

Brockton Public Schools

Elementary 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) 580-7513
superintendent@bpsma.org

August 2024

Dear Parents/Guardians:

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

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

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

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

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

Sincerely yours,

Dr. Priya Tahiliani
Superintendent of Schools

**BROCKTON PUBLIC SCHOOLS
BROCKTON, MASSACHUSETTS**

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

Parent/Guardian Signature

Student’s Name (printed)

Date

Student’s Signature



City of Brockton
BROCKTON PUBLIC SCHOOLS
Dr. Priya J. Tahiliani ♦ Superintendent of Schools

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 unsecured 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 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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(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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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.

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

Conditions: _____

Allergies: _____

Assistive Devices/Equipment: _____

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

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

- Nurse Share Information:** ___ Yes ___ No _____
- Standing Orders: (See Above)** ___ Yes ___ No _____
- Prescription Medication/Treatment:** ___ Yes ___ No _____
- Mass Health Agreement:** ___ Yes ___ No _____

Parent/Guardian Signature _____ Date: _____

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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 *July 27, 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.

Inclement Weather Procedures

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

School Cancellations

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

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

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

Delayed School Openings

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

	1-hour delay start	90-Minute Delay Start	2-Hour Delay Start
Brockton High School	8:20 AM	8:50 AM	9:20 AM
Huntington Therapeutic Day School	8:10 AM	8:40 AM	9:10 AM
Gilmore School	8:35 AM	9:05 AM	9:35 AM
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	10:00 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	12:15	PM
Huntington Therapeutic Day School	11:00	AM
Brockton High School	11:00	AM
Champion High 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.

School Attendance

Absence Policy

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

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

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

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

Dismissal Policy

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

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

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

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

Leaving School Grounds

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

Tardiness

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

Attendance at School Functions in the Evenings

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

II. Academics and Curriculum

District Curriculum Accomodation Plan

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

The law states:

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

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

Brockton Public Schools targeted areas for the DCAP:

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

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

Our core values are to...

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

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

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

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

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

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

BPS Approach to Curriculum and Instruction for All Learners

Curriculum Accommodations Supports for General Education Classroom Teachers

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

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

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

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

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

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

Behavior

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

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. ✓ Post expected rules and behaviors. ✓ Provide frequent movement breaks throughout the day. ✓ Post a daily classroom schedule. ✓ Provide warnings of transitions and provide a visual timer if needed. ✓ Teach and model transition routines.
To improve work completion:
<ul style="list-style-type: none"> ✓ Daily check-in and check-out. ✓ Provide positive reinforcement. ✓ Allow access to guidance/adjustment counselor/psychologist. ✓ Provide Home to School communication log.

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

Reading

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

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

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

Writing

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

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

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

Mathematics

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

To improve skills and readiness if below grade level:

- ✓ 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:

- ✓ 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:

- ✓ 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:

- ✓ Provide small group instruction.
- ✓ Provide 1:1 instruction.
- ✓ Allow extra time on all tests.
- ✓ Read aloud all grade level math materials.
- ✓ Use the 3 Reads Strategy.
- ✓ Provide students with “Real-World” experiences.
- ✓ Utilize Number Talks.
- ✓ Use the CRA (Concrete, Representational, and Abstract) Model.
- ✓ Create assignments on ST MATH to help students struggling on a particular concept.
- ✓ Post visuals, posters, and anchor charts to help students during independent work time.
- ✓ Teach students test-taking strategies.
- ✓ Allow students to peer tutor.
- ✓ Create alternative ways for students to show their knowledge.
- ✓ Encourage and model the use of reference sheets, number lines, number grids etc..

To increase the rate of work completion:

- ✓ 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:
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| <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. |
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Multi-Tiered Systems of Support

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

Tier 1: Universal Support

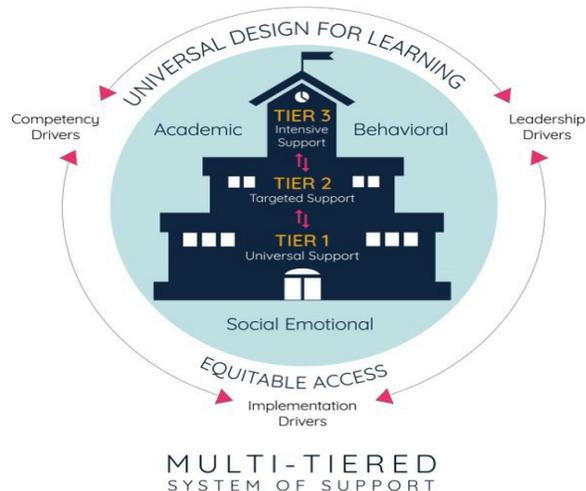
These are supports available to all students. Inclusive practice is a cornerstone of Tier 1. Inclusive practice is defined as “instructional and behavioral strategies that improve academic and social emotional outcomes for all students, with and without disabilities, in general education settings.” (Educator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

Tier 2: Targeted Support

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

Tier 3: Intensive Support

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



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

System Wide Initiatives:

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

Direct and Systematic Reading and Mathematics Instruction for ALL Students:

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

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

Services and Supports within the Regular Education Classroom:

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

High Quality Instructional Materials:

- Massachusetts Frameworks Common Core aligned standards-based report cards at the elementary level.
- Utilized the CuRaTe process to identify high-quality evidence-based curriculum in all content areas.
- Utilized CuRaTe to identify high-quality evidence-based ELA curriculum.
- Availability of a wide variety of curricular and instructional materials including 1-1 tablets, Smart Boards, LCDs, digital resources including, Lexia Core5, Lexia English and ST Math K-5, Carnegie Mathia, 6-12.
- Developmentally appropriate, culturally, and linguistically responsive curriculum.
- Scientifically research-based core text in grades K-5 .

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

Ongoing Analysis of All Students Through Formative and Summative Assessments:

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

High Quality Mentoring for ALL New Teachers:

- Teacher mentoring program.
- New teacher orientation.
- Mentor teacher handbook.
- New teacher survival guide.
- Annual internship program.
- Professional development opportunities focused on educating and supporting teachers in content areas as well as equity, diversity, inclusion, belonging, and social emotional learning.
- MABE Summer Institute for Dual Language teachers.

- George School Summer Institute for new Dual Language teachers.
- Building based Professional Learning Communities.
- Leadership Academies.

Instructional Coaching:

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

High Quality Professional Development Opportunities:

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

Family Engagement Systems:

- Parent Academy programming.
- Family Engagement Liaisons K-8 provide school-specific programming to meet needs of their respective school communities.
- Parent Advocacy Centers with native language support reflective of dominant languages in the community.
- Community and Family Engagement offerings.
- Carnegie Learning provides online tutoring in ELA and Math for all middle school students.
- “Welcome to Kindergarten” parent resource guide.
- Strategies for use of community agencies and volunteers to assist students and teachers.
- Partners in Excellence Handbook: Brockton Public Schools Volunteer Program.
- Services of the Community Schools' Adult Learning Center.
- Parent and family nights offered through Extended Day and 21st century programs.
- Parent and family night events and information sessions offered through the Bilingual PAC
- Family Learning Program.
- Providing information for parents to understand school programs and options available for their children through www.bpsma.org (multiple languages).

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

Instructional Support Teams (IST)

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

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

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

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

Members of the IST

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

Pre-IST Referral

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

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

IST Referral

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

IST Process & Procedure

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

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

The IST process involves identifying a student’s need for academic or behavioral support, determining the strategies needed to assist the student, and implementing and monitoring intervention strategies through a continuum of services. After an initial intake assessment of the multiple facets of a student the IST recommends strategies across all domains of student functioning to be implemented to help the student achieve success in school. The team determines what support is needed for the student to maintain a level of success in the classroom. These strategies are evaluated by the team after

a set period of time, based on the goals set for the student. If the student’s teacher reports a positive change, the strategies are continued. If there is no progress, other strategies are tried and/or the student may be referred for a comprehensive evaluation to determine eligibility for special education and/or related services.

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

Homework Policy

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

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

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

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

Teacher Responsibilities for Homework

- Inform parents and seek their support of expectations for homework at the start of each school year.
- Distribute the homework policies and procedures and collect the parent’s signature pages.
- Provide for students’ individual differences by varying homework assignments to acknowledge varied learning styles.
- Establish guidelines for the assessment of homework appropriate to each assignment.
- Give clear, concise directions, allowing time for students’ questions.
- Review the progress of long-term projects periodically.
- Provide adequate time for students to prepare for tests
- Collect and record all homework assignments.
- Contact parents if assignments are not completed.

Student Responsibilities

- Develop the habit of recording directions for homework and asking questions for clarification.

- Complete homework assignments accurately, neatly, and on time. Complete assignments missed because of absence within a reasonable time.

Parent Responsibilities

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

Student Record Regulations

Student Record

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

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

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

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

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

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

- a. Seeing a student's records - Parents or guardians have the right to see and have copies made of all materials in the record within two weekdays of the request. The school may not charge more than the cost of the copies. As required by M.G.L. ch. 71, § 34H, a non-custodial parent may have access to the student record in accordance with law and Department of Education Regulations. The school district will follow the law and the attachments recommended by the MA Department of Education to standardize the process by which public schools provide student records to parents who do not have physical custody of their children ("non-custodial parents"). The implementation of this policy will hopefully encourage parents to be involved in and informed about the education of their children, while protecting the rights and safety of all parties.
- b. Privacy of a student's records - Certified staff members who work directly with a student may see a student's records when it is necessary to perform their duties. With very few exceptions, no one else may see these records without the written permission of a student/parent or guardian.
- c. Destroying a student's records - The school system must keep a student's transcript for at least 60 years after the student leaves the school system. Temporary records must be destroyed within five years after the student leaves

the system. Before any records are destroyed, the student/parent or guardian must be given notice and an opportunity to get a copy.

- d. Amending a Student's Record and Appealing it - A student/parent or guardian may add any relevant written material to the student's record. If there is information in the record that the student/parent or guardian feels is inaccurate, misleading, or irrelevant and the student wants it removed, the student may ask the principal to remove it. If the request is denied, or if the student has any other objections to the school records, there is an appeals process. The Assistant Superintendent for Unified Student Services Pupil will supply information about the appeals process.
- e. Notice is given that, under Massachusetts law, Brockton schools will allow access to student records to authorized school personnel of the school to which a student seeks or intends to transfer. (603 CMR 23.00)

Special Education Student Records Policy

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

III. Code of Conduct

Restorative Practices and Discipline Procedures

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

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

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

Each day we will strive to influence our students' social and emotional development through the implementation of restorative practices to strengthen our learning community. We are focused on building healthy and positive relationships, preventing harmful behavior, productively resolving conflict with individuals and groups through the restoration of harm, and fostering a positive and inclusive learning environment. We value open dialogue to repair relationships, and we remain unequivocally committed to the principle that disorderly and disruptive behavior shall not be permitted to interfere with any students' access to learning. To maintain a safe and respectful learning environment, district faculty and staff will work to address and support behavioral concerns and address behaviors at the teacher/classroom level.

These conversations may also include peers, parents/guardians, and the administration who all share responsibility to support and maintain a safe and inclusive learning environment and school community.

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

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

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

RESTORATIVE PRACTICES DOES NOT EXCLUDE CONSEQUENCE AND DISCIPLINE PROCEDURES.

The Rights of Students

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

Qualities of a Code of Conduct are based on

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

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

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

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

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

BPS Policies and Procedures Regarding Student Discipline

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

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

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

Extracurricular Activities (after school clubs, intramurals, sporting events, dances)

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

Malicious Damage to School or Personal Property/Stealing

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

Bringing Novelty Items to School

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

Behaviors Meriting Corrective Action Which May Result in Discipline

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

The district recognizes that there are major and minor behavior infractions and takes into consideration both the age and developmental level of the student in responding to the behavior.

1. Interfering with the teaching/learning process
2. Disrespect to staff
3. Excessive rough playing
4. Use of alcohol and/or a controlled substance
5. Possession or use of tobacco products
6. Fighting
7. Endangering the physical safety of another by the use of force or threat of force
8. Acting in a way that endangers the health and safety of students or other members of the school community, including verbal or written threats, including all electronic messages
9. Assault of a student
10. Assault of a staff member
11. Verbal, physical, sexual or written harassment of any kind against another individual
12. Stealing or damaging another's property
13. Stealing or damaging school property
14. Forcing another to surrender their belongings
15. Wanton and malicious vandalism
16. Endangering others by unauthorized use of lighters, matches, fireworks, flammables, extinguishers
17. Arson on school property
18. Possession or use of a dangerous weapon (real or simulated)

19. Abusive language to staff
20. Accessing, possessing, or distributing inappropriate material (print, graphic, audio, visual)
21. Violation of the Internet Acceptable Use Policy and/or Responsible Use Policy and Guidelines
22. Wearing clothing which could be disruptive or distracting to the educational process, or which could affect student safety
23. Wearing or displaying clothing which has explicitly violent, obscene or sexually suggestive language or designs, which advertises alcohol or illegal substances, or which identifies students as members in a gang
24. Cursing, swearing, making obscene remarks or gestures
25. Unauthorized selling of materials
26. Interfering with the teaching/learning process
27. Pulling a false fire alarm
28. Entering or leaving the building or classroom without permission (except in emergency or a threatened emergency)
29. Being anywhere in the building or on school property without authorization
30. Using racial
31. Using or throwing objects as a means of physical abuse
32. Bullying and/or cyberbullying
33. Forgery (Parent or Staff Signature) Forgery is the act of signing another name falsely in order to deceive.
34. Social Media
35. Retaliatory Behavior
36. Not following the directive of staff
37. Using offensive language related to identifying or labeling gender, sexuality, gender identity, home language, nation of origin, citizenship status, etc.
38. Vaping
39. We believe that social media outside of school property (group chats, social media platforms, individual chats/texting, etc.) that threaten and harm the school community should be addressed.
40. Add language regarding the use of marijuana (including different forms such as edibles, drinks, etc.)
41. Clothing must not state, imply, or depict hate speech or imagery that target groups based on race, ethnicity, gender, disability, nation of origin, native language, sexual orientation, religious affiliations (bias-related behavior).

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

Normal Progressive Code of Conduct Procedures

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

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

Due Process Procedures

Eligibility to Participate in School Activities and Events

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

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

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

Suspensions

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

In-School Suspension Procedures

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

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

Notice of In-School Suspension

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

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

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

Parent Meeting

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

No Right to Appeal

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

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

Due Process Procedures for Out-of-School Suspensions

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

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

Notice for Any Out-of-School Suspension

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

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

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

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

Emergency Removal of Student

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

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

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

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

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

Principal Hearing - Short-term Suspension

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

No Right to Appeal

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

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

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

Principal Hearing - Long-Term Suspension

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

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

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

Superintendent's Appeal Hearing Under M.G.L. ch. 71, § 37H^{3/4}

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

- c) The superintendent shall hold the hearing within three (3) school days of the student's request, unless the student or parent requests an extension of up to seven (7) additional calendar days, in which case the superintendent shall grant the extension.
- d) The superintendent shall make a good faith effort to include the parent in the hearing. The superintendent shall be presumed to have made a good faith effort if he or she has made efforts to find a day and time for the hearing that would allow the parent and superintendent to participate. The superintendent shall send written notice to the parent of the date, time, and location of the hearing.
- e) The superintendent shall conduct a hearing to determine whether the student committed the disciplinary offense of which the student is accused, and if so, what the consequence shall be. The superintendent shall arrange for an audio recording of the hearing, a copy of which shall be provided to the student or parent upon request. The superintendent shall inform all participants before the hearing that an audio record will be made of the hearing and a copy will be provided to the student and parent upon request.
- f) The student shall have all the rights afforded the student at the principal's hearing for long-term suspension.
- g) The superintendent shall issue a written decision within five (5) calendar days of the hearing which meets the requirements of 603 CMR 53.08(3)(c)1 through 5. If the superintendent determines that the student committed the disciplinary offense, the superintendent may impose the same or a lesser consequence than the principal, but shall not impose a suspension greater than that imposed by the principal's decision.
- h) The decision of the superintendent shall be the final decision of the school district, with regard to the suspension.

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

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

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

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

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

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

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

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

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

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

The principal shall notify the parent and student of the opportunity to receive education services at the time the student is expelled or placed on long-term suspension. Notice shall be provided in English and in the primary language spoken

in the student's home if other than English as determined by the home language survey, or other means of communication where appropriate. The notice shall include a list of the specific education services that are available to the student and contact information for a school district staff member who can provide more detailed information.

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

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

Code of Conduct Provisions for Students with Disabilities

Procedures for suspension(s) not exceeding 10 school days

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

Procedures for suspension(s) exceeding 10 school days

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

students with the rights to receive educational services during periods of suspensions lasting longer than ten days.

Special Circumstances for Exclusion

- Special circumstances exist if your child: 1) possesses, uses, sells or solicits illegal drugs on school grounds or at a school-sponsored event; 2) carries a weapon to school or a school-sponsored event; or, 3) inflicts serious bodily harm upon another person at school or a school-sponsored event. Under these circumstances, the principal may place your child in an interim alternate educational setting (IAES) for up to 45 school days. Your child may remain in this IAES for a period of time not to exceed 45 school days. Thereafter, your child will return to the previously agreed-upon placement unless a hearing officer has ordered another placement, or you and the school agree to another placement. For students with Section 504 Plans, there is no automatic right to receive educational services beyond the 10th school day of suspension under federal law, however, state law does provide all students with the rights to receive educational services during periods of suspensions lasting longer than ten days.

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

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

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

Massachusetts Regulations on Restraining Students

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

Use of Time Out Room

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

Bullying and Cyberbullying

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

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

- causes physical or emotional harm to the target or damage to the target's property;

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

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

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

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

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

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

Bullying is prohibited:

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

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

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

Prevention and Intervention Plan

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

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

Reporting

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

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

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

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

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

Investigation Procedures

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

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

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

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

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

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

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

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

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

Retaliation

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

Target Assistance

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

Training and Assessment

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

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

Publication and Notice

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

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

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

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

Threats

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. In accordance with district procedures a threat assessment may be conducted.

Search of Persons/Property

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

Use of Surveillance Cameras

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

IV. Student Safety and Transportation

Emergency Move to an Alternative Site

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

Bus Behavior

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

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

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

4. The students shall keep their arms, heads, hands, and legs inside the bus. They shall not throw anything out of the window. They shall not litter or deface the bus. They must keep aisles clear. If seat belts are available, they must be worn.
5. The emergency door is to be used for emergencies only.
6. The students shall not ride any buses other than the one to which they have been assigned.
7. After a series of warnings, both written and verbal, the student can be temporarily or permanently suspended from bus privileges.
8. At the discretion of the principal, bus students returned to the school on multiple occasions may have riding privileges suspended for a period of time.

Kindergarten Transportation Policy

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

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

V. Media

Media Release

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

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

Cell Phone Policy

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

Cell Phone/Electronic Device Searches

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

- Video and pictures of assaults and fighting
- Evidence of harassment/intimidation/bullying
- Graffiti/destruction of property

- Possession, use, or distribution of controlled substances, illegal drugs, or alcohol
- Identification of ownership of stolen or lost devices

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

Internet Access: Acceptable Use Policy

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

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

Users **are not** permitted to:

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

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

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

This Acceptable Use Policy applies to all Remote Learning Platforms.

VI. Health and Wellness

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

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

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

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

Food from Home

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

Medication Misuse

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

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

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

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

Medical Assessment

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

Dress Code

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

- a) **HATS, BANDANAS, ANY OTHER NON RELIGIOUS HEADWEAR, COATS AND OUTER GARMENTS are not to be worn in the building at any time. They are to be placed in assigned lockers. Sweatshirt and shirts with hoods may be worn but students are not permitted to wear the hoods up or covering their heads or faces at school or on school property.**
- b) Cutoffs, tank tops, halter-tops, tube tops, muscle shirts, pajamas, spandex clothing or any garment that reveals the midriff are not allowed.
- c) Skirts and shorts must measure to at least mid-thigh length
- d) Pants must be worn at or above the waist and undergarments must not be showing-
- e) Transparent and/or low-cut blouses and shirts are not permitted.
- f) Flip flops are not permitted.
- g) Any item of clothing that has been intentionally torn or cut exposing skin above the knee to create holes must have fabric underneath. (Dress regulations for Physical Education classes and Athletics may differ.)

- h) Any student in violation of the dress code may call a parent for appropriate clothing or sign out sweatpants and a T-shirt from the Principal's office.
- i) There are three elementary schools with uniform policies in place - Gilmore, Raymond and George. Please refer to your school's website for uniform guidelines.

Fragrance Sensitivity Awareness

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

Physical Education Dress Code Guidelines

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

Drug and Alcohol Policy

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

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

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

Search for Contraband Materials

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

The Role of the Principal and School Police

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

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

Screening Brief Intervention and Referral to Treatment (SBIRT)

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

Smoking

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

Concussion Policy

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

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

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

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

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

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

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

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

Evaluation Guidelines

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

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

Comprehensive Sexuality Curriculum for Grade 5

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

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

No Idling Policy

Brockton School Committee Policy 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.

EPA Warnings & Notification

Brockton Public Schools Public Notice

ATTENTION: Principals, Parents, Teachers, Students and Building Occupants
REFERENCE: Asbestos Inspections and Management Plans Compliance with The Environmental Protection Agency (EPA) Asbestos Hazard Emergency Response Act (AHERA)

EPA Warnings & Notification
AHERA 40 CFR 763.1 11

The Brockton School Department as a local education agency (LEA), has posted in the primary administrative and custodial offices and in the faculty common rooms of each school under its authority, a completed copy of a Notice to School Employees which indicates that the school has been inspected and has friable asbestos containing materials in it. This posted notice shall remain in place indefinitely in all schools that have friable asbestos containing material.

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

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

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

VII. Student Rights

Sexual Harassment

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

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

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

Civil Rights and Harassment

It is the policy of the Brockton Public Schools to provide an educational environment which is free from discrimination. Parents who feel that their young children have been victimized because of race, color, sex, religion, gender identity, national origin, disability, sexual orientation, pregnancy or pregnancy related condition may contact any member of the

school staff who will assist in reporting the incident to the school system's Equity Officer. Disciplinary measures in response to civil rights/harassment cases may include, but not be limited to office referral, parental conference/notification, notification of School Police, detention, suspension and/or exclusion, depending on the severity of the case. During the course of the investigation, students shall be provided with interim supportive measures as appropriate. The Brockton Public Schools' Civil Rights Discrimination Grievance Procedure can be accessed by contacting your school office or through our website at <https://www.bpsma.org/departments/student-support-services> .

Equal Opportunity

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

Non-Discrimination Statement

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

Equity Officer

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

The Educational Rights of Children and Youth in Homeless Situations

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

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)

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 ACCOMODATIONS (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

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 Superintendent Michael Thomas	School Committee Policy Update Adopted 2020	Section A Foundations & Basic Commitments
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Complaint Procedure for Discrimination – AC-EI

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)
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.

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
M.G.L. 76:15

CROSS REF.: JF, School Admissions

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 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.: GBEB, 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 (JH-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.safersys.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.GX. c. 270, §6 (glue-toxic substances)

M.G.L. c. 272, §40A (alcohol on school property) Drug-Free Workplace Act of 1988

Drug-Free Schools and Community Act Amendments of 1989

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

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

