2026-2027
NANTUCKET INTERMEDIATE SCHOOL
FAMILY HANDBOOK

Nantucket Intermediate School
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www.npsk.org

Dear Families,

Welcome to the 2026-2027 school year at Nantucket Intermediate School! If you are new to Nantucket we are so happy to have you join our school community. If you are returning to the Nantucket Public Schools, welcome back. Together we will continue to make NIS a special place to grow and learn. Our collaborative partnership is what is essential to ensure your child receives an excellent education and will thrive in every way. We can't do it well without your involvement.

To assist with this partnership, the Nantucket Intermediate School Family Handbook has been designed to communicate important information. The handbook serves the purpose of articulating the rights and responsibilities of students and parents. In addition, it provides you with some of the policies, procedures, and other pertinent information for NIS and the Nantucket Public Schools. Please read over these pages carefully and keep the handbook available as a resource throughout the year. Most of what you will need to know is contained in this handbook; however, we are always available to answer any other questions you may have.

To further promote our partnership, you will receive regular information about school and district activities and curriculum from this office and the district office. We truly believe that communication is a successful component of our school-family partnership. Please make sure that your correct email address and phone number are available in the Aspen Student Information System. Additionally, you can visit our NIS website to read school communications, find teacher contact information, and keep up-to-date on school happenings.

You can access our website by visiting:

https://www.npsk.org/site/Default.aspx?PageID=2182

We encourage you to become active and involved in our Nantucket school community by joining the FONPS, volunteering for school events or assisting in classrooms, attending school events, communicating regularly with teachers and administrators, or simply assisting your child with learning activities and homework. We strongly believe you need to feel included and valued as an important member of your child's school community.

Respectfully,

Becky Janda, Principal

Donna Johnson, Assistant Principal

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Chapter 1 - Who We Are

Nantucket Public School System's Mission, Vision and Values

Our Mission	Nantucket Public Schools, in partnership with a caring community, will create a dynamic and equitable learning environment which engages each of us to be inspired learners and responsible citizens, prepared to meet local and global challenges.
Our Vision	We commit to provide equitable, inclusive, and challenging learning experiences where every student and adult feels seen, heard, valued, and respected.
Our Values	Nantucket Public Schools values collaboration, communication, and reflection that supports: ❖ Equitable access to multiple pathways for individual and collective success. ❖ High expectations and a student-centered educational approach that integrates academic progress, extra-curricular participation, personal responsibility, and community involvement. ❖ Inclusive and sustained family relationships that respect all cultures and the experiences each child brings to our schools. ❖ Challenging ourselves to embrace and advocate for the needs of every student, adult, and family within our school community.

Nantucket Intermediate School Vision:
We at NIS believe we can create an inclusive and challenging learning environment that supports the social and emotional growth of all children as they progress toward meeting grade level standards in a community of respect, joy, and high expectations in an effort to positively contribute to our world.

Nantucket Intermediate School Core Values
All students and staff will demonstrate growth and achieve their personal best at high levels when…..

- Safety, respect, and dignity are cultivated.
- A culture of continuous learning and a growth mindset exists among students and staff.
- Instructional practices are intentional, inclusive, responsive, and effective.
- Engagement is meaningful and goal-oriented.

Nantucket Intermediate School Expectations for All

- We are Safe
- We show Respect
- We are Kind
- We Cooperate
- We Persevere

School Goals:

The Nantucket Intermediate School Improvement Plan goals will be revised annually by the Faculty and the NIS School Council. Please see the NIS page on the district website for updated improvement plans: www.npsk.org. If you have any thoughts or ideas that you think should be included in our school improvement plan, please share them with a school council member or school administration.

Non-discrimination Statement

Equal Access/ Non-Discrimination Law and Policy	"Every person shall have a right to attend the public schools of the town where he resides. No person shall be excluded from or discriminated against in admission to a public school of any town, or in obtaining the advantages, privileges and course of study of such public school on account of race, color, sex, religion, national origin, sexual orientation, or disability." (Mass. General Laws, chapter 76, Section 5, Chapter 282 of the Acts of 1993.) Students have equal access to school, courses, extracurricular activities, and employment opportunities.

Non-immigrant status	Nantucket Intermediate School is authorized under federal law to enroll all students regardless of their legal immigration status.

Nantucket Intermediate School Administration	The Administrative Team of Nantucket Intermediate School includes: Becky Janda - Principal Donna Johnson - Assistant Principal

School Committee

The following members of the Nantucket School Committee are elected by the community to serve three-year terms. Their responsibilities are to:

- establish the educational philosophy of Nantucket Public Schools,
- make the educational policy,
- adopt curriculum,
- evaluate the education program,
- hire, evaluate, and fire the superintendent,
- adopt the district budget and approve expenditures, and
- establish the regulations for governing and operating the district.

Member	Term Expires
Timothy Lepore	2029
Vince Murphy	2028
Laura Gallagher Byrne	2027
Esmeralda Martinez	2027
Shantaw Bloise-Murphy	2029

Note: The School Committee encourages you to attend its bi-weekly meetings in the LGI at NHS at 6:00 p.m. Meetings will be aired on Channel 18. Agendas and minutes can be found on the NPS website. https://www.npsk.org/domain/123

The following are members of the NIS/NPS Administration:

Administrator	Position
Dr. Elizabeth Hallett	Superintendent
Dr. Amanda Bardsley	Assistant Superintendent for Teaching and Learning
Melissa Devitt	Assistant Superintendent of Academic Operations
Becky Janda	Principal
Donna Johnson	Assistant Principal
Dr. Debra Gately	Special Services Director
Courtney Rau Rogers	Assistant Director of Special Services
Barbara Cohen	Director of English Learners
Stephanie Hoban	Educational Technology Director
Martin Anguelov	Director of Finance
Chip Clunie	District Facilities Manager
Barry Mailloux	NIS Facilities Manager

School District Community Communication

It is the responsibility of the Contact to disseminate information to the Community.

ISSUE	CONTACT	APPROPRIATE COMMUNICATION METHOD(S)
General School Information (events, meetings, etc.)	Building Administration & Staff	Smore Newsletter; Web Page; Local Newspapers; XR Communication System; Remind; Meetings; FONPS Newsletter; Email; Mailing; School Committee Meetings; NPS Website; NIS Facebook and Instagram accounts
District-wide initiatives	Superintendent and Assistant Superintendents	Inquirer & Mirror; Email; Mailing; School Committee Meetings; Web Page
Building-wide initiatives	Principal	Smore Newsletter; Web Page; Local Newspapers; XR Communication System; Remind; FONPS Newsletter; Email; Mailing; School Committee Meetings; NPS Website; NIS Facebook and Instagram
Academic Progress	Teacher	Progress Reports/Report Cards; Telephone; Remind; Meetings; Letter; Conference; E-Mail;
School Committee Action	School Committee Members	Local Newspapers; Scheduled Meetings; Minutes of meeting; Public TV and Town of Nantucket YouTube Channel; Web Page
Disciplinary Action	Principal; Assistant Principal; Teacher	Telephone; Meetings; Written Notice
Adult Education	Community School Director	Web Page; Flyers/Notices; Email; Local Newspapers; Social Media

Financial Aid FundRaising	FONPS	Web Page; Flyers/Notices; Email; Local Newspapers

Chapter 2 - Parents Responsibilities and Involvement

Visiting Nantucket Intermediate School

Parents are encouraged to become actively involved in the school life and educational experience of their child.

Step	Action
1	Schedule your meeting with the teacher, the front office or guidance prior to meeting. Agree upon what form the meeting will be: virtual, phone or in-person.
2	If the meeting occurs at the school, turn in photo identification and sign in at the front office upon arrival. Visitors will also be directed to sign in using Raptor in the front office.
3	Receive a Visitor's badge and wear it during your entire visit.
4	Sign out and collect photo identification when leaving.

Teacher-Parent Meetings

Teachers at Nantucket Intermediate School are accessible after school until at least 2:50 p.m M-Th. Parents are encouraged to schedule individual meetings with the teacher either virtually, or in person depending on what meets the needs of the purpose of the meeting. Specific days are set aside for parent-teacher conferences in December of each year. Please check in with the NIS Office prior to meeting with your child's teacher.

Parental Involvement

Volunteering	If you are interested in supporting our school as a volunteer, there are a variety of opportunities available. These may include assisting classroom teachers with preparing materials, working with small groups, supporting reading or math games, reading aloud to the class, sharing a special cultural tradition or talent, leading or assisting a Field Day station, helping with classroom projects, or lending a hand in the library. To participate, please complete the volunteer application form (sent in summer mailing) and return to your child's teacher. Be sure to indicate whether you have already completed a C.O.R.I. (Criminal Offender Record Information) form. A valid C.O.R.I. is required to volunteer and is valid for three years. More detailed information can be viewed on the NIS Volunteer Brochure to help answer common questions and guide you through the process.
	Permitted volunteer opportunities can include: ● Sharing one's skills and knowledge in classroom workshops ● Chaperoning class field trips ● Working in the library/media center ● Participating in fundraising activities ● Supervising the lunchroom Arrangements to volunteer for one of these roles should be made with the Assistant Principal and/or classroom teacher.

School Council	"School Councils are at the heart of the Education Reform Law of 1993.As instruments of collaboration, councils provide each school community with an opportunity to shape the direction that the school takes as it works to strengthen teaching and learning for the students at that school." (Robert V. Antonucci, Commissioner of Education). The Nantucket Intermediate School Council is composed of parents, teachers, staff, and community members. Meetings are open to the public and are held on a monthly basis during the school year from 3:00 p.m. to approximately 4:00 p.m. on Thursdays several times per year. If you are interested in becoming a member of the School Council, please contact the Friends of Nantucket Public Schools at 228-7285 ext. 1168. (Parent elections are organized and held by the Friends of Nantucket Public Schools every spring.)

Friends of Nantucket Public Schools or FONPS	The Friends of Nantucket Public Schools (FONPS) is an organization of parents, teachers, and community members whose purpose is to support and promote quality education for the children of Nantucket's public schools (similar to a PTO) by: ● publishing and distributing a newsletter ● planning family activity nights ● organizing parent workshops ● providing year-round scholarships through the Children's Fund ● providing parent coordinators in each school ● organizing parent representative elections for school council ● providing financial support for summer reading programs ● awarding grants for faculty-initiated special projects to enhance curriculum

Please call the Friends at 508-228-7285 ext. 1168 for further information.

All meetings are open to the public.

Special Education Advisory committee for Nantucket Public Schools or **ACK-SEPAC**	The Special Needs Advisory Council is an organization of families, teachers and community members who support and promote the quality of education for students with diverse learning needs and challenges. They are dedicated to: ● supporting school staff in developing or improving special education services ● providing training and support for parents of children with special needs ● providing information for respite care ● promoting community awareness ● providing ongoing parent support groups

For more information, please call: **Debra Gately, Special Services Director, 508-228-7285 ext. 1355**

English Learner Parent Advisory Council or EL PAC	English Learner Parent Advisory Council is a state-mandated group composed of the family members of English language learners whose mission is to advise the school committee on the needs and goals for EL in the schools. This will be accomplished by: ● providing advice to the district or school regarding its English Learner Education programs; ● meeting regularly with school officials to participate in the planning and development of programs designed to improve educational opportunities for ELs; ● participating in the review of school improvement plans and district improvement plans as the plans relate to ELs ● reviewing proposals by the school district to offer a new instructional program for ELs.

Nantucket Community School	The Community School's mission is to engage, strengthen, and connect our community. They provide a diverse level of high-quality, affordable programs, encourage life-long personal growth, and reach out to all members of the community; spanning every age and stage. The collaborative NCS team is structured into multiple areas of focus including Early Childhood Education and Enrichment, Extended Day Childcare, Sports and Wellness, Driver's Education, Adult Education and Enrichment, ACKventure Summer Camps and Sports Clinics, and the Nantucket Community Pool. Department Coordinators: ● Adult Education: Brian Lenane, 508-228-7285 ext. 1571 or lenaneb@npsk.org ● ACKventure Camps: 508-228-7285 ext. 1361 or ncsinfo@npsk.org ● Business Office: Andrea Wulffleff, 508-228-7285 ext. 1352, wulffleffa@npsk.org ● Early Childhood: Pauline Cronin, 508-228-7285 ext. 1166 or croninp@npsk.org ● Extended Day: Melissa Araujo, 508-228-7285 ext. 1577 or araujom@npsk.org ● Driver's Ed: Amy VanderWolk, 508-228-7285 ext. 1575 or vanderwolka@npsk.org ● Community Pool: Isabelle Roberts, 508-228-7285 ext. 1578, robertsi@npsk.org ● Sports & Wellness: Jazmine Kasperzyk, 508-228-7285 ext. 1362, kasperzykj@npsk.org

For more information, please contact: **Alicia Graziadei at graziadeia@npsk.org or 508-228-7285 ext. 1162.**
Website: https://nantucketcommunityschool.org/

Chapter 3 - Attending Nantucket Intermediate School

School Hours and Days	Entering Building: **7:45 a.m.** Class Begins: **7:50 a.m**. Ends: **2:30 p.m.** Half Days End: **12:00 p.m.** Students should be in class, ready to learn by 7:50 a.m. Teaching begins promptly at 7:50 a.m. Parents should be prepared to say goodbye to their students prior to students entering the building to promote the growth and independence of our third through fifth graders. If a student needs to be dismissed early, his/her parent/guardian should contact the NIS front office. The student will be released to parent/guardian or their designee through the front office. Parents/guardians must contact the front office if someone other than themselves is picking their child up from school.

Morning Arrival	**Student Arrival:** NIS will open in the morning at 7:45am. Students who are walking, biking or getting dropped off should be outside the building **no earlier than 7:35am**. Student drop off is in the circle off of Backus lane only. ***The parking area and bus circle that are accessed from Surfside road is reserved for buses and cannot be used to drop students off as it poses a safety risk for students***. Staff members will be positioned to receive students at 7:45 and to direct them according to school procedures outlined below. **Families/Visitors are not allowed to walk students to their classrooms, so please plan accordingly.** **<u>Please note the following arrival entrances and protocols for grades 3, 4 and 5</u>.** At 7:45, teachers will meet their students outside of their assigned door and walk their class into the classroom. In addition, students will follow a routine and system for putting items in cubbies and proceeding to their assigned seat to start their instructional day. **Grade three and IDSC:** Grade three students will enter the building through the door closest to the third grade cluster and the staff parking lot. **Grade four:** Grade four students will enter through the middle doors that face the flagpole and are next to the elevator shaft. Students in grade four will use the central staircase to walk single file up the right side of the first stairwell and the left side of the second stairwell to ascend to the second floor and the fourth grade cluster. **Grade five:** Grade five students will enter the school using the front door. Students in grade 5 will walk to the center stairway and walk up the left side of the first stairwell and the right side up the second stairwell to the fifth grade cluster.

Afternoon Dismissal	Students will be escorted by a staff member to exit the building through the doorway in which they arrived. Parents and guardians must contact the office if someone other than themselves is picking their child up from school. ● **Bus-** Students who ride the bus home will be dismissed from the school at 2:25 and exit through the door by which they entered the building. Students will board the buses one at

	a time. ● **Club -** Students who attend the Boys and Girls Club will be dismissed at 2:25 where Club Staff will meet them and escort them to the Nantucket Boys and Girls Club. ● **Walkers-** Students who walk or ride bikes home will be dismissed at 2:30. ● **Car -** Students who get picked up by a car will be dismissed at 2:30 (M-Thur.) 2:20 (Fri.). Students who are picked up by car will be lined up outside on the circular walkway loop between NES and NIS allowing drivers to pull right up. Family members who are picking up students are required to stay in their cars and use the Backus Lane entrance to come through the loop closest to NIS and may not pull into the bus loop off of Surfside Road to pick-up their children. As noted above, parents and guardians must contact the office if someone other than themselves is picking their child up from school. Parents who elect to walk onto campus to pick their child up will be asked to park at the Nantucket Ice Rink and walk over to the school.

Bathrooms	● Students have access to either the multi-stall group bathrooms or to single unisex bathrooms for any student who prefers or requires additional privacy.

Absences

Parent and student responsibility	Parents and students have a primary role in student attendance. In order for parents to fulfill their responsibility, the school will keep families informed of student absences and participate in determining the appropriateness of planned/optional absences. If a student is absent from school or suspended from school (in or out), the student may not participate in any school-sponsored athletic or school activities the day or evening of the absence. In the case of a Friday absence, this precludes the student from all athletic and school activities over the weekend. The student is also not allowed to be in school or on school grounds on the day of the absence.

Definition	**Absent:** Not being present at school on a scheduled school day. **Tardy:** Arriving at school after the school day officially starts. **Dismissed:** Leaving school before the school day or synchronous learning time is complete.

Excused Absences	The following absences may be excused: ● illness ● a family emergency, e.g. death in the family ● sanctioned religious holidays ● subpoenaed court appearances ● documented medical appointment ● documented hospital stay or doctor's directive ● chronic health problems or temporary illness due to a disability (Rehabilitation Act 1973, Sec. 504) (with verification of health care provider)

	● suspension out of school ● school sponsored events and activities All other absences are considered unexcused. **Note:** If your child is absent due to a doctor or dentist visit off-island, a note from the health care provider is required for school records.

Unexcused Absences

Vacations	Vacations carried beyond the defined vacation time frames of the school (including early departures and late returns) are strongly discouraged and considered unexcused absences. Classroom discussions and interactions often provide the main focus for learning and cannot be replicated through make-up assignments. Grades can be negatively impacted by such unexcused absences. Appointments must be made with the principal or designee in advance of vacations lasting 5 days or more.

Chronic Absence	Defined as missing 18 school days within one academic year for any reason. This is a powerful early warning predictor of overall student performance and school success.

Effects of undue absences	Effects of unexcused absences on grades include: ● Students are responsible to make up assignments and complete missing work. All assigned work is considered in determining a student's grade. ● Grades reflect a student's daily classroom attendance as well as the fulfillment of academic requirements established by the teacher(s). An “Incomplete” may be assessed on the student’s report card by the teacher(s) until work is completed. ● If absences are excessive, retention may be considered.

Attendance	At Nantucket Intermediate School, we recognize that regular attendance is important to student learning, connection, and success, while understanding that circumstances may sometimes make consistent attendance difficult. When attendance concerns arise, we are committed to partnering with families to better understand the circumstances and provide support. If a student's attendance pattern of absences indicates a potential risk for resulting in 18 or more absences during the school year, a member of our team will reach out to the family. This may include a letter, phone call or meeting to discuss attendance, identify any barriers or needs, and, when appropriate, work together to develop a plan that supports more consistent school attendance.

Absence Notification Process

If a student is going to be absent from school, it is imperative that the parent or guardian notify the school before 8:30 a.m. on the day of the absence.

Note: Parents have a legal responsibility to provide the school with telephone numbers where they can be reached at any time.
(M.G.L. Ch. 76, Sec. A, Sec. 1A)

The process for notification involves the following stages:

Stage	Description
1	The parent or guardian calls the NIS attendance line by 8:30 a.m. and in their message states the exact reason for the absence. NIS attendance line: 508-228-7290 ext. 3535
2	The student brings a note following absence signed by parent/guardian indicating the date(s) of the absence(s) and the reason(s). A note from a health care professional must be provided for any absence of three or more days.
3	Teachers will provide classwork and/or homework (upon request after the second consecutive absence) and leave it in the main office at the end of the school day for pick up.
4	The student makes up for all missing work.

Making up missed work due to absences

It is the student's responsibility to make up assignments and to complete the work. All assigned work is considered in determining student grades and grade level proficiency.

If a student is absent for...	then...
one day	• notify the office by 8:30 a.m. • reach out to the teacher for assignments • make up missing work
two or more days	• notify the front office • request work when calling the office by 9:00 a.m. • complete assigned work within a week
an extended period of time (i.e. planned absences, hospital stays)	• submit an extended absence plan to the principal at least two weeks prior to the absence • make plans with your teachers to get caught up • the extended absence plan must be approved by principal, classroom teacher, and signed by the parent/guardian prior to departure
an extended period of time and is unable to make up the work by the end of the term	• the student may receive an "/" or not assessed this term for standards measured that report card term
Important Notes:	Teachers are **not** required to provide work prior to a planned absence. Work may need to be made up upon return.

Truancy

Definition	Truancy is absence without permission. Truancy at Nantucket Intermediate School occurs when a student: ● is absent from school without the knowledge and permission of his/her parents or guardians or school authorities, ● skips or leaves a class without permission after reporting to school, or ● is absent excessively which will interfere with the student's educational program (15 or more days).

Effects	Truancy may result in a legal action by the school against the truant and his/her parent(s) or guardian(s). (M.G.L. Ch. 76, Sec. 2 and Sec. 20)

Due process	If a student is truant, the following actions will occur:

Step	Action
1	Student and parent(s) receive a notice of truancy
2	Student and parent(s) receive an explanation of the evidence against the student
3	Student is allowed an opportunity to present his/her side
4	Student and parent(s) receive notice of the truancy disciplinary consequences which will include: ● completing back work ● suspension in or out of school ● referral to the school social worker

Note: The school may commence legal action for truancy.

Late/Tardy

Definition	● Tardiness is defined as arriving at school or the online learning platform later than scheduled school or class start time. ● The academic day begins at 7:50 a.m. Punctuality is vital to a student's academic progress. Additionally, out of respect for teachers and other students, a student should be on time.

Consequences	● The first three times the student is late within a school-year; it will be recorded with verbal warnings provided. ● Upon the 4th tardy within a school-year, the Principal/Assistant Principal may send notice to the the parents/guardians to communicate the concern. ● If a student is tardy more than 10 times in a school-year, the Principal may call the parents/guardians to schedule a conference to develop a plan of correction. The school social worker may be contacted if tardies and/or absences exceed 15 times.

School Cancellation, Snow Days or Delayed Openings

School may be canceled or delayed due to inclement weather or other emergency situations.

Should school be canceled or delayed, announcements will be made, before 7:00 a.m., using the following:

Radio:
- WACK (97.7 FM)
- WQRC (99.9 FM)

Television:
- Channel 18

Internet:
- http://www.npsk.org

Voicemail messaging: (XR communication system)
- Automated telephone call to parents and staff

Remind
NIS Facebook Page
NIS Instagram Page

Chapter 4 - Academics

Nantucket Intermediate School is committed to student success. We believe that a student's academic success is based on consistent hard work throughout the school year. We encourage students to strengthen their skills and self-discipline. We believe that these factors need to be in place for a student's success:

The educator should ensure the student:

- feels safe, comfortable and respected
- is clear about what the teacher expects and how to meet those expectations
- is provided support, extra help, and challenge when needed

The student should:

- listen carefully and respectfully to teachers and classmates
- contribute to class discussions in a thoughtful and respectful way
- work hard to reach his/her learning goals
- use all learning skills

How Parents Can Help

Homework	Homework can be a critical part of every student's learning experience. The amount of information to be learned increases significantly every year as students move through the grade levels. The Nantucket Public Schools strives to give homework which reflects class work, reviews skills and emphasizes problem solving and writing. Research shows that the volume of reading a child engages in has the largest positive impact on reading comprehension and fluency. **Students are asked to read every night for 20-40 minutes depending on their grade**. Students are expected to complete homework and classwork that is assigned on time and to seek assistance from teachers when they don't understand an assignment. Parents who have questions or concerns about any aspect of their child's school work are encouraged to contact their child's teacher. This year, some teachers will be using Schoology to share assignments with students.

Suggested procedures:

Step	Action
1	Provide a study area that is quiet, comfortable, well lit, and properly supplied.
2	Schedule daily school work times. See that your child sticks to them.
3	Work to provide your child access to books they are interested in. The school library and Atheneum are great resources!
4	Avoid conflicts. Sports, clubs, and other after school activities are important, but your child's school work must not suffer.
5	Don't do your child's school work. He/she won't learn if you do the work. Instead, if your child needs help, go through the directions together. Work on the first problem with your child; then let him/her finish the assignment. Answer questions that you can and point out resources. Notify your child's teacher if he/she has continuing trouble.
6	Help to organize time including long range assignments.

7	Help review/study for quizzes and tests.
8	Give your child the message that learning matters.
8	Form a partnership with your child's teacher. Contact your child's teacher when you have questions and concerns about any aspect of your child's school work.

Homework Expectations

- Homework will be related to the curriculum and based on the instructional focus of that day.
- Reading (for pleasure or to follow-up a class assignment) will be emphasized.
- Teachers provide clarity and examples (as needed) for assignments and use homework as a measure for monitoring a student's instructional progress.

Level	Total Time	Focus and Time Period
Grade 3	Up to 30 minutes	Review of daily instruction and reading. Monday – Thursday
Grade 4	Up to 40 minutes	Review of daily instruction and reading. Monday – Thursday
Grade 5	Up to 50 minutes	Review of daily instruction and reading. Monday – Thursday

- Homework will not be given over weekends, holidays, or vacations.
- Teachers may suggest, but not require, work to be completed over the summer.

Curriculum

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

Assessment:

At Nantucket Intermediate School, we measure student progress in many ways.

Grade reporting (3-5)

A standards-based report card, with narrative comments from the teacher, is sent home and can be accessed through Aspen at the end of each trimester (December, March, and June). The report card is aligned with the Massachusetts Curriculum Frameworks. Parent-teacher conferences are scheduled for December following the first trimester. Teachers report student progress on Standard Performance and Social Behavior/Effort on these levels:

Standard Performance Levels	Social Behavior/ Effort Performance Level
M= Meeting Expectations PM= Partially Meeting Expectations NM= Not Meeting Expectations I= Recently Introduced / = Not evaluated during this marking period	S = Satisfactory NI = Needs Improvement

Formative Assessment **Formative Assessment**	Formative assessment can be defined as assessment that provides the teacher information about what a child needs academically and what they understand in relation to what was taught. It is the regular feedback of student progress that teachers receive through their instructional lessons. Ongoing teacher observation coupled with student work samples are included in formative assessment. Examples include: ● warm-up activities ● problems of the day ● quizzes ● quick-writes ● entrance tickets ● exit tickets ● question and answer activities ● homework Nantucket Intermediate School also uses MAP (a web-based, nationally normed and adaptive testing system) to measure student proficiency and growth in reading and in math through common benchmark assessments. Students are assessed three times per year: fall, winter, and spring. The goal is to monitor progress and make instructional decisions based upon student performance results. Teachers also use many other assessments that are available through implemented curriculum resources and materials, the most common being unit tests and specific reading assessments.

Standardized Testing	The state of Massachusetts determines the assessment method used each spring in grades 3, 4, and 5 to determine students' overall skills, knowledge and growth from year to year beginning in grade 3. Information will be forwarded to families and students prior to the testing window with specific information regarding state mandated testing. MCAS assessments are required by the state of Massachusetts. Data gleaned from these assessments inform students, parents, and schools of the academic progress of participating students relative to established state curriculum frameworks and standards.

Testing Schedule	The following is a list of current MCAS tests administered to students in grades 3, 4, and 5 each spring:

Grade Level	Subject Tested
Third	English Language Arts/Literacy and Mathematics
Fourth	English Language Arts/Literacy and Mathematics
Fifth	English Language Arts/Literacy, Mathematics, and Science and Technology/Engineering,

	Please refer to the MA Department of Elementary and Secondary Education's website link for more information about MCAS: MCAS Resources for Parents/Guardians - Massachusetts Comprehensive Assessment System

Promotion/ Retention	The public schools of Nantucket are dedicated to the best total and continuous development of each student enrolled. The professional staff is expected to place students at the grade level best suited to them academically, socially, and emotionally. Students will normally progress annually from grade to grade. Exceptions may be made when, in the judgment of the professional staff and the building principal, it is in the best educational interest of the student involved. Exceptions made will always occur after prior notification and explanation to the student's parents, but the final decision will rest with the school administration.

Placement	Parents are offered the opportunity each spring to provide information in writing concerning their child's learning style, strengths and needs to assist with placement. There is no provision in NIS Policy for parents to select their child's teacher. The grade level teams of teachers together with support personnel and administrators create balanced groups of students for the next school year using their knowledge of each student's needs pertaining to academic performance, social and emotional well-being, interaction with other children, and parent information. Student/teacher placements are mailed or emailed to parents typically on or before August 24th. School protocols allow for potential changes in class placement after the first six weeks of school. Parents may meet with the principal at any time if there are extenuating circumstances concerning a child's placement. Parents requesting such a meeting shall submit the request in writing citing the reasons the principal should consider the reassignment.

Academic Support

School Counseling Department	The school counseling department works with students, teachers and parents to address the academic and emotional well-being of our students. Counselors work closely with the social worker, administrators and the special services department to coordinate school staff and/or community resources to assist our students when needed. The school counseling team teaches strategies for social competency across all classrooms 3-5. School counselors also assist classroom teachers to ensure new students have a smooth transition to NIS.

If you have any questions or concerns, please contact the NIS School Counseling Department.
Katie Manchester 508-228-7290 x4320
Rachel Delacruz - 508-228-7290 x4307
Emily O'Keefe (Social Worker)- 508-228-7290 x4321

Special Services	Special Services are available at every grade level to students who have been identified as requiring specialized instruction/services to access the general curriculum. According to the needs of the students, individualized educational plans may include: ● Classroom and content support ● Instruction in alternative environments ● Consultation Student Individualized Education Plans are designed through a team process where parents, teachers, and administrators collaborate to develop appropriate services on an individual basis. Special Services teachers, therapists, and teaching assistants work with regular classroom teachers in order to deliver needed services.

Library/ Media Services	The Library/Media services at NIS are provided by the school librarian. The circulation system is automated and the catalog is available through patron terminals. The library collection supports the teaching of the Grade 3 - 5 curriculum with periodicals, reference works, fiction, non-fiction, and software. Reference materials are available in hard copy and electronic forms.

Student Records	The front office staff at Nantucket Intermediate School maintain a cumulative record folder for each student and prepare student transcripts with this information. This record contains information pertaining to students and their school career. Special education records are maintained by the Special Services Department.
Information available	Information contained in the student's record includes: ● report cards and standard test results ● English Learner files if applicable ● health records (maintained by the school nurse) ● Legal paperwork pertaining to the student
Privacy	School personnel, who work directly with the student, may see these records when it is necessary to perform their duties. The school does not release any of this information to people who are not school personnel associated with the student without the parent or guardian's permission. Except as mandated by law, no one else may see the student records without the written permission of the student or his/her parents. If any parent or student does not want the information released, the Principal must be notified in writing at the beginning of the school year.

Viewing Student Records	Students and parents have the right to see and have copies made of everything in the student's record within two weeks of the request to the school front office. "Each school committee shall, at the request of a parent or guardian of a student, allow such parent /guardian to inspect academic, scholastic, or any other records concerning such students that are kept or required to be kept, regardless of the age of the student. Each school committee shall, at the request of a student eighteen years of age or older, allow such student

	complete access to all school records relative to him or her." (MGL: Chapter 71, Section 34E)

Chapter 5 - Students Getting Involved

NIS Activities

Nantucket Community School	The Nantucket Community School (NCS) offers youth programming during after school hours. These programs change seasonally and include dance classes, gymnastics, tennis, learn to swim and more. Information and registration for all NCS programs can be found on the NCS website: https://nantucketcommunityschool.org/

Other	There are opportunities for students to engage in extracurricular activities throughout the year. These may include the following: ● Yearbook Club ● Band ● Orchestra ● Chorus

Chapter 6 - Student Health

Student health is of ultimate importance to Nantucket Public Schools. We care about all of our students and want to provide them with a safe and healthy environment in which to learn and grow. A full-time health nurse and an assistant are available during the regular school day to address student needs and to consult with parents.

Note: Students transferring to Nantucket Public Schools must provide complete medical records before they can register.

Medical Procedures

School Nurse	The school nurse is available for consultation from 7:45 a.m. – 2:50 p.m. during the school day. She welcomes parents to call for assistance or information. **Serena Schick** can be reached through the front office or by calling (508) 228-7290 ext. 4107.

Emergency Numbers	Parents/guardians of NIS students are required to provide at least two emergency phone numbers on the student information page in ASPEN, though three or four contacts are recommended. Parents/guardians are asked to log into the ASPEN Family Portal to enter and update this information prior to the start of school. Changes must be reported to school during the school year. Aspen Family Portal (https://www.npsk.org/domain/1321

Please follow these procedures when a student is ill: Call the Attendance Line: **(508) 228-7290 ext. 3535.**

If the child…	then the parents/ guardians should...
has a fever, is vomiting, experiencing diarrhea …	keep the child at home until he/she is fever free for 24 hours.
Needs to get medication at school on a regular basis…	come to the nurse's office and sign the appropriate form.
Will be unable to complete the whole day due to illness….	send an email to the school nurse or front office.
Has medical conditions such as asthma, seizure disorder, severe allergies, or other conditions that may require special care or observation…	the parent should contact the school nurse immediately and set up an appointment to discuss such health issues.
Is taking prescription medications…	should bring medication into school in a pharmacy labeled container indicating the name of the student, the dosage and the physician's name. Do not send pills in a baggie – they cannot be administered. Students may not transfer any medication to the school. This must be shared with the nurse by the parent or guardian.
Is taking antibiotics…	should not send antibiotics into school unless they need to be given at least four times daily.
Is dismissed from school due to illness…	will be notified prior to dismissal by the nurse.

Physical education excuses	Students excused from regular physical education classes must have a written excuse from their physician.

Student's Physical and Mental Health Status	It is imperative that any medical issues be discussed confidentially with the school nurse in order that the student receives the best care possible. These issues might include: ● environmental sensitivities ● asthma ● seizures ● diabetes ● eating disorders ● heart conditions ● nervous disorders ● food allergies ● bee sting allergies **Note:** Parents should notify the nurse if there is any change in a child's physical or mental health status.

Prescription and Non-Prescription Medications

Possession of prescription and non-prescription medications/remedies/drugs/vitamins of any kind by a student on school property is against school policy and if violated, the student is subject to suspension.

Note: All medications, non-prescription and prescription, must be held by the school nurse

Prescription medications	Prescription medication is any drug that is prescribed by a licensed physician and is intended solely for the patient's use according to the physician's language.
Non- prescription medications	Non-prescription medications are any medications/remedies regardless of a physician's order.

Immunization Requirements

All students entering any of the Nantucket Public Schools are required to have an up-to-date immunization history with medical records to verify this.

The following are immunization requirements for all students and are the responsibility of the parents/ guardians.

Grade	Doses
Grades 1-5	● 5 doses of DTaP ● 2 doses of MMR ● 3 doses of Hep B ● 4 doses of Polio ● 2 doses of varicella vaccine (or physician-certified documented history of chicken pox disease).

Waivers

Signed medical or religious waivers are the only exceptions allowed by law in regard to the immunization laws.

Waiver	Requirements
Religious	Parents must submit a signed statement that immunizations are contrary to their religious beliefs.
Medical	Physician must sign a statement that an immunization is medically contraindicated/not advised.

Note: Children not in compliance must be excluded from school until the school receives proper documentation of immunizations. It is the responsibility of the parent/guardian, not of the physician's office, to ensure that the information reaches the school.

Physical Exams and Screening

Periodic physical screenings are conducted within the school system.

Mandatory exams and screening	The following physical exams and screenings are mandatory.

Type	Description
Physical exams	● within 6 months of entering kindergarten ● prior to entering fourth grade, ● prior to entering seventh grade ● may be required when transferring from another school
Lead screening	Prior to entering kindergarten.

Note: Students who are not in compliance must be excluded from school until the school receives proper documentation of lead tests and physical exams. (MGL Ch. 76, Sec. 15)

The following screenings occur throughout the schools:

- Vision, hearing, height, and weight are conducted annually
- Postural screening (scoliosis, etc.) is conducted annually for grade 5
- BMI (Body Mass Index) annually for grades 1 and 4

Diseases	Nantucket Public Schools has adopted the Massachusetts Department of Education guidelines for Universal Precautions in a School Setting to reduce the risk of infectious diseases.
Substance Abuse	Nantucket Public Schools exhibit a strong commitment to educate students about the hazards of substance abuse and the consequences through education during social/emotional learning and health classes, particularly through special programming, working with Friends of Nantucket Public Schools and outside agencies such as Fairwinds, Gosnold, ASAP, and the Nantucket Police Department.

	In addition, counseling is provided to students seeking help with these issues.

Chapter 7 - Student Behavior

Nantucket Public School's mission is to provide for the education of the students in our community. To that end, the school must maintain an environment that is safe, respectful, and conducive to learning for all our students. Our expectations are that all Nantucket Public School students treat themselves, each other, the faculty, and staff with respect, as well as use school property and equipment respectfully. Consequences follow when a student deviates from accepted school behavior guidelines. Cases of misconduct will be judged on an individual basis.

Rights and Responsibilities

We all have responsibilities. At Nantucket Intermediate School, responsibilities relate both to your school and the people who attend it. By acting responsibly, a student protects his/her own rights as well as the rights of others. Students should consider their rights and responsibilities and the rules that make them possible.

Rationale	School rules are established to protect the rights of everyone, in order that people can work together in a safe, orderly environment. When the rules are broken or someone has abused the rights of others, consequences must be faced by the responsible parties.
Behaviors and outcomes	Communities are cooperative ventures. Certain behaviors will bring about positive outcomes for the school community and for the student.

As a student, you will:	Your teacher will:
be conscientious and responsible about learning...	provide a positive learning environment
act in a respectful manner...	communicate in a polite and respectful manner
make no racial, religious, sexual or ethnic remarks...	treat all students with dignity and equity
cooperate with staff and fellow students	carry out policies and regulations

Classroom	In the classroom, our students should: ● feel safe and comfortable to express their own ideas and perspectives ● know what their teacher expects and how to meet those expectations ● plan to get help in courses during designated "extra help times" ● come to class with the materials needed ● listen carefully and respectfully to teachers and classmates ● actively engage in provided learning experiences ● work hard to reach learning goals ● use all learning skills ● respect the learning environment

Hallways	In the hallways, our students should: ● keep all body parts to oneself (e.g. no touching, grabbing, kicking, or shoving of any kind at any time)

	● find the hallways of Nantucket Intermediate School to be safe ● walk at all times ● keep a low noise level ● look, but not touch bulletin boards or student work posted on the walls ● not eat candy, gum, food, or drink ● leave clean bathrooms and drinking fountains after use ● help to make sure that facilities are respected and left clean ● be polite

School and Grounds	As a citizen of Nantucket, students may use the school and grounds for supervised recreational and school activities outside of school hours. Students should remember their responsibilities to: ● take care of property ● play safely ● respect everyone's right to use the facilities ● leave grounds at dusk **Note:** NES grounds and NIS grounds and fields and playgrounds are not open to the general public during school hours while school is in session.

Library-Media Center	In the library-media center, a student has a right to: ● a quiet work environment ● assistance from the staff ● necessary resource materials ● use of the diverse technology available The student's responsibilities include: ● working without disrupting others ● using all materials carefully ● not purposely damaging or altering equipment in any way ● accessing appropriate websites as instructed

Assemblies	Assemblies take place in the cafeteria, the gymnasium, and the cluster areas. The students' responsibilities are to: ● walk quietly into the assembly area ● remain seated during assemblies as appropriate ● keep feet off walls and chairs ● listen politely to all performances ● express appreciation in appropriate ways **Note:** The same rights and responsibilities apply when a student attends any school functions or events on or off school property. Students who fail to behave appropriately will be asked to leave the function/removed from the event. Their parents will be notified.

Field trips, and out-of-school activities

Field trips, school activities, and any school-sponsored trips provide enrichment and learning beyond the classroom and are important to the healthy growth and development of students. Attending these activities is a privilege that may be revoked for any inappropriate school behavior.

School behavioral guidelines, regulations, policies, and procedures are in effect on any school-sponsored activity or trip.

When a student…	then the parent or guardian must…
wants to participate in a field trip,	sign the NPS blanket field trip permission form or a form that is sent home for that event.
requires medication on a field trip,	sign a permission slip in order to allow a teacher or guardian to administer medication during the trip.
requires medication for extended or overnight field trips,	● provide a clearly labeled container and directions for administering the medication. ● give the medication directly to the teacher who is supervising the field trip.

Please contact the school nurse if you have any questions or concerns.

Parents interested in volunteering to chaperone a field trip must complete a CORI prior to the trip.

Note: Students who do not conform to the above responsibilities on overnight or extended trips will be sent home at the parent's expense.

Telephones, Cell Phones and Smart Watches

Permission to use the main office telephones may be given in case of emergency. Classroom phones may be used with the teacher's permission only and exclusively for school-related calls.

Cell Phone and Smart Watch Policy at NIS:

It is understood that students may have phones or devices for afterschool use, but they must be turned off/silent and put away (in their backpack/bag) for the entire day. Smartwatches must have a "school" or "silent" mode to be worn; if that feature is not available smartwatches will also need to be put away (in their backpack/bag.)

<u>If a device is visible or used during the school day:</u>

- Cell phones and other devices will be taken and held at the front desk for the duration of the school day. They will be returned to students at the end of the day.
    - If there is a second offense, the parent/guardian will receive a call from the school requesting that the parent/guardian pick up the device; it will not be returned to the student.
- Repeat incidents (more than 2) may result in the loss of the privilege to bring personal devices to school.

Textbooks and School Property	Books, materials, electronic devices, and equipment used in school by students are the sole property of the school. They should be treated with respect. **Note:** Students and parents/guardians are responsible for the replacement cost of any book, material, or equipment (or other school property) that has been lost, is unaccounted for, or is defaced or damaged by the student. (Chapter 226, revised statutes, State of Massachusetts, Sec. 98).

Dress Code	The standards for public school dress reflect "common sense" and a concern for each child's comfort, safety, cleanliness, and sense of modesty. There is a strong relationship between neat, appropriate attire and a positive learning environment. We take pride in our personal appearance. To help create this environment, the following standards for student dress must be observed by all: ● Pants must not sag below the waist. ● Undergarments must not be visible at any time. ● Footwear is required and must be safe and appropriate for indoor and outdoor physical activity. ● Clothing or accessories may not display offensive, vulgar language or images, and must not advertise or refer in any way to illegal products or activities. (For example, clothing may not depict or suggest drugs, alcohol, tobacco, sex, violence, or foul language.) ● Short shorts or skirts, and the like are deemed to be inappropriate attire. The school administration reserves the right to determine whether a student's attire is within the limits of decency and modesty, and is within the meaning and spirit of these policies. The principal may allow exceptions for school-wide programs or special classroom activities.

Consequences	The Principal or Assistant Principal will administer consequences for policy infractions as follows: **First Offense:** Teacher or other school personnel will send the student to the counseling office or nurse to contact the parent(s) for a change of clothes. An additional copy of these dress policies will be sent to the parent(s). Infractions will be documented. **Second Offense:** In addition to the above, the Principal or designee will talk with the parent(s). Meeting or conversation will be documented. **Third and Subsequent Offenses:** Such repeat violations of school rules could be considered insubordination and may result in further parental contact and disciplinary action. Disciplinary action will be administered by the Principal in accordance with the school-wide discipline plan. ***Violations will be handled discreetly to retain the dignity and privacy of the student.***

Behavioral/Social Expectations

There are certain behaviors that are expected of all people within the school system whether they are teachers, staff, students, or visiting parents. Our focus is to respect oneself, respect others, respect our environment, and

respect learning. In accordance with these principles of respectful behavior, we have listed below the behavioral/social expectations as agreed upon by the joint representatives of the four School Councils.

The following are behavioral and social expectations for Pre-K-12 faculty, staff and students. All rules of behavior apply on school grounds and at school activities.

Respect for self	● Use school-appropriate and respectful language ● Pick up after yourself ● Seek appropriate hygiene ● Report things that hurt people or deface property
Respect for others	● Keep all body parts to yourself (e.g. no touching, grabbing, kicking, or shoving of any kind at any time) ● Display common courtesy to all ("please", "thank you", etc.) ● Speak and listen respectfully ● Be compassionate with others (respectful and supportive to others) ● Refrain from all types of harassment and discrimination of any kind to students and staff ● Do not participate in inappropriate displays of a sexual nature in school or at school activities ● Gum is not to be chewed in school unless deemed necessary for specific instructional purposes within a classroom setting ● No sexual harassment or discrimination.
Respect for the environment	● Take pride in your school ● Respect the property of others and the school ● Consume food only in places where it is allowed ● Display appropriate cafeteria manners ● Maintain clean, orderly cubbies ● No running or shouting in the corridors, or cluster areas ● Respect school limits on space/movement by keeping stairs and halls clear ● Show respect for the flag
Respect for learning	● Take responsibility for your studies (prepared for class, homework done) ● Classrooms are important. Contribute to your classroom in a positive way ● Follow the directions of all adults/ persons in authority in school ● Display appropriate organizational skills for papers, work, and property ● No cheating or plagiarism ● Use school computers for school-related learning activities only

NIS Whole School Rules (Developed by Students)

Students worked to develop Whole School Rules. These are the rules that students and staff are expected to follow:

1. We are Safe
2. We show Respect
3. We are Kind
4. We Cooperate
5. We Persevere

NIS Classroom Behavior

The mission at Nantucket Public Schools is to provide for the education of the students in our community. To that end, the school must maintain an environment that is safe and conducive to learning for all our students.

Responsive Classroom	NIS teachers implement the Responsive Classroom philosophy to classroom management. Key components are morning meeting, modeling, logical consequences, and reinforcing and reminding language. Students off-task in the classroom follow a specific process: 1) Student is asked to "take a break" by moving to a predetermined location in the classroom to regroup to be able to return to the activity, task, or lesson. The student decides when he or she is ready to rejoin the classroom. 2) If the student is further off-task, a "buddy" teacher requests the student to join a neighboring classroom or area for a "buddy teacher time out." The student remains with the buddy teacher until the student's teacher comes to get the student to determine if the student is ready to rejoin the class. 3) If the student is disruptive in the buddy teacher classroom, the student is sent to the school counselor or school administrator as appropriate.

Removal from class	Occasionally, if the disruption is serious, the Responsive Classroom procedure may be bypassed and the student is removed from the room. If the student is asked to leave a teacher's classroom for a serious disciplinary reason, the teacher will call the office seeking an administrator. The student will report immediately to the office of said person. Student failure to follow these steps may result in suspension from school.

Alternate consequences	Students with frequent or severe behavior problems, in conjunction with a parent conference, may have the intervention of a behavior plan implemented that will clearly articulate positive reinforcements as well as consequences for specific behaviors.

Physical Restraint	"There are times in school when reasonable physical restraint is necessary to protect an individual from causing physical harm to himself/herself or other persons. Physical restraint is to be used only in emergency situations, with extreme caution, and only after other less intrusive alternatives have failed." (Policy: JKAA)

Student Searches	Students and their families are hereby on notice that students have no expectation of privacy in the personal property and belongings that the student brings with them to school, as well as no expectation of privacy in school issued cubbies, desks or other school-issued items.

Emergency Removals	Massachusetts law defines emergency removal of a student from school as a temporary removal that can occur when a principal believes there is no other option to address a danger or disruption. The principal may remove a student if: ● The student is charged with a disciplinary offense ● The student's presence poses a danger to people or property ● The student's presence significantly disrupts the school's order

	The principal must also make sure the student can get home safely and communicate with the parent as soon as possible about the removal. The student can be removed for up to two school days
Suspension	Suspension from school can be either in school or out of school and indicates that as a result of inappropriate student behavior, that student is restricted from regular classroom participation. All students are responsible for making up missed work and assignments given during days out due to suspension. Federal law requires school districts to continue to provide education services to any student who has been suspended or expelled from school for more than ten school days. Students who are suspended are restricted from all other in-school or after-school activities up until the day the student is allowed to return to school. This includes weekend events if the suspension occurs on a Friday. Students are not allowed on the school premises without permission from the school principal. If they are found to be on school property during their suspension (or expulsion), they can be charged with trespassing.
Grounds for Suspension	These behaviors may be grounds for suspension or expulsion and may require a psychological evaluation prior to readmission. ● Harassment and discrimination of any kind ● Confirmed bullying ● Fighting ● Assault ● Threat to do bodily harm ● Destruction/vandalism ● Possession/use of drugs and alcohol ● Use of threats and intimidation ● Possession of any weapon (including pocket knives) ● Gross disrespect directed toward faculty and staff
Due process	Before a student is temporarily suspended out of school for ten days or less, the student has the right to due process.
Guidelines for returning to school	Before returning to school, a suspended student and his/her parent(s) may be required by the principal to meet with the principal or assistant principal before school starts at 7:50 am.
Expulsion	According to Massachusetts DESE, expulsion from school means removing a student from the school premises, regular classroom activities, and school activities for more than 90 school days, indefinitely, or permanently. Offenses that may result in expulsion occur on school premises, or at a school-sponsored event or school-related activity include: ● Possession of a dangerous weapon, including, but not limited to a gun or knife. ● Possession of a controlled substance, including, but not limited to marijuana, cocaine, and heroin. ● Assault on a member of the educational staff

Special Education Regulations of Suspension	Federal law requires school districts to continue to provide special education services to students with special needs who have been suspended or expelled from school for more than ten school days. The exclusion of a disabled student from school for more than ten days constitutes a change in placement, which requires either a team evaluation and parent consent to an interim placement, or a court order approving the exclusion based on the school's showing that the student's continued presence in school is substantially likely to result in injury.

School Infractions

Cheating	Academic dishonesty includes cheating. All students need to develop the qualities of honesty and integrity. Students need to achieve and grow on their own efforts through study and commitment to hard work. To do anything less is unacceptable.

Computer, Chromebook and Internet Usage	We expect everyone to use all our tools responsibly. While the district uses firewalls and monitoring software, it is also the responsibility of the students to ensure that equipment is used as intended. The school's computers are intended for school-related learning activities only. Playing games, messaging, personal e-mailing, and other non-educational usage is forbidden. Computer fraud, cheating, inappropriate language, and inappropriate behavior relative to the use of computers, software, and related media will be dealt with seriously. This includes, but is not limited to: ● copying software ● reading, searching for or sending inappropriate material ● communicating messages related to drugs, sex, alcohol, and/or violence ● logging into a device as someone else and communicating as that person

Harassment	The Nantucket Public Schools intend to ensure a safe and harassment-free environment for everyone in our school community. Harassment in any form will not be tolerated. This includes all discrimination, bullying, taunting, or any actions which lead to the discomfort of any member of our school community.

Inappropriate Language	Students must not use obscene, profane, lewd, vulgar, rude, inflammatory, threatening, or disrespectful language.

Bullying Policy	Bullying is the **repeated** use by one or more persons of a written, verbal, or electronic expression or a physical act or gesture or any combination thereof, directed at a target that: I. causes physical or emotional harm to the target or damage to the target's property; II. place the target in reasonable fear of harm to himself/herself or damage to his/her property; III. creates a hostile environment at school for the target; IV. infringes on the rights of the target at school; or

	V. materially and substantially disrupts the education process or the orderly operation of a school. One form of bullying is cyberbullying. Bullying and/or cyberbullying that occurs outside of school hours and/or grounds that carry over into the school impacting the education process, safety, or comfort of any student will be addressed by the school. The Nantucket Public Schools is committed to providing all students with a safe learning environment that is free from bullying and cyberbullying. This commitment is an integral part of our comprehensive efforts to promote learning and to prevent and eliminate all forms of bullying and other harmful and disruptive behavior that can impede the learning process. To that end, the Nantucket Public Schools will take specific steps to create a safe, supportive environment for all populations in the school community, and provide all students with the skills, knowledge, and strategies to prevent or respond to bullying, harassment, or teasing. The Nantucket Public Schools will not tolerate any unlawful or disruptive behavior, including any form of bullying, cyberbullying, or retaliation, in our school buildings, on school grounds, or at school-related activities. We will promptly investigate all reports and complaints of bullying, cyberbullying, and retaliation, and will take prompt action to end that behavior and restore the target's sense of safety. We will support this commitment in all aspects of our school community, including curricula, instructional programs, professional development, co-curricular activities and parent or guardian involvement.

Procedure followed when bullying is reported or suspected

Step	Action
1	A teacher, staff member, or student will report the incident by completing the NPS NPS Incident Reporting Form
2	Principal or assistant principal will investigate the allegations by interviewing students and staff.
3	Parents of any involved parties will be contacted.
4	Principal or assistant principal will work on developing a plan for the safety and comfort of the target.
5	Principal or assistant principal will determine consequences for the aggressor(s) and a support plan will be developed.
6	Further intervention may include counseling and involvement of the school resource officer depending upon the severity of the incident.

See **Chapter 10** - "Addendum" Bullying Prevention and Interventions

NPS Bullying Intervention Plan posted on the district website: www.npsk.org

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Theft	If students think their property has been stolen, they should report this immediately to the main office. The school, however, cannot be accountable for possessions that are stolen. Students are discouraged from bringing valuables and/or large sums of money to school.

Vandalism	The citizens of Nantucket have provided us with outstanding facilities and equipment. We must take care of them. Vandalism of the property and/or equipment is illegal. If a student is witness to vandalism or theft, it should be reported immediately. Vandalism is the willful and/or wanton destruction of private property and/or defacing willfully, maliciously, and/or wantonly of public and/or private property.

Steps taken when vandalism occurs:

Step	Action
1	The parents will be asked to meet with principal/assistant principal/superintendent immediately, following due process
2	Parents will be advised about consequences which may include: ● Suspension of the student for a minimum of three days ● Expulsion ● Costs for the repair/replacement of the property or cleaning or repair work at school ● Possible legal action.
3	Parents and school will study the causes in order to determine constructive actions to guard against vandalism in the future.

Chapter 8 - Student Safety

This chapter deals with day-to-day safety issues in Nantucket Intermediate School. The staff and students believe that rules are important, for they help make our school safe and create a place where all have an opportunity to learn.

School Safety Pledge

	At Nantucket Intermediate School, we agree to: ● Treat one another with respect and kindness ● Solve problems through active listening and talking ● Follow classroom and playground rules ● Move quietly throughout the school to avoid disturbing others ● Respect school property and the property of others ● Work together to keep the school and the grounds litter-free ● Wear appropriate closed toed footwear for all physical education classes

Emergency Fire Drill Procedure

Everyone must follow the emergency fire drill protocol any time the fire alarm sounds. Occupants are expected to evacuate the building in less than one minute.

During a fire or fire drill, students must follow this procedure:

Step	Action
1	Leave the classroom quietly and immediately in a line via the designated emergency exit route. **If you are in …** — **then…** the bathroom or near your classroom … — return to your classroom immediately and exit with your class. Another part of the building … — follow the direction of the adults in that area.
2	Move away from the building and line up with your class.
3	Face the building and wait for your teacher to call your name.
4	Wait quietly for further directions.

During a fire drill, the classroom teacher will follow this procedure:

Step	Action
1	Make sure all students have exited the room.
2	Obtain the class list and go bag.
3	Close the classroom door and exit with students.
4	Take attendance using Raptor

5	Show GREEN sign for all accounted for or RED sign for missing students. Report any missing students to the principal, assistant principal, or designee.
6	Wait to be notified "all clear" by the principal, assistant principal, or designee before reentering the building with students.

Transportation

This section deals with methods of transportation we use to travel to and from school and the safety issues involved with them.

Bicycles

The following procedures must be followed if you ride your bicycle to school:

Step	Action
1	Walk your bikes on sidewalks
2	Secure and lock your bicycle in the bike racks.
3	Register your bicycle with the Nantucket Police Department.
4	Put your name or some identifying mark on the bicycle.
5	Wear a helmet.*

*Massachusetts law requires children ages 16 and under to wear an approved helmet when bicycling or riding as passengers on public ways.

Rollerblades and skateboards

Because of safety concerns, students are requested to leave rollerblades and skateboards, at home. If they are a necessary part of transportation, helmets are to be used for protection.

These items are not allowed to be used on the school grounds during school hours.

Students who use scooters or skateboards to come to school are expected to walk bikes, carry their skateboard or walk their scooters on campus and will leave them in front of the building in a designated area.

E-Bikes

Electric and pedal assist E-bikes and scooters are permitted on the NIS Campus only after the student has registered their E-bike with the front office and completed the E-bike safety course with Officer Thompson or Officer Patterson. E-bikes must be parked at the rack designated for E-bikes which is further away from the building.

E-bikes are defined as bikes that have pedals and can be pedaled. Electric dirt bikes or bikes without pedals are not permitted on campus.

Bus Transportation

The following is the policy regarding ridership to school:

- It is a privilege to ride the bus to school.
- You may ride the school bus when you live more than 2 miles from the school.

	● Students will only be picked up and dropped off at their designated bus stop unless proper authorization has been granted to parents by school officials. ● Students riding school transportation are subject to all school rules from the time they arrive at their designated bus stop and while they are riding the bus. ● Students are subject to school discipline should any infractions occur. A student's privilege to ride the school bus may be revoked if necessary. ● Bus drivers are to report infractions to the assistant principal or principal.

Guidelines for behavior when boarding the bus	Students must observe these guidelines prior to boarding the bus at the bus stop and at school. ● Be on time. ● Stay off of the road while waiting for the bus. ● Wait until the bus has come to a complete stop before moving toward the bus and boarding in an orderly manner ● Do not push or crowd each other while boarding the bus and taking your seat.

Guidelines for behavior on school transport	Students must observe the following procedures when on the school bus or any other transportation-related to school. ● Observe all school rules and behavioral guidelines. ● Listen carefully to the bus driver and follow directions. ● Remain seated at all times in an assigned seat and keep the aisles clear. ● Maintain a quiet, indoor voice. ● Keep hands, feet, and personal objects to yourself and out of aisles. ● Be courteous and respectful to the driver and fellow riders ● Do not litter or throw things out of the windows. ● Do not change or leave seats. ● Look out for the safety of younger children. ● Take everything off the bus that you brought on.

Guidelines for Exiting the bus	Students must observe the following procedures when exiting the bus or any other transportation-related to school. ● Follow the driver's directions. ● Cross the road at least ten feet in front of the bus immediately after getting off the bus unless the driver tells you otherwise.

Emergency Procedures	Students are to remain on the bus in the case of a road emergency, unless otherwise directed by the bus driver.

Infraction Procedures	Should the student not conform to the school's guidelines and expectations while being transported by the school bus, or while waiting for the school bus, the principal/ assistant principal will usually follow the procedures below.

For the:	Transportation privileges will be suspended for a period not to exceed:	and/or:
1st offense	Meeting with administration	Parent(s) and student will be notified, and the incident will be addressed appropriately to the

		offense by the assistant principal/principal.
2nd offense	Suspend riding bus for 1 week	Parent(s) and student will meet with the assistant principal/principal and the driver/teacher before the student resumes school transportation.
3rd offense	Transportation privileges will be suspended for the remainder of the school year.	Parent(s) and student will meet with the assistant principal/principal.

Note: Harassing, threatening, defiant or violent behaviors will not be tolerated at any time. Such behaviors may result in immediate loss of school privileges.

Note: If the situation warrants, the principal/assistant principal may determine whether to immediately require a 30-day suspension of transportation privileges or suspension of transportation privileges for the remainder of the school year.

Bus Passes	In special situations, students may need to travel to a location other than their normal stop. Travel to Delta Fields or other locations for extra-curricular activities is not permissible. For a few very specific instances, a bus pass must be obtained from the NIS front office and presented to the bus driver. To obtain a pass: ● Parent/Guardian must send a note to the front office with the child's name, drop-off location, date, and signature. ● Pass will be delivered to the child's teacher by the end of the school day.

Possessions

This section deals with personal possessions that students bring to school and those that are allowed and prohibited. Students are responsible for their personal belongings. NIS cannot ensure the safety of personal items if they are brought to school.

Items prohibited	Items that interfere with safety and a positive learning environment are prohibited from school. These include, but are not limited to: ● Water pistols, toy guns ● Objects that may resemble guns ● Any other item that can be used as a weapon ● Laser pointers ● Pets Items prohibited from use during the school day*: ● Radios, MP3 players, iPods ● Cell phones/Apple Watches (phone features) ● Wooden/metal bats ● Lacrosse sticks ● Skateboards, roller blades, scooters *These items interfere with the optimal learning environment and should not be accessible in class or carried in the halls. Electronic items and cell phones may be stored in the off position in a student's cubby during the school day. Sports equipment should also be secured within the student's classroom. Students may be granted special permission by the classroom teacher and principal to bring an item to school for sharing (as part of morning meeting) or as part of a special project.

Consequences - appropriate discipline will be based upon the severity of the incident.

Confiscated items will be returned only to the student's parent/guardian.

If the parent has any questions or concerns regarding any items the student may wish to bring to school, please call the NIS office at 508-228-7290 ext. 4308 or ext. 4105.

Mandated Reporting Protocol	If any NIS staff member (teacher, teaching assistant, office assistant, custodial person, etc.) has reasonable cause to believe that a child under the age of eighteen years is suffering physical or emotional injury resulting from abuse inflicted upon him/her including sexual abuse, or from neglect, including malnutrition, or who is determined to be physically dependent upon an addictive drug at birth, shall immediately report such condition through the following protocol:
	● Staff member reports to the building level school counselors or social worker (as soon as possible) ● School counselors or social worker reports to building principal ● Team convenes (school counselors or social worker, principal, nurse, other designated staff) ● Determination to report to DCF (Department of Children and Families) is made ● Parent may be called by the principal or designee ● School counselors or social worker, through the principal, calls DCF to file a formal verbal report (51-A) ● School counselors or social worker follows up with a written report to DCF using designated form within 48 hours of phone call ● DCF (Department of Children and Families) begins an investigation

Chapter 9 - Food Services

Nantucket Intermediate School Cafeteria

Schedule and meals	These are the hours of operation for lunch at Nantucket Intermediate School: Lunch: 11:00-12:30 p.m. Students are able to get a school breakfast each morning at 7:45. This is a grab and go model and students will eat their breakfast in the cluster spaces or classrooms prior to joining their classes.

Bag lunches/ snacks	Students may bring a nutritious lunch or snack from home. Consumption of candy and soda in school is discouraged. We appreciate your cooperation in this matter.

Birthday Treats	We acknowledged that students want to celebrate their birthdays. *Students should not bring in food items to share with the class (cupcakes, cookies, chips, etc).* If a student would like to share something for their birthdays, please consider the following: special pencils, stickers, painted shells, or drawings. Another idea could be to purchase a book for the school library or classroom in honor of the student's birthday.

Cost of lunch	The costs for lunches and a la carte items for teachers and students are as follows: **The USDA has covered the cost of meals for all students for the 2026-2027 school year.** A la Carte items will still be charged at the normal prices

Meal	Student	Staff
Complete lunch plus milk or juice.	First meal is free $4.00 for additional meal	$5.00

Collection of Money	Parents may use My School Bucks to ensure that students have money in their lunch accounts ready for payment for lunch items that are not included in the complete lunch offered. "After a student's lunch balance enters the negative, students will not be allowed to purchase a la carte items including but not limited to a second entree, snack, dessert, or an additional beverage. The student will be allowed to take a meal. The parent/guardian is responsible for any meal charges incurred. If there is a financial hardship, the parent or guardian should contact food services directly to discuss payment options such as individual payment plans." "Failure of a parent or guardian to maintain reasonably current accounts may result in a referral to the Superintendent for their review. The Superintendent shall ensure that there are appropriate and effective collection procedures and may investigate closely to take further action as needed."

Food Service Director: Theresa Flores Florest@npsk.org Office: 508-228-7280 x1236

Free/Reduced Lunches	Forms for free/reduced lunches are available in the NIS front office anytime throughout the school year with a packet of the basic rules and guidelines for this state program. There is also an online application that can be found on the district website at this link: http://bit.ly/45YIXWi

Seating	Students will eat in the cafeteria, in the cluster or outside on the patio as weather permits.

Visitors	We welcome parents and family members back to join their child for lunch provided there is available seating. All visitors must sign at the NIS front office.

Lunch Behavior	Students will: ● Stay at their assigned seat. ● Use sanitizer or wash their hands prior to getting their lunch. ● Remember that voices travel and speak with respect to everyone and keeping voices at a low level ● Use appropriate manners at all times ● Dispose of trash using the rolling trash cans ● Refrain from sharing food Recyclables must be disposed of in the appropriate recycle bins, while trash must be disposed of in the trash cans.

Chapter 10 - Addendum - Bullying Prevention and Intervention

The Nantucket Public Schools expect that all members of the school community will treat each other with respect and in a civil manner, regardless of differences.

The Nantucket Public Schools is committed to providing all students with a safe learning environment that is free from bullying and cyber bullying. This commitment is an integral part of our comprehensive efforts to promote learning, and to prevent and eliminate all forms of bullying and other harmful and disruptive behavior that can impede the learning process. To that end, the Nantucket Public Schools will take specific steps to create a safe, supportive environment for all populations in the school community, and provide all students with the skills, knowledge, and strategies to prevent or respond to bullying, harassment, or teasing.

The Nantucket Public Schools will not tolerate any unlawful or disruptive behavior, including any form of bullying, cyber bullying or retaliation, in our school buildings, on school grounds or at school- related activities. We will investigate promptly all reports and complaints of bullying, cyber bullying, and retaliation, and will take prompt action to end that behavior and restore the target's sense of safety. We will support this commitment in all aspects of our school community, including curricula, instructional programs, professional development, co-curricular activities and parent or guardian involvement.

The Bullying Prevention Plan (PLAN) is a comprehensive approach to addressing bullying and cyber bullying, and the Nantucket Public Schools is committed to working with students, staff, families, law enforcement agencies, and the community to prevent issues that affect the quality of education in our system.

I. Definitions

Aggressor – is a student or staff member who engages in bullying, cyber bullying or retaliation.

Bullying is the repeated use by one or more persons of a written, verbal, or electronic expression or a physical act or gesture or any combination thereof, directed at a target that: (i) causes physical or emotional harm to the target or damage to the target's property; (ii) place the target in reasonable fear of harm to himself/herself or damage to his/her property; (iii) creates a hostile environment at school for the target; (iv) infringes on the rights of the target at school; or (v) materially and substantially disrupts the education process or the orderly operation of a school. Bullying includes cyber bullying.

Cyber bullying is bullying through the use of technology or any electronic devices such as telephones, cell phones, computers, and the Internet. It includes, but is not limited to, email, instant messages, text messages, and Internet postings.

Hostile environment is a situation in which bullying causes the school environment to be permeated with intimidation, ridicule, or insult that is sufficiently severe or pervasive to alter the conditions of the student's education.

Target is a student against whom bullying, cyber bullying or retaliation is directed.

Retaliation is any form of intimidation, reprisal, or harassment directed against a person who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying. Retaliation is prohibited. Reports of bullying or retaliation may be made anonymously; provided, however, that no disciplinary action shall be taken against a student solely on the basis of an anonymous report. A student who knowingly makes a false accusation of bullying or retaliation shall be subject to disciplinary action.

Bullying is prohibited on school grounds, property immediately adjacent to school grounds, at a school- sponsored or school related activity, function, or program whether on or off school grounds, at a school bus stop, or other vehicle owned, leased or used by a school, or through the use of technology or an electronic device owned, leased or used by a school district.

II. Procedures for Reporting and Responding to Bullying and Retaliation

A. Reporting bullying or retaliation.

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 shall be recorded in writing using the Nantucket Public Schools Incident Reporting Form (IRF). A school or District staff member is required to report immediately to the principal or designee any instance of bullying or retaliation the staff member becomes aware of or witnesses. Reports made by students, parents or guardians, or other individuals who are not school or District staff members, may be made anonymously; however, no disciplinary action shall be taken against a student solely on the basis of an anonymous report. The Nantucket Public Schools will make a variety of reporting resources available to the school community including the IRF, and a link to all staff emails for reporting purposes.

Use of the IRF is not required as a condition of making a report. The School or District will: 1) include a copy of the IRF in the beginning of year packets for students and parents or guardians; 2) make it available in the school's main office, the counseling office, the nurse's office and other locations determined by the principal or designee; 3) post it on the schools' and District website. The IRF will be made available in the most prevalent language(s) of origin of students and parents or guardians.

1. Reporting by Staff

A staff member will report immediately to the principal or designee when he/she witnesses or become aware of conduct that may be bullying or retaliation. The requirement to report to the principal or designee does not limit the authority of the staff member to respond to behavioral or disciplinary incidents consistent with school or District policies and procedures for behavior management and discipline.

2. Reporting by Students, Parents or Guardians, and Others

The District expects students, parents or guardians, and other who witness or become aware of an instance of bullying or retaliation involving a student to report it to the principal or designee. Reports may be made anonymously, but no disciplinary action will be taken against an alleged aggressor solely on the basis of an anonymous report. Students, parents or guardians, or others may request assistance from a staff member to complete a written report. Students will be provided practical, safe, private and age-appropriate ways to report and discuss an incident of bullying with a staff

member, or with the principal or designee.

B. Responding to a report of bullying or retaliation

1. Safety

Before fully investigating the allegations of bullying or retaliation, the principal or designee will take steps to assess the need to restore a sense of safety to the alleged target and/or to protect the alleged target from possible further incidents. Responses to promote safety may include, but not be limited to, creating a personal safety plan; pre-determining seating arrangement for the target and/or the aggressor in the classroom, at lunch, or on the bus; identifying a staff member who will act as a "safe person" for the target; and altering the aggressor's schedule and access to the target. The principal or designee will take additional steps to promote safety during the course of and after the investigation, as necessary.

2. Obligations to Notify Others

a. Notice to parents or guardians. Upon determining that bullying or retaliation has occurred, the principal or designee will promptly notify the parents or guardians of the target and the aggressor of this, and of the procedures for responding to it. There may be circumstances in which the principal or designee contact parents or guardians prior to any investigation. Notice will be consistent with state regulations at 603 CMV 49.00.

b. Notice to Another School or District. If the reported incident involves students from more than one school district, charter school, non-public school, approved private special education day or residential school, or collaborative school, the principal or designee first informed of the incident will promptly notify by telephone the principal or designee of the other school(s) of the incident so that each school may take appropriate action. All communications will be in accordance with state and federal privacy laws and regulations, and 603 CMR49.00.

c. Notice to Law Enforcement. At any point after receiving a report of bullying or retaliation, including after an investigation, if the principal or designee has reasonable basis to believe that criminal charges may be pursued against the aggressor, the principal will notify the local law enforcement agency through the School Resource Officer. Notice will be consistent with the requirements of 603 CMR 49.00 and locally established agreements with the local law enforcement agency. Also if an incident occurs on school grounds and involves a former student under the age of twenty-one who is no longer enrolled in school, the principal or designee shall contact the local law enforcement agency if he or she has a reasonable basis to believe that criminal charges may be pursued against the aggressor.

In making this determination, the principal will, consistent with the PLAN and with applicable school or district policies and procedures, consult with the School Resource Officer, if any, and other individuals the principal or designee deems appropriate.

C. Investigation

The principal or designee will investigate promptly all reports of bullying or retaliation and, in doing so, will consider all available information known, including the nature of the allegation(s) and the ages of the students involved.

During the investigation, the principal or designee will, among other things, interview students, staff, witnesses, parents or guardians, and others as necessary. The principal or designee will remind the alleged aggressor, target, and witnesses that retaliation is strictly prohibited and will result in disciplinary action.

Interviews may be conducted by the principal or designee, other staff members as determined by the principal or designee, and in consultation with the school counselor, as appropriate. Given his/her obligation to investigate and address the matter, the principal or designee will maintain confidentiality during the investigative process. The principal or designee will maintain a written record of the investigation.

Procedures for investigating reports of bullying and retaliation will be consistent with District procedures for investigations. If necessary, the principal or designee will consult with legal counsel about the investigation.

D. Determinations

The principal or designee will make a determination based upon all of the facts and circumstances. If, after investigation, bullying or retaliation is substantiated, the principal or designee will take steps reasonably calculated to prevent recurrence and to ensure that the target is not restricted in participating in school or in benefiting from school activities. The principal or designee will: 1) determine what remedial action is required, if any, and 2) determine what responsive actions and/or discipline action is necessary.

Depending upon the circumstances, the principal or designee may choose to consult with the target's or aggressor's teacher(s), and/or school counselor, and the target's or aggressor's parents or guardians, to identify any underlying social or emotional issue(s) that may have contributed to or resulted from the bullying behavior and to assess the level of need for additional support, including social skills development.

The principal or designee will promptly notify the parents or guardians of the target and the aggressor about the results of the investigation and, if bullying or retaliation is found, what action is being taken to prevent further acts of bulling or retaliation. All notice to parents must comply with applicable state and federal privacy laws and regulations. Because of the legal requirements regarding the confidentiality of student records, the principal or designee cannot report specific information to the target's parents or guardian about the disciplinary action taken unless it involves a "no contact" order or other directive that the target must be aware of in order to report violations. Additionally, the principal or designee may inform the target's or aggressor's teachers and/or other members of the staff if he/she determines it is necessary for them to know in order to intervene in terms of bullying or retaliation.

E. Responses to Bullying

1. Teaching Appropriate Behavior Through Skills-building

Upon the principal or designee determining that bullying or retaliation has occurred, the law requires that the school or district use a range of responses that balance the need for accountability with the need to teach appropriate behavior. (M.G.L. c.71 § 379(d)(v)).

Skills-building approaches that the principal or designee may consider may include, but are not limited to:

- Offering individualized skill-building sessions based on the school's/district's bullying prevention curricula;
- Providing relevant educational activities for individual students or groups of students, in consultation with school counselors and other appropriate school personnel;
- Implementing a range of academic and nonacademic positive behavioral supports to help students understand pro-social ways to achieve their goals;
- Meeting with the parents and guardians to engage parental support and to reinforce the Bullying Prevention curricula and social skills building activities at home;
- Adopting behavioral plans to include a focus on developing social skills.

2. Taking Disciplinary Action

If the principal or designee decides that disciplinary action is appropriate, the disciplinary action will be determined on the basis of facts found by the by the principal or designee, including the nature of the conduct, the age of the student(s) involved, and the need to balance accountability with the teaching of appropriate behavior. Discipline will be consistent with the PLAN and with the school's or district's Handbooks.

Discipline procedures for student with disabilities are governed by the Federal Individuals with Disabilities Education Improvement Act (IDEA), which should be read in cooperation with state laws regarding student discipline.

If the principal or designee determines that a student knowingly made a false allegation of bullying or retaliation, that student may be subject to disciplinary action.

3. Promoting Safety for the Target and Others

Safety is our primary concern, both for the target and others who respond, report or intervene. Retaliation against a person who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying is also prohibited.

The principal or designee will consider what adjustments, if any, are needed in the school environment to enhance the target's sense of safety and that of others as well. One strategy that the principal or designee may use is to increase adult supervision at transition times and in locations where bullying is known to have occurred or is likely to occur.

Within a reasonable period of time following the determination and the implementation of intervention strategies and /or disciplinary action, the principal or designee will contact the target to determine whether there has been a recurrence of the prohibited conduct and whether additional supportive measures are needed. If so, the principal or designee will work with appropriate school staff to implement them immediately.

4. Other

- Referral of either the target and/or aggressor for an evaluation under Section 504 or Special Education
- Conducting a danger assessment of the aggressor
- Referral to an appropriate community agency or practice

III. Access to Resources and Services

A. Counseling Resources

School counseling services are available for both the target and the aggressor. When appropriate, students and their families may be referred to community based agencies. The district ELL Director is available to assist principals and/or counselors in communication when necessary.

B. Students with Disabilities

When the IEP team determines the student has a disability that affects social skills development or the student is vulnerable to bullying, harassment, or teasing because of his/her disability, the team must consider if and/or what should be included in the IEP to develop skills and proficiencies to avoid and respond to bullying, harassment or teasing.

IV. Bullying Prevention Approaches

A. Specific bullying prevention approaches. Bullying prevention curricula will be informed by current research which, among other things, emphasizes the following approaches:

- Using scripts and role plays to develop skills;
- Empowering students to take action by knowing what to do when they witness other students engaged in acts of bullying or retaliation, including seeking adult assistance, speaking up, and not joining in the laughter, teasing, gossip or rumors;
- Helping students understand the dynamics of bullying and cyber bulling, including the underlying power imbalance;
- Emphasizing cyber safety, including safe and appropriate use of electronic communication technologies;
- Enhancing students' skills for engaging in healthy relationships and respectful communications;
- Engaging students in a safe, supportive school environment that is respectful of diversity and difference.

Initiatives will also teach students about the student-related sections of the Bullying Prevention and Intervention Plan. School principals will determine how and when their school will review the PLAN with students. Each principal will provide school specific information regarding the complex interaction and power differential that can take place among an aggressor, a target and witnesses to bullying.

B. General teaching approaches that support bullying prevention efforts. The following approaches are integral to establishing a safe and supportive school environment. These underscore the importance of our bullying intervention and prevention initiatives:

- Setting clear expectations for students and establishing school and classroom routines;
- Creating a safe school and classroom environments for all students;
- Using appropriate and positive responses and reinforcement, even when students require discipline;

• Using positive behavioral supports;
• Encouraging adults to develop positive relationships with students;
• Modeling, teaching, and rewarding pro-social, health, 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 co-curricular activities, particularly in their areas of strength; and
• Telling the aggressor "I don't like what I saw you do," "I don't like what I heard you say." Do not dismiss or ignore what you saw or heard.

School principals will determine how and when they will review these teaching approaches with staff, but will do so annually at the beginning of each year.

V. Collaboration with Families

Each year the school principals will inform parents or guardians about:
• The bullying prevention curricula used at each grade level;
• How parents and guardians can reinforce the curriculum at home and support the school plan;
• The dynamics of bullying; and
• Online safety and cyber bullying

School principals may seek District support from the Director of Special Services and/or the ELL Director.

In addition, the student-related sections of the District's Bullying Prevention and Intervention Plan (PLAN), and Internet Safety Policy, will be in each school handbook, which is made available to parents and guardians at the beginning of each year.

VI. Relationship to Other Laws

Consistent with state and federal laws, and the policies of the Nantucket Public School District, no person shall be discriminated against in admission to a public school of any town or in obtaining the advantages, privileges, and course of study of such public school on account of race, color, sex, religion, national origin, or sexual orientation. Nothing in the PLAN prevents the school or district from taking action to remediate discrimination or harassment based on a person's membership in a legally protected category under local, state, or federal law, or school or district policies.

In addition, nothing in the PLAN is designed or intended to limit the authority of the school or District to take disciplinary action or other action under M.G.L. c71, §37H or 37H 1⁄2 , other applicable laws, or local school or district policies in response to violent, harmful, or disruptive behavior, regardless of whether the PLAN covers the behavior.

Discipline of Special Education Students Under IDEA 2004
20 U.S.C. § 1415(k) and 34 CFR §§ 300.530-300.536

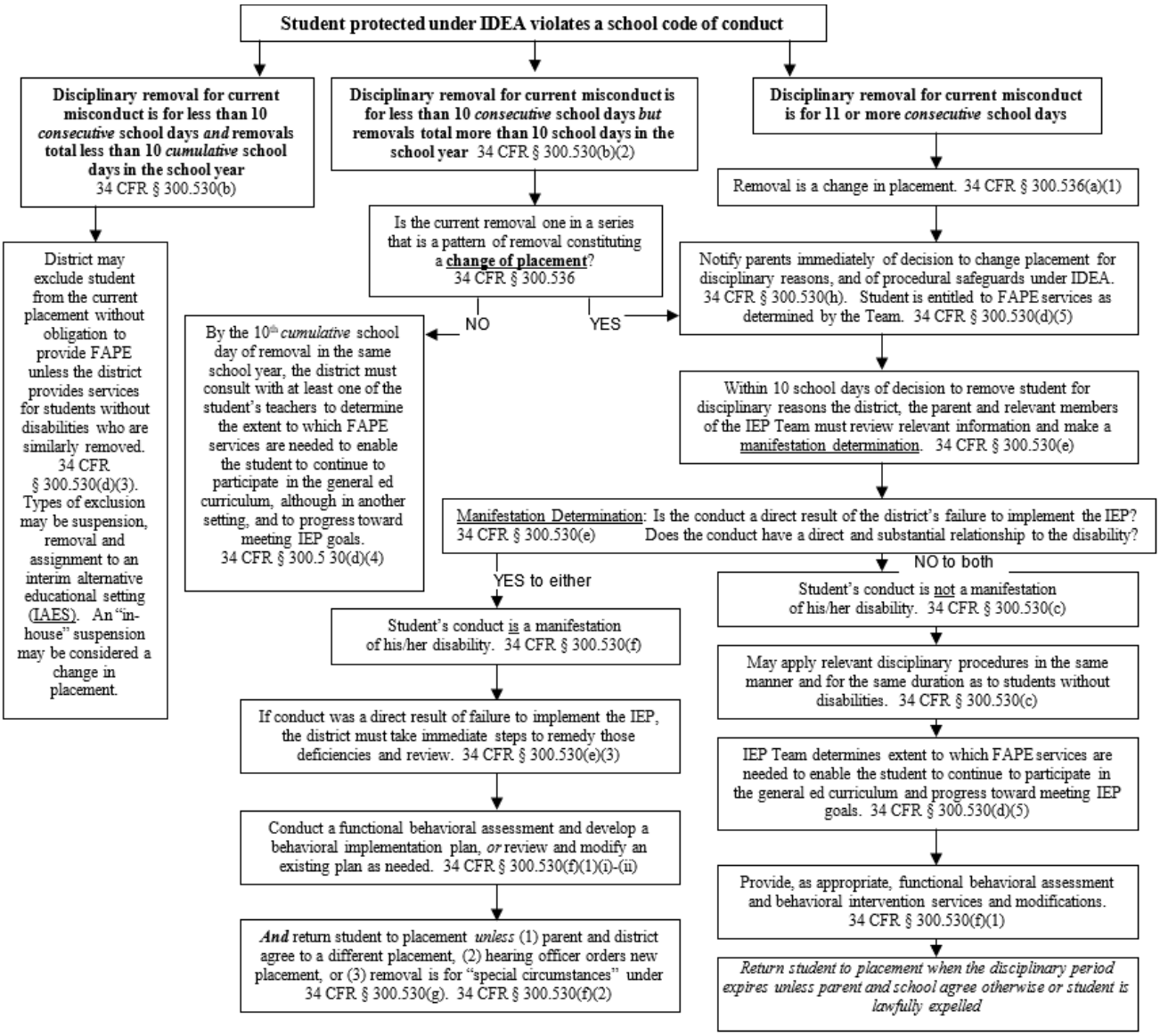
• This chart should be read in conjunction with discipline procedures in state law, M.G.L. c. 71, §§ 37H & 37H1/2, and district-wide and school-wide student codes of conduct.

• Protections in the IDEA apply to students who have been found eligible for special education and to students for whom the school is deemed to have knowledge that the child might have a disability (i.e., students who have not yet been found eligible but the school had a basis of knowledge of a disability, including students who have been referred for initial evaluation). 34 CFR § 300.354

• Beginning on the 11th school day of a student's disciplinary removal during the school year, and if removal is a change in placement, the student must be provided free appropriate public education (FAPE) services during the period of removal to allow him/her to continue to participate in the general education curriculum and progress towards IEP goals, even if in a different setting. 34 CFR § 300.530(b) & (d).

• If the conduct that the student is being disciplined for involves the "special circumstances" of weapons, illegal drugs, controlled substances, or serious bodily injury, school personnel may remove the student to an interim alternative educational setting (IAES) for up to 45 school days, regardless of the manifestation determination. 34 CFR § 300.530(g). The IEP Team must determine the IAES.

• Although the following flowchart lays out the steps that a school district must take when disciplining a student with a disability, it is important to remember that at any point the parent and school district can agree to change a student's placement for disciplinary reasons. Agreements should be in writing and signed by the school personnel and the parent.



Massachusetts Department of Education: *December, 2007*

Provide, as appropriate, functional behavioral assessment and behavioral intervention services and modifications. 34 CFR § 300.530(f)(1)

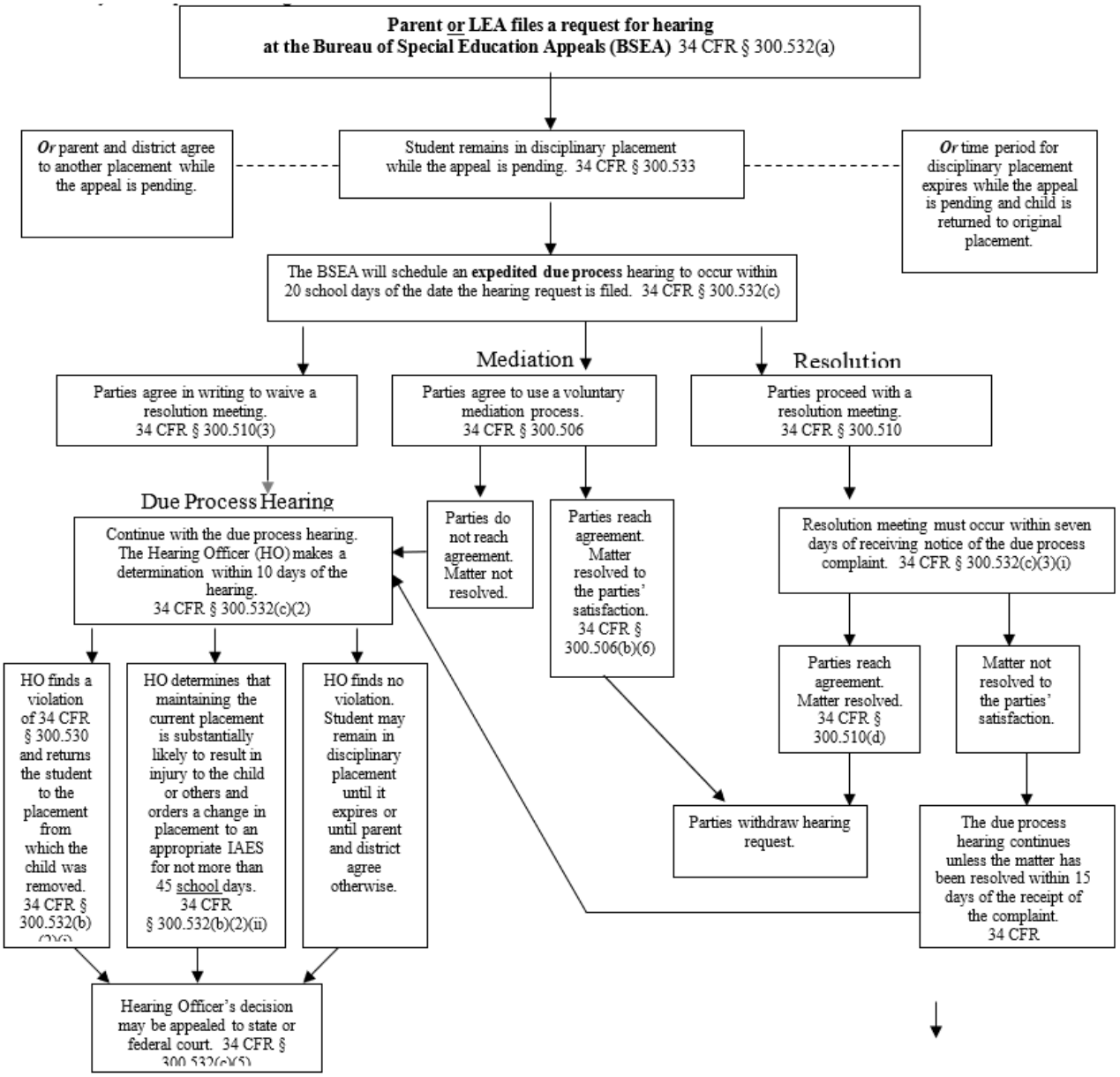
Appeals Process for Disciplinary Placement Decisions for Students with Disabilities Under IDEA 2004: 20 U.S.C. § 1415(k) and 34 CFR §§ 300.532-300.533

Who may file an appeal of a disciplinary decision?

• A parent of a child with a disability who disagrees with any decision regarding the child's disciplinary placement, or the manifestation determination, may appeal the decision by requesting a hearing at the Bureau of Special Education Appeals (BSEA). Reasons for appeal may include but are not limited to disagreement with the student's removal to an interim alternative educational setting (IAES), disagreement regarding the manifestation determination, disagreement regarding the determination of whether the removal is a change of placement, disagreement regarding the educational services the student receives during the period of removal, and disagreement regarding the functional behavioral assessment and/or implementation of a behavioral intervention plan. 34 CFR §§ 300.530-300.531.

• An LEA that believes that maintaining the student's current placement is substantially likely to result in injury to the child or

others may file a request for hearing at the BSEA.



Massachusetts Department of Education: *December, 2007*

Definitions

A student for whom the district is deemed to have knowledge of a disability – A child who has not yet been determined to be eligible for special education and related services may assert the disciplinary protections under IDEA if the school had a basis of knowledge that the child is a child with a disability before the behavior that precipitated the disciplinary action occurred. The school is deemed to have knowledge if: (1) the child's parent expressed concern in writing to administrative or supervisory personnel of the school or district that the child is in need of special education and related services; (2) the parent of the child had requested a special education evaluation; or (3) the child's teacher or other school or district personnel expressed specific concerns to the director of special education or to other supervisory personnel about a pattern of behavior demonstrated by the child. The school or district is *not* deemed to have knowledge of a disability if (1) the parent has not allowed an evaluation or has refused special education and related services, *or* (2) the

child has been evaluated and determined not to be a child with a disability. 34 CFR § 300.534.

Change of placement – A change of placement because of a disciplinary removal occurs if a child with a disability is removed from his/her current educational placement for more than 10 consecutive school days, or the child is subjected to a series of removals that constitutes a pattern because: (1) the removals total more than 10 school days in a school year; (2) the child's behavior is substantially similar to previous incidents that resulted in the series of removals; and (3) additional factors such as the length of each removal, the total amount of time the child has been removed, and the proximity of the removals to one another constitute a pattern. 34 CFR § 300.536.

Current placement – The placement from which the student was removed for disciplinary reasons.

Interim alternative educational setting (IAES) – An IAES is a disciplinary placement that is not the same as the child's current placement as defined in his/her IEP.

Manifestation determination – The determination made by the district, the parent, and relevant members of the student's Team, after review of all relevant information in the student's file including the IEP, teacher observations, and relevant information provided by the parents, whether (1) the conduct in question was caused by or had a direct and substantial relationship to the child's disability; *or* (2) the conduct in question was the direct result of the district's failure to implement the student's IEP. 34 CFR § 300.530(e).

Special circumstances – Where the disciplinary conduct is a "special circumstance," school personnel may remove a student to an IAES for not more than 45 school days, regardless of the results of the manifestation determination. Special circumstances exist if the student:

- carries a weapon to or possesses a weapon at school, on school premises, or to or at a school function under the jurisdiction of a State or local educational agency (district); or
- knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function under the jurisdiction of a State or local educational agency; or
- inflicts serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of a State or local educational agency. 34 CFR § 300.530(g).

Serious bodily injury – As defined in 18 U.S.C. § 930, a bodily injury that involves a substantial risk of death, extreme physical pain, protracted and obvious disfigurement, or protracted loss or impairment of the function of a bodily member, organ, or mental faculty. 34 CFR § 300.530(i)(3).