

Pembroke Public Schools Elementary Student Handbook 2026-2027



Bryantville Elementary School

Hobomock Elementary School

North Pembroke Elementary School

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Civil Rights Laws/District Coordinator Information

All programs, activities and employment opportunities provided by the Pembroke Public Schools are offered without regard to race, color, sex, gender identity, religion, national origin, sexual orientation, or disability. Questions regarding implementation of these practices should be addressed to the appropriate coordinator listed below:

Title VI: <i>Title VI of the Civil Rights Act of 1964</i> Prohibits discrimination, exclusion from participation, and denial of benefits based on race, color or national origin in programs or activities receiving federal financial assistance. Title VI is codified at 42 U.S.C. 2000d <i>et seq.</i>; regulations have been promulgated under it in the Code of Federal Regulations at 34 CFR Part 100 (available at https://www2.ed.gov/about/offices/list/ocr/docs/hq43e4.html) Coordinators <table><tr><td>Jessica DeLorenzo Dir. Student Services 72 Pilgrim Road Pembroke, MA 02359 781-826-8740 781-826-5115</td><td>Michael Murphy Principal North Pembroke Elementary 72 Pilgrim Road Pembroke, MA 02359</td></tr></table>	Jessica DeLorenzo Dir. Student Services 72 Pilgrim Road Pembroke, MA 02359 781-826-8740 781-826-5115	Michael Murphy Principal North Pembroke Elementary 72 Pilgrim Road Pembroke, MA 02359	Section 504: <i>Section 504 of the Rehabilitation Act of 1973</i> Prohibits discrimination, exclusion from participation, and denial of benefits based on disability in programs or activities receiving federal financial assistance. Section 504 is codified at 29 U.S.C. 794; regulations have been promulgated under it at 34 CFR Part 104 (available at https://www2.ed.gov/about/offices/list/ocr/504faq.html#interrelationship). Coordinator Jessica DeLorenzo Dir. Student Services 72 Pilgrim Road Pembroke, MA 02359 781-826-8740
Jessica DeLorenzo Dir. Student Services 72 Pilgrim Road Pembroke, MA 02359 781-826-8740 781-826-5115	Michael Murphy Principal North Pembroke Elementary 72 Pilgrim Road Pembroke, MA 02359		
Title IX: <i>Title IX of the Education Amendments of 1972</i> Prohibits discrimination, exclusion from participation, and denial of benefits based on sex in educational programs and activities receiving federal financial assistance. Title IX is codified at 20 U.S.C. 1681 <i>et seq.</i>; regulations have been promulgated under it at 34 CFR Part 106 (available at https://www2.ed.gov/about/offices/list/ocr/docs/tix_dis.html). Coordinators <table><tr><td>Jessica DeLorenzo Dir. Student Services 72 Pilgrim Road Pembroke, MA 02359 781-826-8740 781-826-5115</td><td>Michael Murphy Principal North Pembroke Elementary 72 Pilgrim Road Pembroke, MA 02359</td></tr></table>	Jessica DeLorenzo Dir. Student Services 72 Pilgrim Road Pembroke, MA 02359 781-826-8740 781-826-5115	Michael Murphy Principal North Pembroke Elementary 72 Pilgrim Road Pembroke, MA 02359	IDEA 2004: <i>the Individuals with Disabilities Education Act of 2004</i> Governs special education. Most of IDEA 2004 is codified at 20 U.S.C. 1400 <i>et seq.</i>; regulations have been promulgated under it at 34 CFR 300 (available at https://sites.ed.gov/idea/#). Coordinator Jessica DeLorenzo Dir. Student Services 72 Pilgrim Road Pembroke, MA 02359 781-826-8740
Jessica DeLorenzo Dir. Student Services 72 Pilgrim Road Pembroke, MA 02359 781-826-8740 781-826-5115	Michael Murphy Principal North Pembroke Elementary 72 Pilgrim Road Pembroke, MA 02359		

Title II: <i>Title II of the Americans with Disabilities Act of 1990</i> Prohibits discrimination, exclusion from participation, and denial of benefits on the basis of disability in public entities. Title II is codified at 42 U.S.C. 12131 <i>et seq</i>; regulations have been promulgated under it at 28 CFR Part 35 (available at https://www2.ed.gov/about/offices/list/ocr/frontpage/faq/disability.html) Coordinators <table border="0"> <tr> <td>Jessica DeLorenzo Dir. Student Services 72 Pilgrim Road Pembroke, MA 02359 781-826-8740</td> <td>Michael Murphy Principal North Pembroke Elementary 72 Pilgrim Road Pembroke, MA 02359 781-826-5115</td> </tr> </table>	Jessica DeLorenzo Dir. Student Services 72 Pilgrim Road Pembroke, MA 02359 781-826-8740	Michael Murphy Principal North Pembroke Elementary 72 Pilgrim Road Pembroke, MA 02359 781-826-5115	<i>The McKinney-Vento Homeless Assistance Act, reauthorized in December 2001</i> Part of the federal No Child Left Behind Act, ensures educational rights and protections for children and youth experiencing homelessness and requires school districts to adapt to a new set of requirements regarding the education of this needy at-risk population. Information on this act is available in the Massachusetts Department of Education's Homeless Education Advisories at https://www2.ed.gov/policy/elsec/guid/secletter/160726.html Coordinator JessicaDeLorenzo Dir. Student Services 72 Pilgrim Road Pembroke, MA 02359 781-826-8740
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<u>District Administration</u> Erin Obey, Superintendent Marybeth Brust, Assistant Superintendent Jessica DeLorenzo, Director of Student Services 72 Pilgrim Road Pembroke, MA 02359 Phone: 781-829-0832	<u>Bryantville Elementary School</u> Jennifer Simmons, Principal Traci Costa, Assistant Principal 29 Gurney Drive Pembroke, MA 02359 Telephone: (781) 293-5411
<u>Hobomock Elementary School</u> Ashley Cross, Principal Kristen Sciulli, Assistant Principal 81 Learning Lane Pembroke, MA 02359 Telephone: (781) 294-0911	<u>North Pembroke Elementary School</u> Michael Murphy, Principal Valerie Charpentier, Assistant Principal 72 Pilgrim Road Pembroke, MA 02359 Telephone: (781) 826-5115

SCHOOL COMMITTEE

Allison Glennon, Chairperson
Susan Bollinger, Vice Chairperson
David Boyle, Clerk
Katrina Delaney, Member
Katrina Scarsciotti, Member

School Committee meetings are held on the first and third Tuesday of each month at the North Pembroke Elementary School library at 6:00 PM, unless otherwise posted. The Pembroke School Committee invites the public to these meetings.

Mental Health Staff by Building:

North Pembroke School Psychologist:	Erica Pearson	erica.pearson@pembrokek12.org
North Pembroke Social Worker:	Caitlin Martin	caitlin.martin@pembrokek12.org
Hobomock School Psychologist:	TBD	
Hobomock Social Worker:	Nicole Theriault	nicole.theriault@pembrokek12.org
Bryantville School Psychologist	Brenda Mannix	brenda.mannix@pembrokek12.org
Bryantville Social Worker:	Ilene Riley	ilene.riley@pembrokek12.org

PARENT/TEACHER ORGANIZATIONS (Subject to change)

Our schools' PTOs conduct monthly meetings held at each elementary school. All parents are welcome to attend.

Bryantville

PTO Email: info@bryantvillepto.com

President
Vice President
Secretary
Treasurer

Hobomock

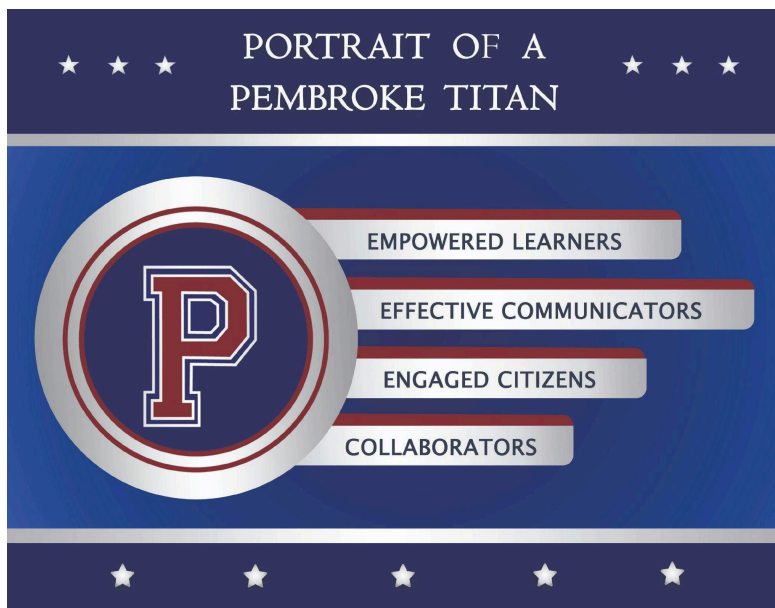
PTO Email: hobomock@gmail.com

President
Vice President
Treasurer Tina Lauria
Secretary

North Pembroke

PTO Email: northpembrokepto@gmail.com

President: Laura Driscoll
Vice President: Missy Tupa
Co-Treasurers: Casey Holland & Caiti Chroniak
Secretary: Caitlin Evans
Communications: Sarah O'Donnell



ACADEMIC INTEGRITY

Academic honesty is essential for the well-being of a school community. The Pembroke Schools expect every student to be honest in the preparation of homework, class work, projects, take-home tests, essays, assessments, and other academic activities. Students are expected to seek help from a teacher if they are uncertain about requirements for any particular academic assignment. Students should constantly monitor their work to assess its originality and seek assistance when they are uncertain. When a violation of academic honesty occurs or is suspected, the teacher will discuss the matter with the student as soon as possible. Incidents of cheating will be brought to the attention of the Principal or Assistant Principal.

All members of our school community must address definitions of academic dishonesty. Students, teachers, and families should all be concerned with the following:

Cheating: to take an examination or test, or complete homework or other assignments in a dishonest way, such as by copying or other improper access to answers; this is an act of deception by which a student misrepresents that they have mastered information on an academic exercise that they have not mastered.

Plagiarism: to take, use and pass off the thoughts, writings, inventions (etc.) of another person as one's own. A student's work that is not primarily their own creation that uses copied, paraphrased, or summarized material without citation of sources is considered plagiarism. Unintentional plagiarism is still plagiarism.

ADMISSION POLICY

No person shall be excluded from or discriminated against in admission to Pembroke Public Schools, or obtaining the advantages, privileges, and courses of study of such public school on account of race, color, sex, gender identity, religion, national origin or sexual orientation.

Kindergarten

Children who become five years of age on or before September 1 may enroll in the

kindergarten program. A child is not required to attend kindergarten.

First Grade

Any child who attains the age of six years on or before November 1 or who has successfully completed one year of kindergarten, shall be admitted to Grade 1. Transfer into grade 1 from another district or private program without meeting these criteria, may, at the principal's discretion, be granted a 20-day provisional placement.

Immunizations

Public school students attending the Pembroke Schools will be required to present a physician's certificate attesting to successful immunization against all diseases as stipulated in M.G.L. Ch. 76, Sect. 15 and as may be specified from time to time by the Department of Public Health. These diseases include diphtheria, tetanus, measles, pertussis, poliomyelitis, and other communicable diseases which may be specified by the Department of Public Health.

An exception to these requirements will be made on receipt of a written statement from a doctor that he has personally examined the child and that immunization would not be in the best interest of the child; or from the student's parent or guardian stating that vaccination or immunization is contrary to the religious beliefs of the student or parent. A doctor's statement must be resubmitted at the beginning of each school year. Students who are not vaccinated or under-vaccinated (including those with medical and/or religious exemptions) may be subject to exclusion from school if there is exposure to certain communicable childhood diseases. Additionally, in accordance with Federal law, a homeless student shall not be required to present proof of immunization as a prerequisite for attending school.

AFTER SCHOOL HELP AND ACTIVITIES

Teachers are available to provide extra help either before or after school. Students are also offered opportunities to participate in after-school activities such as chorus, drama, and other clubs. No late bus service is available to elementary grade students. Parents and teachers must make prior arrangements for students to be picked up on time.

Attendance Procedures

Attendance

Attendance at school is mandated by state law and is recognized as beneficial for all students beyond the mandated age of attendance desirous of attending. The School Committee, therefore, exercises its responsibility in enforcing and encouraging timely attendance at school. Absence from school is strongly discouraged as it negatively impacts student learning and disrupts the educational process. **A student must be present at school for an accumulated total of 3 hours and 30 minutes to not be marked as absent.**

A student's absences may be recorded as excused for one of the following reasons

A. Medical excuse (with date-specific medical documentation to include date of visit or date of assessment).

- A readable medical note is required to officially excuse an absence. While we understand the convenience of digital copies or photographs of medical notes, printed paper copies are the preferred format. The district is happy to assist with printing. If you need help printing your medical note, contact the school's main office.
- We continue to accept medical notes sent directly from the healthcare provider via email.

Bryantville: Jason.nali@pembrokek12.org

Hobomock: Andrea.depaul@pembrokek12.org

North Pembroke: Margaret.leach@pembrokek12.org

- If the above options do not work due to extenuating circumstances, you can submit a digital copy. If the note is unreadable, you will be required to bring in a paper copy, have the district talk with your provider, or have them send a medical note directly from the healthcare provider via email or secure fax.

B. Bereavement or serious illness in the family (Please contact the school's main office.)

C. For observance of major religious holidays (Please contact the school's main office.)

D. Legal matters (with date-specific documentation from the court, lawyer etc.)

E. Other – a student may be excused for other absences with approval from the school administrator.

Documentation for the above absences must be provided to the school principal or designee within ten (10) school days of the absence. Failure to submit documentation within ten (10) school days will result in an unexcused absence.

All other absences (even those authorized by parents) are considered unexcused.

Absence Notifications

The principal, or designee, monitors attendance using letters and/or meetings to remind the parents about the importance of attendance; to remind parents of the attendance policy; to identify an effective solution to the problem that improves attendance; and to address instructional issues raised by the student's absence. When absence from school becomes necessary, parents should notify the school as soon as possible using the absence line. Please do this even if you have previously notified your student's teacher. This is the main means of communicating your student's absence. Be sure to include the reason for your student's absence and any symptoms they may be experiencing. You can access the attendance line by calling the main school phone number and choosing option 3.

The principal, or designee, will notify parents in writing if a student has five (5) or more unexcused absences within the school year. In accordance with the provisions of the mandated attendance law, continued absence from school for any reason, or especially absence from school due to truancy, shall be referred to the supervisor of attendance for attention. In extreme

situations in which attendance does not improve despite interventions, the school could enlist the support of state agencies to help and support to families (Department of Children and Families, Department of Social Services, Plymouth District Juvenile Court, etc.)

Extended (Medical) Absences

An extended (medical) absence is one where students will be absent for three (3) or more days for medical reasons. In an effort to provide students with every opportunity to remain current in the curriculum, the following guidelines will apply:

1. Parents/Guardians should contact the school nurse so that she is aware of the condition and can help develop a plan to support students upon their return.

Educational Service at Home or in a Hospital

The purpose of educational service at home or in a hospital is to monitor and supervise learning. The financial obligations of tutoring may or may not be paid by Pembroke Public Schools. Students may receive tutoring for absences related to medical issues.

Upon receipt of a physician's written order verifying that a student enrolled in a public school or placed by the public school in a private setting, must remain at home or in a hospital for medical reasons on a day or overnight basis, or any combination of both, and for a period of not less than 14 school days in any school year, the administration (in coordination with the Director of Student Services) shall provide educational services in the home or hospital.

Such services shall be provided with sufficient frequency to allow the student to continue his/her educational program, as long as such services do not interfere with the medical needs of the student. Such educational services shall not be considered special education unless the student has been determined eligible for such services, and the services include services on the student's IEP. A student in a non-public school shall be entitled to home and hospital services when deemed eligible through the special education process. The following process applies:

- Student is eligible for tutoring after 14 consecutive or cumulative days of absence and is referred by a Physician;
- The student's physician must complete a Department of Education form 28R/3, Physician's Statement for Temporary Home, or Hospital Education 603 CMR 28.03(3)(c) and submit it to the student's building administrator or guidance counselor. Forms are available from the Principal's Office;
- At a minimum, the physician's signed notice must include information regarding:
 1. the date the student was admitted to a hospital or was confined to home;
 2. the medical reason(s) for the confinement;
 3. the expected duration of the confinement; and
 4. the medical needs of the student should be considered in planning the home or hospital education services.
- Form must be completed by a physician, including pediatricians, or any other M.D. but will not be accepted from a Ph.D. or Ed.D.

- Student whose medical condition allows for completion of 19 | Page course work with the assistance of the tutor will receive credit for the course;

The district will assign an appropriate tutor selected from district staff, privately contracted tutors, or an agency. Every attempt will be made to provide tutoring in each subject area. The school district determines the number of instructional hours per day or per week based on the educational and medical needs of the individual student.

- Teachers will bring assignments or email to the Main Office.
- The tutor will pick up assignments. Parents have the option of picking up assignments also.
- The tutor will return completed work to the student's teacher within one week unless otherwise directed.
- New assignments will be provided when previous assignments are completed and returned.
- Tutoring will be conducted at a mutually agreed upon location arranged by family and tutor. When tutoring takes place in the home, an adult will be present in the home. Tutoring may occur at other locations such as the Town Library.

Accommodations for Religious Holidays

It is the belief of the School Committee that the schools shall make reasonable efforts to accommodate the religious beliefs of students and staff as mandated by Federal Law.

Massachusetts General Laws, Chapter 151C, Section 2B reads as follows: "Any student in an educational or vocational training institution, other than a religious or denominational educational or vocational training institution, that is unable, because of his religious beliefs, to attend classes or to participate in any examination, study, or work requirement which he/she may have missed because of such absence on any particular day; provided, however, that such make-up examination or work shall not create an unreasonable burden upon such school. No fees of any kind shall be charged by the institution for making available to said student such opportunity. No adverse or prejudicial effects shall result to any student because of his/her availing himself to the provisions of this section."

Dismissals from School

Student dismissals tend to disrupt classes; therefore, dismissals should be confined to those of a medical, legal, or emergency nature. Every attempt should be made to schedule appointments after school hours.

1. Dismissals should be entered into PickUp Patrol as early as possible.
2. Prior to leaving the school, students must be signed out at the main office by the adult dismissing the student.
3. The school nurse issues dismissals for illness; if, in the school nurse's medical opinion, a student should be dismissed for medical reasons, the dismissal shall be considered

excused. If the nurse does not, and the parent/student wishes for the dismissal to happen anyway, the dismissal shall be considered unexcused.

4. Parents should not pick up students within the thirty-minute window of the end of the school day, as students are often transitioning and participating in their end-of-day routines.
5. Changes in regular dismissal plans for your child must be entered into PickUp Patrol thirty minutes before the end of the school day.

Tardiness to School

Prompt arrival to school is paramount, as students who arrive late to class cause a disruption to the learning environment and miss out on valuable learning opportunities. Therefore, students are considered tardy to school if they are not present in school by 8:15 a.m. (Bryantville and Hobomock)/ 8:40 a.m. (North).

Any child who arrives at school late must check in at the main office to ensure they are not marked absent. Parents must accompany students upon late arrival. Excessive late arrival will be brought to the attention of the principal or designee. The principal or designee, will meet with the students and parent/guardian.

Make-Up Work

Students are responsible for making up work due to an absence (from either class or school). Students must see teachers on the day of their return to arrange for make-up work. Teachers will give students one class day for each day of absence to make up work. In some circumstances teachers may use their own discretion in granting additional time.

Extracurricular Activities

Students who are absent from school or serving an in-school or out-of-school suspension may not participate in or attend any school-sponsored activity, event, practice, competition, or function on the day of the absence or suspension.

Exceptions may be considered for absences related to a medical appointment when the school receives documentation from a healthcare provider verifying the appointment. Approval for participation following a medically excused absence is at the discretion of the principal.

Pick Up Patrol

The Pembroke Elementary Schools use Pick Up Patrol for student dismissal plan changes. Your student has a "Default Plan" loaded into their account. The "Default Plan" reflects how your student will get home each day of the week based off of the information provided to the school. If you need to change your child's mode of dismissal, it should be entered into the Pick Up Patrol system rather than calling, emailing or sending in a note with your child. By entering it into the Pick Up Patrol system, the office staff and classroom teacher will all get notified. *Changes to dismissal plans can be made in the Pick Up Patrol system up until 30 minutes before the end of the school day.*

We will not be using the absence feature on Pick Up Patrol. If your child will be absent, please continue to use our Absence Line by calling your child's school and entering prompt #3.

Welcome emails from Pick Up Patrol and how to complete your account set up are scheduled to be sent at the end of August. Please check your Junk folder if you do not see it in your inbox. Please reach out to your child's school if you have any questions.

BICYCLE USAGE

Students in grades 4-6 may ride their bicycles to school provided their parents sign a "save harmless" statement relieving the Pembroke School Department and its employees of all liability. All students who wish to take part in this privilege must wear helmets.

Biking to school is considered a privilege and is permitted only during specific times of the year, as determined by the building principal. The start and end dates of the biking season are at the principal's discretion, based on factors such as weather, daylight hours, and school safety considerations.

Important Guidelines:

- Biking to school is a privilege and not a guaranteed right.
- This privilege may be revoked at any time by the principal due to safety concerns or disciplinary reasons involving individual students or the school community.

Permitted Equipment

- Only non-motorized bicycles are allowed.
- All other recreational items are prohibited, including but not limited to:
 - Motorized bikes or scooters
 - Regular (kick) scooters
 - Skateboards
 - Hoverboards
 - Rollerblades

Safety Expectations

- Students must wear helmets and follow all traffic and school safety rules.
- Bicycles must be walked on school property and locked in designated bike racks.

Failure to comply with these expectations may result in loss of biking privileges.

Procedure:

- Permission forms for bicycle riding to and from school may be obtained at the school office.
- Before a child is permitted to ride a bicycle to school the signed form must be on file in the school office.
- Helmet straps must be attached when riding to and from school.
- The School Department assumes no responsibility for damaged or lost bicycles while parked on school property.

BULLYING, HARASSMENT & DISCRIMINATION

The Pembroke Public Schools do not tolerate harassment based on gender identity, sexual orientation, disability, homelessness, race, sex, color, religion, and national origin nor on those same bases under M.G.L c. 76, s. 5. Pembroke Public Schools is committed to providing an educational environment that is free of harassment, bullying, and discrimination. This applies to all students at all school-sponsored activities. Harassment, bullying, or discrimination of any form will not be tolerated.

The Pembroke Public Schools Bullying Prevention and Intervention Plan can be

found by clicking here or visiting:

<https://www.pembrokek12.org/district/district-policies/district/district-policies/bullyingprevention-and-intervention-plan>

Parents and students can also access a hard copy of this plan in your child's elementary school main office.

Bullying, as defined in M.G.L. c. 71, § 37O, is 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 target that:

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

Harassment, bullying, or discrimination may include but not be limited to:

- Repeated or persistent offensive remarks including name-calling, teasing, jokes, rumors, or other derogatory or dehumanizing remarks
- Intimidation for favors
- Overt threats or demands
- Unwanted physical contact with a person or person's clothing
- Display or circulation of written materials or pictures of a derogatory nature
- Unwelcomed gestures

Pembroke Public Schools acknowledges that certain students may be more vulnerable to becoming targets of bullying or harassment based on actual or perceived differentiating characteristics. To ensure all students are supported and equipped to prevent or respond to bullying and harassment, Pembroke Public Schools takes the following steps:

- Building-Wide Student Support Teams (SSTs):
Each school maintains a Student Support Team that proactively monitors student well-being, academic progress, and social-emotional needs. These teams collaborate regularly to identify students at risk, plan interventions, and promote an inclusive school climate.
- Access to Mental Health Staff in Each Building:
Every school is staffed with dedicated mental health professionals, including school psychologists and/or social workers, who are available to provide counseling, support services, and crisis intervention to all students
- Anonymous Reporting via *Titans Talk*:
Students, families, and community members can report bullying or harassment

confidentially through *Titans Talk*, an anonymous online reporting tool on the district's website.

- Bullying Consideration in an IEP:
 - As part of the Massachusetts Individualized Education Program (IEP), teams are required to consider whether a student with a disability is vulnerable to bullying or harassment.
 - The IEP includes a designated question that prompts teams to assess and plan for any additional protections or supports the student may require.
 - Teams must document how they will support the student in accessing a safe and supportive school environment.
- Skills-Based Instruction and Preventive Programming:

All students receive instruction on social-emotional learning, digital citizenship, empathy, and conflict resolution. These lessons aim to equip students with the knowledge and strategies needed to recognize, prevent, and respond appropriately to bullying or harassment.
- General teaching approaches that support bullying prevention efforts:
 - setting clear expectations for students and establishing school and classroom routines
 - creating safe school and classroom environments for all students
 - communicating with parents and guardians regarding the school's goals and expectations for students and students' safety
 - using appropriate and positive responses and reinforcement, even when students require discipline
 - using positive behavioral supports
 - modeling, teaching, and rewarding pro-social, healthy, and respectful behaviors
 - using positive approaches to behavioral health, including collaborative problem-solving, conflict resolution training, teamwork, and positive behavioral supports that aid in social and emotional development
 - using the Internet safely
 - supporting students' interest and participation in non-academic and extracurricular activities, particularly in their areas of strength.

Procedure of Complaint and Investigation of Bullying, Harassment, or Discrimination

If a student feels they are a victim of harassment, bullying, or discrimination, a building administrator should be contacted immediately. All complaints of harassment, bullying, or discrimination must be reported by staff or students to the principal or the principal's designee. It is building practice to have all complaints of harassment, bullying, or discrimination fully investigated and to take appropriate steps necessary to remedy the situation. All students are expected to cooperate fully in any investigation of harassment, bullying, or discrimination.

Reports of bullying or retaliation may be made by staff, students, parents or guardians, or others, and may be oral or written. Oral reports made by or to a staff member must be recorded in writing. All employees are required to report immediately to the school principal or, in the absence

of the principal, the assistant principal, any instance of bullying or retaliation that the staff member becomes aware of or witnesses. Reports made by students, parents or guardians, or other non-employees may be made anonymously.

All of the information that is provided during an investigation of harassment, bullying, or discrimination will be treated as confidential. This means that such information will be shared with others on a need-to-know basis only.

An investigation of a complaint of harassment, bullying, or discrimination will be conducted by the principal or principal's designee. The investigation may include:

- Separate, private interviews with the complainant and each person accused of harassment, bullying or discrimination
- Interviews of witnesses if any
- Written statements by complainant, accused, and witnesses

At the conclusion of the investigation, the principal or the principal's designee will prepare and recommend an appropriate action. Parents or caregivers will be notified, and additional actions may include:

- A contract of expectations
- School disciplinary action
- Police notification

Additionally, any student found engaging in harassment, bullying, or discrimination; condoning harassment, bullying, or discrimination; or retaliating in cases of harassment, bullying, or discrimination is subject to disciplinary sanctions from warning up to and including suspension. The principal or principal's designee will conduct follow-up interviews within 30 days.

COMMUNICATION

Parents/caregivers may wish to bring concerns to the attention of appropriate school officials. To assist caregivers in this regard, the following general guidelines may be helpful:

- Parents/caregivers should first raise any concern regarding a school-related matter with the staff member most directly involved.
- If the matter remains unresolved, the caregiver should then contact the assistant principal.
- If the parent continues to feel the problem is not resolved, the parent/caregiver should contact the building principal, who has the authority to make final judgments regarding student discipline and other building procedural matters.

We request that parents use the progressive steps outlined above as the teacher or other staff member most directly involved can address most problems satisfactorily.

Parents/caregivers and school personnel are expected to show each other respect in all communications and to listen to the other's viewpoints. Respectful and reasoned communication between parents/caregivers and school personnel is helpful in obtaining

satisfactory resolution of concerns.

Another means of communication for parents/caregivers and students to share concerns is through Titans Talk. This can be accessed from the district website: www.pembrokek12.org. Titans Talk is a simple way to communicate with Pembroke Public Schools about critical district issues. Titans Talk is an easy way for you to ask us a question, raise a concern or pay us a compliment. Each Titans Talk submission is sent to the appropriate school, department, and/or district staff member for follow-up.

School news and information can be found on the district website www.pembrokek12.org and in school newsletters. Parents/caregivers may sign up through the district website to receive broadcast emails on school-related events as well as community activities.

Meeting Structure for Two-Household Families

Our schools are committed to maintaining consistent, equitable, and transparent communication between home and school. To ensure that all parents and caregivers receive the same information regarding their child's progress, supports, and educational planning, the following guidelines apply to all school-based meetings, including but not limited to parent teacher conferences, disciplinary meetings, progress meetings, and IEP and 504 planning meetings.

To promote clarity and consistency for families with two households, the school will offer one meeting per student for all school-based meetings. This approach ensures that all caregivers receive the same information at the same time from the same school team.

Parents and caregivers are encouraged to communicate with one another to ensure both households remain informed about the student's progress and needs. When helpful, the school may offer flexible meeting formats, such as one caregiver attending in person while another participates virtually, so that all parties can join the same meeting.

Exceptions for Court-Ordered Restrictions

The school recognizes that some families experience circumstances that require alternative communication structures. If a restraining order, no-contact order, or other legal directive prevents joint participation, the building administration will work directly with each household to ensure that all legally entitled caregivers receive appropriate updates.

In these cases, the school will provide separate follow-up communication, written or verbal, as permitted by law, while still maintaining a single official meeting for the student.

The administrative team is committed to ensuring equitable access to student information for all legally authorized caregivers, maintaining student privacy in accordance with FERPA and district policy, and supporting families when unique circumstances arise. Families with questions or special circumstances are encouraged to contact the school office to discuss available options.

DISCIPLINE CODE

Students in elementary schools are expected to conduct themselves in a courteous and cooperative manner.

Pembroke School Committee Policy JK: STUDENT DISCIPLINE ¹

The Pembroke School Committee (PSC) recognizes the importance of good discipline and self-management in the schools so as to maintain a constructive and safe learning environment for all students and faculty. The goal of student discipline and the code of conduct is to ensure mutual respect and responsible behavior. When the conduct of a child interferes with their own progress, the education of other students or the orderly operation of the school, corrective procedures shall be utilized.

The Code of Conduct expects that all members of the school community have the responsibility to conduct themselves in a way that demonstrates respect for all individuals, their rights, and their property. All members of the school community must also understand and support the standards of conduct of the school and assist in the enforcement of rules and regulations. This behavior is expected during all curricular, co-curricular, and special events of the school, both on and off-campus, including school sponsored trips and those times when school buses or other school-provided transportation is used. The administration shall reserve the right to restrict a student's participation in co-curricular activities as participation is a privilege, not a right based on the safety and well-being of other students or the student in question.

Assignment of discipline shall be on a progressive basis and may include elements of restorative practices, as appropriate, at the discretion of the building administrator.

Progressive discipline refers to the process by which an administrator has the discretion to increase penalties in the cases of second and third offenses. Restorative practices refer to a set of strategies and approaches that focus on building relationships, repairing harm, and restoring a sense of community after conflict or misconduct, rather than simply punishing students for misbehavior. It should be noted that a consequence may also incorporate both elements of progressive discipline as well as restorative practices. In determining the severity of the penalty or suspension, the Principal or Assistant Principal may consider all relevant factors, including but not limited to the following:

1. The student's previous disciplinary record.
2. The severity of the disruption of the educational process.
3. The degree of danger to self, others, and the school in general.
4. The degree to which students are willing to change their inappropriate behavior.

General Expectations for Student Conduct

1. All pupils will respect and adhere to the standards established by each classroom and to the standards established for the total school setting.
2. Pupils are not permitted to bring to school any items which constitute a safety hazard for themselves or other children (example: knives, fireworks, matches).
3. Students are expected to adhere to the Code of Conduct. (See the previous section.)

General Procedures

1. Infrequent or minor infractions of the rules and regulations will be handled by the classroom teacher.
2. Continuous minor infractions may result in an office referral and

- notification to caregivers.
3. Major infractions of school rules and regulations may result in more significant behavioral consequences and potential meeting with caregivers.

Recess:

The Pembroke Public Schools believe that recess and motor breaks are essential components of a well-rounded educational experience. These unstructured times provide students with critical opportunities to develop physical health, social skills, self-regulation, and cognitive readiness to support academic success.

Recognizing these benefits, we are committed to ensuring that all students have access to daily recess and movement breaks. The loss of recess will be considered **only as a last resort**, and not as a routine disciplinary measure. Whenever possible, alternative strategies will be employed to support student behavior and learning without compromising their need for physical activity and restorative time.

Our goal is to foster a learning environment where students thrive academically, socially, and emotionally, and regular recess is a vital part of that mission.

Definitions

Minor infractions of student behavior include, but are not limited to:

Low Concern

- Occasional talking out of turn
- Minor classroom disruptions (e.g., dropping pencils, fidgeting)
- Forgetting homework or materials
- Difficulty paying attention at times
- Mild teasing or playful behavior with peers
- Needing frequent reminders to follow directions
- Being slow to start or complete tasks

Moderate Concern

- Frequent talking out of turn despite reminders
- Regularly interrupting the teacher or classmates
- Consistently forgetting homework or materials
- Disrespectful language or tone towards peers or teacher
- Physical roughness during play (e.g., pushing, shoving)
- Difficulty staying seated or in one place for appropriate times
- Signs of social withdrawal or isolation from peers

Major infractions of student behavior may include but are not limited to:

- Persistent defiance or refusal to follow directions in the classroom, at lunch or recess, and on the bus
- Aggressive behavior towards peers or staff (e.g., hitting, biting, throwing objects)
- Bullying or targeting specific students
- Use of racial or obscene language towards peers or staff
- Severe disruptions that hinder the learning environment

- Destruction of property or vandalism
- Willful participation in physical altercation

DISCIPLINE PROCEDURES

As noted above and in accordance with Pembroke School Committee Policy, the public schools in Pembroke follow a progressive discipline philosophy and adhere to the provisions of Massachusetts General Laws Chapter 71, sections 37H, 37H ½ and 37H ¾ as well as 603 CMR 53.00 et seq. The types of behavior that will not be allowed in school, on school grounds or at school-sponsored events and trips are identified in this student handbook and through PSC policy.

School rules and regulations may be supplemented by teachers' rules for individual classes, which will be explained to students and posted. Teachers' rules must be in concert with the Student Handbook and approved by the Principal.

Suspensions

The suspension of any student shall be used as a disciplinary measure only in the case of a serious offense upon the part of the student or when, in the opinion of the Principal or Assistant Principal, a continuum of offenses makes it necessary to use this kind of action.

Before issuing a suspension, the principal or designee acting as a decision-maker at a student meeting or hearing, when deciding the consequences for the student, shall consider ways to re-engage the student in the learning process; and shall not suspend or expel a student until alternative remedies have been employed and their use and results documented, following and in direct response to a specific incident or incidents, unless specific reasons are documented as to why such alternative remedies are unsuitable or counter-productive, and in cases where the student's continued presence in school would pose a specific, documentable concern about the infliction of serious bodily injury or other serious harm upon another person while in school.

Alternative remedies may include, but shall not be limited to: (i) mediation; (ii) conflict resolution; (iii) restorative justice; and (iv) collaborative problem solving. The principal, headmaster, superintendent or person acting as a decision-maker shall also implement school-or district-wide models to re-engage students in the learning process which shall include but not be limited to: (i) positive behavioral interventions and supports models and (ii) trauma sensitive learning models; provided, however, that school-or district-wide models shall not be considered a direct response to a specific incident.

Short Term Suspensions (10 days or less, in or out of school)

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

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

On the day of the suspension, the principal or his/her designee shall send written notice (by hand-delivery, certified mail, first class mail or email) to the student and parent including the reason and the length of the in-school suspension, inviting the parent to a meeting if the meeting has not already occurred. The notice shall be in English and the primary language of the

Penalties or suspensions will be served on those dates specified by the Principal or Assistant Principals. Suspensions will be served on consecutive days. If a suspension ends on the day prior to a weekend or vacation, then students are ineligible to participate or attend any activities on the following day. When the period of suspension begins before the weekend or vacation but continues after the weekend or vacation period, students are ineligible to participate in activities throughout the entire period. Students who are suspended from school are not allowed to be in school or on school property at any time during the period of suspension and are not allowed to attend any school-sponsored activities.

In School Suspension

The removal of a student from regular classroom activities, but not from the school premises, for up to ten (10) consecutive school days, or up to ten (10) school days cumulatively for multiple infractions over the course of the school year. Students will have the opportunity to earn credits, and make up assignments, tests, papers, and other school work as needed to make academic progress during the suspension. Removal from participation in extracurricular activities does not count as a removal from school in calculating the duration of a suspension.

In School Suspension Procedure

If, after the Principal or their designee has informed the student of the disciplinary charge(s), basis for the charge(s) and has provided the student with the opportunity to respond, they decide that the student has committed the offense in question, an in-school suspension may be issued, not to exceed 10 consecutive or cumulative days.

On the same day as the suspension decision, the Principal or their designee shall make every reasonable effort (at least two documented phone calls) to notify the parent(s) of the offense, the reason for the decision, and the length of the in-school suspension. On the day of the suspension, the Principal or their designee will also provide written notice in English and in the primary language of the home if a language other than English is identified in the home language survey, or by other means of communication where appropriate, with the same information and inform the parent of the student's right to make continued academic progress. The Principal or their designee shall invite the parent(s) to meet in order to discuss the student's performance and behavior as soon as possible.

Out-of-School Suspensions

1. *Short Term:* The removal of a student from the school premises and regular classroom activities for ten (10) consecutive school days or less. Students will have the opportunity to earn credits, make up assignments, tests, papers, and other school work as needed to make academic progress during the suspension.

2. *Long Term:* The removal of a student from the school premises and regular classroom activities for more than ten (10) consecutive school days in one school year, or for more than ten (10) school days cumulatively for multiple disciplinary offenses in any school year. A long-term suspension can occur after ten (10) or more cumulative or consecutive school days of short-term suspension, in or out of school. Except for students who are charged with a disciplinary offense set forth in Massachusetts General Laws Chapter 71, §37 H, or in Chapter 71 § 37H ½, 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 was imposed. Any student facing a potential long-term suspension is entitled to a hearing with the Principal or their designee as described below.

Out of School Suspension under 37 H ¾

Notice

Prior to suspending a student, the Principal or their designee will provide the student and the parent oral and written notice of the possible suspension, an opportunity for the student to have a hearing, and the opportunity of the Parent(s) to participate in the hearing. If the parent(s) cannot be reached after documented reasonable effort, the hearing may be conducted without the parent present. Reasonable efforts are defined as the principal or their designee documenting written notice and at least two (2) attempts to contact the parent in the manner specified by the parent for emergency notification that the school has on file.

The written notice will be in English and in the primary language of the home if a language other than English is identified in the home language survey, or by other means of communication where appropriate. The notice will set forth in plain language:

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

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.

Principal Hearing

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, and 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 shall have an opportunity to present information, including mitigating facts, that the principal should consider in determining whether other remedies and consequences may be appropriate as alternatives to suspension. The principal 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.

Short Term Suspensions (10 days or less)

If the principal or their designee determines after conducting the hearing described above that the student committed the disciplinary offense, the principal or their designee shall inform the student of the length of the student's short-term suspension, which shall not exceed ten (10) days, cumulatively or consecutively, in a school year. **The decision of the Principal or their designee to issue a short-term suspension is final and not subject to appeal.**

Long Term Suspensions

If the principal or their designee determines after conducting the hearing described above that the consequence for the infraction(s) in question is to be a long-term suspension from school, the principal or their designee shall afford the student the following additional rights:

1. In advance of the hearing, the opportunity to review the student's record and the documents upon which the principal may rely in making a determination to suspend the student, or not;
2. The right to be represented by counsel or a lay person of the student's choice, at the student's/parent's expense;
3. The right to produce witnesses on their behalf and to present the student's explanation of the alleged incident, but student witnesses shall 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.

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.

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, what remedy or consequence will be imposed, in place of or in addition to a long-term suspension. The principal or their designee shall send the written determination to the student and parent by hand-delivery, certified mail, first-class mail, email to an address provided by the parent for school communications, or any other method of delivery agreed to by the principal and the parent. If the principal decides to suspend the student, the written determination shall:

1. Identify the disciplinary offense, the date on which the hearing took place, and the participants at the hearing;
2. Set out the key facts and conclusions reached by the principal;
3. Identify the length and effective date of the suspension, as well as a date of return to school;
4. Include notice of the student's opportunity to receive education services to make academic progress during the period of removal from school;
5. Inform the student of the right to appeal the principal's decision to the superintendent or designee. Notice of the right of appeal shall be in English and the primary language of the home if other than English as determined by the home language survey, or other means of communication where appropriate, and shall include the following information stated in plain language: the process for appealing the decision, including that the student or parent must file a written notice of appeal with the superintendent within five (5) calendar days of the effective date of the long-term suspension; provided that within the five (5) calendar days, the student or parent may request and receive from the superintendent an extension of time for filing the written notice for up to seven (7) additional calendar days; and that the long-term suspension will remain in effect unless and until the superintendent decides to reverse the principal's determination on appeal.

Students in Grades PK-3

If the student is in a public preschool program or in grades K through 3, the principal shall send a copy of the written determination to the superintendent and explain the reasons for imposing an out-of-school suspension, before the suspension takes effect.

Superintendent's Appeal Hearing

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

The student or parent shall file a notice of appeal with the superintendent within five (5) calendar days of the effective date of the long-term suspension and may, within the five (5) calendar days' request and receive from the superintendent an extension of time for filing the written notice for up to seven (7) additional calendar

days. If the appeal is not timely filed, the superintendent may deny the appeal or may allow the appeal in their discretion, for good cause.

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

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

The superintendent shall conduct a hearing to determine whether the student committed the disciplinary offense of which the student is accused, and if so, what the consequence shall be. The superintendent shall arrange for an audio recording of the hearing, a copy of which shall be provided to the student or parent upon request. The superintendent shall inform all participants before the hearing that an audio record will be made of the hearing and a copy will be provided to the student and parent upon request. The 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, but shall not impose a suspension greater than that imposed by the principal.

The decision of the superintendent shall be the final decision of the school district.

School-Wide Education Services Plan

A document created by the principal that includes a list of educational services available for students who are expelled or suspended from school for more than ten (10) consecutive days. This list includes events and activities which represent the student's opportunity to continue to receive educational services and make progress while suspended or expelled. Plans are available in each school office.

Exclusion/Expulsion under 37H

The exclusion or expulsion of a student from school will be in accordance with Massachusetts General Laws, Chapter 71, Section, 37H. The grounds for exclusion or expulsion include, but are not limited to, the following:

- a. Any student who is found on school premises or at school-sponsored or school-related events, including athletic games, in possession of a dangerous weapon, including, but not limited to, a gun, a knife, or their facsimile, or anything used in the commission of assault and battery; or a controlled substance as defined in Chapter 94 C, including, but not limited to, marijuana, cocaine, and heroin, may be subject to expulsion from the school or school district by the principal.
- b. Any student who assaults a principal, assistant principal, teacher, teacher's aide, or other educational staff on school premises or at school-sponsored or

school-related events, including athletic games, may be subject to expulsion from the school or school district by the principal.

- c. Any student who is charged with a violation of either paragraph (a) or (b) shall be notified in writing of an opportunity for a hearing; provided, however, that the student may have representation, along with the opportunity to present evidence and witnesses at a hearing before the principal. After said hearing, a principal may, in their discretion, decide to suspend rather than expel a student who has been determined by the principal to have violated either paragraph (a) or (b).
- d. Any student who has been expelled from a school district pursuant to these provisions shall have the right to appeal to the superintendent. The expelled student shall have ten days from the date of the expulsion in which to notify the superintendent of their appeal. The student has the right to counsel at a hearing before the superintendent. The subject matter of the appeal shall not be limited solely to a factual determination of whether the student has violated any provisions of this section.
- e. If the student moves to another district during the period of suspension or expulsion, the new district of residence shall either admit the student to its schools or provide educational services to the student in an education service plan.
- f. Any student who is suspended or expelled pursuant to this section shall have the opportunity to earn credits, as applicable, make up assignments, tests, papers, and other school work as needed to make academic progress during the period of their removal.
- g. Any student who is suspended or expelled pursuant to this statute for more than ten (10) consecutive days shall have the opportunity to receive education services and made academic progress toward meeting state and local requirements, through the school-wide education service plan.

Felony Complaint or Conviction under 37 H 1/2

Pursuant to Massachusetts General Laws Chapter 37 H ½, the following procedures shall be implemented for students charged with or convicted of a felony:

- a. Upon the issuance of a criminal complaint charging a student with a felony or upon the issuance of a felony delinquency complaint against a student, the principal of a school in which the student is enrolled may suspend such student for a period of time determined appropriate by the principal if they determine that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school. The student shall receive written notification of this right to appeal and the reasons for such suspension taking effect
- b. The student shall have the right to appeal the suspension to the superintendent. The student shall notify the superintendent in writing of their request for an appeal no later than five (5) calendar days following the effective date of the suspension. The superintendent shall hold a hearing with the student and the student's parent or guardian within three (3) calendar days of the student's request for an appeal. At the hearing, the student shall have the right to counsel. The superintendent shall have the authority to overturn or alter the decision of the principal or headmaster, including recommending an alternate educational program for the student. The superintendent shall render a decision on the appeal within five (5) calendar days of the hearing. Such decision shall be the final decision of the school district with

regard to the suspension.

- c. Upon a student being convicted of a felony or upon an adjudication or admission in court of guilt with respect to such felony or felony delinquency, the principal may expel said student if they determine that the student's continued presence in school would have a detrimental effect of the general welfare of the school. The student shall receive written notification of the charges and reasons for such expulsion prior to such expulsion taking effect. The student shall also receive written notification of their right to appeal and the process for appealing such expulsion provided, however, that the expulsion shall remain in effect prior to any appeal hearing conducted by the superintendent.
- d. The student shall have the right to appeal the expulsion to the superintendent. The student shall notify the superintendent, in writing, of their request for an appeal no later than five (5) calendar days following the effective date of the expulsion. The superintendent shall hold a hearing with the student and the student's parent or guardian within three (3) calendar days of the expulsion. At the hearing, the student shall have the right to present oral and written testimony on their behalf, and shall have the right to counsel. The superintendent shall have the authority to overturn or alter the decision of the principal, including recommending an alternate educational program for the student. The superintendent shall render a decision on the appeal within five (5) calendar days of the hearing. Such decision shall be the final decision of the school district with regard to the expulsion.
- e. Any student who is suspended or expelled pursuant to this section shall have the opportunity to earn credits, as applicable, make up assignments, tests, papers, and other school work as needed to make academic progress during the period of their removal.
- f. Any student who is suspended or expelled pursuant to this statute for more than ten (10) consecutive days shall have the opportunity to receive education services and make academic progress toward meeting state and local requirements, through the school-wide education service plan.

Emergency Removal

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

- 1) Make immediate and reasonable efforts to orally notify the student and the student's parent of the emergency removal, the reason for the need for emergency removal, the disciplinary offense, the basis for the charge, the potential consequences, including potential length of suspension, the opportunity for a hearing including the date/time/location of the hearing, the right to interpreter services, and other rights permitted for students who may be placed on long-term

suspension as set forth in 603 CMR. 53.08(3)(b);

- 2) Provide written notice to the student and parent, including the information described in 603 CMR 53.06(2);
- 3) Provide the student an opportunity for a hearing with the principal or their designee that complies with 603 CMR 53.08(2) or 53.08(3), as applicable, and the parent an opportunity to attend the hearing, before the expiration of the two (2) school days, unless an extension of time for a hearing is otherwise agreed to by the principal, student, and parent;
- 4) Render a decision orally on the same day as the hearing, and in writing no later than the following school day, which meets the requirements of 603 CMR 53.08(2)(c) and 53.08(2)(d) or 603 CMR 53.08(3)(c) and 53.08(3)(d), as applicable.

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

Student Risk Assessment

The following administrative procedure is utilized when a student is considered to be a potential risk to self or others in the school.

- Referral to Administration for full investigation;
- Parent contact, removal of a student from school, and referral of student for parent obtained risk assessment by a licensed mental health professional. Parents will be provided with a list of required elements to be included in the risk assessment;
- Notification of matter to the school superintendent and, when appropriate, the police;
- Contact by administration to any parents of other students directly involved or implicated;
- Risk assessment concluded with appropriate follow up. Student returns to school as per principal's decision contingent on outcome of risk assessment by a licensed mental health professional and conference with the student's parent. Further disciplinary action or intervention possible based on individual circumstances and formulation of a student re-entry plan;
- Convening of Child Study Team, if necessary, to review risk assessment and determine a course of action;
- Monitoring of student and/or situation for an ensuing period as deemed appropriate by school administration.

Procedural Requirements for Discipline of Students Not Yet Determined Eligible

If, prior to the disciplinary action, a district had knowledge that the student may be a student with a disability, then the district makes all protections available to the student until and unless the student is subsequently determined not to be eligible. The district may be considered to have prior knowledge if:

- The parent had expressed concern in writing; or The parent had requested an evaluation; or
- District staff had expressed directly to the Director of Pupil Personnel or other supervisory personnel specific concerns about a pattern of behavior

demonstrated by the student.

The district may not be considered to have had prior knowledge if the parent has not consented to evaluation of the student or has refused special education services, or if an evaluation of the student has resulted in a determination of ineligibility.

If the district had no reason to consider the student disabled, and the parent requests an evaluation subsequent to the disciplinary action, the district must have procedures consistent with federal requirements to conduct an expedited evaluation to determine eligibility.

If the student is found eligible, then that student receives all procedural protections subsequent to the finding of eligibility.

Discipline Students with Disabilities

All students are expected to meet the requirements for behavior as set forth in this handbook. The Department of Education Policy on Disciplining Students with Special Needs requires that the team evaluation determine the student's disability that requires modification of the rules and regulations as outlined in the student handbook. The following additional requirements apply to the discipline of students with special needs:

1. The I.E.P. or 504 Plan for all students with disabilities will indicate whether the students can be expected to meet the school's *Discipline Code* or if the students' handicapping condition requires a modification;
2. Suspension is defined as a day in which special needs/504 students are denied the opportunity to participate in the general education curriculum and special needs services as a result of not complying with the rules and regulations outlined in the student handbook;
3. When it is known that the suspension(s) of students with disabilities will accumulate to ten days in a school year, a review of the I.E.P. or 504 Plan will be held to determine the appropriateness of the students' placement or program. The team will make a finding as to the relationship between the students' misconduct and their handicapping condition and either: a) design a modified program for the students or b) write an amendment to provide for the delivery of

special education services during the suspension and any modification of the I.E.P. or 504 Plan relative to the school's *Discipline Code*;

4. A suspension of longer than 10 consecutive days or a series of suspensions that are shorter than 10 consecutive days but constitute a pattern are considered to represent a change in placement. When a suspension that constitutes a change in placement of a student with disabilities, district personnel, the parent, and other relevant members of the Team, as determined by the parent and the district, convene within 10 days of the decision to suspend to review all relevant information in the student's file, including the IEP, any teacher observations, and any relevant information from the parents, to determine whether the behavior was caused by or had a direct and substantial relationship to the disability or was the direct result of the district's failure to implement the IEP "a manifestation determination;"
5. If district personnel, the parent, and other relevant members of the Team determine that the behavior is NOT a manifestation of the disability, then the suspension or expulsion may go forward consistent with policies applied to any student without disabilities, except that the district must still offer:
 - a. Services to enable the student, although in another setting, to continue to participate in the general education curriculum and to progress toward IEP goals; and
 - b. As appropriate, a functional behavioral assessment and behavioral intervention services and modifications, to address the behavior so that it does not recur.
6. Interim alternative educational setting. Regardless of the manifestation determination, the district may place the student in an interim alternative educational setting (as determined by the Team) for up to 45 school days.
 - a. On its own authority if the behavior involves weapons or illegal drugs or another controlled substance or the infliction of serious bodily injury on another person while at school or a school function or, considered case by case, unique circumstances; or
 - b. On the authority of a hearing officer if the officer orders the alternative placement after the district provides evidence that the student is "substantially likely" to injure him/herself or others.

In either case, the interim alternative education setting enables the student to continue in the general curriculum and to continue receiving services identified on the IEP, and provides services to address the problem behavior.

7. If district personnel, the parent, and other relevant members of the Team determine that the behavior IS a manifestation of the disability, then the Team completes a functional behavioral assessment and behavioral intervention plan if it has not already done so. If a behavioral intervention plan is already in place, the Team reviews it and modifies it, as necessary, to address the behavior. Except when the student has been placed in an interim alternative educational setting in accordance with part 5, the student returns to the original placement unless the parents and district agree otherwise or the hearing officer orders a new placement;

8. Not later than the date of the decision to take disciplinary action, the school district notifies the parents of that decision and provides them with the written notice of procedural safeguards. If the parent chooses to appeal or the school district requests a hearing because it believes that maintaining the student's current placement is substantially likely to result in injury to the student or others, the student remains in the disciplinary placement, if any, until the decision of the hearing officer or the end of the time period for the disciplinary action, whichever comes first, unless the parent and the school district agree otherwise.

DISCRIMINATION, TITLE IX & CIVIL RIGHTS

Federal Law prohibits discrimination on the basis of gender or disability in educational programs or activities receiving Federal financial assistance. In accordance with the requirements of Title IX of the Educational Amendments of 1972, the Pembroke Public Schools hereby make notice that it does not discriminate in any educational programs or activities or in employment therein. Jessica DeLorenzo and Michael Murphy of the Pembroke Public School District (781-829-0832) have been designated as the employees responsible for coordinating the Pembroke Public Schools' efforts to implement this nondiscriminatory policy.

Title IX Sexual Harassment and Discrimination

Sexual Harassment is defined as unwelcomed verbal, physical or other sexual conduct to male, female or gender non-conforming students, whether or it is intended or not, that is so subjectively and objectively offensive and so severe or pervasive that it limits or denies a student's ability to participate in or benefit from their education program or activity. Sexual harassment includes:

- Quid pro quo harassment
- Hostile environment harassment
- Sexual assault
- Dating violence
- Domestic violence
- Stalking
- Sex-based harassment

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

- Unwelcome sexual advances - whether they involve physical touching or not;
- Sexual epithets, jokes, written or oral references to sexual conduct, gossip regarding one's sex life, comment on an individual's body, comment about an individual's sexual activity, deficiencies, or prowess;
- Displaying sexually suggestive objects, pictures, cartoons;
- Unwelcome leering, whistling, brushing against the body, sexual gestures, suggestive or insulting comments;
- Inquiries into one's sexual experiences; and,
- Discussion of one's sexual activities.

Sexual discrimination is defined as no person shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any academic, extracurricular, research, occupational training, or other education program or activity.

Sexual discrimination includes discrimination on the basis of:

- Sex stereotypes
- Sex characteristics
- Pregnancy or related conditions
- Sexual orientation
- Gender identity

Procedure of Complaint & Investigation of Harassment or Discrimination Under Title IX

Pembroke Public Schools has adopted both policy and grievance procedures that provide for the prompt and equitable investigation and resolution of any sexual harassment and discrimination complaints made by students, employees, or other individuals who are participating or attempting to participate in its education program or activity. Any complaint should be immediately brought to the attention of the building administration and/or the district's Title IX Coordinator (Jessica DeLorenzo, Director of Student Services) either orally or in writing. Access to the district's grievance procedures can be found on the district's website or by clicking here: [Pembroke Public Schools Title IX Grievance Procedures](#)

DRUG POLICY

Use of Alcohol

The use, service, possession, or consumption of any alcoholic beverage by students, parents, guests, or faculty at any school function is prohibited, whether the function takes place on or away from school property. Students, faculty, parents, and/or their guests who violate this policy shall be subject to a disciplinary action and/or may be barred from any future school-sponsored activities or the activity in progress.

Use of Drugs

The Pembroke School Committee does not condone nor permit the use, service, possession, consumption of any drugs at any school or any school sponsored function regardless of whether the event takes place on or away from school property. Any individual who violates this policy shall be subject to the penalties described in the Student Handbook and by State or Federal Law. (*See pertinent sections of the student handbook and M.G.L. Ch. 71, Sec.37H*)

FIELD TRIPS

The Pembroke School Committee recognizes the value and importance of field trips and student travel as an extension of the classroom learning environment. Such experiences enrich student learning and provide opportunities for active engagement and broaden the perspectives of those who participate.

In order to ensure the safety of students involved in field trips, all chaperones are required to have had a current CORI check.

Student Dismissal from Field Trips

To ensure the safety and accountability of all students, the following procedure regarding student dismissal from field trips is in place:

1. Standard Dismissal Requirement

All students must return to school with the field trip group and be dismissed or signed out from the main office of the child's school. Parents/caregivers are not permitted to dismiss or take their child directly from the field trip location.

2. No On-Site Dismissals

Under no circumstances should a parent/caregiver request to take their child from the field trip venue. This includes early dismissal for personal convenience, family travel, or extracurricular activities.

3. Request for Exception - Extenuating Circumstances Only

In rare and extenuating circumstances, a parent/caregiver may seek an exception to this policy. To do so:

- A written request must be submitted to the building principal in advance of the field trip.
- The written request must include the reason for the exception and any relevant supporting information.
- The principal will review the request and has sole discretion to grant or deny an exception based on the nature of the circumstances.

4. Principal's Decision

Approval of any exception is not guaranteed and will be granted only in unique situations deemed appropriate by the principal. The principal's decision is final.

GUIDELINES FOR PROMOTION AND RETENTION

The decision to promote or retain a student at the elementary level is determined individually based on the student's performance and attendance and the weighing of the benefits and potential problems resulting from such a decision. In such cases where retention is being considered, input will be sought from school personnel and the student's family. The final decision will be made by the building principal based on this information, and by Pembroke School Committee policy is not subject to appeal. Parents shall be informed in advance of grade placement decisions through reports, report cards, and conferences with teachers, counselors, and/or administrators.

HEALTH SERVICES

Dr. Gina Boutwell is the school physician. Registered nurses are available in the schools during regular school hours for health counseling, emergency care and to assist with health education.

- HEARING AND VISION screening tests are done on every pupil annually, with failure referral follow up as necessary.

- POSTURAL SCREENING is required annually in grade 5 and beyond. It is conducted here in grades 5 and 6.

School's Responsibility in the Administration of Medication

All medication must be delivered to school by an adult, including over-the-counter medications.

Long-term prescription drugs must have:

1. Pharmacy bottle
2. Parental permission slip
3. M.D. order

Unless otherwise approved, the school nurse shall be responsible for the management and distribution of all medications to students in the Pembroke Schools in accordance with the regulations of 105 CMR 210.000 and MGL Chapter 94. Exceptions would include the possession and self-administration of any prescribed medications for asthma, related respiratory diseases, cystic fibrosis, and diabetes as specified in MGL Chapter 71, Section 54B.

Certificates are needed to return to school after a communicable disease or 6 days of consecutive absence and may be obtained from the school M.D. However, if your child has Chicken Pox, report it to the school nurse and your family doctor. Your child must remain out of school for 5 to 7 days, then be seen by the school nurse in her office before returning to the classroom.

Outdoor Recess Weather Guidelines

Student safety is our top priority when making decisions about outdoor recess during extreme weather conditions. On very hot or cold days, staff use the Child Care Weather Watch chart, a guide to determine whether it is safe for students to be outdoors.

Factors we consider include:

- Temperature
- Wind chill (in cold weather)
- Heat index (in hot weather)

When conditions fall into the "caution" or "danger" zones on the chart, recess will be held indoors or shortened to limit exposure. This decision will be made in consultation with the school nurse.

Understand the Weather

Wind-Chill



- 30° is *chilly* and generally uncomfortable
- 15° to 30° is *cold*
- 0° to 15° is *very cold*
- 32° to 0° is *bitter cold* with significant risk of *frostbite*
- -20° to -60° is *extreme cold* and *frostbite* is likely
- -60° is *frigid* and exposed skin will freeze in 1 minute

Heat Index



- 80° or below is considered *comfortable*
- 90° beginning to feel *uncomfortable*
- 100° *uncomfortable* and may be *hazardous*
- 110° considered *dangerous*

All temperatures are in degrees Fahrenheit

Child Care Weather Watch

Wind-Chill Factor Chart (in Fahrenheit)										
Air Temperature	Wind Speed in mph									
	Calm	5	10	15	20	25	30	35	40	
40	40	36	34	32	30	29	28	28	27	
30	30	25	21	19	17	16	15	14	13	
20	20	13	9	6	4	3	1	0	-1	
10	10	-1	-4	-7	-9	-11	-12	-14	-16	
0	0	-11	-16	-19	-22	-24	-26	-27	-29	
-10	-10	-22	-28	-32	-35	-37	-39	-41	-43	
-20	-20	-34	-41	-45	-48	-51	-53	-55	-57	
-30	-30	-46	-53	-58	-61	-64	-67	-69	-71	



Comfortable for outdoor play



Caution



Danger

Heat Index Chart (in Fahrenheit %)															
Temperature (°F)	Relative Humidity (Percent)														
	40	45	50	55	60	65	70	75	80	85	90	95	100		
80	80	80	81	81	82	82	83	84	84	85	86	86	87		
84	83	84	85	86	88	89	90	92	94	96	98	100	103		
90	91	93	95	97	100	103	106	109	113	117	122	127	132		
94	97	100	102	106	110	114	119	124	129	135					
100	109	114	118	124	129	136									
104	119	124	131	137											
110	136														

HEALTH & SEX EDUCATION

Massachusetts General Laws Chapter 71, Section 32A, known as the Parental Notification Law, requires that parents/caregivers be notified about any curriculum that primarily involves health and sexual education. The goal of the comprehensive Health Education curriculum, which incorporates the State's Health Frameworks, is to promote the health and well-being of our students. The instructional materials utilized may include class texts, various handouts and video presentations. If you would like to review these materials at school, please call your school office to arrange a convenient time to do so.

Each student's privacy will be respected throughout the instruction of the curriculum. Materials will be presented in a balanced and age-appropriate way that makes clear that people may have strong religious and moral beliefs about health-related issues and that these beliefs must be respected. Under Massachusetts Law and Pembroke School Committee Policy, you may exempt your child from any portion of the curriculum that primarily involves human sexual education or issues pertaining to human sexuality. No student who is exempted from this portion of the curriculum will be penalized. An alternative assignment may be provided to students who are exempted.

HOMELESS STUDENTS

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

HOMEWORK POLICY

The Pembroke School Committee endorses the assignment of meaningful homework to students so as to reinforce skills, content or concepts taught in the classroom, or to expand knowledge, or preview new concepts. Assignments are expected to be of reasonable length and appropriate to the age level of the student and the content being studied. Teachers are expected to review homework assignments and provide feedback to students in a timely manner. If a student misses school due to a planned family absence, work will not be assigned prior to the absence. Work will be assigned and expected to be completed upon return. Completion dates of work missed due to illness or family emergencies will be determined on an individual basis.

HOT LUNCH AND BREAKFAST PROGRAM

*** Please Note that the Commonwealth of Massachusetts waived the cost of the hot breakfast and lunch program for all students for the 2025-2026 school year. Snacks and bottled water will still be charged to the student.**

Families can set up an account and prepay through www.myschoolbucks.com. A free/reduced lunch program is available to families whose income falls within federal guidelines. The free and reduced lunch program applies to breakfast and lunch but does not include snacks.

Parents complete applications for free/reduced lunches on School Office Pro. Contact the school office if assistance is needed to complete or edit this form on School Office Pro.

**Prices are subject to change by the Pembroke School Committee.*

INTERNET SAFETY & ACCEPTABLE USE POLICY

The Pembroke Public Schools shall provide access for employees and students to the system/network, including access to external networks (Internet and websites) for limited educational purposes. Educational purposes shall be defined as classroom activities, career and professional development, and appropriate independent activities of an educational nature. The system/network will be used to increase communication (staff, parent, and student), enhance productivity, and assist staff to improve existing skills and acquire new skills through a broader exchange of information. The system/network will also be utilized to provide information to the community, including parents, government agencies, and businesses.

Access to the system/network is a privilege, not a right. All users shall be required to acknowledge receipt and understanding of all administrative regulations and procedures governing the use of the system and shall agree in writing to comply with such regulations and procedures. Noncompliance with applicable regulations and procedures may result in suspension or termination of user privileges and other disciplinary actions consistent with the policies of the Pembroke Public Schools. Violations of law may result in criminal prosecution as well as disciplinary action by the Pembroke Public Schools.

Monitored Use

Electronic mail transmissions and other use of electronic resources by students and employees shall not be considered confidential and may be monitored at any time

by designated staff to ensure appropriate use for instructional and administrative purposes.

Filtered Access

The Pembroke Public Schools will use available technology to protect students and staff from inappropriate materials. Although this filtering technology is useful and, in most cases effective, staff will need to provide on-site supervision of students using the Internet. The technology is not a substitute for on-site supervision.

Liability

The Pembroke Public Schools shall not be liable for users' inappropriate use of electronic resources or violations of copyright restrictions, user's mistakes or negligence, or costs incurred by users. The Pembroke Public Schools shall not be responsible for ensuring the accuracy or usability of any information found on external networks (Internet and websites).

Materials Selection Policy

The suitability of particular books or materials may be questioned. The principles of freedom to read and of the professional responsibility of the staff must be defended rather than the specific materials. The school shall have no obligation to remove material from use during the review process.

If a complaint is made, the following procedure will be followed:

1. Complainant will confer with the principal.
2. If complainants are not satisfied, they will fill out a "Request for Reconsideration of Library/Media Materials" form and forward it to the superintendent's office for review.

PARENT / TEACHER CONFERENCES

The Pembroke School Committee endorses the importance of good communication between the school and the home and believes that parent-teacher conferences are an important connection between the school and a student's parents/caretakers.

Parent-teacher conference dates are listed on the school calendar.

- Parents/Caretakers are notified of the conference dates and asked to select the most appropriate time for them. These requests are honored whenever possible.
- Conferences offer the opportunity to discuss your child's progress and areas of concern.

PLEDGE OF ALLEGIANCE

An American flag shall be displayed in each assembly hall or other room in each such schoolhouse where the opening exercises on each school day are held. Students are to be provided with the opportunity to join in the recitation of the Pledge of Allegiance if they so choose.

Reporting of Abuse or Neglect

As required by law, any and all suspected incidents of child abuse must be reported to a school employee.

Contact & Resource People

- Principal or Assistant Principal
- School Psychologist
- Social Worker
- Nurse
- Classroom Teachers

SCHOOL CLOSING AND EMERGENCY ANNOUNCEMENTS

School closings, dismissals, and emergency announcements are broadcasted on local and Boston area TV and radio stations and posted to our website. You may also sign up for our broadcast email system and our automated telephone messaging system. This system uses the telephone numbers you provide to the school, so please make sure that the school always has your most up-to-date contact information.

School Visits/Visitors

Ensuring the safety of students and school employees takes the cooperation of the entire community. Visitors and volunteers are required to check in at the main office, present photo identification, and wear a visitors' badge at all times while in the building for the purposes of safety for all students and staff.

At no time may a parent or caretaker enter the building during school hours to see a staff member without a scheduled appointment. Teachers and students are asked to report any visitor to the school who is without proper identification.

SECTION 504 SCHOOL ACCOMMODATION PLAN

All programs, activities, and services are open to all students, including those with disabilities. When a student requires specific accommodations unique to a disability that substantially impairs a major life function, the principal convenes a team to determine eligibility for a Section 504 Accommodation Plan. Procedures, in accordance with Section 504 of the Rehabilitation Act, are followed in these circumstances. The District 504 Coordinator is Jessica DeLorenzo. She can be reached at 781-826-8740.

SEXUAL HARASSMENT

Our school goal is to create a positive learning environment for every student and faculty member. For this reason, sexual harassment will not be condoned or permitted under any circumstances. Sexual harassment is defined as unwelcome sexual behavior, which creates a hostile or offensive environment. It may include name-calling, verbal or written comments of a sexual nature, unwanted physical contact of a sexual nature, or other unwelcome behavior which is sexual in nature. Anyone who feels that they have been the victim of sexual harassment should report this immediately to the principal, school psychologist, social worker, adjustment counselor, nurse, or classroom teacher for investigation. Corrective action will be promptly taken where it is necessary. (See previous Title IX information.)

SPECIALISTS

Art, music, and physical education instruction are offered to all students in grades K-6. In addition, chorus and instrumental music lessons are available for those who wish to participate in grades five and six. Families who wish to participate must rent musical instruments.

STANDARDS OF DRESS

We encourage students to dress in a neat and attractive manner that reflects pride in themselves and their school. Students will be prohibited from wearing any clothing that detracts from the learning process or otherwise compromises health, safety, or cleanliness.

SUPPORT SERVICES

Each elementary school offers support services to those children who need them. Students unable to progress effectively in regular education are referred to the school's Instructional Support Team. The team works with teachers, parents, and students in identifying strategies and services that will enhance a student's educational advancement. When regular education accommodations do not address the student's needs and there is a suspected disability, the student will be referred for a special education evaluation. A parent may refer a student aged 3 through 21 for an evaluation at any time.

Each school offers specialized instruction by a certified special education teacher through the Learning Center. In addition, support staff such as paraprofessionals work under the direct supervision of the special education teacher providing services. The speech and language therapist evaluates and identifies disabilities in communication including articulation, language, pragmatics, voice, or fluency, which would prevent academic progress in the general education curriculum. Students are provided services within the classroom, in small groups or individually depending on the severity of the disability.

Occupational and physical therapies are available if a need is determined by evaluation. School psychologists/social workers serve students with identified emotional, behavior and social issues in classroom, small group, and individual settings. In addition, the psychologists provide short term support to students in crisis, and counsel families seeking services outside the school.

TECHNOLOGY

Students will not be permitted to use phones or other electronic forms of communication, or wear portable listening devices, including ear buds, in school unless given specific permission by administration or, pertaining to classroom use, with permission of the classroom teacher.

Cell phones are to be stored in backpacks and notifications are to be silenced while in school. Students are not allowed to use devices while walking in the hallways during the school day. Students are not allowed to use devices during lunch. Students must obtain permission from school administration for use of cameras and other video recording devices.

The school will not be responsible for these items if they are damaged or stolen. In an emergency, a student may be contacted via the front office. If a student needs to contact home, they may ask their teacher for permission to use the classroom phone. Conversely, they could ask their teacher for permission to go to the office to request to use the office or their personal cell phone to call home.

Students using prohibited items during school without permission are subject to disciplinary action of Disturbing the Normal Process according to the Student Code of Conduct. Cell phones and/or ear buds or other electronic devices will be confiscated and held in the front office until the end of the school day, where students may come and pick them up. If there is repeated, unauthorized student use, additional consequences over and above losing access to the device(s) for the day, may be incurred (e.g., after school and/or lunch detentions, calls home, the device may be taken for the remainder of the school day, and a parent/caregiver pick up device).

Technology Use

Equipment Rules and Guidelines

The rules and regulations are provided here so that students and parents/guardians are aware of the responsibilities that students accept when they use district-owned technology equipment. The guidelines and rules below apply to technology use when a child is physically present in school and during remote learning days. In general, use of Pembroke Public Schools technology requires efficient, ethical and legal utilization of all technology resources. Violations of these rules and guidelines will result in disciplinary action as applicable under Massachusetts General Laws Chapter 71, sections 37H, 37H 1/2 and 37H 3/4 as well as 603 CMR 53.00 et seq.

- i. General Guidelines: All use of technology must:
 1. Support learning
 2. Follow local, state, and federal laws
 3. Be school appropriate
- ii. Security Reminders:
 1. Do not share logins or passwords
 2. Exception: students may share passwords with parents or guardians
 3. Do not develop programs to harass others, hack, bring in viruses, or change others' files
 4. Follow Internet safety guidelines as outlined in the PPS Technology User Agreement-Policy IJNDB
- iii. Activities Requiring Teacher Permission:
 1. Using equipment during class
 2. Using headphones in class
- iv. Inappropriate Content: All accessed content (files, internet sites, applications) must be school appropriate. Inappropriate materials include explicit or implicit references to:
 1. Alcohol, tobacco or drugs
 2. Gangs
 3. Obscene language or nudity
 4. Bullying or harassment

5. Discriminatory or prejudicial behavior

- v. Thumb Drives: All district rules and guidelines apply to any thumb drive plugged in to district equipment

Grades PK-6 Responsible Use Guidelines

Respectful	
	I will be kind and respectful online.
	I will take care of devices.
	I will only take or share pictures or videos to the internet of other students if required for class projects.
	I will contribute to a positive online school community.
	I understand that our devices are for learning.

Responsible	
	I will keep my passwords safe and only share them with appropriate adults.
	I will only use apps and websites that my teachers approve of.
	I will report to a teacher or staff member when I see unexpected or inappropriate content or behavior.

Honest	
	I will submit work that I have created myself and give proper credit to sources.
	I will only access my accounts.
	I will share work with other students when approved by the teacher.

Daily Expectations

The expectation is that you will bring your Pembroke Chromebook or iPad to school daily and that you treat it with care. Your device is to be fully charged before school and kept secure throughout the day. Follow rules and expectations set by your classroom teachers and expectations of the Pembroke Public Schools Code of Conduct.

Device Care

Treat your Chromebook carefully when the device is inside your backpack. Place your device in a backpack that is free of food, liquids, and heavy or sharp objects that may damage the device. Do not eat or drink around the device because a spill could cause permanent damage. Report any damage or breaks immediately to your teacher. You only get one charger, so please keep track of it.

Damage

Please bring your damaged Pembroke assigned Chromebook to your school as soon as you realize it is broken. Please note that devices must be sent to Pembroke Public Schools for repairs. Taking Pembroke devices to any other provider will void our warranty with the device. Some damages are covered by Pembroke technicians and others require us to send the device out for repair. Warranties don't cover spills in or on the unit, drops, falls, screen breaks, and electrical surges that occur in the course of the normal intended use of the product. Warranties do not cover cosmetic damage and/or other damage that doesn't affect the device's functionality or intentional damage.

Damage and Repair Costs

If your child's device is broken beyond the total cost, there will be a replacement fee for the damage depending on the device. We have flexible payment options available.

Broken Chromebook Screen: \$50.00

Broken iPad Screen: \$125.00

Chromebook outer shell: \$50.00

iPad outer shell: \$100.00

Chromebook Keyboard repair: \$40.00

Lost charger: \$30.00

Defacing the Chromebook or iPad with stickers or other markings: \$100.00

Chromebook full device replacement: \$300.00

iPad full device replacement: \$330.00

Lost or Stolen Devices

We have options to lock down the device if the device is lost or stolen with directions on where to return the device. If your device is missing, please let the technology department know ASAP so this process can be started.

TESTING & ASSESSMENT

A schedule of testing has been established for all pupils in the Pembroke schools. Reading levels are formally assessed several times a year using the DIBELS (Dynamic Indicators of Basic Early Literacy Skills). State assessments (MCAS) are administered in the spring in grades 3-6. Parents will be notified in advance of testing dates and schedules. It is imperative that students attend school during state testing.

Report Cards

<u>KINDERGARTEN REPORT CARD EXAMPLE</u>
<u>FIRST GRADE REPORT CARD EXAMPLE</u>
<u>SECOND GRADE REPORT CARD EXAMPLE</u>
<u>THIRD GRADE REPORT CARD EXAMPLE</u>
<u>FOURTH GRADE REPORT CARD EXAMPLE</u>
<u>FIFTH GRADE REPORT CARD EXAMPLE</u>
<u>SIXTH GRADE REPORT CARD EXAMPLE</u>

Title One Services (Bryantville)

Title One is a federally funded program at Bryantville Elementary School, which is designed to provide assistance in reading to students in Grades 1-6 who have been identified as needing support beyond the classroom. Students are selected for Title One service based on their assessment results, teacher recommendation and parental input. Special assistance in reading is provided to students by Title One staff who work directly with each student individually or in small groups. Classroom teachers and the Reading Specialist direct the areas of support that Title One staff gives children.

TRANSLATION OF DOCUMENTS

Parents/guardians whose primary language is not English may request to have all notices and documents provided in their native language. Translator services may be requested for conferences and meetings and provided with advance notice.

TRANSPORTATION

Bus transportation is provided in accordance with Massachusetts General Laws.

- A. The General Laws of the Commonwealth provide that:
- The School Committee shall provide transportation for all children who live more than two (2) miles from the school.
 - A child may be required to walk to a bus stop if the distance is not more than one (1) mile from their residence.
 - No School Committee shall be compelled to furnish transportation on a private way.
 - Every bus driver shall have a Mantoux test before entering employment. (Chapter 71, Section 55b)

Bus Pass Policy

- Students boarding the bus must have their passes with them every day and the pass must be visible to the driver.
- Students in grades K-6 do not pay for transportation but are required to complete the transportation request on SOP for seating purposes. Students should have their pass every day.
- Students may only ride their assigned bus.
- Students should be at their designated group stop waiting for their bus. (5-10 mins prior to the arrival).
- A student who allows another student to use his/her pass is subject to having the bus pass privileges revoked.
- If a pass is lost, there is a \$5.00 replacement fee for the first replacement pass, and a \$25.00 fee for each replacement pass thereafter.

Bus Stops and Routes

The following information complies with the Commonwealth of Massachusetts General Laws and Regulations of the Department of Education and Registry of Motor Vehicles.

Designated group stops have been established under the direction of the superintendent in cooperation with the bus contractor so as to ensure an authorized bus stop is available within a reasonable walking distance to the home of every student entitled to transportation. State Law requires that the distance from home to the bus stop does not exceed one mile. Bus routes are structured so as to ensure the total time a student spends on the bus is kept to a minimum.

Authorized bus stops have been located at convenient intervals in places where students may be loaded and unloaded, cross highways, and await arrival of buses with the utmost safety allowed by road conditions.

Bus stops established at the beginning of the school year will be enforced and are only subject to change through the transportation office. Only written requests to change a stop will be reviewed. Once an investigation concerning the stop has been done a decision will be made. Reviewing a change does not indicate that the established stop will change. The decision will be made based on the safety of the students loading or unloading the bus. Reasonable accommodations for students with disabilities will, of course, be made.

Bus Conduct Rules

The ride to and from school is essentially an extension of the school itself. Improper conduct aboard the bus is to be treated as a school offense subject to discipline at the discretion of school administration. This may well mean a denial of the privilege of transportation. In the interest of the safety and well being of all students being transported, students, parents/guardians, teachers, administrators, and bus drivers must understand and practice the regulations which follow. Please note that video surveillance is installed on all buses for student safety.

To ensure the Safety of all students:

1. The student should be on time and waiting for their respective bus. Drivers will not wait for students to exit houses. Bus passes should be visible to drivers.
2. Students shall stand on the sidewalk or another designated place while waiting for the school bus. They shall respect other people's property, respect the right of other people to pass on the sidewalk and display manners that indicate consideration and safety for others.
3. Students shall never approach a school bus until it has completely stopped and the door is opened. In boarding the bus, they should proceed in an orderly manner, single file. Younger students should board and leave first from the bus.
4. Students, who must cross the street to board the school bus, are reminded to wait until the bus comes to a complete stop and the driver has turned on the flashing red lights. Students are to wait for the driver's signal to cross, looking both ways, to check for traffic before crossing the street to board the bus.
5. Students exiting the bus, who must cross the street to proceed home, cross only in front of the bus when the blinking lights are on and the stop sign is extended. Once the driver has given you the signal to cross, pass at least 10 feet in front of the bus and look for traffic in both directions before crossing the roadway. (Traffic does not always stop even when the flashing school bus light is on).
6. Never run beside a bus, chase after a bus or pick up anything that has fallen near the wheel of a bus.
7. Students should not bring large art projects or instruments (ex. cello), animals, pets, or large objects on the school bus. Lunch boxes, smaller musical instruments and small athletic equipment (those which can easily be transported on a student's lap) must be kept out of the aisle. Skateboards and inline/traditional skates ARE NOT ALLOWED ON THE BUS.

The following is a list of expected Behavior by each student:

1. The bus driver has full authority as well as responsibility for control of the conduct of students while they are on the bus. Students should not annoy the operator or distract his/her attention from driving. They should be treated with courtesy and respect at all times.
2. The driver is in full charge of the bus students therein. He or she shall have the right to assign students to specific seats within the bus and shall accept as his/her responsibility the obligation to report to the administration the names of any students who seriously misbehave.
3. Students shall not open windows without permission. STUDENTS SHALL REMAIN SEATED AT ALL TIMES. Do not throw anything out of the window. Do not put your hands, arms or any parts of your body out of the window at any time. Do not open the rear exit emergency door unless there is an emergency and you are directed by the driver.
4. There shall be no pushing, striking or general fooling. Students are not allowed to use profane or abusive language.
5. Vandalism, destruction or defacing of property will not be tolerated. Students who witness the destruction of property have a responsibility to report such misbehavior to the driver or

school authorities. Students identified as causing vandalism, destruction or defacing of property will be held responsible for restitution.

6. No Smoking, vaping on the bus. Under no circumstances should drugs, alcohol, or related items, firearms, explosives, knives or weapons be brought onto a school bus.
7. Food and/or drink should not be consumed on the bus. The bus must be kept neat without litter.
8. A student who allows another student to use his/her bus pass or sell his/her bus pass is subject to having the bus pass privileges revoked. Students are to ride only the bus to which they are assigned.
9. A student who pays a fee for transportation and whose riding privileges are suspended because of violation of these rules will not receive a fee refund.

Bus Discipline Policy

Appropriate behavior is expected by all students between their residence and the designated bus stop and while waiting at the bus stop.

The procedure for handling behavior problems, including bad language, on school buses shall be as follows:

- A. First Offense - A bus conduct/ discipline form is completed by the driver and forwarded to the Principal of the school for disciplinary action. The Principal addresses the issue with the student and decides the course of action depending upon the offense.
- B. Second Offense - A bus conduct/ discipline form is completed by the driver and forwarded to the Principal of the school for disciplinary action. Parents/caregivers may be requested to come to school for a meeting to address issues with the child, signature and comments may be requested and returned to the Principal. Bus privileges may be revoked.
- C. Third Offense - A bus conduct/ discipline form is completed by the driver and forwarded to the Principal of the school for disciplinary action. Parents/caregiver will be contacted as to the course of action taken. Transportation privileges may be taken away from the student for the remainder of the year.

Copies of all offenses with the action taken are forwarded to the Transportation Coordinator. A copy also gets forwarded to the bus company.

VOLUNTEER PROGRAM

Caregiver volunteer participation is encouraged. It is an essential element in our school program. It provides enrichment and increases the amount of time that teachers can spend teaching. Evaluation and testing of children will be reserved for the teacher. All volunteers in our school buildings are required by state law to be CORI checked and are expected to follow the guidelines for parent volunteers which are spelled out in each school.

WELLNESS

Food Allergies

Food allergies and anaphylaxis are potentially life-threatening conditions. All Pembroke schools are responsible for developing an individualized health care plan (IHP) for the identified students as well as a medication administration plan. Staff will work in conjunction with the school nurse and parents to understand the typical symptoms, manage avoidance of the allergen and educate peers. A notice will be sent home at the beginning of the school year if your child is in a room that is a “food allergy classroom”. This note will explain how the classroom can be “allergy aware” and any other precautions that need to be taken.

Food allergy tables are designated in the cafeteria as needed. Snacks will be checked in the classrooms as needed. Parents/Guardians of classmates are asked to be sensitive to those with food allergies and take into consideration the types of food sent to school from home.

Birthdays & Holiday Celebrations

No food will be permitted into classrooms for celebrations at any time of the year. Classrooms may opt to celebrate student birthdays at the teacher’s discretion; however, no food may be brought or delivered to the classrooms for birthday parties. Suggestions for alternate “goodies” are stickers, pencils, erasers, etc. If food is sent into school unknowingly, it will be held in the main office for pick-up by an adult, and discarded at the end of the day if no arrangements have been made for pick-up. No food may be distributed on school buses.

A limited number of lessons taught will include food as manipulatives or demonstration tools. Teachers must seek approval for lessons/activities involving food, and approval will be limited. Teachers must be mindful of the severity of food-related medical issues, and even if no students in their class are known to have such issues, they must obtain approval for any food-related activities from the administration and ensure advance consultation with the school nurse. If approved, teachers must inform all parents of the activity.

No food will be provided for students as rewards or incentives. As per PSC policy ADF: Health and Wellness: school employees are encouraged to use physical activities (e.g., extra recess, physical education time, etc.) as direct rewards for academic performance and/or good behavior.

