BROOKS SCHOOL
STUDENT & FAMILY HANDBOOK
2026-2027

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Introduction—-Welcome to Brooks Elementary School!

Dear Brooks Community,

I am thrilled to welcome you to a new school year at Brooks Elementary School, a place where every child is seen, valued, and supported. Our school community is built on the belief that learning thrives when students feel a true sense of belonging — when they know they are safe, respected, and connected.

At Brooks, we are committed to nurturing collaboration, imagination, and creative problem-solving. As a Responsive Classroom model school, we focus on the whole child — academically, socially, and emotionally. We work together to create a school environment that challenges bias, celebrates differences, and fosters empathy and kindness.

Our entire school community — including educators, staff, volunteers, families, and students — shares the responsibility of making Brooks a place where everyone belongs. Through our shared values, we create space for curiosity, intellectual risk-taking, and growth.

Each day, we strive to live by our Brooks Bees pledge:
Be Kind, Be Safe, Be Responsible, Be You.

These words reflect the heart of who we are and what we hope every member of our community feels in their daily experience here.

Our daily routines and expectations are grounded in three key frameworks: Responsive Classroom, the Michigan Model for Health, and Zones of Regulation. These approaches help us maintain a consistent and supportive environment for all students, with a strong emphasis on:

- **Modeling respectful, inclusive behavior**
- **Using logical and compassionate consequences**
- **Collaborating with students to create classroom expectations**
- **Building relationships that ensure every student feels welcomed and accepted**

We also value strong communication and partnership with families. Please make sure your contact information is up to date with the school and district to receive weekly newsletters and important updates. In the meantime, I welcome your questions, thoughts, or concerns at any time. You can reach me by email at sdemos@medford.k12.ma.us or by phone at 781-393-2166.

I truly believe that when schools and families work together, amazing things happen. At Brooks, we embrace the idea that Together Everyone Achieves More — and that every student deserves to feel like they are an essential part of something bigger than themselves.

Here's to a joyful, connected, and successful school year. I look forward to partnering with you in support of your child's journey.

Warmly,

Shannon Demos

Principal

CONTACT INFORMATION

Main Number
781-393-2166

Fax Number
781-393-2168

SCHOOL MISSION STATEMENT

The Brooks School is committed to nurturing collaboration, imagination, and creative problem-solving. We strive to establish and maintain an environment that supports the whole child, challenges prejudice, respects differences, and fosters a deep concern for others. The Brooks community works together to provide all students and staff with a safe place to learn, allowing them to be curious and take intellectual risks to achieve high standards and grow to their full potential both academically and socially.

PARENT TEACHER ORGANIZATION (PTO)

PTO Mission Statement:
The mission of the Parent Teacher Organization (PTO) is to support the ongoing academic and social/emotional education of all Brooks School students. We will accomplish this by working together to:

- Support the educational process;
- Organize family events that promote community;
- Promote fundraising that will provide cultural and educational enrichment programs for students.

ARRIVAL

Arrival time is **8:25 a.m**. **Students should not arrive prior to 8:10 a.m**. Students will be marked tardy after **8:35 a.m.** The lower playground door will be supervised from 8:10-8:30a.m. Any child arriving after 8:30 a.m. must enter through the Auburn Street door.

Students should enter the building upon arrival and line up at their designated grade-level assigned spots.

All students and parents/caregivers who walk should cross at crosswalks only.

Students riding bikes to school must get off their bikes prior to entering the lower playground area. No bike riding is allowed during arrival or dismissal times due to safety reasons.

Students arriving by bus should depart the bus and enter the building through the Auburn Street door. They will then walk to their designated grade assignment spots.

Parents/caregivers driving students should pull as far up as possible in the loop and remain in the vehicle while children exit on the curbside and proceed into the building through the lower playground doors..

The back loop is a “live” loop in the morning which means that there is no parking during arrival times.

Any parent/caregiver needing to enter the school must use the front entrance and sign in at the Main Office.

Please note that the school parking lot is reserved for STAFF ONLY before and during school hours. We ask that visitors to our school please respect this request.

DISMISSAL

Dismissal time is **2:45 p.m**. every day.

Students will be dismissed from the school's lower playground, cafeteria, and Allston St. doors. Parents/caregivers are to wait outside for their children on the upper level of the playground, ramps, or sidewalks. Students are to cross only in the crosswalks. Dismissal from the school's front entrance is restricted to children riding on school-provided transportation. This rule will be enforced for reasons of safety. Students traveling by bus will line up in the gym, wait for their bus to pull up in front of the school, and then board the bus.

Please note that the school parking is reserved for STAFF ONLY before and during school hours. We ask that visitors to our school please respect this request.

REMINDER	***Please do not bring pets to school during arrival / dismissal times.*** *Children are **not** allowed in the playgrounds before school or during dismissal time. When accompanied by a parent/caregiver who is responsible for the child's safety, children may play on the playground after dismissal. However the bathroom is not available at this time.*

MEAL TIMES & COSTS

We are very fortunate to have **Universal Free Breakfast and Lunch** at the Brooks School. All children are encouraged to participate in the program at no cost. The in-school breakfast program operates from 8:10 am - 8:25 am. Students should go directly to the cafeteria.

Menus for the upcoming month are available on the district's website. Application forms for reduced fee meals are distributed at the beginning of each school year, and are also available at the Main Office or from the Parent Information Center at Medford High School, Room B100, or by calling 781-393-2130.

A single snack may be brought to school to be eaten during the classroom snack time. Students may also bring a bottle of water to drink as needed during the day. Cans and glass containers are not permitted. Sharing of food is also **NOT** permitted due to the high incidence of food allergies.

Students are discouraged from bringing peanuts and nut products for snack and/or lunch due to the prevalence of severe allergies. Students who do bring these products will be asked to eat these foods during lunch time in the cafeteria and not in the classrooms as a snack.

REMINDER	*Students must not share food brought from home because of the possibility of food-based allergies. Food may not be sent to class to celebrate a child's birthday or special occasions/holidays.*

MEDFORD PUBLIC SCHOOLS DISTRICT INFORMATION

MEDFORD PUBLIC SCHOOLS MISSION STATEMENT

The Medford Public Schools is a caring educational partnership of school, family and community designed to ensure that all students are afforded a safe and healthy learning environment in which they develop the knowledge, skills, and attitudes to reach their full academic and personal potential. This partnership is dedicated to providing all students with a 21st century education that will enable them to be life-long learners and contributors to a diverse and rapidly changing world.

FEDERAL GUIDELINES

The federal guidelines require school districts that receive Title I funding to notify parents of their right to know the professional qualifications of the classroom teachers who instruct their child.

As a recipient of these funds, the Medford Public Schools will provide you with this information in a timely manner if you request it.

ATTENDANCE/ABSENCES/TARDIES/EARLY DISMISSAL

Attendance in school is a critical component for student academic success. Students, supported by parents, should

endeavor to maintain consistent attendance. We realize that there may be situations such as illness where students have a legitimate reason for not attending school; however, there are other situations where absenteeism is unacceptable. For these reasons, the Medford Public Schools has developed a school attendance protocol for all elementary schools. To clarify terminology, the following definitions have been established:

Excused absence

- Documented illness or injury. For extended periods of illness, the school may require documentation from a physician;
- Bereavement – at discretion of the building Principal;
- Major religious holiday(s);
- Extraordinary family circumstance (requires approval of the building Principal).

Unexcused absence

- Class cutting;
- Truancy;
- Family vacations;
- Undocumented absences;
- Non-emergency family situation;
- Non-school related activities.

Documentation

- A written note to the Principal and teacher, signed and dated by the parent/caregiver, that explains the nature of the student's absence in sufficient detail to support the absence. Such documentation should contain information about the specific illness or exact circumstances of the absence. In some instances a physician's note may be required.

The policy consists of the following guidelines:

- Any student absent for a period of (5) five consecutive school days is subject to review by the Principal or designee. A parent conference may be required;
- Home notification by the Principal or designee will be required for any student who has (4) four or more unexcused absences during a marking period. A parent conference may be required;
- Any student who is absent (15) fifteen unexcused absence days regardless of the grade achieved, parent will be required to meet with school administration;
- Failure to receive a passing grade in any major subject may result in grade retention

Additional policy guidelines:

- The Principal may review any of the above circumstances and make appropriate adjustments based on individual circumstances;
- For students transferring into the Medford Public Schools, the number of days stated in each section of the policy will be prorated based on the actual number of days the student is enrolled in the Medford Public Schools;
- Any student with more than ten (10) consecutive unexcused (as outlined above) absences will be unenrolled from the Medford Public Schools. Parent/caregiver must re-enroll student(s) upon return at the Parent Information Center, located at the Medford High School, 489 Winthrop Street.

Abuse of this attendance policy may result in the involvement of the district's Re-engagement Specialist and/or a referral to District Court.

A signed note from the parent/caregiver is required following a student's absence from school. Please call the school nurse if a student has been absent for 3 days. If the student is out for longer than 5 days, a physician's note is requested before the student may return to school. Frequent absences negatively impact instruction. Family vacations must be scheduled when school is not in session.

If a student needs to be dismissed prior to the end of the school day, a signed note from the parent/caregiver should be brought to school and given to the classroom teacher. The parent/caregiver is required to come to the Main Office to sign the child out early. Students should not be dismissed without a valid reason, as missed classroom time is an educational opportunity denied the student.

Tardiness Policy

- Repeated tardiness will be treated as an unexcused absence and may result in further investigation by the Re-engagement Specialist and/or a referral to District Court.

CRIMINAL OFFENDER RECORD INFORMATION (CORI)

TO BE USED BY ORGANIZATIONS CONDUCTING CORI CHECKS FOR EMPLOYMENT, VOLUNTEER, SUBCONTRACTOR, LICENSING, AND TEMPORARY EMPLOYMENT.

The Medford Public Schools is registered under the provisions of M.G.L. c. 6, § 172 to receive CORI for the purpose of

screening current and otherwise qualified prospective employees, subcontractors, volunteers, license applicants, current licensees, and applicants for temporary employment.

As a prospective or current employee, subcontractor, volunteer, license applicant, current licensee, or applicant for temporary employment, a CORI check will be submitted for personal information to the DCJIS (Department of Criminal Justice Information Services). Signing the CORI paperwork acknowledges and provides permission to The Medford Public Schools to submit a CORI check for information to the DCJIS. This authorization is valid for one year from the date of signature. The applicant may withdraw this authorization at any time by providing the Medford Public Schools written notice of intent to withdraw consent to a CORI check.

FOR EMPLOYMENT, VOLUNTEER, AND LICENSING PURPOSES ONLY: The Medford Public Schools may conduct subsequent CORI checks within one year of the date the Form was signed; however, the Medford Public Schools must first provide applicant written notice of this check.

ADDITIONALLY, Please note that M.G.L. c. 71, § 38R, requires the district to obtain new CORI reports every three years during an individual's term of service with the school or district.

By signing the CORI form, you provide consent to a CORI check and acknowledge that the information provided on the Acknowledgement Form is true and accurate.

SCHOOL CANCELLATIONS

Any announcements of school cancellations will be aired on television channels 4, 5, 7, 10, and 15. They will also be broadcast on the following radio stations: WRKO 680; WBZ 1030; WEEI 850; WCOP 980; WMEX 1410; WHIL 1430; WEZE 1260. School cancellations are posted on the school and district websites. Additionally, the school district will make a phone call to all families in the school database.

BUS RULES

Transportation by school bus is considered a privilege by the School Department. Failure to obey the bus expectations could result in a warning, detention, or a loss of that privilege. Appropriate behavior on buses is expected from all students. Students in grades K-2 must be met by a responsible adult or caregiver at the bus stop. Students not met by an adult will be returned to school for parent/caregiver pick up. If a student is returned **(3) three times**, a meeting will be held with the school administration and bus privileges may be temporarily lost for the student. The bus is not to be used to arrange for play dates. Only students assigned to the bus may use it to come to/from school. These rules apply to bus use for field trips/extracurricular activities as well as for transportation to and from school.

1. **Be at the bus stop early.**
The bus driver may not see you running for the bus if you are late.

2. **Wait for the bus in a safe place.**
Stay on the sidewalk and at a designated location.

3. **Only student bus riders are allowed to ride the bus**.

4. **Leave room for the bus doors to open.**
When the bus arrives, stand back and do not crowd. The bus doors open outward.

5. **Sit down as soon as possible.**

6. **Stay seated at all times.**
Take off your backpack and put it on your lap. Buses are designed for three to a seat.

7. **Keep hands, arms, and head inside the bus at all times.**
A bus is wider than a car and gets very close to trees and poles. You could be seriously injured.

8. **Do not eat or drink on the bus.**

9. **Listen to the bus driver and follow directions.**

10. **Leave the bus carefully, using the handrail.**

11. **Take 10 giant steps in front of the bus before crossing in front of it.**
You should be able to see the driver's face. Remember, if you can't see their face, they cannot see you.

12. **Wait for the bus driver's signal before crossing the road.**
Your driver will signal you when it is safe to cross.

13. **Look both ways before crossing the road.**

14. **Stay away from the bus if you drop or forget something.**
NEVER go back to pick up something in the road. Ask an adult to get it for you. If you forget something on the bus, you can always get it later. The bus driver can't see you if you are too close to the front of the bus.

Disciplinary action will be taken when a student misbehaves on the bus:

- First infraction -- Student will be spoken to directly by the Principal or designee.
- Second infraction -- Student's parent/caregiver will be notified.
- Third infraction -- May result in a 1-5 day suspension of bus privileges.
  Subsequent infraction(s) -- May result in student's bus privilege being permanently revoked.

Follow Medford Bus Transportation on Facebook & Twitter @MedfordBusInfo. Any questions or concerns, please email: transportation@medford.k12.ma.us

VISITOR POLICY & SECURITY

Our school will keep all doors locked at all times. Anyone needing to enter the building must enter through the front entrance, sign in at the Main Office, use the district-wide Raptor Security sign-in program, and receive a Visitor's Badge. A government-issued photo identification will be required for sign-in. The visitor's badge must be worn at all times during the visit and returned to the door monitor before leaving the building.

Students in grades 1-5 will be assigned a school locker. Locks are not permitted on these lockers and remain the property of the Medford Public Schools. When deemed appropriate and responsible, school system personnel may inspect a student's locker.

Student safety is one of the highest priorities at our school. All students and parents should follow the posted signs for walking and parking, cross only within the white painted crosswalks, and follow all rules directed by crossing guards, security guards, and school personnel on duty. Please observe the posted 10 miles per hour speed limit.

In case of a fire drill students will exit the building according to the designated plan per classroom. Fire drills will be practiced during the school day with classroom teachers and at least three times per year at the direction of the Medford Fire Department.
In order to better prepare for the safety of all students and staff from intruders, inside or outside the school, lock down drills will take place twice each year. For reasons of safety, details of this drill are not shared with the community; however, parents will receive notification on the day a lock down drill has taken place.

REMINDER	*State laws require all drivers and passengers to wear seat belts in moving cars, that children under age 6 use approved car seats, and that children age 12 and under ride in the back seat for safety.*

HEALTH INFORMATION

Please visit the school nurse website at www.medford.k12.ma.us.health. Important guidelines, helpful links, upcoming events and forms can be found and downloaded.

A school nurse is on duty every day. Physical examinations are required for any student new to the Medford Public School system. State law requires that all immunizations be up to date. Students who do not comply with this law will not be allowed to attend school. Immunizations can be obtained from your family physician/pediatrician or the City Hall Clinic. Please call 781-393-2449 for operating hours and procedures. Medical clearance must be obtained through the School Department Health Office at Medford High School.

Vision and hearing screening tests will be conducted annually by the school nurse. The school nurse will also provide a postural screening each year for students in grade 5.

It is imperative that parents/caregivers notify the school of all injuries or extended illnesses affecting their children's ability to attend school. Home tutoring may be available for long-term absences.

In accordance with School Committee policy, parents/caregivers are required to contact the school nurse for the proper procedure before a student who requires the use of crutches or other assistive devices may attend school.

If a student is unable to participate in physical education classes for medical reasons, a doctor's note must be submitted to the nurse for reentry into the physical education program.

HEALTH GUIDELINES

Please follow the guidelines below when determining whether your child is well enough to participate in the school program. Remember to call the school nurse if you have questions regarding school health issues.

Keep your child home if he/she has:

FEVER - Children may not attend school with a temperature over 100.4°F. Children should be fever free for 24 hours before returning to school.

RASH - Any rash of unknown cause or a rash that is blistered or has discharge. Children need to be rash free or bring a physician's certificate stating they are not contagious.

PINK EYE - Conjunctivitis needs to be seen and treated by the physician. Signs of pink eye include red, itchy eyes often accompanied by a yellow discharge.

VOMITING or DIARRHEA - If your child has either vomiting or diarrhea the evening before school he/she should remain home the next day.

COUGH - Students who are unable to sleep due to cough or students who have a productive cough.

MEDICATIONS

If a student requires medication to be given during the school day, the parent/caregiver must contact the school nurse to be advised of the proper procedure. In accordance with state law, no school personnel except the school nurse may dispense medication of any kind to students. Students may not take medication on their own while at school, nor may students transport any medication to or from school. Parents/caregivers must transport all required medications.

ALLERGIES

The school nurse must be notified if a child suffers from a food, medication, or environmental allergy. You **MUST** contact the school nurse if your child requires the use of an EpiPen so that an appropriate plan of care may be developed.

REMINDER

Students must not share food brought from home because of the possibility of food-based allergies. Food may not be sent to class to celebrate a child's birthday or special occasions/holidays.

DRESS CODE

It is the policy of the Committee that the student and their parent/caregiver/caregiver hold the primary responsibility in determining the student's personal attire, hairstyle, jewelry, and personal items (e.g. backpacks, book bags). Schools are responsible for ensuring that student attire, hairstyle, jewelry, and personal items do not interfere with the health or safety of any student and do not contribute to a hostile or intimidating environment for any student.

Core Values

In relation to student dress, the district's core values are the following:

- Students should be able to dress and style their hair for school in a manner that expresses their individuality without fear of unnecessary discipline or body shaming;
- Students have the right to be treated equitably. Dress code enforcement will not create disparities, reinforce or increase the marginalization of any group, nor will it be more strictly enforced against students because of racial identity, ethnicity, gender identity, gender expression, gender nonconformity, sexual orientation, cultural or religious identity, household income, body size/type, or body maturity;
- Students and staff are responsible for managing their personal distractions; and
- Students should not face unnecessary barriers to school attendance.

Universal Dress Code

Students must wear:

- Top (shirt, blouse, sweater, sweatshirt, tank, etc.);
- Bottom (pants, shorts, skirt, dress, etc.); and
- Footwear.

This policy permits additional student attire requirements when necessary to ensure safety in certain academic settings (e.g. physical education, science, or CTE courses), as well as recess. Additionally, this policy allows for reasonable variation in required student attire for participation in activities such as swimming or gymnastics.

Students may not wear clothing, jewelry, or personal items that:

- Are pornographic, contain threats, or promote illegal or violent conduct such as the unlawful use of weapons, drugs, alcohol, tobacco, or drug paraphernalia;
- Demonstrate hate group association/affiliation and/or use hate speech targeting groups based on race, ethnicity, gender, sexual orientation, gender identity, religious affiliation, or other protected groups;
- Intentionally show private parts (nipples, genitals, buttocks) or undergarments (with the exception of bra straps). Clothing must cover private parts in opaque (not able to be seen-through) material;
- Cover the student's face to the extent that the student is not identifiable (except clothing/headgear worn for a religious or medical purpose); or
- Demonstrate gang association/affiliation.

Attire worn in observance of a student's religion is not subject to this policy.

Clothing that displays profanity or other vulgarities can disrupt the learning environment. School leaders reserve the right to address disruptions on a case by case basis.

Enforcement

Principals are required to ensure that all staff are aware of and understand the core values and associated guidelines of this policy.

Staff will use reasonable efforts to avoid issuing dress code discipline to individuals in front of other students.

Staff will use reasonable efforts to limit disciplining or removing students from class as a consequence of wearing attire in violation of this policy unless the attire creates a substantial disruption to the educational environment, poses a hazard to the health or safety of others, or factors into a student behavior rule violation such as malicious harassment or the prohibition on harassment, intimidation, and bullying. Further, no student shall be referred to as "a distraction" due to their appearance or attire.

Typical consequences for a violation of this policy may include parent/caregiver/caregiver contact or conference and the directive to cover, change, or remove the non-complying attire. A student may be instructed to leave their classroom briefly to change clothes. The Principal or their designee will notify a student's parent/caregiver/caregiver of the school's response to violations of the student dress code policy.

Policy Information

First Adopted: June 13, 2022
Last Amended: not amended
Last Reviewed: not reviewed
Review Frequency: two (2) years
Next Review: June, 2024
Version: 1

Policy ID: JICA

Legal References: Dress and appearance of students protected [M.G.L. c. 30. §83]

DISCIPLINE CODE

All students are required to treat other children and staff as well as the school building, grounds and materials with respect and will be held responsible for their actions. This code of discipline has been developed to provide all students with a positive and safe educational environment.

MEDFORD SCHOOL COMMITTEE POLICY - Out-of-School Suspension
Voted unanimously on 10.26.2020

Whereas Mayor Lungo-Koehn and the Medford City Council have declared racism a public health emergency;
Whereas Black, Latinx, and disabled students are disproportionately suspended across the nation;
Whereas suspensions harm students that are not suspended;
Whereas dropout rates are higher among students that are suspended;
Whereas out-of-school suspensions increase the likelihood of juvenile arrest;
Whereas suspended students are more likely to repeat a grade level;
Whereas students that are suspended are not being educated;
Whereas school attendance is a critical requirement to receive an education;
Whereas receiving an education is critical to academic and professional achievement; and
Whereas student achievement is the highest goal of all School Committees; now, therefore, be it Resolved, that the Medford Public Schools:

1. ends the use of out-of-school suspensions effective the first day of the school year 2021 except as permitted by law;

2. provides for the continuation of a learning environment for every in-school suspension;

3. ensures that in-school suspensions will not occur in isolation without instruction or rehabilitative counseling;

4. selects alternative tools for use in discipline, such as restorative justice wherever possible;

5. will complete a comprehensive program review of disciplinary practices across the district including but not limited to, system-wide disciplinary measures reporting to the school committee as well as establishing a staff feedback process;

6. seeks to incorporate any funding requirements to ensure the implementation of the selected alternative(s) with fidelity in the next budget cycle; and

7. establishes an annual reporting process that includes but is not limited to, system-wide disciplinary measures reporting to the school committee as well as establishing staff feedback process.

Please understand that physical violence of any type will not be tolerated. We must respect each other and no form of physical contact is acceptable.

A serious conduct violation refers the student to the Main Office. Appropriate disciplinary action will be determined by the administration and may include:

1. Referral to classroom teacher;
2. After school detention;
3. Loss of building privileges, e.g. assemblies, recess, intramurals, field trips, extracurricular activities;
4. Parental notification and/or conference;
5. Unsatisfactory notation in general conduct.

PLAYGROUND USE

All students should act in an appropriate manner when using the outdoor play equipment. Equipment is age appropriate and students should use the areas designated for their grade level. Parents/caregivers wishing to use the playground after school are solely responsible for supervising their child/children.

REMINDER	*Parents/caregivers and students are reminded that rules about acceptable behavior within the school apply to the playground, school grounds, and pedestrian walkways as well. Students are expected to be respectful and courteous to each other at all times. Behaviors which are unacceptable in*

school -- such as play fighting, pushing, bullying, verbal taunting, etc. -- will not be tolerated outside the school building or on the way to/from school. We ask for parents'/caregivers' cooperation in bringing any infractions of these rules to the attention of the administration.

RECESS EXPECTATIONS

The Medford Public Schools supports students participating in recess every day.

- If a child displays unsafe behaviors, recess **may** be taken away as a consequence.
- There may be reasons for indoor recess activities; for example if the temperature has a real feel of lower than 25 degrees or higher than 92 degrees.

BEFORE /AFTER SCHOOL PROGRAMS

The before and after school programs are part of Medford Public Schools. The Director of Family & Community Engagement reports to the Assistant Superintendent. Experienced Site Coordinators, Group Leaders, and Assistant Group Leaders oversee the program, whereas full time district staff program activities before school. Additionally, students completing community service at the middle and high school level, as well as university students, assist with homework and other program components.

Before School

- The program operates Monday through Friday from 7:30 am until school starts at each elementary school
- The program is fee based and offered at 3 or 5 days per week
- The program is comprised of activities and breakfast
- Registration will be available in the Spring of the prior year
- Students currently enrolled in the program receive placement priority and remaining slots are filled by lottery
- A waitlist is established for interested families
- For more information visit the Medford Public Schools website

After School

- The program operates Monday through Friday from dismissal until 6 pm
- Registration will be available in the Spring of the prior year
- Students currently enrolled in the program receive placement priority and remaining slots are filled by lottery
- A waitlist is established for interested families
- The daily schedule consists of snack, homework help, unstructured physical play, and a structured activity
- For more information about registration and program policies, please visit the Medford Public Schools website

For additional questions, please email before-afterschool@medford.k12.ma.us
Follow on Facebook & Twitter @AfterMedford

ACCESSIBILITY OF EXTRACURRICULAR ACTIVITIES

Our school parent program also offers short term after school enrichment clubs. A list of clubs and fees is sent home several times during the school year. Participation in extracurricular activities is a privilege available to students. Students whose attendance, punctuality, or conduct is problematic may lose that privilege. Parents/caregivers are responsible for transportation.

The provision of equal educational opportunities shall guide all decision-making related to school district facilities, selection of educational materials, equipment, curriculum, and regulations affecting students. The district shall make reasonable accommodations for students with identified physical and mental impairments that constitute disabilities, consistent with the requirements of federal and state laws and regulations.

Medford Public Schools ensures that all of Medford's students have equal access to extracurricular activities, including intramural and interscholastic sports, clubs, and school activities sponsored by the district. 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.

Extracurricular programs are routinely examined to make sure that program organizers provide reasonable accommodations for students with identified physical and mental impairments that constitute disabilities, consistent with the requirements of federal and state laws and regulations. The District also ensures equal access for students with disabilities to after school activities such as clubs, sports, or evening activities and will provide, as recommended by the IEP Team, appropriate services to enable this participation. Students who are receiving education in out-of-district

facilities, as recommended by the 504 and IEP teams, shall also have an equal opportunity to participate in these activities, as deemed appropriate to meet their individualized needs.

GRADING POLICY

Kindergarten uses the following reporting system: C = Consistent; D = Developing; E = Emerging; N = Not Yet; O=Not Introduced. Kindergarten progress reports are issued twice a year: mid-term and June. Parents/caregivers must schedule a teacher conference to receive their child's first report card.

Report cards are issued to students in grades 1-5 three times a year; December, March and June. Report cards use the following reporting system: 1=Not Meeting Grade Level Standards; 2=Progressing Toward the Grade Level Standards; 3=Meets the Grade Level Standards; 4=Exceeds the Grade Level Standards; as well as Consistent, Sometimes and Rarely.

ALL Parents/caregivers must schedule a teacher conference to receive their child's first report card.

TEACHER CONFERENCES

Parents/caregivers must meet with teachers for a conference to receive the first progress report of the school year. If parents/caregivers need a conference with a teacher at any time during the school year, a note should be sent to the individual teacher. This will enable the teacher to contact the parents/caregivers and arrange a convenient appointment.

HOMEWORK EXPECTATIONS

The term "homework" refers to an assignment outside of class. The purpose of homework is to extend the learning processes, to aid in the mastery of skills, to review work taught during the day and to create and stimulate interest on the part of the student.

Homework assignments may take into consideration individual needs of students. (ie: language, social emotional issues, and ability).

There is opportunity for all grade levels to have homework assigned four evenings per week. The expectation is 10 minutes per grade level, increasing by 10 minutes per grade. This should be **consistent** by grade level and by school. Occasionally, teachers may assign reports and/or projects that may take a few weeks to complete. If a child is having an issue with any assignment, parents should tell their child to end at the point of difficulty and contact the teacher. English Language students may work with their EL support staff in school. Homework is not to be used as a form of punishment.

Principals encourage teachers to eliminate homework on days when students may be participating in religious holidays, school evening events, or completing state assessments.

Students are expected to complete all assigned homework, including any assignments that were missed because of absence. Homework incompletion will not result in the loss of recess. Agenda books are distributed to students in upper grades to assist them in becoming organized and to inform parents/caregivers of these assignments.
Parent(s)/caregiver(s) are expected to sign the agenda book nightly and are encouraged to use them as a way to communicate with teachers.

Parent(s)/caregiver(s) are encouraged to promote literacy with their children. Students should read each night either with their parents or independently. EL students may read in their native language until English fluency is acquired.

HOMEWORK DUE TO ABSENCES
After a child is absent from school for three (3) or more days due to illness or injury, we recommend that parents/caregivers request homework by calling the school before 10:00 AM. Homework can then be picked up that afternoon at the office or sent home with a sibling.

FAMILY VACATIONS
An extended absence (3 or more days) from school for family trips, vacations, etc. is discouraged as this can be disruptive to the child's education. Schoolwork for students will not be provided before an extended absence of this nature. However, we strongly encourage students to keep a journal during their trips. Students may want to do a report or give an oral presentation about their trip to the class upon return. Parents/caregivers are asked to work with their child to complete any make-up assignments the teacher may provide after any extended absence. If an extended absence is

unavoidable, please send a note, indicating the dates your child will be absent, to your child's teacher. Family vacations during the school year are not considered excused absences.

- Parents/caregivers should be aware that we administer standardized tests in the spring.

Reminder: Any student with more than (10) consecutive unexcused (as outlined above) absences will be unenrolled from the Medford Public Schools. Parent/caregiver must re-enroll student(s) upon return at the Parent Information Center, located at the Medford High School, 489 Winthrop Street.

LIBRARY PROCEDURE

Our school library is run by a school librarian. Before a child may borrow books, parental/caregiver permission must be given. Each student may check out one book at a time, which is due during the class's next library visit. All books must be returned to school on the date they are due. Parents will be notified if books are overdue. If books are lost, reimbursement for the cost of the book will be requested.

Parent(s)/caregiver(s): If you would like to visit the library please contact the librarian for times and dates. Any parent who wishes to volunteer in the library, please contact our librarian @ dmurray@medford.k12.ma.us.

MEDFORD PUBLIC SCHOOLS: SYSTEM-WIDE POLICIES

IMPORTANT: The following section highlights Medford Public Schools' System-Wide Policies that most concern elementary students at this time. Policies will be added as necessary. We suggest that parent(s)/caregiver(s) use their discretion in sharing this information with young children, as some of the references to such topics as substance abuse and/or weapons may be frightening or confusing. Please note, however, that these policies do apply at every grade level and should be taken seriously by all Medford students and their parent(s)/caregiver(s).

NON-DISCRIMINATION POLICY

The Medford Public Schools prohibits against discrimination in education programs and employment on the basis of race, color, sex, religion, national origin, sexual orientation, gender identity, and disability.

Do not hesitate to call the Office of the Superintendent of Schools if you have any questions or concerns: 781-393-2442.

MASSACHUSETTS COMPREHENSIVE ASSESSMENT SYSTEM (MCAS 2.0)

The MCAS is designed to meet the requirements of the Education Reform Law of 1993. The law specifies that the testing program must:

- Test *all* public school students in Massachusetts, including students with disabilities and English language learners;
- Measure performance based on the Massachusetts Curriculum Framework learning and Common Core standards;
- Report on the performance of individual students, schools, and districts;
- Hold schools and districts accountable on a yearly basis.

WEAPON POLICY

A. *Elementary School*
WEAPONS: "Students that sell, possess, or carry weapons to school may be expelled. The weapons are to include, but are not limited to knives, firearms and clubs. Also, students may be expelled or suspended for other serious violations such as: arson, assault, battery, explosives (including fireworks), possession or selling drugs, alcohol, extortion, blackmail, coercion, larceny-theft, vandalism, intimidation of school personnel. These rules apply to elementary and after hours activities. The staff may utilize metal detectors consistent with the Medford Public School Policy."

B. *Middle School*
WEAPONS: "Students that sell, possess, or carry weapons to school may be expelled. The weapons are to include, but are not limited to knives, firearms and clubs. Also, students may be expelled or suspended for other serious violations such as: arson, assault, battery, explosives (including fireworks), possession or selling drugs, alcohol, extortion, blackmail, coercion, larceny-theft, vandalism, intimidation of school personnel. These rules apply to middle school, and after hours activities. The school staff may utilize metal detectors consistent with the Medford Public School policy. Penalty for the first offense shall be suspension for not less than fifteen (15) days and/or possible expulsion. Penalty for the second offense shall be mandatory expulsion."

C. *High School*
WEAPONS: "Students that sell, possess, or carry weapons shall be expelled. The weapons are to include, but are not

limited to, knives, firearms and clubs. Also, students may be expelled or suspended for other serious violations such as: arson, assault, battery, explosives (including fireworks), possession or selling drugs, alcohol, extortion, blackmail, coercion, larceny-theft, vandalism, intimidation of school personnel. These rules apply to high school and after hours activities. The staff may utilize metal detectors consistent with the Medford Public School policy."

IN ALL CASES, PRINCIPAL WILL HAVE A HEARING TO REVIEW FACTS OF WEAPONS VIOLATION INCIDENT. Decisions of the Principal to EXPEL can be appealed to the Superintendent of Schools, pursuant to M.G.L. Chapter 71, Sec.37H.

HARASSMENT POLICY

Medford Public Schools will not allow any student to be a target of harassment. This applies in or around the school building, at lunch, hallways, on the athletic fields, at all school sponsored events and on school buses. The Medford Public Schools Harassment and Prevention Policy was developed to ensure that the educational opportunities of all students are not threatened or limited by such harassment and to ensure that individuals are free to learn and develop relationships without fear of intimidation, humiliation or degradation. Harassment can include any form of behavior that interferes with another person's sense of safety, dignity, or productivity in the school environment. Harassment based on a person's race, color, national origin, religion, age, disability, sexual orientation, or gender identity is unlawful and prohibited.

If you feel you have been a target of harassment, please talk to a school counselor about this matter or see the Principal who can assist you in filing a complaint form. Once the complaint is thoroughly investigated, student(s) aggressors may be subject to disciplinary action. Harassment incidents may result in a wide range of consequences, including but not limited, to a conference with parents, detentions, suspension, expulsion from school and contact with the Medford Police Department depending on the nature of the harassment. A parent/student reentry meeting to school is mandatory if you are involved in the harassment of another student(s).

Mrs. Joan Bowen, Director of Student Services (781-393-2383) or Mrs. Jeanine Camuso, Director of Human Resources (781-393-2200)

CIVIL RIGHTS POLICY

The Medford Public Schools do not discriminate on the basis of race, color, national origin, age, sex or handicap in admission to, access to, treatment in or employment in its programs and activities. The following persons have been designated to handle inquiries regarding the nondiscrimination policies and may be contacted for assistance or specific additional information:

Office of Human Diversity & Compliance
City of Medford
Medford City Hall, Room 214
Medford, Massachusetts 02155
781-393-2501

Special Education Director
Medford Public Schools
489 Winthrop Street
Medford, Massachusetts 02155
781- 393-2229

Superintendent of Schools
489 Winthrop Street
Medford, Massachusetts 02155
781-393-2442

CIVIL RIGHTS LEGISLATION

Title I of the Americans with Disabilities Act of 1990
Prohibits discrimination, exclusion from participation, and denial of benefits on the basis of disability in the areas of employment.

Title II of the Americans with Disabilities Act of 1990
Prohibits discrimination, exclusion from participation, and denial of benefits on the basis of disability in the areas of education programming and activities.

Title VI of the Civil Rights Act of 1964
Prohibits discrimination, exclusion from participation, and denial of benefits based on race, color, gender identity, and national origin.

Title IX of the Education Amendments of 1972
Prohibits discrimination, exclusion from participation, and denial of benefits in educational programs based on sex.

Section 504 of the Rehabilitation Act of 1973

Prohibits discrimination, exclusion from participation, and denial of benefits based on disability.

Massachusetts General Laws, Chapter 76, Section 5
Prohibits discrimination in all public schools on the basis of race, color, sex, national origin, religion, and gender identity, and sexual orientation.

Inquiries concerning the application of nondiscrimination policies may also be referred to the Regional Director, Office for Civil Rights, U.S. Department of Education, J.W. McCormack, 5 Post Office Square 8th Floor, 02109

ADA/SECTION 504 POLICY

The Medford Public Schools, in compliance with the American with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973 (Section 504), do not discriminate on the basis of disability in admission to, access to, or operations of programs and services. The Medford Public Schools do not discriminate on the basis of disability in hiring and employment practices.

Further information on the City of Medford's specific efforts to comply with the ADA and Section 504, can be obtained from the Superintendent of Schools as well as:

Office of Human Diversity & Compliance
City of Medford
Medford City Hall, Room 214
Medford, Massachusetts 02155
781-393-2501

Special Education Director
Medford Public Schools
489 Winthrop Street
Medford, Massachusetts 02155
781-393-2229

The Medford Public Schools will provide auxiliary aids upon request to people with disabilities who need such aids for effective communication in the schools' activities, programs and services; if you need such assistance, please notify the appropriate department head or the ADA Coordinator or Section 504 Coordinator. Please make such requests at least two weeks in advance. This will help reduce any difficulty which may be experienced in obtaining certain auxiliary aids and services.

This notice is available in alternative formats (such as Large Print, Braille and audiotape) from the ADA Coordinator.

DRUGS AND ALCOHOL POLICY

GOALS

The Medford Public Schools wish to provide the optimum learning environment for our community of learners and therefore the Medford Public Schools promote a substance-free atmosphere. However, the Medford Public School System recognizes that certain individuals use/abuse drugs and alcohol. The use of these substances poses a potential danger to the individual using as well as the entire student body and staff. This policy recognizes the importance of a three-pronged approach to drug and alcohol use: prevention, enforcement, and rehabilitation.

The policy pertains to all vehicles while under school jurisdiction; all school facilities, school grounds and all school-sponsored functions and events regardless of their location. State law mandates that anyone within 1,000 feet of a school building convicted of possessing drugs with intent to distribute or actually distributing receives a mandatory two-year jail sentence. School lockers, desks and all other school fixtures are considered school property. The school system reserves the right to conduct periodic inspection of all school property.

DEFINITION OF DRUGS

The term drug includes all illegal drugs. It also includes over-the-counter medication, prescription medication, inhalants, or any substance that has not received medical clearance from the school health office for use by a specific student.

POLICY

Students with legitimate medical needs must be identified and cleared in the health office. Any student needing to take medication must follow the Medford Public Schools Medication Policy. No student can transport medication to school as per policy. Any illegal use of drugs and/or the misuse of prescribed or over-the-counter medications as defined in the Medford Public Schools Medication Policy constitutes abuse.

No person shall possess, have under his/her control, sell, dispense, purchase, administer, transport, be in the presence of, possess with intent to sell, or conceal alcohol or any controlled drug or any substance represented to be a drug or alcohol. No person shall ingest, inject, inhale, or otherwise introduce into the human body nor be under the influence of any drug or alcohol. No person shall possess, have under his/her control, sell, dispense, purchase, transport, possess with intent to sell, or conceal any drug paraphernalia or objects used for the containment or dispensing of alcohol.

Student athletes/cheerleaders and a parent/caregiver of each must attend a mandatory chemical awareness session prior to the start of each season as a requirement of eligibility.

On an annual basis all students will sign an acknowledgment of having read the drug and alcohol policy after they have done so. School property, including lockers, may be periodically checked for drugs/alcohol at the discretion of the administration when there is reasonable suspicion of a violation of school rules. Students will not be allowed access to their cars/vehicles during the school day unless accompanied by a school official.

PREVENTION

The comprehensive health curriculum shall address the issues of drugs, alcohol, and tobacco throughout a student's academic experience. A variety of age-appropriate methods will be used; including, but not limited to, the established core curriculum, D.A.R.E., specific tobacco programs, Michigan Model, and CASPAR (Alcohol/Drug Education). Tobacco education and tobacco cessation programs will be offered during the school year. The school will provide training and review of its drug/alcohol policies each year to all staff.

Local law enforcement, with approval of the principal or his/her designee, may periodically provide assistance in maintaining a drug/alcohol free environment. This may include both announced and unannounced visits by the canine drug detection unit in accordance with procedures promulgated by' the Middlesex District Attorney's Office.

DEFINITION OF ABUSE

Students are not allowed to possess any drug or medication in school. Students who need inhalers, insulin, and EpiPens must be identified by the health office as having permission to carry their medication. Any illegal use of drugs and/or the misuse of prescribed or over-the-counter medications as defined in the Medford Public Schools Medication Policy constitutes abuse. Any use of alcohol, including medications containing alcohol, is forbidden and considered abuse.

DEFINITION OF SUSPICION

Suspicion is defined as: Recognition that a student's or individual's behavior or appearance is out of the ordinary, with or without evidence.

POLICY ENFORCEMENT

All students are expected to meet the requirements for behavior as set forth in this handbook *(policy)*.

Any student who poses an immediate threat to the safety of himself/herself or others will be suspended regardless of their regular/special education status. Additional provisions are made for individual students who have been found to need an Individual Education Plan. The Individual Education Plan of all students must state whether the student is able to meet the discipline code or if some modification is needed. A representative of the special education department will participate/advise in the disciplinary procedures for students with IEPs to interpret all modifications of the IEP and pertinent legal issues. Students without a modified discipline code shall be subject to the discipline outlined below.

Any staff member who suspects that a student is in violation of the school drug/alcohol policy is required to report the situation immediately to the appropriate administrator of that building (Submaster, Assistant Principal, Assistant Director, Principal, or Director) for evaluation. The appropriate administrator is then responsible to notify the school resource officer or designee. Staff members must be assured of confidentiality in reporting.

It is recommended that one individual in each building be identified as the appropriate administrator. The appropriate administrator must report all incidents, regardless of severity or outcome, in writing to the head administrator. If the administrator determines probable ingestion of drugs or alcohol, the student must be escorted to the health office for medical evaluation. If the nurse determines the student must be medically evaluated, the student will be transported via ambulance to the nearest medical facility.

When there are reasonable grounds to believe or where facts and circumstances give rise to reasonable suspicion that a person has violated or is violating either the law or the rules of the school as outlined in this policy and that a search will turn up evidence, a search conducted by school officials will be permissible if its scope is reasonably related to the objectives of the search.

The Medford Public Schools have a Memorandum of Agreement with the Medford Police. Any student found to be in violation of the policy must be reported to the school resource officer or police designee.

In the case of medical emergencies, the health office will notify the parent/caregiver. The administrator in charge will handle all other communications between the school and parent/caregiver.

VIOLATION

Notwithstanding the possibility of expulsion, the following disciplinary policy is recommended. The principal reserves the right to increase the penalty, based on the circumstances of each case.

First Offense

The school administrator notifies the school resource officer or designee. A student in violation will be suspended for three days. The student will be immediately removed from the school by parent/caregiver or transported to the nearest medical facility if necessary. Social probation will be imposed for one month.*

Reentry must be accompanied by medical evidence that the student is drug/alcohol free.** The Director of Guidance will refer the student to an in-house counselor for continued follow-up and monitoring of the treatment plan. The parent/caregiver must meet with school administration to discuss a specific plan for the student, including monitoring of behavior as well as treatment.

Second Offense within One Year of First Violation

The police resource officer (or designee) is notified. A student in violation will be suspended for six days. The student will immediately be removed from the school by parent/caregiver or transported to the nearest medical facility if necessary. Social probation will be imposed for two months.*

Reentry must be accompanied by medical evidence that the student is drug/alcohol free.** The parent/caregiver must agree to enroll said student in an outpatient drug/alcohol treatment program. The student must agree to adhere to the treatment plan recommended by the program. The Director of Guidance will refer the student to an in-house counselor for continued follow-up and monitoring of the treatment program. Failure to meet the treatment program requirements will result in an exclusionary hearing.

Third Offense within One Year of First Violation

The police resource officer (or designee) is notified. A student in violation will be suspended indefinitely, minimum of ten days, until an exclusionary hearing takes place. The social probation period will be indefinite.

DISTRIBUTING

If a student is found to be selling, distributing or in possession of a quantity sufficient to be charged with the intent to distribute drugs or alcohol, the Principal or designee will immediately notify the parent/caregiver and the police for mandatory removal of the student. There will be out of school suspension and possible exclusion by the Principal. The police will take appropriate action under the law regarding the sale of drugs in proximity to school buildings. An incident report must be completed and forwarded to the head administrator.

*Social Probation - Violation of the drug/alcohol policy is a serious infraction of the Code of Discipline in the Medford Public Schools. Students will lose the privilege of attending all school-sponsored events for the duration indicated. Seniors in violation of the drug/alcohol code will jeopardize participation in graduation exercises.

**Medical Evidence—The parent/caregiver is ultimately responsible for the medical clearance of a student.

CONFISCATED DRUGS/ALCOHOL/PARAPHERNALIA

All confiscated drugs/alcohol/paraphernalia must be immediately turned over to the police resource officer or his/her designee. A receipt should be obtained.

REHABILITATION

The Medford Public School System is committed to the academic achievement of all students. A student who is experiencing difficulty with drugs/alcohol will be supported through health services, counseling services, and administration. The school system will make every attempt to provide parent/caregiver with referral for available community resources. The schools will annually review all policies and health curriculum to discourage students from engaging in risk-taking behaviors and encourage positive, healthy, life choices.

All students are encouraged to see their counselor, nurse, or police resource officer if they feel they are in need of assistance with alcohol or drugs. The school's support services will assist students to receive appropriate referrals.

The implementation of this policy will utilize all applicable due process, statutes, regulations, and guidelines.

BULLYING & CYBER-BULLYING POLICY GUIDELINES

Medford Public Schools provides a learning environment that is free from bullying. Medford Public Schools does not condone acts of bullying of any kind. Medford Public Schools seeks to promote social activities and actions that foster collaboration and empathy toward all individuals in the community.

Further, students, members of the school staff, and others may not engage in bullying.

Bullying behavior occurring outside of our schools and creates a hostile environment at school for the victim, infringes on the rights of the victim at school, or materially and

substantially disrupts the education process or orderly operation of the school is the purview of Medford Public Schools to act in accordance with this policy.

Bullying forms can be accessed by clicking this link or by scanning the QR Code.

Bullying is defined by M.G.L. Chapter 71 § 37O as:

the repeated use by one or more students or by 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 of a written, verbal or electronic expression or a physical act or gesture or any combination thereof, directed at a victim that:

i. causes physical or emotional harm to the victim or damage to the victim's property;
ii. places the victim in reasonable fear of harm to himself or of damage to his property;
iii. creates a hostile environment at school for the victim;
iv. infringes on the rights of the victim at school; or
v. Materially and substantially disrupts the education process or the orderly operation of a school.

For the purposes of this section, bullying shall include cyber-bullying, as defined below.

Bullying investigations may be concluded with a finding of

- Conflict
  - A finding of conflict occurs when the incident is determined to be between two students considered equal in power and within the quarrel or problem.
  - Investigations may reveal that an incident(s) are "conflict" rather than bullying when the incident has not occurred multiple times. OR
- Bullying
  - A finding of bullying is pursuant to the definition above and may occur when the incident is determined to be between two students who are NOT considered to be equal in power within the quarrel or problem. Bullying is abuse and occurs when a socially powerful (e.g., popular or feared) student mentally or physically abuses a weaker (e.g., fearful) student for the purpose of making them afraid and hurt. Bullying is the act of causing hurt, harm, or humiliation
  - Investigations may reveal that an incident(s) are "bullying" when a pattern of behavior is present or when an incident continues repeatedly. OR
- Not Bullying or Conflict

Medford Public Schools prohibits retaliation against a person who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying.

Massachusetts General Law (M.G.L.) Chapter 71 § 37O clearly states that "(b)ullying shall be prohibited:

i. on school grounds, property immediately adjacent to school grounds, at a school-sponsored or school-related activity, function or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased or used by a school district or school, or through the use of technology or an electronic device owned, leased or used by a school district or school and
ii. 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 a school district or school, if the bullying creates a hostile environment at school for the victim, infringes on the rights of the victim at school or materially and substantially disrupts the education process or the orderly operation of a school. Nothing contained herein shall require schools to staff any non-school related activities, functions, or programs."

Cyber-bullying is defined by M.G.L. Chapter 71 § 37O as:

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:

i. the creation of a web page or blog in which the creator assumes the identity of another person or
ii. the knowing impersonation of another person as the author of posted content or messages, if the creation or impersonation creates any of the conditions enumerated in clauses (i) to (v), inclusive, of 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 clauses (i) to (v), inclusive, of the definition of bullying.

Hostile Environment is defined by M.G.L. Chapter 71 § 37O as:
A situation in which bullying causes the school environment to be permeated with intimidation, ridicule or insult that is sufficiently severe or pervasive to alter the conditions of the student's education.

Investigation
Medford Public Schools will:

- Promptly investigate all reports of bullying. Impacted parties and caregivers will be notified within two business days of receipt of such a report.
- Ensure the Principal oversees all bullying reports that occur as the result of participation in an athletics or extracurricular program. In conjunction with the Athletic Director, Assistant Principals may conduct any number of investigatory steps, but the Principal must agree with and sign off on all findings.
- Remain impartial throughout the course of any investigation. In the event of a conflict of interest, the investigator must disclose the conflict to their immediate supervisor within 24 hours of receipt of the bullying report. Conflict of interest may include family relationships, and supervisor/supervisee relationships, among other possible conflicts.
- Take immediate and necessary action to ensure student safety while any investigation proceeds and will take care to reassure those who report incidents that their involvement will remain confidential wherever possible.
- Document interviews conducted with all relevant parties using the approved bullying investigation form. All notes shall become part of the record of the incident.
- Maintain a central Student Information System (e.g., School Brains) to store incident and investigation forms, determinations, and disciplinary, remediation, and target safety action taken, alphabetically by aggressor and their graduation date.
    - Discipline information, whether written or electronic, is part of the temporary record and will be kept for six years after the graduation of involved students. Temporary records must be destroyed no later than seven years after the graduation of involved students.
- Ensure copies of all Bullying Investigation Forms, Bullying Reporting Forms (if any), Behavioral Remediation Agreements (if any), and Individual Behavior Plans (if any, for repeat offenders only) are placed in the student file, as provided by law.

Bullying is also prohibited through the use of any non-school technology or electronic device if the act or acts:

- Create a hostile environment for the victim at school; or
- Infringe on the rights of the victim at school; or
- Materially and substantially disrupt the education process or orderly operation of the school.

Retaliation is prohibited against a person who reports, provides information, or is a witness to bullying.
Please refer to the District Bullying Prevention Policy posted on the website at www.mps02155.org

DEVICE POLICY

Elementary School Level

The district discourages cell phone use and other electronic activity in the elementary schools. If electronic devices are brought to school they shall not be used on school grounds or at school-sponsored events for text messaging, photos or other functions UNLESS APPROVED BY THE PRINCIPAL.

Additionally, electronic devices that are brought to school must be turned off and kept in backpacks in school lockers.

Student who are not in compliance with the policy are subject to the following:

First Offense: Electronic devices will be taken away by the teacher. Students will be responsible for picking up the device from the teacher at the end of the day.

Second Offense: Electronic devices will be taken away and it will be locked up in the school office. A parent will need to pick up the device.

Third Offense: Electronic devices will be taken away and it will be locked up in the school office. A parent meeting will be requested. Students will be prohibited from bringing the device to school for 1 month.

Subsequent Offenses: Electronic devices will be taken away and it will be locked up in the school office. Parent meeting will be requested. Students will be prohibited from bringing the device to school for the rest of the school year. Suspension from school may result from the infraction.

THE building principal reserves the right to consider appeals based on extenuating circumstances. In such situations the parent should submit an Appeal Form to the principal and meet with the principal to discuss the issue.

INTERNET USE POLICY

Grades K-5

1. I will only use the Internet when there is an adult in the room with me.
2. I will not give out any information about my family, friends or me on the Internet.
3. I will not speak to strangers on the Internet without my teacher's permission.
4. I will tell my teachers and parents if anyone on the Internet asks personal questions about me.
5. I will use "appropriate language" when using the Internet.
6. I will tell my teacher if I see anything on the Internet that makes me uncomfortable.
7. I will not copy anything from the Internet and claim it is my work.

The Internet Acceptable Use Policy on the Parent/caregiver Acknowledgement sign-off page must be returned before a child will be permitted to use the Internet.

MEDFORD PUBLIC SCHOOL AI GUIDANCE

This document provides guidelines on GenAI's responsible and ethical use in the Medford Public Schools.

The Medford Public Schools is a caring, educational partnership of school, family, and community designed to ensure that all students are afforded a safe and healthy learning environment in which they develop the knowledge, skills, and mindsets to reach their full academic and personal potential. Medford Public Schools views technology as an integral part of the educational experience and is committed to providing a strong, digital learning environment for all students. We are dedicated to providing all students with a 21st-century education that will enable them to be life-long learners and contributors to a diverse and rapidly changing world.

The Medford Public Schools Technology Responsible Use Policy outlines the guidelines and behaviors that users are expected to follow when using all technology, including AI. The Medford Public Schools supports the use of technology resources, including GenAI, to improve teaching and learning for all students.

Our Medford Public Schools AI Guiding Principles consider the following:

- how the resource we use supports teaching & learning;
- address data privacy & security considerations;
- support ethical & responsible use of Gen AI tools.

In addition to these considerations, students and staff must ensure critical evaluation of GenAI content to recognize biases and misinformation.

Definitions

What is it?

Generative artificial intelligence (GenAI) is a type of technology that generates content, including images, text, video, audio, and other media when prompted by a user.

How does it Work?
Generative AI is a machine learning model that creates new content based on large amounts of training data in response to user prompts.

Predictive AI
Predictive AI analyzes historical data to examine trends and patterns to make predictions about the future.

OpenAI
OpenAI is an artificial intelligence research company.

ChatGPT
ChatGPT is an artificial intelligence chatbot developed by OpenAI, that allows users to input a prompt and receive a natural language text response.

Prompt Engineering
Prompt engineering is the process of providing specific instructions (inputs) that guide an AI model to generate the best possible responses (outputs). Example prompt engineering resource: Educationally focused/filtered AI

AI Literacy
AI literacy includes learners' skills and knowledge that demonstrate their understanding of the opportunities, risks, and ethical considerations of generative AI. Medford Public School recognizes that AI literacy includes the understanding, evaluation, and use of appropriate GenAI tools. These skills are important for students and staff to participate effectively in technologically driven academic and work realities.

Students:

GenAI Tools
Any GenAI tools being used must follow usage terms (e.g., age restrictions, caregiver permission requirements, etc.) and align with district student and data privacy and security requirements.

Students should not use any generative GenAI tools without prior approval from educators or educational team. Students must also properly cite all AI-generated content.

Plagiarism:
AI tools are to be used only with the express permission of educators or academic teams. Obtaining answers or completing assignments without properly attributing AI-generated content is plagiarism and is forbidden. Teachers will provide information on the purpose of assignments and how GenAI should and shouldn't be used in classwork.

Academic Honesty Panel
If students are suspected of plagiarism with Gen AI, teachers will be required to supply relevant work samples for review and determination by the "Academic Honesty Panel." The Panel's decision is final.

Assessments:
If allowed by educational staff, AI tools may be used to assist students in preparing for assessments, but cannot be used to complete assessments unless explicitly stated.

Bias & Critical Thinking:
All AI generated content should be checked for accuracy, bias, misinformation and potentially negative content. Students should understand the limitations of AI generated information, and the importance of using trusted sources for information verification.

Citations:
A record of prompts used in GenAI should be kept, along with the output from the AI tool used. Any AI-generated content used in assignments must be cited, and teachers will provide guidance on how to attribute AI generated content in student work. Students must cite their use of an AI system using one of the following resources (as specified by the teacher):

○ MLA Style - Generative AI
○ APA Style - ChatGPT

Data Collection & Privacy:
All technology resources utilized in the Medford Public Schools, including GenAI, will adhere to district student data privacy data collection regulations and best practices. Students should never input personally identifying information, sensitive or confidential data into any AI system, including images. Students should immediately report any security breaches, suspicious activities, or exposure to inappropriate content encountered during AI use to school authorities.

Ethical Use:
All GenAI content should be critically reviewed before use. All AI generated content should be checked for accuracy, bias, misinformation and potentially negative content. Users may not use AI tools to create or disseminate harmful content. Any form of communication with or through AI tools, including chatbots or virtual assistants, must adhere to the same standards of respect expected in human interactions. Abusive, harmful, or disrespectful conduct through AI platforms is unacceptable.

Use of GenAI for school work must be recorded and shared. GenAI tools used in the Medford Public Schools are for educational purposes only.

Educational Staff:
Educational staff should speak with students about the definition and use of GenAI in MPS.

GenAI Tools

Any GenAI tools being used must follow usage terms (e.g. age restrictions, caregiver permission requirements, etc.) and align with district students and data privacy and security requirements. Educators use of genAI should be as a tool to support the teaching and learning environment, but is not to be solely relied upon in place of educator review and judgement.

Assignments/Assessments:
Teachers are responsible for posting expectations, allowable and/or prohibited uses of GenAI tools for student use in their classes. These expectations may be specified in assignment directions, the syllabus, Google Classroom information, classroom postings or other relevant locations for students to access. Teachers might allow the limited use of generative AI on entire assignments or parts of assignments. Educators should identify when and how GenAI can be used and why.

Bias & Critical Thinking:
All AI generated content should be checked for accuracy, bias, misinformation and potentially negative content. Educational staff should understand the limitations of AI generated information, and the importance of using trusted sources for information verification.

AI Detection Tools:
Currently, detection tools that claim to detect content developed by generative AI are not reliable enough to accurately identify cheating and plagiarism on their own.

Data Collection & Privacy:
All technology resources utilized in the Medford Public Schools, including GenAI, will adhere to district student data privacy data collection regulations and best practices. No private, confidential or personally identifying information should be entered into GenAI tools. The district's approved list of online platforms, software and resources including AI tools should always be consulted. https://sdpc.a4l.org/district_listing.php?districtID=606

Ethical Use:
All GenAI content should be critically reviewed before use. All AI generated content should be checked for accuracy, bias, misinformation and potentially negative content. Users cannot use AI tools to create or disseminate harmful content. All use of GenAI for school work must be recorded and shared with teachers, such as with a transcript of prompts and

responses. GenAI tools used in the Medford Public Schools are for educational purposes only.

Monitoring and Review
The district has a right to monitor the use of AI technologies to ensure compliance with this policy. Monitoring will be conducted in an ethical manner, respecting the privacy and rights of students.

Violations of this policy may result in disciplinary action, including but not limited to, restriction of access to AI resources, educational interventions, or other disciplinary measures as deemed appropriate by the school administration.

This policy will be reviewed and updated annually to reflect new developments in AI technology, changes in legal and ethical standards, and the evolving needs of the educational environment.

Resources: Class Syllabus
Sample language to include in class syllabus:
AI tools may be used for brainstorming or preliminary research, but using AI to generate answers or complete assignments without proper citation or passing off AI-generated content as one's own is considered plagiarism.

Code.org, CoSN, Digital Promise, European EdTech Alliance, Larimore, J., and PACE (2023). AI Guidance for Schools Toolkit. Retrieved from teachai.org/toolkit. [1/23/25].

Resources: Citation for AI Use
Keep a record of the prompt used in GenAI as well as the output. Citations: Any AI-generated content used in assignments must be appropriately cited; its use must be disclosed and explained. As part of the disclosure, students may choose to cite their use of an AI system using one of the following resources:
○ MLA Style - Generative AI
○ APA Style - ChatGPT

*Modified from: Code.org, CoSN, Digital Promise, European EdTech Alliance, Larimore, J., and PACE (2023). AI Guidance for Schools Toolkit. Retrieved from teachai.org/toolkit. [1/23/25].

Resources: Sample Student Agreement
Artificial intelligence (AI) can help my learning and is important for my future, so I will use it responsibly.

1. I will use AI tools responsibly and will not use AI in a way that could harm myself or others.
2. I will not share personal or confidential information with an AI tool.
3. I will only use AI to support my learning and will follow my school's rules and teacher's instructions on when and how to use AI on an assignment.
4. I will be honest about when I use AI to help with assignments, and I will not turn in work that is fully created by an AI as my own.
5. If I use AI, I will review its work for mistakes.
6. I will check with my teacher when unsure about what is acceptable.

Student Signature _____

Modified from: Code.org, CoSN, Digital Promise, European EdTech Alliance, Larimore, J., and PACE (2023). AI Guidance for Schools Toolkit. Retrieved from teachai.org/toolkit. [1/23/25].

GOOGLE WORKSPACE PERMISSIONS

To parents, caregivers and caregivers,

At Medford Public Schools we use Google Workspace for Education services. Through Google for Education Core services, all Medford Public Schools students are provided access to tools that include Gmail accounts, Google Calendar, Google Classroom, Google Docs, Google Sheets, Google Forms, Google Slides and other core services that are part of day-to-day education activities in our schools. We have a student data privacy agreement in place with Google Workspace for Education to ensure data privacy for your child.

According to an update to Google's Terms of Services, Medford Public Schools must obtain annual parental/caregiver consent before allowing access to Additional Google Services for students under the age of 18.

Permission is requested to allow your child access to the following Additional Google Services that are used in the Medford Public Schools for specific content enrichment, and are determined to be educationally sound.
These Google Services include:

Chrome Web Store
The store is used to make available Medford Public Schools approved apps and extensions, all of which have student data privacy policies reviewed.

Google Earth
This is used in classes to allow students to explore the world and learn about different landmarks, historical sites and physical features

Google Maps
This app is used in classes to teach subjects such as geography, history and politics.

Google Photos
This is used in classes to store and share photos

Google Translate
This is used to translate words, phrases, and web pages between English and over 100 other languages. It is only used as needed as there are other translation tools available for use in the district.

Youtube
This is used to watch, upload and share videos. Youtube is used with students in a variety of classrooms, and access to video content is restricted by age.

PHOTOGRAPHS / VIDEO POLICY

During the school year photographs/slides/video of students may be taken at assemblies and during class presentations. The photographs/slides/videos are often displayed at the school and on occasion published in the newspaper and/or on the website.

The appropriate section of the Parent/caregiver Acknowledgement sign-off page will be sent home on the first day of school and must be returned either giving or refusing permission to display a child's photograph.

AHERA Regulations

As per 40 CFR 763.93 (g) management plans are available in the LEA office as well as each school.

There are no Asbestos Containing Materials in any of the new schools. The only schools that have ACM are Medford High School and Curtis Tufts School.

Educational Laws and Regulations

The Medford Public Schools complies with the provisions of 603 CMR 46.00 dealing with restraint of students in the public schools. To that end, the policy developed pursuant to those regulations is available upon request from the Principal, the Director of Special Education and Pupil Personnel Services, and the Superintendent's Office. Further, the policy is posted in the Main Office.

Education Laws and Regulations

603 CMR **26.05 Curricula**

Consistent with Massachusetts regulations, 603 CMR 26.05(1), the Medford Public Schools, through its curricula and materials, encourages respect for the human and civil rights of all individuals, regardless of race, color, sex, gender identity, religion, national origin, or sexual orientation. In accordance with district guidelines, families may request information from the building principal on available accommodations related to curriculum content.

603 CMR **53.00**
Student Discipline - Effective July 1, 2014
The Student Discipline Regulations were approved by the Board of Elementary and Secondary Education on April 29, 2014. They are effective July 1, 2014.

53.01: Authority, Scope, and Purpose

(1) 603 CMR 53.00 is promulgated pursuant to the authority of the Department of Elementary and Secondary Education under G.L. c. 69, §§ 1A and 1B, G.L. c. 71, §37H, and G.L. c. 71, § 37H¾

(2) The purpose of 603 CMR 53.00 is:

(a) for those discipline offenses subject to G.L. 71, § 37H¾, as set forth in 603 CMR 53.01(3)(a), to limit the use of long-term suspension as a consequence for student misconduct until other consequences have been considered and tried as appropriate;

(b) to promote engagement of a student's parent in discussion of the student's misconduct, and options for responding to it;

(c) to assure that every student who is expelled or suspended, regardless of the reason for suspension or expulsion, has the opportunity to receive education services to make academic progress during the period of suspension or expulsion; and,

(d) to keep schools safe and supportive for all students while ensuring fair and effective disciplinary practices.

(3) 603 CMR 53.00 sets forth, for all public preschool, elementary, and secondary schools and programs in Massachusetts, including charter and virtual schools:

(a) at 603 CMR 53.03 through 53.11, the minimum procedural requirements applicable to the suspension of a student for a disciplinary offense other than: a) possession of a dangerous weapon; b) possession of a controlled substance; c) assault on a member of the educational staff; or d) 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 school would have a substantial detrimental effect on the general welfare of the school, as provided in G.L. c. 71, §§37H or 37H½;

(b) the minimum requirements and procedures necessary to ensure that all students who have been suspended, in-school or out-of-school, or expelled, regardless of the type of offense, have an opportunity to make academic progress during their period of suspension, expulsion, or removal from regular classroom activities; and

(c) the requirements pertaining to school discipline data reporting and analysis.

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53.02: Definitions

(1) "Commissioner" means the commissioner of the Department of Elementary and Secondary Education appointed in accordance with G.L. c. 15, §1F, or his or her designee.

(2) "Department" means the Department of Elementary and Secondary Education.

(3) "Disciplinary offense" means any alleged or determined disciplinary infraction by a student, except for: a) possession of a dangerous weapon; b) possession of a controlled substance; c) assault on a member of the educational staff; or d) 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 school would have a substantial detrimental effect 28 on the general welfare of the school, as provided in G.L. c. 71, §§37H or 37H½ . A disciplinary offense, as defined, is subject to the provisions of G.L. c. 71, § 37H¾ and these regulations.

(4) "Disciplinary offense under G.L. c. 71, §§37H or 37H½ " means one or more of the following alleged or determined disciplinary infractions: a) possession of a dangerous weapon; b) possession of a controlled substance; c) assault on a member of the educational staff; and d) 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 school would have a substantial detrimental effect on the general welfare of the school, as provided in G.L. c. 71, §§37H or 37H½.

(5) "Expulsion" means the removal of a student from the school premises, regular classroom activities, and school activities for more than ninety (90) school days, indefinitely, or permanently, as permitted under G.L. c. 71, §§37H or 37H½ for: a) possession of a dangerous weapon; b) possession of a controlled substance; c) assault on a member of the educational staff; or d) 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 school would have a substantial detrimental effect on the general welfare of the school, as provided in G.L. c. 71, §§37H or 37H½.

(6) "In-school suspension" means removal of a student from regular classroom activities, but not from the school premises, for no more than (10) consecutive school days, or no more than ten (10) school days cumulatively for multiple infractions during the school year. Removal solely from participation in extracurricular activities or school-sponsored events, or both, shall not count as removal in calculating school days. In-school suspension for ten (10) days or less, consecutively or cumulatively during a school year, shall not be considered a short-term suspension under these regulations. If a student is placed in in-school suspension for more than ten (10) days, consecutively or cumulatively during a school year, such suspension shall be deemed a long-term suspension for due process, appeal, and reporting purposes under 603 CMR 53.00.

(7) "Long-term suspension" means 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. A principal may, in his or her discretion, allow a student to serve a long-term suspension in school. Removal solely from participation in extracurricular activities or school-sponsored events, or both, shall not count as removal in calculating school days. Except for students who are charged with a disciplinary offense set forth in

subsections (a) or (b) of G.L. c. 71, §37 H, or in section 37H ½ of G.L. c. 71, 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 shall extend beyond the end of the school year in which such suspension is imposed.

(8) "Parent" means a student's father, mother, or legal caregiver, or person or agency legally authorized to act on behalf of the student in place of or in conjunction with the father, mother, or legal caregiver.

(9) "Principal" means the instructional leader or headmaster of a public school or his or her designee for purposes of school disciplinary matters. The board of trustees of a charter school or virtual school shall designate in the school discipline code who will serve as the principal for purposes of 603 CMR 53.00.

(10) "School-wide education service plan" means the document developed by a principal, in accordance with G.L. c. 76, §21, that includes a list of education services available to students who are expelled or suspended from school for more than 10 consecutive days.

(11) "Short-term suspension" means the removal of a student from the school premises and regular classroom activities for ten (10) consecutive school days or less. A principal may, in his or her discretion, allow a student to serve a short-term suspension in school. Removal solely from participation in extracurricular activities or school-sponsored events, or both, shall not count as removal in calculating school days.

(12) "Superintendent" means the chief executive officer employed by a school committee or board of trustees to administer a school system, charter school, or virtual school pursuant to G.L. c. 71, §§59, 59A, 89, or 94, or his or her designee appointed for purposes of conducting a student disciplinary hearing. The board of trustees of a charter school or virtual school shall designate in the school's discipline code who will serve as the superintendent for the purposes of 603 CMR 53.00. 29

(13) "Suspension" means short-term suspension and long-term suspension unless otherwise stated.

53.03: Policies and Procedures

Each school committee and board of trustees shall ensure that policies and procedures are in place in public preschool, elementary, and secondary schools and programs under its jurisdiction that meet, at a minimum, the requirements of G.L. c.71, §37H¾, G.L. c. 76, §21, and 603 CMR 53.00.

53.04: Investigation of Disciplinary Incidents

Nothing in these regulations shall prevent a school administrator from conducting an investigation, including student interviews, of a school-related disciplinary incident.

53.05: Alternatives to Suspension

Under Section 37H¾, in every case of student misconduct for which suspension may be imposed, a principal shall exercise discretion in deciding the consequence for the offense; 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.

53.06: Notice of Suspension and Hearing under Section §37H¾

(1) Except as provided in 603 CMR 53.07 and 603 CMR 53.10, a principal may not impose a suspension as a consequence for a disciplinary offense without first providing the student and the parent oral and written notice, and providing the student an opportunity for a hearing on the charge and the parent an opportunity to participate in such hearing.

(2) The principal shall provide oral and written notice to the student and the parent in English and in the primary language of the home if other than English, or other means of communication where appropriate. The notice shall set forth in plain language:

(a) the disciplinary offense;
(b) the basis for the charge;
(c) the potential consequences, including the potential length of the student's suspension;
(d) the opportunity for the student to have a hearing with the principal 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.

(3) The principal shall make reasonable efforts to notify the parent orally of the opportunity to attend the hearing. To conduct a hearing without the parent present, the principal must be able to document reasonable efforts to include the parent. The principal is presumed to have made reasonable efforts if the principal 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.

(4) 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.

53.07: Emergency Removal under Section 37H¾

(1) Nothing in these regulations shall prevent a principal from removing 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 shall 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, and the other matters set forth in 603 CMR 53.06(2);
(b) Provide written notice to the student and parent as provided in 603 CMR 53.06(2);
(c) Provide the student an opportunity for a hearing with the principal 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.

(2) A principal may 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.

53.08: Principal's Hearing under Section 37H¾

(1) The principal 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 shall afford the student, at a minimum, all the rights set forth in 603 CMR 53.08(3) in addition to those rights afforded to students who may face a short-term suspension from school.

(2) Principal Hearing - Short-term Suspension

(a) The purpose of the hearing with the principal 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 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 set forth in 603 CMR 53.05. The principal 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 shall determine whether the student committed the disciplinary offense, and, if so, what remedy or consequence will be imposed.
(c) The principal 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.

(3) Principal Hearing - Long-term Suspension

(a) The purpose of the hearing is the same as the purpose of a short-term suspension hearing.
(b) At a minimum, in addition to the rights afforded a student in a short-term suspension hearing, the student shall have the following rights:

1. In advance of the hearing, the opportunity to review the student's record and the documents upon which the principal may rely in making a determination to suspend the student or not;
2. the right to be represented by counsel or a lay person of the student's choice, at the student's/parent's expense;
3. the right to produce witnesses on his or her behalf and to present the student's explanation of the alleged incident, but the student may not be compelled to do so;
4. the right to cross-examine witnesses presented by the school district;
5. the right to request that the hearing be recorded by the principal, and to receive a copy of the audio recording upon request. If the student or parent requests an audio recording, the principal shall inform all participants before the hearing that an audio record will be made and a copy will be provided to the student and parent upon request.

(c) The principal 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 shall determine whether the student committed the disciplinary offense, and, if so, after considering mitigating circumstances and alternatives to suspension as set forth in 603 CMR 53.05, what remedy or consequence will be imposed, in place of or in addition to a long-term suspension. The principal 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 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 as provided in 603 CMR 53.13(4)(a);
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, 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
b) the long-term suspension will remain in effect unless and until the superintendent decides to reverse the principal's determination on appeal.

(e) 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, whether short-term or long-term, before the suspension takes effect.

53.09: Superintendent's Hearing under Section 37H¾

(1) A student who is placed on long-term suspension following a hearing with the principal shall have the right to appeal the principal's decision to the superintendent.

(2) The student or parent shall file a notice of appeal with the superintendent within the time period set forth 603 CMR 53.08

(3) (c) 5.a). 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. 32 (3) The superintendent shall hold the hearing within three (3) school days of the student's request, unless the student or parent requests an extension of up to seven (7) additional calendar days, in which case the superintendent shall grant the extension.

(4) The superintendent shall make a good faith effort to include the parent in the hearing. The superintendent shall be presumed to have made a good faith effort if he or she has made efforts to find a day and time for the hearing that would allow the parent and superintendent to participate. The superintendent shall send written notice to the parent of the date,

time, and location of the hearing.

(5) The superintendent shall conduct a hearing to determine whether the student committed the disciplinary offense of which the student is accused, and if so, what the consequence shall be. The superintendent shall arrange for an audio recording of the hearing, a copy of which shall be provided to the student or parent upon request. The superintendent shall inform all participants before the hearing that an audio record will be made of the hearing and a copy will be provided to the student and parent upon request.

(6) The student shall have all the rights afforded the student at the principal's hearing for long-term suspension under 603 CMR 53.08(3)(b).

(7) The superintendent shall issue a written decision within five (5) calendar days of the hearing which meets the requirements of 603 CMR 53.08(3)(c)1 through 5. If the superintendent determines that the student committed the disciplinary offense, the superintendent may impose the same or a lesser consequence than the principal, but shall not impose a suspension greater than that imposed by the principal's decision.

(8) The decision of the superintendent shall be the final decision of the school district, charter school, or virtual school, with regard to the suspension.

53.10: In-School Suspension under Section 37H¾

(1) The principal may use in-school suspension as an alternative to short-term suspension for disciplinary offenses.

(2) The principal may impose an in-school suspension for a disciplinary offense under this provision, provided that the principal follows the process set forth in 603 CMR 53.10(3) through 603 CMR 53.10(5) and the student has the opportunity to make academic progress as set forth in 603 CMR 53.13(1).

(3) The principal shall inform the student of the disciplinary offense charged and the basis for the charge, and provide the student an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident. If the principal determines that the student committed the disciplinary offense, the principal shall inform the student of the length of the student's in-school suspension, which shall not exceed 10 days, cumulatively or consecutively, in a school year.

(4) On the same day as the in-school suspension decision, the principal 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. The principal 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 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.

(5) The principal shall send written notice to the student and parent about the in-school suspension, including the reason and the length of the in-school suspension, and inviting the parent to a meeting with the principal for the purpose set forth in 603 CMR 53.10(4), if such meeting has not already occurred. The principal shall deliver such notice on the day of the suspension by hand-delivery, certified mail, first-class mail, email to an address provided by the parent for school communications, or by other method of delivery agreed to by the principal and the parent.

53.11: Emergency Removal under Section 37H¾

The principal may 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 procedures in G.L. c. 71, § 37H¾ or 603 CMR 53.00.

53.12: Disciplinary Offenses under Section 37H or 37H½

(1) School districts shall adopt disciplinary policies and procedures applicable to a student who is accused of a disciplinary offense under G.L. c. 71, §§37H or 37H- ½. Such policies and procedures shall be consistent with the applicable statute and provide due process of law.

(2) The principal may remove a student who has committed a disciplinary offense under G.L. c. 71, §§37H or 37H½ from school for more than ninety (90) days in a school year.

(3) Any student who is removed from school for a disciplinary offense under G.L. c. 71, §37H or §37H½ shall have an opportunity to receive education services and make academic progress during the period of removal, as provided in 603 CMR 53.13.

53.13: Education Services and Academic Progress under Sections 37H, 37H½, and 37H¾

(1) 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.

(2) 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.

(3) The principal 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 G.L. c 69, §§ 1D and 1F.

(4) Notice of Education Services for Students in Long-Term Suspension and Expulsion; Enrollment Reporting.

(a) 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, 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.

(b) For each student expelled or suspended from school for more than ten (10) consecutive days, whether in-school or out-of-school, the school district 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.

53.14: Student Suspension and Expulsion Data Collection and Reporting

(1) Every school district, charter school, and virtual school shall collect and annually report data to the Department regarding in-school suspensions, short- and long-term suspensions, expulsions, emergency removals under 603 CMR 53.07, access to education services under 603 CMR 53.13, and such other information as may be required by the Department. Such data shall be reported in a manner and form directed by the Department.

(2) The principal 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 reviewing the data, the principal shall assess the extent of in-school suspensions, short- and long-term suspensions, expulsions, and emergency removals under 603 CMR 53.07, and the impact of such disciplinary action on selected student populations. The principal shall further determine whether it is necessary or appropriate to modify disciplinary practices due to over-reliance on expulsion, in-school or out-of-school suspension, or emergency removals, or the impact of such suspensions, removals, and expulsions on selected student populations compared with other students.

(3) In the fall of each year, the Department shall publish an analysis and report of student discipline data disaggregated by district and school, and by selected student populations, included but not limited to race and ethnicity, gender, socioeconomic status, English language learner status, and student with a disability status. The data shall be reported in a manner that protects the identity of each student and shall be made available to the public online in a machine readable format.

(4) The Department shall annually determine the schools with the highest percentage of students expelled or placed on long-term suspension for more than ten (10) cumulative days in a school year. After review of the discipline data described in 603 CMR 53.14(3) and other relevant school and district information, including but not limited to student demographics, student performance, promotion, attendance, attrition, graduation, and dropout rates, the Commissioner shall identify schools that need assistance to reduce over-reliance on long-term suspension or expulsion as a consequence for student misconduct. The Department shall identify models that such schools may use to incorporate intermediate steps before long-term suspension and expulsion and to foster positive school climate.

Through use of statistical analysis, the Commissioner shall identify schools and districts with data that reflect significant disparities in the rate of suspension and expulsion by race and ethnicity, or disability. Such schools and districts shall develop and implement a plan approved by the Department to address such significant disparities.

Regulatory Authority:
M.G.L. c. 71 § 38R and Chapter 77 of the Acts of 2013

MEMORANDUM OF AGREEMENT BETWEEN THE MEDFORD SCHOOL DEPARTMENT AND THE MEDFORD POLICE DEPARTMENT

I. General Principles

The Medford Public Schools and the Medford Police Department do hereby agree to coordinate their efforts to prevent substance abuse and violent behavior by students of the Medford Public Schools. This agreement may be modified as

required and agreed to by the parties in furtherance of substance abuse and violence-prevention objectives.

Furthermore, The Medford Public Schools and the Medford Police Department agree to respond effectively and cooperatively to incidents of school delinquency, truancy, and criminal behavior. Such joint efforts will focus on incidents, which have taken place on school property, at school sponsored events, and/or locations in which students of the Medford Public Schools have gathered.

This agreement is entered into pursuant to the Laws of the Commonwealth and ordinances of the City of Medford that deal with substance abuse, issues of violence and such incidents which require:

•A law enforcement response in a school setting;
•A law enforcement response during any school-sponsored activity, even if the event is off school grounds;
•A law enforcement response in a community setting involving students of the Medford Public Schools.

DISCIPLINE OF SPECIAL EDUCATION STUDENTS

All students are expected to meet the requirements for conduct and behavior as set forth in this student handbook. In addition to those due process protections afforded to all students, the Individuals with Disabilities Education Act (IDEA) and related regulations provide eligible students or those the District knows or has reason to know might be eligible for such services with certain procedural rights and protections in the context of student discipline. Students who have been found to have a disability that substantially limits a major life activity, as defined under Section 504 of the Rehabilitation Act of 1973, must also be afforded these increased procedural protections. Procedural Safeguards are required to be provided to these students prior to imposing discipline that will result in the student's removal for more than ten (10) consecutive school days or ten (10) cumulative school days (if constituting a change in placement) in a single school year. The following additional requirements apply to the discipline of students with disabilities:

The Individualized Education Plan (IEP) for a student must indicate whether the student can be expected to meet the regular discipline code of the school or whether the code should be modified due to the student's disability.

In general, special education students may be excluded from their programs, just as any other student can be, for up to ten (10) school days per year. However, when a special education student is excluded from his/her program for more than ten school days in the school year, the student's Special Education Team must develop a functional behavioral assessment plan. The Team is required to hold a "manifestation determination" meeting to determine whether the student's behavior was related to his/her disability.

As provided in Section 333 of the Chapter 766 Regulations, to determine the appropriateness of the student's placement program. The Team will make a finding as to the relationship between the student's misconduct and his/her handicapping condition by asking:

a. Was the conduct in question caused by, or had a direct and substantial relationship to the child's disability?
b. Was the conduct in question the direct result of the LEA's failure to implement the IEP/ 504 Plan?

The result will be either:

a. To design a modified program for the student; or
b. Write an amendment to provide for the delivery of special education services during the suspension and any needed modification of the IEP relative to Discipline Code expectations.

338.5 (a) (iii). Before the student is suspended for more than ten cumulative days, the Special Education Department will present the alternative plan to the student's parent(s) along with the written notice required by 317.0. The failure or refusal of the parent to consent to the provision of services under the alternative plan shall not prevent implementation of the suspension. However, if the parent requests a hearing pursuant to 402.0, the provisions of 338.5(b) shall apply.

338.5 (b). If the parent requests a hearing pursuant to 402.0, the student shall continue in the last agreed upon educational placement (the placement in effect when the dispute arose) pending the hearing unless another placement is agreed to by the parties, or a court order permits the School Committee to change the student's placement based on a showing that the student's continued presence in school presents a substantial likelihood of injury to the student or others. If a court order is sought, the provisions of 338.7 shall apply. In addition, the Department of Education will be notified as required by law, and the procedures promulgated by the Department of Education for requesting approval of the alternative plan will be followed.

If the Team determines the behavior was not related to the student's disability, the school may discipline the student according to the school's code of student conduct, except that the district must continue to provide the student with educational services during the period of suspension or expulsion. However, if the Team determines that the behavior was related to the disability, the student may not be excluded from the current educational placement (except in the case of weapons or drugs) until the Team develops and the parent(s) consent to a new IEP.

In the event, a student possesses, uses, sells or solicits a controlled substance or possesses a weapon at school or a school

function, a school may place a student in an interim alternative education setting for up to 45 calendar days. Hearing officers may also order the placement of a student in an appropriate interim setting for up to 45 days upon determination that the current placement is substantially likely to result in injury to the student or others.

When a parent disagrees with the Team's decision on the "manifestation determination" or with a decision regarding placement, the parent has the right to request an expedited due process hearing from the Bureau of Special Education Appeals. Additional information regarding the procedural protections for special education students can be obtained from the Pupil Services office 781-393-2229.

1. If, prior to a disciplinary action that may result in a suspension of longer than 10 consecutive days, or a series of suspensions that are shorter than 10 consecutive days but constitute a pattern, a district had knowledge that the student may be a student with a disability, then the district makes all special education protections available to the student until and unless the student is subsequently determined not to be eligible. The district may be considered to have prior knowledge if:
   a. The parent had expressed concern in writing; or
   b. The parent had requested an evaluation; or
   c. District staff had expressed directly to the special education director or other supervisory personnel specific concerns about a pattern of behavior demonstrated by the student.
2. The district may not be considered to have had prior knowledge if the parent has not consented to an evaluation of the student or has refused special education services, or if an evaluation of the student has resulted in a determination of ineligibility.
3. If the district had no reason to consider the student disabled, and the parent requests an evaluation subsequent to the disciplinary action, the district will conduct an expedited evaluation to determine eligibility consistent with federal requirements.
4. If the student is found eligible, then he/she receives all procedural protections subsequent to the finding of eligibility.