendance at or participation in a school-sponsored activity, will be barred from that activity and may be subject to disciplinary action.

The school district shall utilize, in accordance with law, a verbal screening tool approved by the Department of Elementary and Secondary Education to screen students for substance abuse disorders. The tool shall be administered by trained staff on an annual basis at grades 7 and 9.

Parents/guardians shall be notified prior to the opening of school each year. Parents/guardians shall have the right to opt out of the screening by written notice prior to or during the screening.

All statements made by a student during a screening are confidential and shall not be disclosed except in the event of immediate medical emergency or in accordance with law. De-identified results shall be reported to the Department of Public Health within 90 days of the completion of the screening process.

This policy shall be posted on the district's website and notice shall be provided to all students and parents of this policy in accordance with state law. Additionally, the district shall file a copy of this policy with DESE in accordance with law in a manner requested by DESE.

APPROVED/UPDATED: June 15,1999; August 20, 2002; August, 2016; February, 2018; May, 2018

LEGAL REFS.: M.G.L.71:2A; 71:96; 71:97; 272:40A

CROSS REFS.: IHAMB, Teaching About Drugs, Alcohol, and Tobacco GBEC, Drug Free Workplace Policy

DRUG AND ALCOHOL GUIDELINES (JICH-E)

GUIDELINES RELATED TO LEGAL ASPECTS OF DRUG USE AND ABUSE

Definition of Controlled Substances

As per Massachusetts Law, Section 1 Chapter 94C, the Controlled Substance Act, A "controlled substance" is a "drug, substance, or immediate precursor in any schedule or class referred to in this chapter."

Under Massachusetts Law, these substances fall into five classes:

Class A: Heroin, Codeine, Morphine and other named opiates and opiate derivatives

Class B: Cocaine, PCP ("Angel Dust"), Methadone, Amphetamines, Methamphetamines (Speed), Barbiturates (Seconal, etc.)

Class C: Chlordiazepoxide (Librium) " Hallucinogens including LSD, DMT, THC, (Hashish) Mescaline,

Diazepam (Valium), Dilute forms of Codeine, Morphine and Opium

Class D: Phenobarbital, Chloral Hydrate Marijuana and certain "barbitals"

Class E: Prescription Medicines

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 the individual and general well-being and/or to the maintenance of discipline and order in the school, the principal and/or designee shall have the right and duty to inspect students' lockers and the contents therein generally held that the school principal has a reasonable right of inspection of school property and premises including student lockers.

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 his/her person. This includes clothing and pockets. The police shall make such search only where there is a proper legal justification.

The Role of the Principal and School Police

1. Role of Principal - As the highest authority within the school, the principal bears the responsibility for the welfare of the student body. It is, therefore, required that the principal be informed of drug and alcohol abuse in the school. The principal and/or his/her designee will decide on a follow-up plan in each case of reported drug and alcohol abuse. The school adjustment counselor will be involved.

2. The Role of the School Police - The principal or his/her designee are the only officials authorized to contact the Police Department. The Brockton School Police will assist the principal's office whenever this assistance is needed.

Rights of Questioned Students

The school is responsible for protecting each student under its aegis. School authorities should establish effective working relations with the Brockton Police Department. According to School Committee Policy, the questioning of a student or teacher in the school or on school premises will be done only in the presence of a designated school official. Every effort will be made to include the parent or guardian of a child in any hearing that carries an implication of the 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 interviews showing the time, place, persons, and summary of discussion and findings.

School Disciplinary Code: Use of and/or Possession of Alcoholic Beverages or Controlled Substances

Alcoholic Beverages

- a. 1st time - a five-day suspension, mandatory parental conference and referral to a rehabilitation program
- b. 2nd time - suspension from school for a period of ten days and recommendation to the School Committee for possible expulsion

Controlled Substances

- a. Use of a controlled substance (1st Offense)
 1. Notification of parents

2. Mandatory Parental Conference
3. Five-day suspension
4. Referral to a rehabilitation program
- b. Possession of a controlled substance (1st Offense)
 1. Notification of parents
 2. Notification of Narcotics Bureau for possible action
 3. Five-day suspension
 4. Mandatory parental conference
 5. Referral to a rehabilitation program
- c. A student apprehended with any controlled or alcoholic substance for a second time will automatically be referred to the School Committee for possible expulsion.
- d. Distribution of and/or sale of a controlled substance
 1. Notification of parents
 2. Notification of Narcotics Bureau for possible action
 3. Immediate suspension for ten days and referral to the School Committee for possible expulsion.

Readmission to School: Policies and Procedures

Policy

Right to readmission: Any student suspended from school usually has the right to be readmitted unless his/her case is referred to the School Committee for Possible Expulsion.

- a. Conditions for readmission:
 1. There should be evidence that the student and his/her family have taken steps to seek solutions for the problems that were the basis for the suspension.
 2. The terms of the student's readmission should be evaluated with regard to continued treatment/counseling, medical care, and other rehabilitative efforts.
 3. The school staff has an obligation to work closely with the medical, psychiatric, social work, probation consultants, and other agencies that have been working with the student.
 4. Readmissions should be predicated primarily on the basis that:
 1. Readmission constitutes a positive benefit to the student.
 2. Readmission will not adversely affect the school population.

Suggested Procedure

In serious cases of abuse the student will be readmitted only after medical and psychiatric clearance that he/she is ready to return to school. The specific diagnosis is of less importance than an evaluation that the student is ready to cope with the school situation and its attendant stresses. "Psychiatric clearance" may be interpreted to mean clearance by a treatment agency or clinic as well as by a qualified mental health practitioner. It should be underlined here that Brockton students have available to them the services of a school psychiatrist.

Upon readmission an adjustment counselor will be assigned to the student if the student prior to his/her suspension did not utilize his/her help.

Parental Involvement

Where medical or psychiatric treatment of the pupil is indicated, the primary responsibility for making such arrangements

and carrying them out shall lie with the parents. However, the school is ready to assist the parent, at any stage, in securing whatever care is indicated (e.g. outpatient, inpatient, medical, psychiatric, vocational, family counseling, etc.).

Confidentiality

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 his/her designee - but only in order to further the goal of promoting the pupils' personal welfare.

This policy will remove any doubts as to whether or not the teacher him/herself will maintain confidentiality in regard to this information. Pupils will have been advised by the statement of policy that the information must be reported to the school administrator and, in fact, the pupil who seeks the teacher's help may actually be asking for help from the school authorities.

This policy also avoids the situation where the teacher has to decide whether or not to reveal this information to higher authorities within the school.

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

Teachers and administrators are required to notify the parents about a pupil's drug or alcohol use.

It should be recognized that the Massachusetts General Laws do not accord any privilege to the confidential communications that are made between pupils and members of the faculty or the school administration. All school personnel (other than medical doctors conducting psychotherapy) can be subpoenaed into court and required to reveal the information that has been confided to them.

Similarly, student records may be subpoenaed into court with respect to civil or criminal proceedings.

SUGGESTED PROCEDURES FOR EMERGENCIES

An emergency situation shall exist when:

- a. The student has been rendered unconscious.
- b. A student either verbally or by his/her actions threatens harm to him/herself or others.
- c. A student exhibits abnormal coordination that could injure him/herself or others.

School-Related Activities

Occasionally, a student may disrupt a school function or activity by an acutely abnormal or bizarre personality display while no uniform set of procedures can be applied to all situations, the following observations should be kept in mind.

- a. It should be remembered that such behavior may be emotionally, organically or chemically induced and that immediate differentiation may be impossible.
- b. Immediate assessment of real danger to the student, other students, staff and property must be made.

- c. If time permits, consultation and/or assistance from Counseling services or other personnel who may already know the individual student or have specialized skills in this area and avoid unpleasant and unnecessary complications.
- d. If the crisis persists and no reason can be determined for the obvious and sudden personality change, the parent and/or doctor should be called immediately.
- e. In most instances a referral to pupil services will be indicated to determine the most appropriate long-range plan for the student.

All drug and alcohol policies adopted for the regular school day are in force during all school related activities and cover behavior on school buses.

EMERGENCY CLOSINGS (EBCD)

The Superintendent may close the schools or dismiss them early in the event of hazardous weather or other emergencies that threaten the health or safety of students and personnel. While it may be prudent, under certain circumstances, to excuse all students from attending school, to delay the opening hour or to dismiss students early, the Superintendent has the responsibility to see that as much of the administrative, supervisory, and operational activity is continued as may be possible. Therefore, if conditions affect only a single school, only that school will be closed.

In making the decision to close schools, the Superintendent will consider many factors, including the following principle ones relating to the fundamental concern for the safety and health of the children:

1. Weather conditions, both existing and predicted
2. Driving, traffic, and parking conditions affecting public and private transportation facilities
3. Actual occurrence or imminent possibility of any emergency condition that would make the operation of schools difficult or dangerous
4. Inability of teaching personnel to report for duty, which might result in inadequate supervision of students.

The Superintendent will weigh these factors and take action to close the schools only after consultation with public works and public safety authorities and with school officials from neighboring towns. Students, parents/guardians, and staff will be informed early in each school year of the procedures that will be used to notify them in case of emergency closings. When schools are closed for emergency reasons, staff members will comply with School Committee policy in reporting for work.

SOURCE: MASC

LEGAL REFS.: M.G.L. [71:4](#); [71:4A](#)

EMERGENCY PLANS (EBC)

Advance planning for emergencies and disasters is essential to provide for the safety of students and staff; it also strengthens the morale of all concerned to know that plans exist, and that students and staff have been trained in carrying out the plans.

The Superintendent will develop and maintain plans that meet the requirements of state law for preparedness in case of fire, civil emergencies, and natural disasters.

The Superintendent shall develop, in consultation with school nurses, school physicians, athletic coaches, trainers, and local police, fire and emergency personnel, an Emergency Medical Response Plan for each school in the district. Each Plan shall include:

1. A method establishing a rapid communications system linking all parts of the school campus, including outdoor facilities, to local Emergency Medical Services along with protocols to clarify when EMS and other emergency contacts will be called.

2. A determination of EMS response times to any location on the campus.
3. A list of relevant contacts with telephone numbers and a protocol indicating when each person shall be called, including names of experts to help with post-event support.
4. A method to efficiently direct EMS personnel to any location on campus, including the location of available rescue equipment.
5. Safety precautions to prevent injuries in classrooms and on the school campus.
6. A method of providing access to training in CPR and first aid for teachers, athletic coaches, trainers, and other school staff which may include CPR training for High School students; provided that School Committees may opt out of instruction in CPR pursuant to Section [1 of Chapter 71](#).
7. In the event the school possesses Automated External Defibrillators (AEDs), the location of all available AEDs, whether the location is fixed or portable, and a list of personnel trained in its use.

The Superintendent shall annually review the response sequence with local police and fire officials. Plans shall be submitted to local police and fire officials and the DESE at least every 3 years by September 1 or when changes occur. Plans must be updated in the case of new construction or other physical changes to the school campus.

Building Principals will meet all requirements for conducting fire drills and Emergency Response drills (at least once per year) to give students practice in moving with orderly dispatch to designated areas under emergency conditions, and the staff practice in carrying out their assigned responsibilities for building evacuation.

LEGAL REF: M.G.L. [69:8A](#)

Section 363 of Chapter 159 of the Acts of 2000

FIRE DRILLS (EBCB)

The following information concerning fire and fire drill procedures must be made available to all building personnel:

1. In the event that a fire, smoke or noxious fumes are discovered in any building, the principal or any responsible person will notify the Brockton Fire Department immediately. This may be accomplished by utilizing either the fire alarm system or by a direct phone call to the Brockton Fire Department).
2. The building principal or designated administrator will notify the Central Office switchboard that there is a fire or substantial smoke or noxious fumes. The operator will notify the Superintendent of Schools, the Deputy Superintendent, Executive Directors, the School Police, the Supervisor of Custodians/Transportation, and Public Property, respectively.
3. Under no circumstances will principals or the designated administrator hesitate to evacuate the pupils in the event of a fire, noxious fumes, or smoke. The safety of the children of the school is of paramount importance.
4. The school district will cooperate with the fire department in maintaining fire-safe conditions within all school buildings and in regularly conducting fire drills for the protection of students and staff.
5. The teacher in charge of a group or room will take from the building his/her rank book, seating plan, or class register to take attendance after the pupils have left the building.
6. Cafeteria workers are expected to vacate the building along with teachers and pupils. Cafeteria managers have the responsibility of checking the cafeteria areas to make certain that no students are left in the building.
7. Principals or designated administrators should conduct fire drills on a regular basis in accordance with the

rules and regulations of the School Committee. A brief written report of the fire drill should be forwarded to the Office of Administrative Services. A copy of this report will be sent to the Chief of the Fire Prevention Bureau by that office.

8. **NO FLAMMABLE DECORATIONS** (i.e. exhibits “after-flame” greater than two (2) seconds) including all material such as curtains, draperies, scenery, plastic shields, upholstery coverings, streamers, cloth, cotton batting, straw, vines, leaves, trees, and moss used for decorative effect, bamboo and other wood fibers, except ordinary window shades, shall be used in the schools according to 527 CMR 21.00 Flammable Decorations and instructional aides are not to be suspended or hung from the ceiling of classrooms and corridors as per the City of Brockton Fire and Building Departments.

9. All children transported by bus will have emergency evacuation drills from the school bus each year. Buses will also be inspected for fire extinguishers and emergency exits.

EQUAL EDUCATIONAL OPPORTUNITIES (JB)

In recognition of the diversified characteristics and needs of our students and with the keen desire to be responsive to them, the School Committee will make every effort to protect the dignity of the students as individuals. It also will offer careful consideration and sympathetic understanding of their personal feelings, particularly with reference to their race, color, sex, gender identity, religion, national origin, sexual orientation, physical and intellectual differences, pregnancy or pregnancy related condition.

To accomplish this, the Committee and its staff will make every effort to comply with the letter and the spirit of the Massachusetts equal educational opportunities law which prohibits discrimination in public school admissions and programs. The law reads as follows:

No child shall be excluded from or discriminated against in admission to a public school of any town, or in obtaining the advantages, privileges and course of study of such public school on account of race, color, sex, gender identity, religion, national origin, sexual orientation, pregnancy or pregnancy related condition.

This will mean that every student will be given equal opportunity in school admission, admissions to courses, course content, guidance, and extracurricular and athletic activities.

All implementing provisions issued by the Board of Elementary and Secondary Education in compliance with this law will be followed.

UPDATED: June 4, 2019

LEGAL REFS.: Title VI, Civil Rights Act of 1964

Title VII, Civil Rights Act of 1964, as amended by the Equal Employment Opportunity Act of 1972

Executive Order 11246, as amended by E.O. 11375

Title IX, Education Amendments of 1972

M.G.L. 76:5; 76:16 (Chapter 622 of the Acts of 1971)

BESE regulations 603 CMR 26:00

BESE regulations 603 CMR 28.00

CROSS REF.: AC, Nondiscrimination

NOTE: The cross reference is to a related statement in this manual. The change in 1993 was to add the

classification of sexual orientation in the specific definitions protected by law against discrimination.

PARENT NOTIFICATION RELATIVE TO SEX EDUCATION (IHAM-R)

In accordance with General Laws Chapter 71, Section 32A, the Brockton Public School Committee has adopted this policy on the rights of parents and guardians of our students in relation to curriculum that primarily involves human sexual education or human sexuality issues.

At the beginning of each school year, all parents/guardians of elementary students in our schools will be notified in writing of the courses and curriculum we offer that primarily involve human sexuality and human sexuality issues. The Superintendent of Schools will designate the principal of each school to be responsible for sending the notice (s). Parents/guardians of students who enroll after the start of the school year will be given the written notice at the time of enrollment. All secondary student/parent handbooks will include a similar notification of curriculum information to be signed by parents and returned to each school. If the planned curriculum changes during the school year, to the extent practicable, parents/guardians will be notified of this fact in a timely manner before implementation.

Parents will have the right to:

1. Exempt their child from any portion of the curriculum that primarily involves human sexual education or human sexuality issues, without penalty to the student, by sending a letter to the school principal requesting an exemption. Any student who is exempted by request of the parent/guardian under this policy may be given an alternative assignment.
2. Inspect and review instructional materials for these curricula, which will be made reasonably accessible to parents/guardians and others to the extent practicable. Parents/guardians may arrange with the principal to review the materials at the school, and may also review them at other locations that may be determined by the Superintendent of Schools.

A parent/guardian who is dissatisfied with a decision of the principal concerning notice, access to instructional materials, or exemption for the student under this policy may send a request to the Superintendent for review of the issue. The Superintendent or his/her designee will review the issue and give the parent/guardian a timely written decision, preferably within two weeks of the request issue.

The Superintendent of Schools will distribute a copy of this policy to each principal by September 1 of each year.

FREE AND REDUCED PRICE FOOD SERVICES (EFC)

The school district will take part in the National School Lunch Program and other food programs that may become available to assure that all children in the schools receive proper nourishment.

In accordance with guidelines for participation in these programs, and in accordance with the wishes of the Committee, no child who a teacher believes is improperly nourished will be denied a free lunch or other food simply because proper application has not been received from their parents or guardians.

As required by state and federal regulations, the School Committee will approve this policy statement pertaining to eligibility for free milk, free meals, and reduced price meals.

Source: MASC

Legal Refs:

National School Lunch Act, as amended (42 USC 1751-1760)

Child Nutrition Act of 1966, P.L. 89-642, 80 Stat. 885, as amended

MEAL CHARGE POLICY (EFD)

The School Committee is committed to providing students with healthy, nutritious meals each day so they can focus on schoolwork, while also maintaining the financial integrity of meal programs and minimizing any impact on students with meal charges. However, unpaid meal charges place a large financial burden on the school district, as food services is a self-supporting entity within the district. The purpose of this policy is to ensure compliance with federal reporting requirements of the USDA Child Nutrition Program, as well as provide oversight and accountability for the collection of outstanding student meal balances.

The provisions of this policy pertain to regular priced school meals only. The School Committee will provide a regular meal to students who forget or lose their lunch money.

Meal Charges and Balances

Students will pay for meals at the regular rate approved by the School Committee and for their meal status (regular, reduced-price, or free) each day. Payment options will be delineated in student handbooks and provided to parents/guardians of incoming students. After the balance reaches zero and enters the negative, students will not be allowed to purchase a la carte items including but not limited to a second entrée, snack, ice cream, or an additional beverage. The student will still be allowed to take a meal, and that meal will continue to be charged to the account at the standard lunch rate based on their meal status. The parent/guardian is responsible for any meal charges incurred. If there is a financial hardship, a parent/guardian should contact food services directly to discuss payment options such as an individualized repayment plan.

Payments

Parents/Guardians are responsible for all meal payments to the food service program. Notices of low or deficit balances will be sent directly to parent/guardians via email or regular postal mail at regular intervals during the school year. At no time shall any staff member give payment notices to students unless that student is known to be an emancipated minor who is fully responsible for themselves or over the age of 18. If parents/guardians have issues with student purchases they should contact food services for assistance.

Parents/Guardians may pay for meals in advance. Further details are available on the school district webpage and in student handbooks. Funds should be maintained in accounts to minimize the possibility that a child may be without meal money on any given day. Any remaining funds for a particular student, whether positive or negative, will be carried over to the next school year.

All school cafeterias possess computerized point of sale/cash register systems that maintain records of all monies deposited and spent for each student and those records are available to parents/guardians by setting up an online account (see student handbooks for more details) or by speaking with the school's food service manager. The point-of-sale system is designed to prevent direct identification of a student's meal status. Parents/guardians will receive automated low-balance emails or mailed notices weekly, if applicable. If notices do not result in payment, parents/guardians will receive a phone call from food services. If the phone call does not result in payment the food service manager shall turn the account over to the business office.

Refunds

Refunds for withdrawn and/or graduating students require a written request (email, postal, or in person) for a refund of any money remaining in their account to be submitted. Graduating students also have the option to transfer funds to a sibling's account or to donate to a student in need with a written request.

Delinquent Accounts/Collections

Failure of a parent or guardian to maintain reasonably current accounts may result in a referral to the Superintendent for their review. The Superintendent shall ensure that there are appropriate and effective collection procedures and internal controls within the school district's business office that meet the requirements of law.

If a student is without meal money on a consistent basis, the administration may investigate the situation more closely and take further action as needed. If financial hardship exists, parents/guardians and families are encouraged to apply for free or reduced-price lunches for their child. Each school handbook shall contain detailed instructions for family assistance.

Policy Communications

This policy shall be communicated to all staff and families at the beginning of each school year and to families transferring to the district during the year.

LEGAL REFS: MGL [71:72](#); USDA School Meal Program Guidelines May 2017

CROSS REFS: [JQ](#), Student Fees, Fines & Charges

SOURCE: MASC July 2018

FIRST AID (EBB)

The district attempts to provide a safe environment. If an accident or sudden illness occurs, school personnel will administer first aid and, if warranted, call emergency medical services. In the case of illness that may include an infectious disease the school physician shall be notified in accordance with law.

First aid is defined as the immediate and temporary care given in case of an accident or sudden illness, which enables the child to be taken safely home or to a physician. It does not include diagnosis or treatment. Any care beyond first aid will not be given.

At each school, procedures will be developed for the proper handling of an injury to, or sudden illness of, a child or staff member. These will be made known to the staff and will incorporate the following requirements:

1. The school nurse or another trained person will be responsible for administering first aid.
2. When the nature of an illness or an injury appears in any way serious, every effort will be made to contact the parent/guardian and/or family physician immediately.
3. In extreme emergencies, the school nurse, school physician or Principal may make arrangements for immediate transport to a hospital of injured or ill students, contacting parent or guardian in advance if at all possible.

The teacher or other staff member to whom a child is responsible at the time an accident occurs will make out a report on an official form providing details about the accident. This will be required for every accident for which first aid is given.

All accidents to students and staff members will be reported as soon as possible to the Superintendent and if the Superintendent deems appropriate, the School Committee.

LEGAL REFS.: M.G.L. [71:55A](#); [71:56](#)

PROHIBITION OF HAZING (JICFA)

In accordance with Massachusetts General Laws, Chapter 536 of the Acts of 1985, the School Committee hereby deems that no student, employee or school organization under the control of the School Committee shall engage in the activity of hazing a student while on or off school property, or at a school sponsored event regardless of the location. No organization that uses the facilities or grounds under the control of the School Committee shall engage in the activity of hazing any person while on school property.

Any student who observes what appears to them to be the activity of hazing another student or person should report such information to the Principal including the time, date, location, names of identifiable participants and the types of behavior exhibited. Students and employees of the Brockton Public Schools are obligated by law to report incidents of hazing to the police department.

Any student who is present at a hazing has the obligation to report such an incident. Failure to do so may result in disciplinary action by the school against that student and could involve suspension from school for up to three days.

Any student who participates in the hazing of another student or other person may, upon the approval of the Superintendent of Schools, be suspended from school for up to ten (10) school days.

Any student determined by the Principal to be the organizer of a hazing activity may be recommended for expulsion from school but will receive no less disciplinary action than that of a participant.

In all cases relating to hazing, students will receive procedural due process.

APPROVED: June 4, 2019

LEGAL REF.: M.G.L. 269:17, 18, 19

HOME SCHOOLING (IHBG)

The Massachusetts General Law requires the School Committee to determine that a Home Schooling program meets with the minimum standards established for public schools in the Commonwealth prior to approving such a program.

When a parent or guardian of a student below the age of 16 wants to establish a home-based educational program for his/her child, the following procedures shall be followed in accordance with the law:

Prior to removing the child from public school:

- The parent/guardian must submit written notification of establishment of the home-based program to the appropriate administrator 14 days before the program is established and resubmit notification on an annual basis as long as the child or children are being educated in a home-based environment.
- The parent/guardian must certify in writing, on a form provided by the school system, the name, age, place of residence, and number of hours of attendance of each child in the program.

The Superintendent shall give the notice to produce records required by law if there is probable cause to believe the program is not in compliance with the law. Factors to be considered by the Superintendent or School Committee in deciding whether or not to approve a home education proposal may be:

1. The proposed curriculum and the number of hours of instruction in each of the proposed subjects.
2. The competency of the parents to teach the children,
3. The textbooks, workbooks and other instructional aids to be used by the children and the lesson plans and teaching manuals to be used by the parents.
4. Periodic standardized testing of the children to ensure educational progress and the attainment of minimum standards.

A student being educated in a home-based program within the district may have access to public school activities of either a curricular or extracurricular nature upon approval of the Superintendent.

A student, with the approval of the School Committee, may be awarded a high school diploma if he or she has satisfied the Department of Education's competency requirements and meets the school system's educational standards for graduation.

HOME SCHOOLING - IHBG-E

The School Committee may enforce the compulsory school attendance law through a care and protection proceeding.

The court held that the Canton School Committee had authority to file a petition for care and protection (pursuant to General Laws Chapter 119, Section 24) with respect to three school-age children whose parents had not enrolled them in public school or an approved private school, and who had not been granted permission to educate them at home. The court noted that the compulsory school attendance law (General Laws Chapter 76, Section I) states that "the School Committee of each city shall provide for and enforce the school attendance of all children (ages 6-16) actually residing therein in accordance here-with," and concluded that one appropriate way for the School Committee to do so is a petition to find the children in need of care and protection with respect to their educational care.

The compulsory school attendance law provides adequate standards to determine a child's need for educational care and to withstand constitutional challenge.

The court held that General Laws Chapter 76, Section 1, the compulsory school attendance law, provides the standards by which a judge may determine that a child is in need of educational care, and is neither void for vagueness nor an unlawful delegation of legislative authority. In pertinent part, the statute provides:

Every child between the minimum and maximum ages established for school attendance by the Board of Education (6-16) shall attend a public day school or some other day school approved by the School Committee, unless the child attends school in another city, **but such attendance shall not be required of a child who is being otherwise instructed in a manner approved in advance by the Superintendent or the School Committee.** (Emphasis added.)

The court concluded that this grant of authority to the Superintendent or School Committee to approve an alternative manner of instruction for a child (specifically, home instruction) is not unconstitutionally vague, because the school officials may draw approval criteria from three sources. First, the legislatures established a general framework for public education, by mandating the subjects that must be taught in public schools and qualifications public school teachers must meet. (See General Laws Chapter 71, Sections 1, 2, 3 and 38G.) Second, the court stated that proposed home education programs are subject to the same standard of approval as

private schools under General Laws Chapter 76, Section 1:

For the purposes of this section, School Committees shall approve a private school when satisfied that the instruction in all the studies required by law equals in thoroughness and efficiency, and in the progress made therein, that in the public schools in the same city; but shall not withhold such approval on account of religious teaching.

Third, the court set forth specific procedures and approval guidelines for home education programs, which are discussed in section IV of this advisory. In light of all these factors, the court concluded that the law provides reasonable standards for reviewing and approving home education programs, and therefore meets constitutional requirements.

Parents have a basic right to direct their children's education, but that right is subject to reasonable regulation to promote the state's substantial interest in the education of its citizens.

Several United States Supreme Court decisions, cited by the court, have affirmed substantial state interest in the education of its citizenry, with which parents' basic right to direct children's education must be reconciled. The court agreed with the parents that "the state interest in this regard lies in ensuring that the children residing within the state receive an education, not that the educational process be dictated in its minutest detail." However, the court concluded that the approval process required under General Laws Chapter 76, Section 1 "is necessary to promote effectively the state's substantial interest," and that the School Committee may use that statutory approval process to impose on home education programs "certain reasonable educational requirements similar to those required for public and private schools."

Procedures

Parents must obtain approval **prior** to removing the children from the public school and beginning the home education program.

The Superintendent or School Committee must provide the parents with an opportunity to explain their proposed plan and present witnesses on their behalf. A hearing during a School Committee meeting is sufficient to meet this requirement.

In obtaining approval from the Superintendent or School Committee, the parents must demonstrate that the home education proposal meets the requirements of General Laws Chapter 76, Section 1, in that the instruction will equal "in thoroughness and efficiency, and in the progress made therein, that in the public schools in the same city."

If the home education plan is rejected, the Superintendent or School Committee must detail the reasons for the decision, and allow the parents to revise their proposal to remedy its inadequacies. If they begin the home education program without the necessary approval, the School Committee may initiate a truancy proceeding or a care and protection petition, in which it would have to show that the instruction in the home does not meet the statutory standard for thoroughness, efficiency and educational progress.

Approval factors

The court listed the following factors that may be considered by the Superintendent or School Committee in deciding whether or not to approve a home education proposal:

The proposed curriculum and the number of hours of instruction in each of the proposed subjects.

General Laws Chapter 71, Section 1, 2 and 3 list the subjects of instruction that must be taught in the public schools. Section 1 allows the School Committee also to require such other subjects as it may deem expedient. In addition, the Superintendent or School Committee "may properly consider the length of the proposed home school year and the hours of instruction in each subject," noting that state law requires public schools to operate for a minimum of 180 days.

The competency of the parents to teach the children.

General Laws Chapter 71, Section 1 provides that teachers shall be "of competent ability and good morals." The court noted that parents providing education at home need not be certified, nor must they have college or advanced academic degrees. However, "the Superintendent or School Committee may properly inquire as to the academic credentials or other qualifications of the parent or parents who will be instructing the children."

The textbooks, workbooks and other instructional aids to be used by the children and the lesson plans and teaching manuals to be used by the parents.

The Superintendent or School Committee need access to this material "to determine the type of subjects to be taught and the grade level of instruction for comparison purposes with the curriculum of the public schools," but they "may not use this access to dictate the manner in which the subjects will be taught."

Periodic standardized testing of the children to ensure educational progress and the attainment of minimum standards.

The Superintendent or School Committee may properly require such testing, and in consultation with the parents may decide where the testing will occur and the type of testing instrument to be used. The court noted that "where practical, a neutral party should administer the test," and that the school authorities and parents may agree to other means of measuring the children's progress, such as periodic progress reports or dated work samples. In addition, it suggested that on-site visits by public school representatives may be included, although "with appropriate testing procedures or progress reports, there may be no need for periodic on-site visits or observations of the learning environment by school authority personnel."

Home visits as part of a School System's periodic evaluation of a home education program.

Home visits by public school officials may not be required as a condition of approval of a home education plan that satisfies other relevant criteria.

A home visit by the school system may be required under special circumstances if a child is not making satisfactory progress under a home education plan, if a home is used to educate children from other families, or if other circumstances make such requirement essential and reasonable standards are formulated to enforce the requirement.

Conclusion

The Supreme Judicial Court's decision provides both a legal framework and useful guidance for public school officials and parents with respect to proposals to educate a school-age child at home. We recommend that Superintendents and School Committees review their procedures and approval criteria for home education plans, to assure that they are consistent with the court's decision. As long as the school officials making the decision to

approve or disapprove a home education program do so reasonably and in good faith, using the standards and procedures discussed above, it is likely that a court will uphold their educational judgments.

INTERNET ACCEPTABLE USE POLICY (IJNDB)

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.

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.

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.

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.

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.

Violations of this Responsible Use Policy include, but are not limited to, the following conduct:

- A. Cyberbullying, using profane, vulgar, threatening, defamatory, abusive, discriminatory, harassing or otherwise objectionable or criminal language in a public or private message.
- B. Sending messages or posting information that would likely result in the loss of a recipient's work or system (e.g., viruses, malicious scripts).
- C. 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.
- D. 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.
- E. Accessing or transmitting materials that are obscene, sexually explicit, or without re-deeming educational value.
- F. Attempting to harm, modify, or disseminate another user's personal information including passwords.
- G. 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.
- H. 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.

The Brockton Public Schools assumes no responsibility for:

- A. Any unauthorized charges or fees, including telephone charges, long distance charges, per minute surcharges and/or equipment or line costs.
- B. Any financial obligations arising out of unauthorized use of the system for the purchase of products or services.
- C. Any cost, liability or damages caused by a user's violation of these guidelines.

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.

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.

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.

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 his/her discovery of such material to a teacher or to his/her principal.

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 his/her principal so that the password and/or username shall be changed.

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.

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.

LAPTOP USE AND CARE (IJNDBA)

Using Your Laptop at School

Laptops are intended for use at school each day. Only charge your laptop with the provided charger.

Privacy and Internet

E-mail is provided to each student for educational purposes only. The only email account that students are allowed to access while using a school-issued laptop is one which has been assigned by Brockton Public Schools. Please note that emails sent on school-issued devices are not private and may be reviewed at any time and without notice.

The following rules will apply when using an email account:

- Always use appropriate language.
- Do not transmit language/material that is profane, sexual, obscene, abusive, or offensive to others.
- Do not send mass emails, chain letters, or spam. Students should maintain high integrity with regard to email content.
- Use of “chat rooms” or conferencing applications may not be utilized during class without permission.

Software

The software originally installed by Brockton Public Schools must remain on the laptop in usable condition and be easily accessible at all times.

Screen Savers & Backgrounds

Only school appropriate backgrounds and screen savers may be used on the laptops.

Sounds

- Students must have personal earbuds/headphones to listen to audio.
- Sound must be muted unless permission is granted by the teacher for instructional purposes

Using Your Laptop at Home

Students are responsible for their laptop at all times. You are responsible for any loss or damage that occurs when someone else is using your assigned laptop.

Care of Your Laptop & Accessories

Laptops are provided to further enhance academic achievement. Students will use the laptops responsibly, safely, and respectfully. Students are responsible for the general care of the laptop and accessories they have been issued by the school.

General Precautions

- Keep all liquids away from the laptop. Never eat or drink while using the laptop.
- Laptop should not be placed on or under soft items, such as blankets, pillows, or sofa cushions. This may cause the laptop to overheat and result in physical damage to the machine.
- Cords and cables must be inserted carefully into the device to prevent damage.
- Laptop and case must remain free of any writing, drawing, stickers or labels that are not the property of Brockton Public Schools.
- Laptop must never be left unsupervised.

Screen Care

- To avoid damaging the screen, only the power supply and power cord should accompany the laptop inside the sleeve.
- Never close the laptop with anything on the keyboard, such as pencils or notebooks.
- If you need your screen cleaned please use a clean, soft cloth. No cleansers of any kind.

Protecting and Storing Your Laptop

- Protect the laptop from extreme heat and cold.
- Laptop should never be left in a car.
- When laptop is not in use, please store it in a secure location.
- Heavy objects should never be placed or stacked on top of the laptop. This includes books, musical instruments, etc.

Laptop Repair & Assessed Fees

- If a computer is damaged or malfunctioning, it must be reported immediately so repair can be made.
- Under no circumstances should anyone else attempt repairs on laptops. All laptop repairs must be provided by Technology Department of the Brockton Public Schools.
- If a laptop is lost or stolen, it must be reported immediately to the school and appropriate law enforcement authorities.

Suspension of Laptop Use

The use of any District technology is a privilege and not a right. Students are expected to use their computer in accordance with the district's 1:1 laptop policy and procedures, and any applicable laws. Failure to use this computer in an appropriate manner will result in the following consequences as determined by the administration of Brockton Community Schools.

The following actions are NOT permitted on school issued laptops:

- Attempting to bypass or bypassing the Internet filter.
- Accessing or attempting to access social media sites and computer games without specific permission from a teaching or administrative staff member.
- Physically altering or disassembling a computer in any way.
- Accessing or attempting to access inappropriate material on the Internet.
- Giving your username and password to another student to use

(Remember - you are responsible for whatever they do with your account!) Any of these violations could lead to any or a combination of the following:

- Removal of take home privileges.

- Permanent removal of school technology privileges.
- Financial payment for damages.
- Other consequences deemed necessary.
- Criminal charges being filed against the student.

MOTOR VEHICLE IDLING ON SCHOOL GROUNDS- EEAJ

No motor vehicle operator shall cause or allow any motor vehicle operated by him or her on school grounds to idle unnecessarily, except for any of the following reasons: traffic conditions; queuing at a school for the purpose of picking up or discharging students; turbo-charged diesel engine cool down or warm up; maintenance of appropriate temperature for school buses when accepting or discharging passengers not to exceed three minutes in any fifteen minute period or one minute in any fifteen minute period for other motor vehicles; for circumstances involving safety or emergencies and for servicing or repairing motor vehicles; and as these exceptions are more completely described in the below referenced regulations. The term "school grounds" shall mean in, on or within 100 feet of the real property of the school whether or not it is in session, and shall include any athletic field or facility and any playground used for school purposes or functions which is owned by the municipality or school district, regardless of proximity to a school building, as well as any parking lot appurtenant to such school athletic field, facility or playground. Reasonable efforts shall be made by the district to identify by signage all known and actual air intake systems, which may be within 100 feet of an idling motor vehicle. A motor vehicle operator shall not idle a motor within 100 feet of such air intake system, unless the Brockton Public School District has determined that alternative locations block traffic, impair student safety or are not cost effective.

The Brockton Public School District shall erect and maintain in a conspicuous location on school grounds "NO IDLING" signage as described below. All such signage shall contain appropriately sized font to be visible from a distance of 50 feet.

NO IDLING

PENALTIES OF \$100 FOR FIRST OFFENSE AND \$500 FOR SECOND AND SUBSEQUENT OFFENSES

M.G.L. C. 90, § 16B AND 540 CMR 27.00

It shall be the responsibility of the school administration to ensure that each school bus driver employed by the Brockton Public School District and not by a school bus contractor shall, upon employment and at least once per year thereafter, sign a document acknowledging the receipt of copies of M.G.L. c. 90, § 16B and 540 CMR 27.00. The prohibitions contained in M.G.L. c. 90, § 16B shall be enforced by state or local law enforcement agencies.

LEGAL REF.: M.G.L. c. 71:37H, c. 90:16B and 540 CMR 27.00

NON-CUSTODIAL PARENTAL RIGHTS - KBBA

(General Laws Chapter 71, Section 34H)

As required by G.L. Ch. 71, Sec. 34H, a non-custodial parent may have access to the student record in accordance with the law and Department of Education Regulations. The school district will follow the law and the attachments recommended by the Massachusetts Department of Education to standardize the process by which public schools provide student records to parents who do not have physical custody of their children ("non-custodial parents"). The implementation of this policy will hopefully encourage parents to be involved in and informed about the education of their children, while protecting the rights and safety of all parties.

Each public elementary and secondary school shall provide student records, including, but not limited to, the following information, in a timely and appropriate manner to the parents of a child enrolled in the school if the parents are eligible for information under this section (Chapter 71: Section 34H) and request the information in the manner set forth in this section: report cards and progress reports; the results of intelligence and achievement tests; notification of a referral for a special needs assessment; notification of enrollment in an English language learners program; notification of absences; notification of illnesses; notification of any detentions, suspensions, or expulsion; and notification of permanent withdrawal from school.

Each school shall make reasonable efforts to ensure that other written information is provided to the custodial parent but not specified in the preceding sentence be provided to the requesting parent if that parent is eligible for information under this section. All electronic and postal address and telephone number information relating to either the work or home locations of the custodial parent shall be removed from information provided under this section. Receipt of this information shall not mandate participation in any proceeding to which notification pertains, nor shall it authorize participation in proceedings and decisions regarding the child's welfare which are not granted through the award of custody.

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

- A. the parent has been denied legal custody or has been ordered to supervised visitation, based on a threat to the safety of the student and the threat is specifically noted in the order pertaining to custody or supervised visitation, or
- B. the parent has been denied visitation, or
- C. the parent's access to the student has been restricted by a temporary or permanent protective order, unless the protective order (or any subsequent order modifying the protective order) specifically allows access to the information contained in the student record, or
- D. there is an order of a probate and family court judge which prohibits the distribution of student records to the parent.

All such documents limiting or restricting parental access to a student's records or information which have been provided to the school or school district shall be placed in the student's record.

Distribution of Student Records to Eligible Non-Custodial Parents

Name of Student _____

Name of Custodial Parent _____

Name of Requesting Parent _____

Name of Staff Member verifying information _____

____ The requesting parent submitted a one time written request for the records to the school principal. Date of request __ (Place in student's record)

When the school received the records request from the non-custodial parent

The school immediately notified the custodial parent of the request by certified mail and by first class mail, in both the primary language of the custodial parent and in English. The notice informed the custodial parent that information requested pursuant to Section 34H is to be provided to the requesting parent after 21 days, unless the custodial parent provides the principal with documentation of an applicable court order.

Date of notice: _____

The school is aware that it may seek reimbursement for the cost of postage from the requesting parent.

The eligible parent has the right of access to the entire student record and other written information that is provided to the custodial parent. The non-custodial parent does not need to make a yearly request for records.

All electronic and postal address and telephone number information relating to either the work or home locations of the custodial parent shall be removed from information provided.

or

The otherwise eligible parent's right of access to the entire student record has been specifically limited by court order.

Note limitations, if any _____

The school shall place in the student's record documents indicating that a non- custodial parent's access to the student's record is limited or restricted pursuant to 603 CMR 23.07(5)(a).

Upon receipt of a court order that prohibits the distribution of information pursuant to G.L. c. 71, §34H, the school shall notify the non-custodial parent that it shall cease to provide access to the student record to the non-custodial parent.

LEGAL REF.: M.G.L. 71:34H

603 CMR 23.07 (5) Access Procedures for Non-Custodial Parents

NONDISCRIMINATION (AC)

Public schools have the responsibility to overcome, insofar possible, any barriers that prevent children from achieving their potential. The public school district will do its part. This commitment to the community is affirmed by the following statements that the School Committee intends to:

1. Promote the rights and responsibilities of all individuals as set forth in the State and Federal Constitutions, pertinent legislation, and applicable judicial interpretations.
2. Encourage positive experiences in human values for children, youth and adults, all of whom have differing personal and family characteristics and who come from various socioeconomic, racial and ethnic groups.
3. Work toward a more integrated society and to enlist the support of individuals as well as groups and agencies, both private and governmental, in such an effort.
4. Use all appropriate communication and action techniques to air and reduce the grievances of individuals and groups.
5. Carefully consider, in all the decisions made within the school district, the potential benefits or adverse consequences that those decisions might have on the human relations aspects of all segments of society.
6. Initiate a process of reviewing policies and practices of the school district in order to achieve to the greatest extent possible the objectives of this statement.

The Committee's policy of nondiscrimination will extend to students, staff, the general public, and individuals with whom it does business; No person shall be excluded from or discriminated against in admission to a public school of any town or in obtaining the advantages, privileges, and courses of study of such public school on account of race, color, sex, gender identity or expression, religion, national origin, ancestry, ethnicity, disability, sexual orientation, pregnancy or pregnancy related medical condition. If someone has a complaint or feels that they have been discriminated against because of their race, color, sex, gender identity or expression, national origin, ancestry, ethnicity, disability, sexual orientation, disability, pregnancy, or pregnancy relation condition, their complaint should be registered with the Title VI compliance officer.

SOURCE: MASC

LEGAL REFS.: Title VI, Civil Rights Act of 1964

Title VII, Civil Rights Act of 1964, as amended by the Equal Employment Opportunity Act of 1972

Executive Order 11246, as amended by E.O. 11375

Equal Pay Act, as amended by the Education Amendments of 1972 Title IX, Education Amendments of 1972

Rehabilitation Act of 1973

Education for All Handicapped Children Act of 1975

M.G.L. 71B:1 et seq. (Chapter 766 of the Acts of 1972)

M.G.L. 76:5; Amended 2011

M.G.L.76:16

BESE regulations 603CMR 26:00 Amended 2012

BESE regulations 603CMR 28.00

NONDISCRIMINATION ON THE BASIS OF SEX - ACA

The School Committee, in accordance with Title IX of the Education Amendments of 1972, declares that the school district does not and will not discriminate on the basis of sex in the educational programs and activities of the public schools. This policy will extend not only to students with regard to educational opportunities, but also to employees with regard to employment opportunities.

The School Committee will continue to ensure fair and equitable educational and employment opportunities, without regard to sex, to all of its students and employees.

The Committee will designate an individual to act as the school district's Title IX compliance officer. All students and employees will be notified of the name and office address and telephone number of the compliance officer.

SOURCE: MASC

LEGAL REFS.: Title IX of the Education Amendments of 1972 45 CFR, Part 86, (Federal Register, 6/4/75)
M.G.L. 76:5; 76:16 (Chapter 622 of the Acts of 1971)

BESE 603 CMR 26:00

CROSS REF.: AC, Nondiscrimination

Brockton Public Schools	School Committee Policy Update	Section A
Superintendent Michael Thomas	Adopted 2020	Foundations & Basic Commitments

Complaint Procedure for Discrimination – AC-EL

Any student or staff member who feels he or she has been a victim of discrimination because of race, color, sex, gender identity, religion, national origin, sexual orientation, disability, pregnancy, or pregnancy related conditions should make a report to the Complaint Officer: James M. LaBillois, Ed.D., Assistant Superintendent of Unified Student Services, 43 Crescent St. Brockton, MA 02301, 508-894-4341 *Civil Rights Complaint Forms* are available in all school principal's offices and in the central office.

ALTERNATIVE COMPLAINT PROCEDURES

In addition to, or instead of, filing a discrimination complaint through this policy, a person may choose to exercise other options, including but not limited to filing a complaint with outside agencies or filing a private lawsuit.

Civil Rights Violations Agencies

Massachusetts Department of Elementary and Secondary Education (DESE)

350 Main Street
Malden, MA 02148
(781) 388-3000

The Massachusetts Department of Elementary & Secondary Education's Problem Resolution System allows students, parents and others to file a complaint if they believe they have been harassed or discriminated against.

Massachusetts Office of the Attorney General, Civil Rights Division

One Ashburton Place Boston, MA 02108
(617) 727-2200

The Attorney General's Civil Rights Division reviews complaints of harassment, intimidation and discrimination in schools and determines appropriate legal action, including obtaining a restraining order.

United States Department of Education, Office for Civil Rights

John W. McCormack Building
Post Office and Court House, Room 701 Boston, MA 02109
(617) 223-9662

The Office for Civil Rights receives and investigates complaints of discrimination and harassment.

Massachusetts Commission Against Discrimination (MCAD)

One Ashburton Place Boston, MA 02108
(617) 994-6000

The MCAD investigates complaints about discrimination in any public school program or course of study. Filing must occur within 6 months of the alleged discriminatory educational practice or harassment incident.

Massachusetts Department of Children and Families (DCF)

1-800-KIDS-508: Statewide Child Abuse/Neglect Reporting Line
1-800-792-5200: Child at Risk Hotline/evenings, nights and weekends

DCF investigates reports involving a student under 18 years old who suffers physical or emotional injury from abuse (including sexual abuse) or severe neglect (including malnutrition).

United States Department of Justice - Community Relations Service (CRS)

99 Summer Street, Suite 1820
Boston, MA 02110
(617) 424-5715

CRS is a specialized federal conciliation service that assists school districts to manage and prevent racial and ethnic conflicts and disruptions in schools.

United States Department of Justice: Community Relations Service (CRS)

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CRS is a specialized federal conciliation service that assists school districts to manage and prevent racial and ethnic conflicts and disruptions in schools.

CLASSROOM OBSERVATION POLICY (KIA)

Brockton Public Schools ensures that parents can participate fully with school personnel in the development of appropriate educational programs for their child. The school shall provide timely access to parents for observations of a child's current and/or proposed program, including both academic and non-academic components. The observation shall be of sufficient duration and extent to enable the parent or parent designee to evaluate a child's performance in a current program and the ability of a proposed program to enable such child to make effective progress.

Assigning students to a particular classroom is the responsibility of the building principal/ administrator. Therefore, no conditions or restrictions shall be imposed, except those that are necessary to ensure the safety and confidentiality of children or the integrity of the program.

KEY ELEMENTS FOR OBSERVATIONS:

1. Requests for observations shall be made to the Principal. The Principal or designee shall acknowledge all written requests within two school days by contacting the parent to review the request and to discuss the specifics or the extent and duration of the observation.
2. Classroom observations will take place at a mutually agreed upon date and time of day.
3. The duration and extent of an observation shall be determined in advance and on an individual basis with consideration given to the complexity of the student's needs and the need to minimize disruption to the learning environment
4. Prior to and during a classroom observation, all protections to ensure the safety and confidentiality of children and the integrity of the program must be considered. In the event of a building emergency or a disruption that impacts the physical or emotional well being of the student population in the program being observed, the Principal or designee may cancel and/or reschedule the observation.
5. Observers are not permitted to tape record or videotape observations and/or a school program.
6. Permission from a parent, guardian and/or educational surrogate parent is required before a parent designee can observe a student's classroom or program.

PHYSICAL RESTRAINT OF STUDENTS (JKAA)

Maintaining an orderly, safe environment conducive to learning is an expectation of all staff members of the school district. Further, students of the district are protected by law from the unreasonable use of physical restraint. Such restraint shall be used with extreme caution, and only in emergency situations as a last resort, after other lawful and less intrusive alternatives have failed or been deemed inappropriate.

When an emergency situation arises, and physical restraint is the only option deemed appropriate to prevent a student from injuring himself or herself, another student, or school community member, a teacher, employee, or agent of the school district may use such reasonable force needed to protect students, other persons or themselves from assault or imminent, serious, physical harm.

The definitions of forms of restraint shall be as defined in 603CMR 46.02.

The use of mechanical restraint, medical restraint, and seclusion is prohibited.

Physical restraint, including prone restraint only according to the conditions listed under 603 CMR 46.03, shall be considered an emergency procedure of last resort and shall be prohibited except when a student's behavior poses a threat of assault, or imminent, serious, physical harm to themselves and/or others and the student is not responsive to verbal directives or other lawful and less intrusive behavior interventions are deemed inappropriate.

Brockton Public Schools' practice is consistent with the requirements of the law, and includes:

1. appropriate responses to student behavior that may require immediate intervention other than physical restraint;
2. methods of preventing student violence and self-harm, as well as crisis planning and de-escalation of potentially dangerous behaviors among groups of students or individuals;
3. alternatives to physical restraint and the proper methods of restraint administration when required;
4. training and procedures to comply with reporting/documentation requirements; including, but not limited to parent notification of the use of restraint within mandated timelines;
5. procedures for receiving and investigating complaints;
6. methods for engaging parents in discussions about restraint prevention;
7. prohibiting medication restraint, mechanical restraint, and prone restraint except as permitted by 603 CMR 46.03(1)(b), seclusion, and the use of physical restraint in a manner inconsistent with 603 CMR 46.00,
8. a requirement for principal approval for a time out exceeding 30 minutes.

Each building Principal will identify staff members to serve as a school-wide resource to assist in ensuring proper administration of physical restraint. These staff members will participate in an in-depth training program in the use of physical restraint.

In addition, each staff member will be trained regarding the school's physical restraint policy and accompanying procedures. The Principal will arrange training to occur in the first month of each school year, or for staff hired after the beginning of the school year, within a month of their employment.

Physical restraint is prohibited as a means of punishment, or as a response to destruction of property, disruption of school order, a student's refusal to comply with a school rule or staff directive, or verbal threats that do not constitute a threat of imminent, serious physical harm to the student or others.

Physical restraint is prohibited when it is medically contraindicated for reasons including, but not limited to, asthma, seizures, a cardiac condition, obesity, bronchitis, communication-related disabilities, or risk of vomiting.

The use of "time out" procedures during which a staff member remains accessible to the student shall not be considered "seclusion restraint".

This policy and its accompanying procedures shall be reviewed and disseminated to staff annually and made available to parents of enrolled students. The Superintendent shall provide a copy of the Physical Restraint regulations to each Principal.

PROMOTION AND RETENTION OF STUDENTS (IKE)

The Brockton School Committee is dedicated to providing the most beneficial educational experience for all Brockton Public School students. The certified staff of the school system will use the School Committee's established standards to place students at the grade level which is best suited to their academic, social and emotional growth and development. Building principals will direct and aid teachers in their evaluations of students, will review teacher recommendations for student grade level placements and will supervise the provisions made within the building for additional instructional supports during the academic year for those students who are at-risk. It is expected that parents will continuously participate in the process. Principals will work with the Committee on Promotion and Retention to determine the most appropriate grade level placement for students who fail to meet the established standards.

Students are expected to progress through the grades annually with their chronological peers. The School Committee has established standards that schools will use in either promoting or retaining students for an additional year of instruction. Except in extraordinary circumstances, the School Committee will provide only one additional year of instruction at the elementary level (Grades 1 - 6) and only one additional year of instruction at the secondary level (Grades 7 - 12).

To determine whether or not a student has met the School Committee's standards for promotion to the next grade level, the student's classroom teachers, Educational Planning Team members and building principal will first utilize the Student Product Standard (all available information, including curriculum-based assessment, portfolios, and other informal measures of skill and content mastery, and grades and credits at the secondary level), as well as student attendance, and any other factors impacting upon student achievement, before considering referral for promotion or retention. Secondly, the results from citywide and state-mandated standardized testing programs (the Testing Standard) must be factored into the decision.

Appeals Process:

An appeal of promotion and retention decisions may be made in writing to the Deputy Superintendent of Schools who will make the final decision in all appeals cases.

SCHOOL ADMISSIONS (JF)

All children of school age who reside in the city will be entitled to attend the Brockton Public Schools, regardless of race, color, sex, gender identity, religion, national origin, sexual orientation, disability, homelessness, or any other protected student category as defined by law, as will certain children who do not reside in the city but who are admitted under School Committee policies relating to nonresident students or by specific action of the School Committee.

Every student seeking admission to school for the first time must present a birth certificate or equivalent proof of age acceptable to the district and proof of vaccination and immunizations as required by the state and the School Committee. Proof of residency or legal guardianship may also be required by the school administration.

APPROVED: June 4, 2019

LEGAL REFS.: M.G.L. 15:1G; 76:1; 76:5; 76:15; 76:15A 603 CMR 26.00

CROSS REFS.: JLCA, Physical Examination of Students

JLCB, Inoculations of Students

JFBB, School Choice

SCHOOL ADMISSIONS - JF-E

Purpose and Construction of 603 CMR 26.00:

1. 603 CMR 26.00 is promulgated to insure the right of access to the public schools of the Commonwealth and the equal enjoyment of the opportunities, advantages, privileges and courses of study at such schools without regard to race, color, sex, religion, national origin, sexual orientation, disability, gender identity, or homeless status. 603 CMR 26.00 shall be liberally construed for these purposes.
2. The obligation to comply with 603 CMR 26.00 is not obviated or alleviated by any local law or rule or regulation of any organization, club, athletic or other league or association which would limit the eligibility or participation of any student on the basis of race, color, sex, religion, national origin, sexual orientation, disability, gender identity, or homeless status.

School Admissions:

1. All public schools in the Commonwealth shall admit students without regard to race, color, sex, religion, national origin, sexual orientation, disability, gender identity, or homeless status. This includes, but is not limited to regional vocational-technical schools, elementary, secondary, trade, and selective academic high schools.
2. No school shall discourage in any express or implied manner, applicants for admission because of race, color, sex, religion, national origin, sexual orientation, disability, gender identity, or homeless status. Written materials used by a school to recruit students shall not contain references suggesting the predominant sex of the students presently enrolled or the anticipated sex of the students to be recruited. Pictorial representations in such material shall depict students in non-discriminatory ways. Reference to only one sex in the name of schools, programs or activities shall not be retained.
3. The national citizenship of any applicant shall not be a criterion for admission to any public school nor shall national citizenship be a factor in the assignment or availability of courses of study or extracurricular activities.
4. Any standards used as part of the admissions process, including but not limited to testing, the use of recommendations and interviewing, to any public school (as referred to in 603 CMR 26.02 (1)) shall not discriminate on the basis of race, color, sex, religion, national origin, sexual orientation, disability, gender identity, or homeless status. Limited English speaking ability (as defined by M.G.L. c.71A) shall not be used as a deterrent to or limitation on admissions.
5. If admission to any school including, but not limited to, selective academic high schools, regional vocational-technical schools and trade schools, is dependent upon the participation or completion of courses or programs which were previously limited to students of one sex or if close scrutiny reveals that access mechanisms or other administrative arrangements have limited the opportunities of any protected student category as defined by law, then such criteria must be abolished.
6. Nothing in 603 CMR 26.00 shall be construed as to control the interpretation of or interfere with the implementation of St. 1965, c. 641, as amended by St. 1974, c. 636, providing for the elimination of racial imbalance in public schools, all rules and regulations promulgated in respect thereto and all court and administrative decisions construing or relating thereto.

STUDENT ABSENCES AND EXCUSES (JH)

Regular and punctual school attendance is essential for success in school. The Committee recognizes that parents of children attending our schools have special rights as well as responsibilities, one of which is to ensure that their children attend school regularly, in accordance with state law.

Therefore, students may be excused temporarily from school attendance for the following reasons: illness or quarantine; bereavement or serious illness in family; weather so inclement as to endanger the health of the child; and observance of major religious holidays.

A child may also be excused for other exceptional reasons with approval of the Principal or designee.

A student's understanding of the importance of day-to-day schoolwork is an important factor in the shaping of his character. Parents can help their children by not allowing them to miss school needlessly.

Accordingly, parents will provide a written explanation for the absence or tardiness of a child. This will be required in advance for types of absences where advance notice is possible.

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.

Student Absence Notification Program

Each Principal, by whatever title he may be known, will notify a student's parent/guardian within 3 days of the student's absence in the event the parent/guardian has not informed the school of the absence.

Each Principal, by whatever title he may be known, or designee shall make a reasonable effort to meet with any student, and that student's parent/guardian, who has missed five (5) or more unexcused school days (a school day shall be equal to two (2) or more class periods in the same day) in a school year. The meeting shall be to develop action steps to improve student attendance and shall be developed jointly by the Principal or designee, the student, and the student's parent/guardian. The parties may seek input from other relevant school staff and/or officials from relevant public safety, health and human service, housing, and nonprofit agencies.

Dropout Prevention

No student who has not graduated from high school shall be considered permanently removed from school unless the Principal has sent notice to a student, and that student's parent/guardian, who has been absent from school for ten (10) consecutive days of unexcused absence. The notice shall be sent within five (5) days of the tenth consecutive day of absence and shall offer at least 2 dates and times within the next ten (10) days for an exit interview with the Superintendent or designee, the student, and the student's parent/guardian. The notice shall be in both English and the primary language of the home, if applicable. The notice shall include contact information for scheduling the exit interview and shall indicate the parties shall reach an agreement on the date/time of the interview within the ten (10) day timeframe. The timeframe may be extended at the request of the parent/guardian and no extension shall exceed 14 days.

The Superintendent or designee may proceed with any interview without a parent/guardian present, provided the Superintendent has documented a good faith effort to include the parent/guardian.

The Superintendent or designee shall convene a team of school staff to participate in the exit interview and shall provide information to the student and, if applicable, the student's parent/guardian on the detrimental effects of early withdrawal from school and the alternative education programs and services available to the student.

APPROVED: June 4, 2019

LEGAL REFS.: M.G.L. CH71 557 to 2 Ch76-51
M.G.L. 76:1; 76:1B; 76:16; 76:18; 76:20

PHYSICAL EXAMINATIONS OF STUDENTS (JLCA)

Every student will be examined for screening in sight, hearing, BMI*, and for other physical problems as provided in the law and regulation. A record of the results will be kept by the school nurse.

Every student will be given a general physical examination four times: upon entering school and upon admittance to the fourth, seventh, and tenth grades. The results of examinations will be a basis for determining what corrective measures or modifications of school activities, if any, should be recommended. A record of all examinations and recommendations will be kept.

Every candidate for a school athletic team will present the signed consent of parent or guardian in order to participate on a team and will, with the signed consent of parent or guardian, be thoroughly examined to determine physical fitness. The school physician will examine athletes, except when a family wishes to have the examination done by their own doctor at their own expense. A written report stating the fitness of the student to participate signed by the physician will be sent to the school Principal.

The school physician will make a prompt examination of all children referred to him/her by the school nurse. Except in an emergency, the school physician will not prescribe for or treat any student.

Whenever the school nurse finds a child suffering from any disease or medical problem, the situation will be reported to the parent or guardian in writing, or by personal visit if remedial treatment is recommended. A copy of the report will be filed at the school.

NOTE: Department of Health Regulations call for vision screenings in Grades 1-5, once between 6-8, and once between 9-12; hearing screenings in grades 1-3, once between 6-8, and once between 9-12; BMI in grades 1, 4, 7, 10.

APPROVED: June 4, 2019

LEGAL REFS.: M.G.L. 71:53; 71:54; 71:56; 71:57
105 CMR 200

CROSS REF.: JF, School Admissions

INOCULATIONS OF STUDENTS (JLCB)

Students entering school for the first time, whether at kindergarten or through transfer from another school system, will be required to present a physician's certificate attesting to immunization against diphtheria, whooping cough, poliomyelitis, tetanus, measles, and such other communicable diseases as may be specified from time to time by the Department of Public Health. The only exception to these requirements will be made on receipt of a written statement from a doctor that immunization would not be in the best interests of the child, or by the student's parent or guardian stating that vaccination or immunization is contrary to the religious beliefs of the student or parent. If the parent cites religious exemption a note from the parent is to be on file yearly.

Established by law

APPROVED: June 4, 2019

LEGAL REF.: 105 CMR 222.000

INTERDISTRICT SCHOOL CHOICE (JFBB)

It is the policy of this School Committee to determine annually whether to admit under the terms and conditions of the Interdistrict School Choice Law (M.G.L. 76:12B) and under the following local conditions:

Nonresident Students

1. By May 1 of every school year, the administration will determine the number of spaces in each school available to choice students.
2. By June 1 of every school year, if consideration is being given to withdraw from the provisions of the choice law, a public meeting will be held to review this decision.
3. Resident students are given priority placement in any classes or programs within the school system.
4. Applications will be accepted on a first come first serve basis. The selection of non-resident students for admission when the number of requests exceeds the number of available spaces will be in the form of a random drawing.
5. Any student who is accepted for admission under the provisions of this policy is entitled to remain in the school system until graduation from high school.
6. The School Committee affirms its position that it shall not discriminate in the admission of any child on the basis of race, color, religious creed, national origin, sex, age, sexual orientation, ancestry, athletic performance, physical handicap, special need, academic performance or proficiency in the English language.
7. For the 2007-2008 school year the School Committee will accept 50 students into Brockton High School; 25 freshman, 10 sophomores, 10 juniors, and 5 seniors.
8. In addition, the School Committee will accept up to ten (10) non-resident students into the Edison Academy. Said students will be admitted according to the same admissions criteria as resident students who are enrolled in the Edison Academy.

STUDENT DISCIPLINE (JIC)

The Brockton School Committee believes that all students deserve every opportunity to achieve academic success in a safe, secure learning environment. Good citizenship in schools is based on respect and consideration for the rights of others. Students will be expected to conduct themselves in a way that the rights and privileges of others are not violated. They will be required to respect constituted authority, to conform to school rules and to those provisions of law that apply to their conduct.

Each Principal/Dean shall include prohibited actions in the student handbook or other publication to be made available to students and parents.

Principals/Deans and staff shall not use academic punishment of any form as a consequence to inappropriate behaviors/actions by students.

The Principal/Dean may, as a disciplinary measure, remove a student from privileges, such as extracurricular activities and attendance at school-sponsored events, based on the student's misconduct. Such a removal is not

subject to the remainder of this policy, law, or regulation.

The Superintendent shall provide each Principal/Dean with a copy of the regulations promulgated by DESE and shall have each Principal/Dean sign a document acknowledging receipt thereof, which shall be placed in their personnel file.

Suspension

In every case of student misconduct for which suspension may be imposed (except for offenses referenced in the note at the end of this policy), a Principal/Dean shall consider ways to re-engage the student in learning; and avoid using long-term suspension from school as a consequence until alternatives have been tried. Alternatives may include the use of evidence-based strategies and programs such as mediation, conflict resolution, restorative justice, and positive behavioral interventions and supports.

Notice of Suspension:

Except for emergency removal or an in-school suspension of less than 10 days, a Principal/Dean must provide the student and the parent oral and written notice, and provide the student an opportunity for a hearing and the parent an opportunity to participate in such hearing before imposing suspension as a consequence for misconduct. The Principal/Dean shall provide both oral and written notice to student and parent in English and in the primary language of the home if other than English. The notice shall include the rights enumerated in law and regulation. To conduct a hearing without a parent present, the Principal/Dean must be able to document reasonable efforts to include the parent.

Emergency Removal

A Principal/Dean 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 judgment, there is no alternative available to alleviate the danger or disruption.

The Principal/Dean shall immediately notify the Superintendent in writing of the removal including a description of 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/Dean shall: 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, and the other matters required in the notice as referenced in the applicable regulation; Provide written notice to the student and parent as required above; Provide the student an opportunity for a hearing with the Principal/Dean that complies with applicable regulations, 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/Dean, student, and parent; 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 applicable law and regulation.

A Principal/Dean shall also ensure adequate provisions have been made for the student's safety and transportation prior to removal.

In School Suspension - not more than 10 days consecutively or cumulatively

The Principal/Dean may use in-school suspension as an alternative to short-term suspension for disciplinary offenses.

The Principal/Dean may impose an in-school suspension for a disciplinary offense under this provision, provided that the Principal/Dean follows the process set forth in regulation and the student has the opportunity to make academic progress as required by law and regulation.

Principal's/Dean's Hearing - Short Term Suspension of up to 10 days

The hearing with the Principal/Dean shall be 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/Dean 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/Dean should consider in determining whether other remedies and consequences may be appropriate as set forth in law and regulation.

The Principal/Dean shall provide the parent, if present, an opportunity to discuss the student's conduct and offer information, including mitigating circumstances, that the Principal/Dean should consider in determining consequences for the student.

The Principal/Dean shall, based on the available information, including mitigating circumstances, determine whether the student committed the disciplinary offense, and, if so, what remedy or consequence will be imposed.

The Principal/Dean 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 required by law and regulation. The determination shall be in writing and may be in the form of an update to the original written notice.

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.

Principal's/Dean's Hearing - Long Term Suspension of more than 10 days but less than 90 days (consecutive or cumulative)

The hearing with the Principal/Dean shall be 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, in addition to the rights afforded a student in a short-term suspension hearing, the student shall have the following rights: 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; The right to be represented by counsel or a lay person of the student's choice, at the student's/parent's expense; The right to produce witnesses on 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; The right to cross-examine witnesses presented by the Brockton Public Schools district; The right to request that the hearing be recorded by the Principal/Dean, and to receive a copy of the audio recording upon request. If the student or parent requests an audio recording, the Principal/Dean 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.

The Principal/Dean shall provide the parent, if present, an opportunity to discuss the student's conduct and offer information, including mitigating circumstances, that the Principal/Dean should consider in determining consequences for the student.

The Principal/Dean shall, based on the evidence, determine whether the student committed the disciplinary offense, and, if so, after considering mitigating circumstances and alternatives to suspension as required by law and regulation, what remedy or consequence will be imposed, in place of or in addition to a long-term suspension. The Principal/Dean 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/Dean and the parent.

If the Principal/Dean decides to suspend the student, the written determination shall: Identify the disciplinary offense, the date on which the hearing took place, and the participants at the hearing; Set out the key facts and conclusions reached by the Principal/Dean; Identify the length and effective date of the suspension, as well as a date of return to school; Include notice of the student's opportunity to receive education services to make academic progress during the period of removal from school as required by law and regulation; Inform the student of the right to appeal the Principal's/Dean's decision to the Superintendent or designee, but only if the Principal/Dean 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, or other means of communication where appropriate, and shall include the following information: 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/Dean's determination on appeal.

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 Hearing

A student who is placed on long-term suspension following a hearing with the Principal/Dean shall have the right to appeal the Principal's/Dean's decision to the Superintendent.

The student or parent shall file a notice of appeal with the Superintendent within the time period noted above (see

Principal's hearing - Suspension of more than 10 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.

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.

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.

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. The student shall have all the rights afforded the student at the Principal's/Dean's hearing for long-term suspension.

The Superintendent shall issue a written decision within five (5) calendar days of the hearing which meets the requirements of law and regulation. 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/Dean's decision. The decision of the Superintendent shall be the final decision of the school district with regard to the suspension.

Expulsion

Expulsion is defined as the removal of a student from school for more than ninety (90) school days, indefinitely, or permanently as allowed by law for possession of a dangerous weapon; possession of a controlled substance; assault on a member of the educational staff; or a felony charge or felony delinquency complaint or conviction, or adjudication or admission of guilt with respect to such felony, if a Principal/Dean determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school.

Any student expelled from school for such an offense shall be afforded an opportunity to receive educational services and make academic progress.

Academic Progress

Any student who is suspended or expelled shall have the opportunity to earn credits, 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/Dean shall inform the student and parent of this opportunity in writing, in English and in the primary language of the home, 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/Dean shall develop a school-wide education service plan describing the education services that the school district will make available to students who are expelled or suspended from school for more than ten (10) consecutive days. The plan shall include the process for notifying such students and their parents of the services and arranging such services. Education services shall be based on, and be provided in a manner consistent with, the academic standards and curriculum frameworks established for all students under the law.

The Principal/Dean 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, 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.

For each student expelled or suspended from school for more than ten (10) consecutive days, whether in-school or out-of-school, the Brockton Public Schools shall document the student's enrollment in education services. For data reporting purposes, the school shall track and report attendance, academic progress, and such other data as directed by the Department of Elementary and Secondary Education.

Reporting

The Brockton Public Schools shall collect and annually report data to the DESE regarding inschool suspensions, short- and long-term suspensions, expulsions, emergency removals, access to education services, and such other information as may be required by the DESE.

The Principal/Dean of each school shall periodically review discipline data by selected student populations, including but not limited to race and ethnicity, gender, socioeconomic status, English language learner status, and student with a disability status in accordance with law and regulation.

APPROVED: June 4, 2019

LEGAL REF: M.G.L. 71:37H; 71:37H ½; 71:37H ¾; 76:17; 603 CMR 53.00

NOTE: The DESE regulations on student discipline and this policy, consistent with law, set forth the minimum procedural requirements applicable to the suspension of a student for a disciplinary offense other than: possession of a dangerous weapon; possession of a controlled substance; assault on a member of the educational staff; or a felony charge or felony delinquency complaint or conviction, or adjudication or admission of guilt with respect to such felony, if a Principal determines that the student's continued presence in the school would have a substantial detrimental effect on the general welfare of the school, as provided in M.G.L. c. 71, S. 37H or 37H½. The Principal, pursuant to the previously referenced statute may remove a student who has committed any of the disciplinary offenses above referenced from school for more than 90 days in a school year. Except that the removal from school for such offenses is subject to the provision of continuing educational services needed to make academic progress and, the requirement that all school districts regardless of the type of offense shall report school discipline data and analysis to DESE. Also, the prohibited actions above referenced are subject to the provision that allows the Commissioner to investigate each school that has a significant number of students suspended and expelled for more than 10 cumulative days in a school year and to make recommendations thereon.

SUSPENSION OF STUDENTS WITH DISABILITIES (JKF)

The Brockton Public Schools recognizes that the provisions of Chapter 222: An Act Relative to Student Access to Educational Services and Exclusion from School do not diminish any of the rights and protections afforded to eligible students under the federal Individuals with Disabilities Act [IDEA].

The provisions of Chapter 766 of the Acts of 1972 (M.G.L. chapter 71B and sections 37H, 37H '1-2, and 37H) with its attendant regulations found at 603 CMR 28.00, Section 338.0 and the provisions of the Individuals with Disabilities Education Act (IDEA), (20 U.S.C. Chapter 33) as amended by P.L. 105-17 shall be implemented when disciplinary infractions are committed by students with disabilities or by students with Section 504 Accommodation Plans, as detailed in the Procedural Manual of the Brockton Public Schools and relevant DESE advisories.

STUDENT CONDUCT ON SCHOOL BUSES (JICC (also EEAEC))

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

To ensure the safety of all students who ride in buses, it may occasionally be necessary to revoke the privilege of transportation from a student who abuses this privilege. Parents of children whose behavior and misconduct on school buses endangers the health, safety, and welfare of other riders will be notified that their children face the loss of transportation privileges in accordance with regulations approved by the School Committee.

APPROVED: June 4, 2019

NOTE: The coding of this statement indicates that the identical policy is filed in the E (Support Services) section.

GANG ACTIVITY/SECRET SOCIETIES –(JICF)

The goal of the School Committee is to keep the Brockton Public Schools and students free from the threats or harmful influence of any gang. For purposes of this policy, gang is defined as any group, secret society, organization or association that advocates drug use, violence, ethnic intimidation, or disruptive or illegal behavior. The Principal or his/her designee shall maintain supervision of school premises to deter intimidation of students and confrontations between members of different gangs.

The Superintendent shall establish open lines of communication with local law enforcement agencies so as to share information and provide mutual support in this effort within appropriate legal guidelines.

The Superintendent shall provide in-service training to help staff members identify gangs and gang symbols, recognize early manifestations of disruptive activities, and respond appropriately. Staff members shall be informed about conflict management techniques and alerted to intervention measures and community resources that may help students.

Symbols

The School Committee finds that gang symbols are inherently disruptive to the educational process, and therefore prohibits the presence of any insignia, apparel, jewelry, accessory, notebook or other school supply, or manner of

grooming which by virtue of its color, arrangement, trademark, or any other attribute denotes membership in gangs. The School Committee further prohibits any demonstration of gang membership through the use of hand gestures, graffiti, or printed materials. This policy shall be applied by the Principal or his/her designee as the need for it arises individual school sites. A student may be suspended or expelled for failure to comply with the provisions of this policy.

Prevention Education

The School Committee realizes that students may become involved in gangs without understanding the consequences of such membership. Early intervention is a key component of efforts to break the cycle of such memberships. Therefore, gang violence prevention information shall be made available in the elementary, middle, and high schools as appropriate.

SECRET SOCIETIES

Fraternities, sororities and/or secret societies shall not receive District or building recognition in any manner.

A student may be suspended or expelled for failure to comply with the provisions of this policy.

APPROVED: June 4, 2019

STUDENT DRESS CODE (JICA)

The responsibility for the dress and appearance of the students will rest with individual students and parents.

They have the right to determine how the student will dress providing that attire is not destructive to school property, complies with requirements for health and safety, and does not cause disorder or disruption. The administration is authorized to take action in instances where individual dress does not meet the stated requirements.

This does not mean that student, faculty, or parent groups may not recommend appropriate dress for school or special occasions. It means that students will not be prevented from attending school or a school function, or otherwise be discriminated against, so long as their dress and appearance meet the requirements set forth above.

APPROVED: June 4, 2019

STUDENT FUNDRAISING ACTIVITIES (JJE)

The Committee discourages fundraising in the community by students for school or student related activities.

Exceptions to this policy will be:

1. Sale of tickets to scheduled athletic events and school drama and musical performances;
2. Sale of advertising space in school publications; and
3. A fund-raising activity approved by the Superintendent.

No money collections of any kind may be held in the schools without the specific permission of the Superintendent.

STUDENT GIFTS AND SOLICITATIONS (JP)

Because of the embarrassment that might result among children, students will be discouraged from giving gifts to classroom teachers and other school personnel. For the same reason, there will be no formal exchange of gifts between students in the classroom.

Solicitation of funds for charitable purposes from students of the school system will be made only as approved by the Superintendent.

Any organization desiring to distribute flyers or other materials to students in connection with fund drives may do so only with the approval of the Superintendent or designee.

APPROVED: June 4, 2019

CROSS REFS.: GBECB, Staff Gifts and Solicitations
JJE, Student Fund-Raising Activities
KHA, Public Solicitations in the Schools
KHB, Advertising in the Schools

STUDENT GIFTS AND SOLICITATIONS (JPA)

Solicitations by K - 8 students to raise money in any events sponsored by non-school organizations are prohibited.

Parent Advisory Council Booster Organizations school activities approved by the school administration are exempted.

There is to be no door-to-door solicitation by students unless accompanied by a parent/guardian. This does not mean an older brother or sister.

Before any fund raising activity takes place, a notice must be sent home, signed by a parent/guardian acknowledging the above policy on solicitation, and returned to the child's school.

STUDENT TRANSPORTATION IN PRIVATE VEHICLES (EEAG)

School buses will be used for the transportation of students participating in co-curricular or extracurricular activities. However, when buses are not available, private vehicles may be permitted to transport students to or from school activities that fall within the academic day or extend the school day provided all of the following conditions are met:

1. The activity has the approval of the Superintendent of Schools.
2. The owner of the vehicle being used in transporting students must file evidence with the Superintendent of personal liability insurance coverage on the vehicle in the amounts of \$100,000 - \$300,000 or more.
3. The parents/guardians of students to be transported in this manner will be fully informed as to this means of transportation and will sign a statement to this effect.

STUDENT TRAVEL (JJH)

All student trips which include late night or overnight travel must have prior approval of the School Committee. Initial approval by the School Committee is required before engaging students in fundraising activities. The School Committee will also consider the educational value of the trip in relation to the cost prior to granting initial

approval. Overnight trips should offer significant educational benefits to students that clearly justify the time and expense of the trip. Such trips should be appropriate for the grade level.

Final approval will not be granted until all preparations for the trip have been completed including, but not limited to, all logistical details involving transportation, accommodation arrangements and fundraising efforts. The School Committee requires that final approval be sought no less than 30 days prior to the scheduled trip dates.

Teachers and other school staff are prohibited from soliciting for privately run trips through the school system and in the schools. The School Committee will only review for approval school sanctioned trips. The School Committee will not review or approve trips that are privately organized and run without school sanctioning.

APPROVED: June 4, 2019

CROSS REFS.: IJOA, Field Trips

LEGAL REFS.: Chapter 346 of the Acts of 2002 (et al) approved on October 9, 2002
M.G.L. 69:1B; 71:37N

STUDENT RECORDS –(JRA)

In order to provide students with appropriate instruction and educational services, it is necessary for the school system to maintain extensive and sometimes personal information about them and their families. It is essential that pertinent information in these records be readily available to appropriate school personnel, be accessible to the student's parents or legal guardian and/or the student in accordance with law, and yet be guarded as confidential information.

The Superintendent will provide for the proper administration of student records in keeping with state and federal requirements, and shall obtain a copy of the state student records regulations (603 CMR 23.00). The temporary record of each student enrolled on or after June 2002 will be destroyed no later than seven years after the student transfers, graduates or withdraws from the Brockton Public Schools. Written notice to the eligible student and his/her parent of the approximate date of destruction of the temporary record and their right to receive the information in whole or in part, shall be made at the time of such transfer, graduation, or withdrawal. The student's transcript may only be destroyed 60 years following his/her graduation, transfer, or withdrawal from the school system.

The Committee wishes to make clear that all individual student records of the school system are confidential. This extends to giving out individual addresses and telephone numbers.

APPROVED: June 4, 2019

LEGAL REFS: Family Educational Rights and Privacy Act of 1974,
P.L. 93-380, Amended
P.L. 103-382, 1994
M.G.L. 66:10 71:34A, B, D, E, H
Board of Education Student Record Regulations adopted 2/10/77, June 1995 as amended June 2002.
603 CMR: Dept. of Elementary and Secondary Education 23.00 through 23:12 also
Mass Dept. of Elementary and Secondary Education publication Student Records; Questions, Answers and

Guidelines, Sept. 1995

CROSS REF: KDB, Public's Right to Know

STUDENT TRAVEL REGULATIONS (JJH-R)

1. Transportation

The use of vans or private automobiles for trips planned to include late night or overnight student travel is prohibited. Late night or overnight trips will use commercial motor coaches. Trips planned to include late night or overnight student travel will include a pre-trip check of companies, drivers, and vehicles. CORI checks will be conducted in accordance with Massachusetts General Laws Chapter 71, section 38R.

The Superintendent or designee will ensure that the selected carrier is licensed for passenger transportation by the Federal Motor Carrier Safety Administration (FMCSA). The district will not contract with any carrier that has a safety rating of "conditional" or "unsatisfactory". FMCSA ratings are available at <http://www.saferys.org/>. The contract with the carrier will prohibit the use of subcontractors unless sufficient notice is given to the district that allows verification of the subcontractor's qualifications.

2. Trip Scheduling

Overnight accommodations should be made in advance with student safety and security in mind. Whenever possible, trip schedulers should avoid planning student travel between the hours of midnight and 6:00 a.m., due to the increased risk of vehicular accidents during this time period.

Whenever possible, overnight trips should be scheduled on weekends or during school vacations to minimize lost classroom time. Non-academic field trips are considered "optional school programs" and do not count toward meeting structured learning time requirements. (Refer to the Massachusetts Dept. of Elementary and Secondary Education publication Student Learning Time Regulations Guide)

Trip itineraries must leave enough time for drivers to rest in conformity with federal hour-of-service requirements and common sense.

Trip scheduling should take into account the likelihood of delays due to weather, traffic, stragglers, and other unanticipated factors.

If substantially all members of a class are participating in a trip, the school should provide appropriate substitute activities for any students not participating.

3. Fundraising

The amount of time to be devoted to fundraising should be reasonable and commensurate with students' obligations for homework, after-school activities, and jobs.

Group fundraising activities are preferred. Students should not be assigned individual fundraising targets.

If students are charged individual fees for participation, every effort should be made to provide scholarships where needed.

APPROVED: June 4, 2019

CROSS REFS.: IJOA, Field Trips

LEGAL REFS.: Chapter 346 of the Acts of 2002 (et al) approved on October 9, 2002

M.G.L. 69:1B; 71:37N; 71:38R

603 CMR 27.00

FIELD TRIPS (IJOA)

Field trips can bring the school and community closer together, which can result in real life experiences that enrich the curriculum for students and also bring about better public relations. The Committee will encourage field trips as an integral part of the instructional programs in the schools.

The Superintendent will establish regulations to assure that:

1. All students have parental permission for trips.
2. All trips are properly supervised.
3. All safety precautions are observed.
4. All trips contribute substantially to the educational program.

All out-of-state, extended (overnight) trips and excursions and travel between the hours of midnight and 6:00 a.m., must have advance approval of the School Committee. The approval process should be completed prior to engaging students in fundraising activities or other preparations for the trip. Fundraising activities for such trips will be subject to approval by the appropriate administrator.

FIELD TRIPS/NOT SCHOOL SPONSORED (IJOAA)

Trip organizers must inform students and parents, in writing, that the trip is not sponsored by the Brockton Public Schools, but that the School Committee will be notified that the trip is being organized.

Teachers and other school staff are prohibited from soliciting privately run trips through the school system.

WELLNESS (ADF)

In accordance with the federal Child Nutrition and WIC Reauthorization Act of 2004, and Public Law 108.25 Section 204 and the Hunger Free Kids Act of 2010 the Brockton Public Schools is committed to providing its students and staff with the highest quality information, curriculum and supports available to promote lifelong health and wellness. Studies show that quality wellness programs result in children and adults who are more successful, well-rounded and less likely to develop long-term medical conditions. Therefore, the Brockton Public Schools will utilize best practices and data to ensure that all members of the school community have the tools they need to make healthy choices that affect nutrition, physical fitness, social and emotional health and wellness.

Wellness Steering Committee

In accordance with the Massachusetts Legislatures "An Act Relative to School Nutrition" (M. G.L. c 111,s 222), the Brockton Public Schools has established a School Wellness Steering Committee which consists of students, parents, members of the district Wellness Team and a School Committee member. The Wellness Steering Committee meets quarterly to set wellness goals and objectives for the school year and provides informational updates to parents, School

Committee and the community at large. The Committee will review district-wide wellness policies, research and develop new policies and recommend activities that promote student wellness. The Committee will present its recommendations and finding to the School Committee at a public meeting once per year.

Committee reports, as well as minutes of the meetings, including the names of attendees, shall be maintained and provided to the Department of Public Health or the Department of Elementary and Secondary education upon request.

Out-of-School Programming: The District Wellness Steering Committee will regularly assess efforts in all out of school time programming to ensure the needs of the whole child are being met. A focus will be placed on social, emotional and physical development as well as overall wellness.

Nutrition Services: The district shall provide students with nutritional meals that meet the USDA school meal standards including breakfast, lunch and snacks. Nutrition Services shall support healthy food options for classroom activities including classroom celebrations and eliminate the sale of regular and diet soft and sports drinks on school campus to promote health and wellness. All snack foods from vending machines and a la carte items shall meet the current regulation and nutrition standards for competitive foods and beverages in public schools. Nutrition services will strive to provide adequate space and time allotted for students to eat meals in a clean and comfortable environment, as per the recommendations of the Massachusetts Department of Public Health.

Health Education: The district shall provide a comprehensive health education program for K-12 students implemented by certified health teachers. This curriculum will be aligned to the National Health Standards and aligned to the Massachusetts School Health Curriculum Frameworks. This program will provide students the opportunity to understand and practice concepts and skills related to health promotion and disease prevention.

Family, School and Community Partnership: The district shall develop and support the engagement of students, families and staff in community health enhancing activities, events at schools, and throughout the community. In accordance with the intentions of this Wellness Policy, all fundraising and school celebrations in the district that incorporate food, shall be healthy and nutritious and adhere to John Stalker A-list guidelines.

Physical Education: Physical Education will be an essential element of each school's instructional program. The district program will be based on the NASPE standards, aligned to the Massachusetts School Health Curriculum Frameworks and provide the opportunity for all students to develop the skills, knowledge and attitudes that are necessary for lifetime participation in healthy activities. The Physical Education program will be designed to stress personal physical fitness and encourage healthy, active lifestyles. All students will participate in physical education in accordance with current state laws, regulations and district policies. Cocurricular physical activity programs, including fully inclusive intramural programs and physical activity clubs, will be made available to all students.

Physical Activity: In addition to required physical education, students at the elementary level will have the opportunity to participate in daily recess and physical activity. The district shall provide daily recess periods for elementary school students for at least 20 minutes, featuring time for unstructured but supervised active play. School policies and practices support that physical activity is not used for or withheld as punishment for students.

Employee Wellness: Recognizing that employees perform their best when they are healthy and that optimal employee performance is necessary for Brockton Public Schools to be a leader in its field, the employee wellness program aims to improve employee health and well-being. District employees will be encouraged to model healthy behaviors and take advantage of the educational and physical activity programs offered to its staff.

Nursing Services: The School Health Services Department will provide a comprehensive scope of services that maximizes the educational experience, while providing a safe, caring and healthy environment for both students and staff in accordance with Department of Public Health regulations. The Health Service program will provide services that are in adherence with district policies, state and federal laws and regulations. The district will assist in ensuring linkages of uninsured children to insurance providers. The district shall collaborate with health care providers to provide resources to promote health and wellness for students, staff and community. Resources will include, but are not limited to primary care providers, mental/behavioral health services, dental services and prevention programs.

Guidance Services: The district shall provide clinicians in each school to identify and support the social and emotional needs of students and staff. Students shall be assisted and supported in developing the skills to express thoughts and feelings in a responsible manner. Students will be taught in a climate that promotes healthy, productive social and emotional well-being for all.

TEACHING ABOUT ALCOHOL, TOBACCO, AND DRUGS (IHAMB)

In accordance with state and federal law, the Brockton Public Schools shall provide age-appropriate,

developmentally appropriate, evidence-based alcohol, tobacco, and drug prevention education programs in grades K-12.

The alcohol, tobacco, and drug prevention program shall address the legal, social, and health consequences of alcohol, tobacco, and drug use, with emphasis on nonuse by school-age children. The program also shall include information about effective techniques and skill development for delaying and abstaining from using, as well as skills for addressing peer pressure to use alcohol, tobacco, or drugs.

The objectives of this program, as stated below, are rooted in the Committee's belief that prevention requires education, and that the most important aspect of the policies and guidelines of the District should be the education of children and youth on healthy decision-making:

- To prevent, delay, and/or reduce alcohol, tobacco, and drug use among children and youth.
- To increase students' understanding of the legal, social, and health consequences of alcohol, tobacco, and drug use.
- To teach students self-management skills, social skills, negotiation skills, and refusal skills that will help them to make healthy decisions and avoid alcohol, tobacco, and drug use.

The curriculum, instructional materials, and outcomes used in this program shall be recommended by the Superintendent and approved by the School Committee.

This policy shall be posted on the district's website and notice shall be provided to all students and parents in accordance with state law. Additionally, the district shall file a copy of this policy with DESE in accordance with law in a manner requested by DESE.

USE OF DRUGS AND ALCOHOL ON SCHOOL PREMISES PROHIBITED (ADB)

The use, sale, delivery, or other possession of alcohol or drugs, except for medicinal purposes, within all school buildings, school facilities, or on school grounds or school buses of the Brockton Public Schools by any individual is prohibited at all times. For the purpose of this policy, the term "drugs" includes alcohol, and/or controlled substances as defined in Mass. Gen. Laws, Ch. 94C (including, but not limited to marijuana, heroin, cocaine), as well as restricted drugs, such as prescription or over the counter drugs that are misused, steroids, and products misused for the purpose of mind-altering effects (aerosols, solvents, etc.).

A staff member determined to be in violation of this policy shall be subject to disciplinary action, up to and including dismissal.

A student determined to be in violation of this policy shall be subject to disciplinary action pursuant to the student discipline code.

This policy shall be promulgated to all staff and students in appropriate handbook(s) and publications.

Brockton Public Schools will report to the police suspected violations of laws relating to alcohol and drugs on school property.

LEGAL REF: M.G.L. c. 71, §37H & 37H1/2(students-controlled substances)

M.G.L. c. 138, §§34,34A, 34C (alcohol)

M.G.L. c. 94C (controlled substances) M.G.X. c. 270, §6 (glue-toxic substances)

M.G.L. c. 272, §40A (alcohol on school property) Drug-Free Workplace Act of 1988

SMOKING ON SCHOOL PREMISES (ADC)

Use of any tobacco products, including but not limited to: cigarettes, cigars, little cigars, chewing tobacco, pipe tobacco, and snuff and electronic cigarettes, electronic cigars, electronic pipes or other similar products that rely on vaporization or aerosolization within the school buildings, school facilities, on school grounds or school buses, or at school sponsored events by any individual, including school personnel and students, is prohibited at all times.

A staff member determined to be in violation of this policy shall be subject to disciplinary action.

A student determined to be in violation of this policy shall be subject to disciplinary action pursuant to the student discipline code.

This policy shall be promulgated to all staff and students in appropriate handbook(s) and publications.

Signs shall be posted in all school buildings informing the general public of the District policy and requirements of state law.

ALCOHOL, TOBACCO, AND DRUG USE BY STUDENTS PROHIBITED (JICH)

A student shall not, regardless of the quantity, use or consume, possess, buy or sell, or give away any beverage containing alcohol; any tobacco product, including vapor/E-cigarettes; marijuana; steroids; or any controlled substance. The School Committee prohibits the use or consumption by students of alcohol, tobacco products, or drugs on school property, at any school function, or at any school sponsored event.

Additionally, any student who is under the influence of drugs or alcoholic beverages prior to, or during, attendance at or participation in a school-sponsored activity, will be barred from that activity and may be subject to disciplinary action.

The school district shall utilize, in accordance with law, a verbal screening tool approved by the Department of Elementary and Secondary Education to screen students for substance abuse disorders. The tool shall be administered by trained staff on an annual basis at grades 7 and 9.

Parents/guardians shall be notified prior to the opening of school each year. Parents/guardians shall have the right to opt out of the screening by written notice prior to or during the screening.

All statements made by a student during a screening are confidential and shall not be disclosed except in the event of immediate medical emergency or in accordance with law. De-identified results shall be reported to the Department of Public Health within 90 days of the completion of the screening process.

This policy shall be posted on the district's website and notice shall be provided to all students and parents of this policy in accordance with state law. Additionally, the district shall file a copy of this policy with DESE in accordance with law in a manner requested by DESE.

APPROVED/UPDATED: June 15,1999; August 20, 2002; August, 2016; February, 2018; May, 2018

LEGAL REFS.: M.G.L.71:2A; 71:96; 71:97; 272:40A

CROSS REFS.: IHAMB, Teaching About Drugs, Alcohol, and Tobacco GBEC, Drug Free Workplace Policy

STUDENT TRANSPORTATION IN PRIVATE VEHICLES (EEAG)

School buses will be used for the transportation of students participating in co-curricular or extracurricular activities. However, when buses are not available, private vehicles may be permitted to transport students to or from school activities that fall within the academic day or extend the school day provided all of the following conditions are met:

1. The activity has the approval of the Superintendent of Schools.
2. The owner of the vehicle being used in transporting students must file evidence with the Superintendent of personal liability insurance coverage on the vehicle in the amounts of \$100,000 - \$300,000 or more.
3. The parents/guardians of students to be transported in this manner will be fully informed as to this means of transportation and will sign a statement to this effect.

VANDALISM (ECAC)

The School Committee recognizes that acts of vandalism committed against public and private property are costly and require positive action through educational programs. Consequently, the Committee will support various programs aimed at reducing the amount of vandalism.

Every citizen of the City, staff members, students, and members of the police department are urged by the School Committee to cooperate in reporting any incidents of vandalism to property under control of the school department, and the name(s) of the person or persons believed to be responsible. Each employee will report to the Principal of the school every incident of vandalism known to them and, if known, the names of those responsible.

The Superintendent is authorized to sign a criminal complaint and to press charges against perpetrators of vandalism against school property, and is further authorized to delegate, as they see fit, authority to sign such complaints and to press charges.

Parents/guardians and students will be made aware of the legal implications involved. Reimbursement will be sought for all or part of any damages.

SECURITY CAMERAS IN SCHOOLS (ECAF)

The School Committee works to maintain a safe and secure environment for its students, staff, visitors, and facilities. Security means more than having locks and making certain that doors are locked at the proper times. Security also means minimizing fire hazards, reducing the possibility of faulty equipment, keeping records and valuables in a safe place, protection against vandalism and burglary, the prosecution of vandals, and developing crisis plans.

School facilities and their contents, constitute one of the greatest investments of the community. The School Committee believes it to be in the best interest of students and taxpayers for the district to exert every reasonable means to protect the investment adequately.

In pursuit of this objective, the School Committee authorizes the use of security cameras in school district buildings and on its property to ensure the health, welfare and safety of all students, staff, and visitors, to deter theft, vandalism, and other negative behavior, to safeguard district buildings, grounds and equipment, and to monitor unauthorized individuals in or on

school property. Security cameras may be used in locations as deemed appropriate by the Superintendent of Schools in consultation with school officials as well as local law enforcement and emergency response agencies. They may be used in any area, inside or outside of school buildings where there is no reasonable expectation of privacy.

The district shall notify students and staff through student and employee handbooks and appropriate signage that security cameras have been installed and may be used at any time. Students or staff identified on security cameras in violation of School Committee policies will be subject to disciplinary action.

The Superintendent shall ensure that proper procedures are in place and are followed regarding use, viewing, disclosure, retention, disposal and security of video recordings or photographs from security cameras in accordance with applicable laws and regulations. A video recording used for security purposes in school district buildings and/or on school property shall be the sole property of the school district. All video recordings will be stored in their original format and secured to avoid tampering and to ensure confidentiality in accordance with applicable laws and regulations. Access to video recordings from security cameras shall be limited to school administrators (Superintendent/designee, School Principal/designee). Law enforcement and emergency response officials shall be granted access to video recordings or the security system after giving prior notice to the School Superintendent/designee.

The Superintendent may, from time to time, issue further guidance that is consistent with current laws and this policy.

SOURCE: MASC

WALKERS AND RIDERS (EEAA)

Students will be entitled to transportation to and from school at the expense of the public schools when such transportation conforms to applicable provisions of the Massachusetts General Laws. Reimbursement to the school district for transportation costs is given by the Commonwealth, subject to appropriation, only for (a) students living at least one and one half miles from school, (b) students who live more than one mile from the nearest bus stop, and (c) students with special needs for whom transportation must be provided.

Additionally, the Committee will provide transportation for students as follows:

Kindergarten: All students, except those living in immediate proximity to the school, as determined by the Superintendent.

Grades 1 - 3: Students living more than one mile from school.

Grades 4 - 6: Students living more than one and one-half miles from school.

Grades 7 -12: Students living more than two miles from school.

Exceptions to these guidelines may be made at the discretion of the Superintendent. This will apply particularly to any student who must travel in a hazardous area to and from school. These students will be transported regardless of the mileage limits listed.

SOURCE: MASC August 2016

LEGAL REFS.: M.G.L. 40:5; 71:7A; 71:68; 71B:5

CROSS REF.: EEA, Student Transportation Services

DANGEROUS WEAPONS IN THE SCHOOLS (JICI)

It is the policy of the Brockton Public Schools that no student is allowed to carry or possess, while in school, any weapon or potentially harmful object. Such weapons/objects must be surrendered to the principal. The principal or his/her designee shall determine if:

1. Any Federal, State or local laws have been violated;
2. Any school rules have been violated; and

3. Parental involvement is always necessary.

In addition, possession of a firearm will be reported to proper authorities for legal action. Due process for weapons possession is outlined in the School Committee approved handbooks.

APPROVED: June 4, 2019