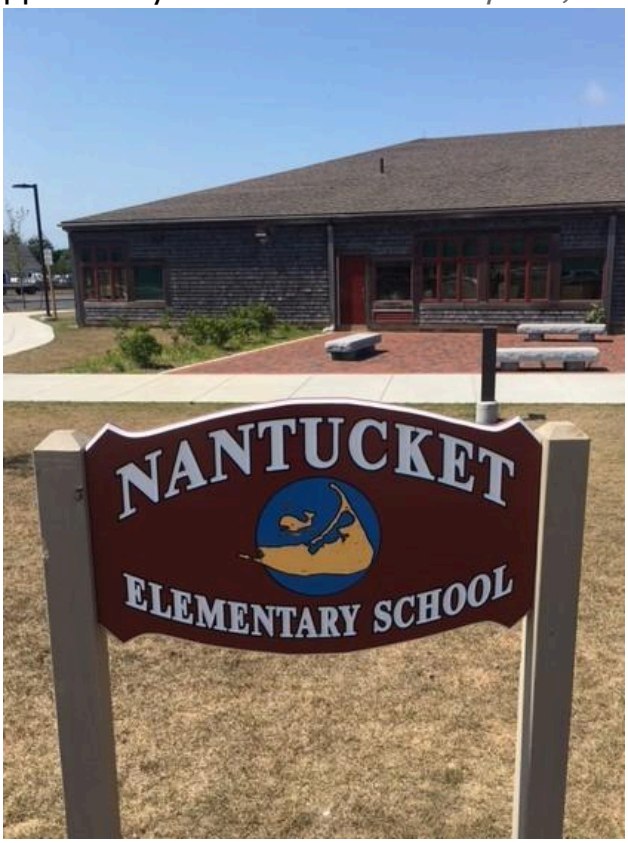
# NANTUCKET ELEMENTARY SCHOOL
# PRE-KINDERGARTEN – GRADE 2
# PARENT HANDBOOK
# 2026-2027

Approved By School Committee *Sept. 15, 2026*




Nantucket Elementary School
PreKindergarten – Grade Two
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Dear NES Families,

Welcome to the 2026-2027 school year! Nantucket Elementary School is the starting point and foundation of Nantucket Public Schools. Serving approximately 390 students in preschool through Grade 2, our school provides a safe, joyful, and engaging environment where each child's unique strengths and needs are celebrated and supported. We maintain high expectations for all students, firmly believing that every child can meet or exceed grade-level standards with appropriate support. Our educators are highly skilled, collaborative, and deeply invested in your child's well-being and academic success.

Our top priority is maintaining an environment where each student's heart and body are safe. To build a positive and nurturing setting, students begin each morning with a whole-class meeting where they warmly greet classmates, participate in a shared activity, and preview the day's learning. Our school counselors and psychologist partner with teachers to help students develop emotional management, positive relationship skills, self-advocacy, and responsible decision-making. Additionally, each month our school gathers for spirited whole-school assemblies that strengthen our community culture and teach core values like kindness, respect, courage, and perseverance.

We are committed to providing all students with equal opportunities to access and master grade-level content through tiered interventions. We view assessments as valuable opportunities for growth and use data to gain insights, target instruction, and remove barriers to learning. Most importantly, we view our NES families as essential partners in understanding student progress and guiding each child's academic journey.

NES takes pride in offering a comprehensive curriculum that prioritizes holistic development. Our PreK–2 learners enthusiastically participate in art, library, music, physical education, and STEM. Specialist teachers collaborate closely with classroom educators to supplement classroom learning while delivering rich instruction in their own disciplines, giving our young scholars expanded opportunities to shine.

Research and common sense both affirm that strong relationships between home and school are vital to student success. This Family Handbook is designed to offer clear guidance regarding our daily routines and practices. District-wide policies and additional resources can also be found on our website at www.npsk.org.

As always, please do not hesitate to contact us with any questions or feedback. The entire NES staff is honored to partner with you in making a difference in your child's life and helping to build the foundation for their hopes and dreams.

Sincerely,

Michael Stanton
*Principal*

Kim Albertson
*Assistant Principal*

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# Chapter 1

# Who We Are

**Nantucket Public School System's Mission, Vision, Values, and Goals**

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 Elementary School Vision Statement**

NES creates a more equitable, inclusive, and challenging learning environment by promoting a developmentally appropriate learning environment that is safe, welcoming and promotes belonging for students and stakeholders of all backgrounds. "We learn the best at NES."

Philosophy

At Nantucket Elementary School we believe every child can learn. To this end we:

- will provide appropriate guidance, experiences and materials for learning
- invite children to share the responsibility for their education, recognizing that they learn best when actively involved
- encourage cooperative learning: child/child, child/teacher, child/parent, teacher/parent
- maintain learning goals for which we are accountable. We are responsible for judging how well we meet the goals.
- direct all our efforts toward developing curious, thoughtful and independent learners

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**School Goals**

The Nantucket Elementary School Improvement Plan goals are revised annually by the Faculty and the NES School Council. Please see the NES 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 Elementary School is authorized under federal law to enroll nonimmigrant alien students.

**Nantucket Elementary School Administration**

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 |
|---|---|
| Shantaw Bloise-Murphy, Chairperson | 2029 |
| Timothy Lepore | 2029 |
| Laura Gallagher Byrne | 2027 |
| Esmeralda Martinez | 2027 |
| Vincent Murphy | 2028 |

Note: The School Committee encourages you to attend its bi-weekly meetings on the first and third Tuesdays of the month in the LGI at NHS at 6:00 pm. Meetings will also be aired on Channel 18. Agendas and minutes can be found at the NPS website.

**Administration**

The following are members of the NPS Administration:

| Administrator | Position |
|---|---|
| Dr. Elizabeth Hallett | Superintendent |
| Mr. Michael Stanton | Principal |
| Mrs. Kimberly Albertson | Assistant Principal |
| Dr. Debra Gately | Executive Director of Special Services |
| Dr. Amanda Bardsley | Assistant Superintendent of Teaching and Learning |
| Mrs. Mellisa Devitt | Assistant Superintendent of Academic Operations |
| Ms. Barbara Cohen | ELL Director |
| Mr. Martin Anguelov | Director of Finance |
| Mr. Chip Clunie | District Facilities Manager |
| Mr. Barry Mailloux | NES 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 | Newsletter; Web Page; Local Newspapers; Blackboard Connect Messaging System; FONPS Newsletter; Mailing; School Committee Meetings; NPS WebSite |
| District-wide initiatives | Superintendent | Inquirer & Mirror; Mailing; School Committee Meetings; Web Page |
| Building-wide initiatives | Principal | Newsletter; Web Page; Local Newspapers; Blackboard Connect Messaging System; FONPS Newsletter; Mailing; School Committee Meetings; NPS WebSite |
| Academic Progress | Teacher | Progress Reports/Report Cards Telephone; Letter; Conference; E-Mail |
| School Committee Action | School Committee Members | Local Newspapers; Minutes of meeting; Mailing; Public TV; Web Page; Newsletter |
| Disciplinary Action | Principal; Associate Principal; Teacher | Telephone; Meeting; Written Notice |
| Adult Education | Community School Director | Web Page; Flyers/Notices; Local Newspapers |
| Financial Aid Fund Raising | FONPS | Web Page; Flyers/Notices; Local Newspapers |

# Chapter 2

# Parents/Guardians Responsibilities and Involvement

Kindergarten Entrance Age Policy

Children must be 5 years of age prior to September 1st of their entering year to meet the academic challenges and social maturity required to be successful in kindergarten.

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Visiting Nantucket Elementary School

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

Until the health metrics change, there will be limited visitation at NES.

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Teacher-Parent/Guardian Meetings

Teachers at Nantucket Elementary School are accessible after school until at least 2:50pm. Parents/Guardians are encouraged to email teachers to set up times to meet in person or virtually. Specific days are set aside for Parent/Guardian-teacher conferences in December of each year. Please check with the NES Main Office.

**Parental/Guardians Involvement**

Volunteering

We welcome parents to volunteer throughout the school year. Parents/Guardians can call the Main Office or speak directly with their child's teacher if they are interested in volunteering or share through an electronic message.

*Massachusetts law requires that all volunteers who may have unsupervised contact with students have a Criminal Offender Records Information (CORI) check. Completed Volunteer forms are available in the NES front office. A Driver's License must be used and scanned through our Raptor Security system generating a Sticker to be worn at all times. Volunteers will have a pre-arranged time with the office and teachers they will work with.*

Opportunities might be:

- Clerical Help
- Bulletin Boards
- Arts/Crafts Activities
- Math/Spelling Games

- Small Group Work
- Weekly Library Help
- Scholastic Book Orders
- Read to Children
- Listen to Children Read
- Field Day Support
- Share a Talent or Skill
- Share a Cultural Tradition
- Teach a Second Language
- Collating/Copying Material
- Chaperone a Field Trip
- Support FONPS Events
- Ornament Making
- Support Regular Classroom
- Volunteer Scribe for a Student
- Play a Learning Game
- Support Cafeteria Supervision
- Support a Specials Class
- Participate in fundraising activities
- Lunchroom supervision

Arrangements can be made through the classroom teacher or the Grade level Counselor at 508-228-7290 ext. 2109/2110, or call the Main Office at 508-228-7290 ext. 2104/2105.

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 Elementary School Council is composed of elected 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. in the NES Library on the first Thursday of every month. In September, December, and March, we join together with NIS, CPS, and NHS, to have a District School Council meeting in the cafeteria at CPS on the second Thursday of the month at 3:00 pm.

If you are interested in becoming a member of the School Council, please contact the Friends of Nantucket Public Schools at 228-7285, x1168. (Parent/Guardian elections are organized and held by the Friends every spring.)

The Friends of Nantucket Public Schools (Nantucket's PTA/PTO) is an organization of Parents/Guardians, teachers and community members

**Friends of Nantucket Public Schools (FONPS)**

whose purpose is to support and promote quality education for the children of Nantucket's public schools 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/guardian representative elections for school council;
- providing financial support for summer reading programs, and
- awarding grants for faculty-initiated special projects to enhance curriculum.

Please call the Friends at 228-7285, x1168 for further information.

All meetings are open to the public.

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**Outside of School Program**

The Nantucket Community School's Extended Day Program provides out-of-school enrichment opportunities for students, preK-12. Their mission is "to strengthen educational, social and recreational opportunities through diverse and school and community partnerships in a safe, nurturing and supportive environment for the youth of Nantucket." If you are interested in getting involved, you may contact the director, Director Community School at 508-228-7285 ext. 1162

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**SE-PAC**

**SNAC**

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, and
- providing ongoing parent support groups.

**UPDATES FROM SE-PAC**

For further information, please call:

Special Services Director, 508-228-7285 ext. 1355

MEL PAC

UPDATES FROM MLPAC

Multi- 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.

For more information, please contact:
English Learner Director, 508-228-7285 ext. 1177

Nantucket Community School

The Nantucket Community School provides supplemental services and programs to all four district schools by:

- Assisting the school administration with community-related grants, special projects, and community relations, including outreach and communications.
- Coordinate after-school programs and homework clubs.
- Providing a list of rentals for staff housing needs.
- Providing a representative from the schools to local boards, councils, and working groups whenever requested by community organizations.
- Coordinator adult education programs.
- Supervising the operation of the pool.
- Coordinating summer camps for students.

Children and Teen's Enrichment

The Community School's Children and Teens Enrichment Program provides out-of-school enrichment opportunities for students, preK-12. Their mission is "To strengthen educational, social and recreational opportunities through diverse school and community partnerships in a safe, nurturing and supportive environment for the youth of Nantucket."

For more information, please contact Alicia Graziadei, Director Community School at 508-228-7285 ext. 1162 graziadeia@npsk.org

# Chapter 3

# Attending Nantucket Elementary School

School Hours

Begins: 7:50am Ends at 2:30pm Monday - Friday
Students should be in school, ready to attend their first class by 7:50 am. Teaching begins promptly at 7:50am. Parents are asked to leave the building grounds after the teachers have led the students into the building.

Pre-K programs are 7:50 am – 1:00 pm

Early dismissals are at 12:00 pm.

The safety and security of our students and staff is the top priority at Nantucket Elementary School. We have trained all staff through a Safety training day of all procedures. Throughout the year there are practices of the following: Fire Drill, Secure Drills, Lockdown Drills and reunification plans. All staff have access to these procedures in their emergency Red Books within their work spaces.

We have implemented the Raptor System. The district is using this integrated school safety software to screen visitors, track volunteers, report on drills, respond to emergencies, and reunite families. Visitors and Volunteers will bring a drivers license or passport to be scanned through the Raptor device and then receive a badge. We honor and respect the need for family involvement in the developing child and in contributing to our safe and caring school community, therefore we encourage family participation through sharing and volunteering. Responsive Classroom fosters and supports independence in school and the classroom. We encourage more independence and responsibility in our school community; we know our students can do it!

Arrival and Drop off Procedures

NES will open in the morning at 7:40am. Students who are walking, biking or getting dropped off should be outside the building no earlier than 7:40 am. To assist in reducing transition and anxiety concerns and support regulating students for the school day, we will have stations in the building for those that come prior to 7:45. There will be a designated resource person in the K hallway entrance and the front lobby to help direct students. When students arrive by parent, bike or bus, they will enter the building and make a choice. Weather permitting, students are allowed to play on the fenced in playground until 7:50. Doors of the building will open to students at 7:40. They are invited to enter the building and make a choice to support their morning needs. The parents are not allowed in the building.

At 7:50, students on the playground will enter and all doors will be locked. Once doors are locked, students must enter through the front door to be marked as tardy before proceeding to their classroom. Special education students and bus riders will be prioritized to decrease foot traffic. Families/Visitors will NOT be allowed into the school unless a designated volunteer.

Reminders

The student dismissal plan will be set and cannot be changed after 1:00 pm daily. Students should know their plan for dismissal every single day. This should remain the plan for most days, if possible. Children thrive with consistency, structure, and routine. If a parent must change the dismissal plan on a particular day, this must be communicated to our main office staff by 1:00 pm. No changes can be made after 1:00 pm. There is simply not enough time to communicate changes to students. If a parent is picking up a student early or picking up a student for an appointment, then they will be required to ring the doorbell, announce their business, and wait outside the front door for their child. The child will independently walk with their belongings from their classroom after their teacher is called by a front office staff member.

Anything to be dropped off by parents for their child throughout the day will be placed at the front desk. Parents will need to ring the doorbell, announce their business, and we will retrieve it for the child to come and pick up at another time.

If a parent would like to speak with a teacher before, during, or after school hours they are asked to make an appointment by contacting the teacher directly via email or phone.

If a student is determined to be sick by the school nurse, the nurse will contact the parent/guardian to pick the student up.

The NES/NIS staff parking lot is not to be used as a student drop off location.

Drop –Off

Students will not be supervised before 7:40am. Please do not drop students off before this time. School doors open at 7:40am.

Afternoon Pick-Up

School doors will remain locked after dismissal. At dismissal, all parents will continue to wait outside in the already designated spots with staff supervision (kindergarten circle for kindergarten and first grade students, outside of the front door for second grade students). In the event of inclement weather (severe snow or rain), kindergarten and first grade students will be dismissed out the kindergarten and cafeteria doors to parents outside and second grade students will be dismissed out the gymnasium doors to parents outside.

Students must leave the school by 2:50pm.
<u>Procedures for dismissal at the end of the school day</u>:

- Bussers are called to board the buses at the NES front entrance.
- After the buses have cleared the front circle, the end of day bell rings. Students who are being picked up by parents who choose to park are escorted by classroom teachers to the kindergarten/cafeteria/front entrances to meet their parents.
- Students walking or biking home are dismissed out the front entrance. There is no riding of bikes, scooters, or electric vehicles (bikes, scooters, skateboards,etc.) on any campus sidewalk.
- Students attending after school programs head to extended day or the Boys and Girls Club.
- 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.

Absences -Parent and student responsibility

Parents and students have a primary role in student attendance at school. In order for parents to fulfill their responsibility, the school will keep them informed of student absences and participate in determining appropriateness of planned/optional absences.

Definition

Absent: Not being present at school on a scheduled school day.

Tardy: Arriving at school after the school day officially starts.

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Excusable 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,
- 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.

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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 discussion and interaction

often provide the main focus for learning and cannot be replicated through make-up assignments. Grades will be affected by such unexcused absences. Appointments must be made with the principal in advance of vacation.

Unexcused *consecutive absences totaling 15 days* result in withdrawal.

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.

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NES Attendance Protocols

Following the 5th day of absence per school-year, the nurse, principal, or designee may send a letter home to inform the parent/guardian of attendance status.

Following the 10th day of absence per school-year, the principal may notify the parent/guardian in writing of attendance status. The principal may schedule a conference with the parents/guardians. The conference may include school support staff that may be of assistance to resolve any social, emotional, or family problems that contribute to the student’s absences. The principal may also contact the Truant Officer.

Following the 15th day of absence for the school-year, the principal may notify the parent/guardian in writing of attendance status. The principal may schedule a conference with the parents/guardians. This conference will possibly include the School Resource Officer. The principal may also contact the Truant Officer. The principal may require an assessment of core standards or IEP benchmarks.

Phone calls

Following the 20th day of absence for the school-year, the principal may notify the parent/guardian in writing of attendance status. The principal may schedule a conference with the parents/guardians. This conference may include the Superintendent of Schools and may possibly include the School Resource Officer. The principal may also contact the Truant Officer. The principal may require an assessment of core standards or IEP benchmarks. Promotion to the next grade-level is seriously jeopardized.

If a student is absent for 15 consecutive school days, they will be withdrawn from our school. Should they return during the same school year, they will need to re-register.

## Absence Notification Process

**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. of 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.

The process for notification involves the following stages:

NES Office: 508-228-7290 and follow the prompts provided or enter extension 2104 (English) or 2187 (Spanish) to report an absence

| Stage | Description |
|---|---|
| 1 | The parent or guardian calls the office by 8:30 a.m. |
| 2 | 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 3 or more days. |
| 3 | Teachers will provide homework (upon request after the second consecutive absence), and leave it in the main office at the end of the school day. |
| 4 | Student makes up 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.

| If a student is absent for... | then... |
|---|---|
| one day, | • notify the office by 8:30 a.m.,<br>• call a friend for assignments,<br>• make up missing work |
| two or more days, | • notify the front office,<br>• request homework when calling the office by 9:00 a.m.,<br>• complete make-up work within a week. |

| If a student is absent for... | then... |
|---|---|
| an extended period of time (i.e. planned absences, hospital stays) | • Parent/Guardian must make an appointment with the principal well in advance of a scheduled extended leave (beyond 5 days)<br>• Principal will meet with the parent/guardian to complete the extended absence report<br>• Principal shares the handbook pages and District policy on extended absences<br>• Principal shares the plan with the classroom teacher<br>• Classroom teacher gives work to the student/parent/guardian prior to the absence |
| an extended period of time and is unable to make up the work by the end of the term | • the student may receive an "I" or incomplete for standards measured that report card term |
| Important Notes: | Teachers are <u>not</u> required to provide work prior to a planned absence. Work may need to be made up upon return.<br><br>All above mentioned meetings may occur virtually or in person meetings. |

Truancy

The definition of truancy is absence without permission.

Truancy at Nantucket Elementary 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).
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 :<br>• completing back work,<br>• suspension in or out of school, and<br>• referral to the Truancy Officer. |

Note: The school may commence legal action for truancy.

Tardiness

Tardiness is defined as arriving later than scheduled school or class start time. The academic day begins at 7:50 a.m.

A student is late or tardy if the 7:50am bell rings before the student reaches his/her classroom.

Consequences

Upon the 5th tardy within a school-year, the principal may call the parents/guardians to schedule a conference to develop a plan of correction.

Furthermore, 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. A Truancy Officer may be contacted if 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:

Email/Phone:

- District email sent to addresses in Aspen
- District messaging through phone call/text
- http://www.npsk.org

## Chapter 4

# Academics

Nantucket Elementary 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 help the student:

- feel safe and comfortable,
- be clear on what the teacher expects and how to meet those expectations
- provide support and extra help when needed.

The student should:

- listen carefully and respectfully to teachers and classmates,
- work hard to reach his/her learning goals
- use all of his/her learning skills.

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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.

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Promotion/
Retention

The Public Schools of Nantucket are dedicated to the best total and continuous development of each pupil enrolled, the professional staff is expected to place pupils at the grade level best suited to them academically, socially, and emotionally.

Pupils will normally progress annually from grade to grade. Exceptions may be made, when, in the judgment of the professional staff, such exceptions are in the best interest of the child. These exceptions will always be made after prior notification and explanation to each pupil's parents. A form will be signed by parents and staff agreeing to the decision, and while it is important to work together on these grade assignment decisions, the final decision will rest with school authorities.

Placement

Parents are offered the opportunity each spring to provide information in writing concerning their child's learning style, strengths and needs to assess with placement.

There is no provision in NES Policy for parents to select their child's teacher.

The Grade Level Teams of teachers and support personnel create balanced groups of students for the next school year using their knowledge of each student's academic ability and need, social and emotional well-being, interaction with other children, and parent information.

Student/Teacher placements are mailed to parents on or before the third Friday in August.

School protocols allow for 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.

Guidance Department/Counselors

The counselors work with students, teachers and parents to address the academic and emotional well-being of our students. Counselors teach strategies for social competency for all classrooms PreK-2. They assist our classroom teachers to ensure new students a smooth transition.

If you have any questions or concerns, please contact the Guidance Department through the front office: 508-228-7290

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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 (IEP)'s are designed through a team process where parents, teachers, and administrators collaborate to develop appropriate services on an individual student basis. Special Services teachers, therapists, and teaching assistants work with regular classroom teachers in order to deliver needed services. All documents can be viewed through the parent portal.

**Student Records**

The front office staff at Nantucket Elementary School maintains a cumulative record folder for each student and prepares student transcripts with this information. This record contains information available on the students throughout 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
- teacher appraisals
- health notes

**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 without the parent/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.

**Seeing 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 student 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 34)

**New students**

A student transferring into a local system must provide the new school system with a complete school record of the entering student. Said record shall include, but not be limited to, any incidents involving suspension or violation of criminal acts or any incident reports in which the student was charged with any suspended act. (Added by St. 1987, c.439; amended by St.1993, c.71, s.37)
The student may not register until all records, including medical records, have been received.

In addition, under Section 37H(e), when a student has been expelled for possession of a dangerous weapon or a controlled substance or assault on school staff, and the student applies for admission to another school, the superintendent of the sending school shall notify the superintendent of the receiving school of the reason for the pupil's expulsion.

# Chapter 5

# Students Getting Involved

## NES Activities

**Extended Day**

The Nantucket Community School (NCS) after school program is a full inclusion model offering multi-age enrichment and support services to students and their families.

Support services offered during the school year for elementary-age students include before and after school programs.

There may be student opportunities offered at NES each year that are dependent upon funding.

Please contact the NCS Front Office for the updated annual list of student activities.
For specific information about any of the NCS Children's Programs, please contact Alicia Graziadeia, Director Community School at 508-228-7285 ext. 1162 graziadeia@npsk.org

## Chapter 6

# Student Health

Student health is of ultimate importance to Nantucket Public Schools. We care about all 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 7:45am – 2:50pm during the school day. She welcomes students and parents to drop in at appropriate times. She can be reached through the front office by calling 508-228-7290. Teachers will call from classrooms to schedule a visit for a student. Parents will not be able to visit.

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Emergency numbers — Parents/guardians of NES students are required by law to provide an emergency phone number on the student information page in Aspen. Changes must be reported to school during the school year.

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Medical procedures — Please follow these procedures when dealing with a sick child.
Call Absence Line: (508) 228-7290 X2105

| If the child… | then the parents/guardians must…. |
|---|---|
| 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…. | should send in a note to the principal. |
| 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. - Teacher info |
| 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. |

| | |
|---|---|
| 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. |

Note: Do not pick up your child until he/she has been dismissed by the school nurse.

**Physical education excuses**

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

**Student's physical and mental 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, and
- food allergies; bee sting allergies

Note: Parents should notify the nurse via email at leporem@npsk.org if there is any change in a child's physical 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**

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.

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

| Grade(s) | Doses |
|---|---|
| Pre-school | • 4 doses of DTaP<br>• 3 doses of Polio<br>• 3 doses of Hep B<br>• 3 or more doses of Hib<br>• 1 dose of MMR<br>• 1 dose of varicella vaccine (or physician-certified documented history of chickenpox disease). |
| Kindergarten | • 5 doses of DTaP<br>• 2 doses of MMR<br>• 3 doses of Hep B<br>• 4 doses of Polio<br>• 2 doses of varicella vaccine (or physician-certified documented history of chickenpox disease). |
| Grades 1-2 | • 5 doses of DTaP<br>• 2 doses of MMR<br>• 3 doses of Hep B<br>• 4 doses of Polio<br>• 2 doses of varicella vaccine (or physician-certified documented history of chickenpox 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 | Physicians must sign a statement that an immunization is medically contra-indicated/not advised. |

Note: Children not in compliance <u>must</u> be excluded from school until the school receives proper documentation of immunizations. It is the responsibility of the parent/guardian, <u>not</u> 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<br>● prior to entering fourth grade,<br>● prior to entering seventh grade<br>● 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
• Head lice screenings at the beginning of the school year as needed.

Note: A student found with head lice will be sent home for treatment. Upon a student's return, they will have a re-check with the school nurse.

## School Insurance

**Introduction**

Nantucket Public Schools offers an insurance policy to cover the expense of an emergency room or doctor's visit in case of injury. This is a supplemental insurance policy which is only applicable when your regular insurance company has been billed. If there is no other insurance policy, then this supplemental policy is directly applicable; so we strongly recommend that parents purchase the supplemental insurance for students in general, and particularly for students participating in extra -curricular activities.

Forms are available in the Main Office.

**Costs**

The cost of the school hour plan is minimal and should be considered for all students especially those without other health coverage.

Note: There is a 24 hour plan available to cover a child around the clock during the school year.

| | |
|---|---|
| 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 exhibits a strong commitment to educate students about the hazards of substance abuse and the consequences through education with health classes, particularly through special programming, working with Friends of Nantucket Public Schools and outside agencies such as Fairwinds, Gosnold, Recovery Resources, Alcoholics Anonymous, and the Nantucket Police Department.<br><br>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 using 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 Elementary 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. We are a Responsive School and all classrooms follow the Responsive Classroom teaching of:
Cooperations, Assertion, Responsibility, Empathy and Self-Control.

| As a student, they will: | The 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... | respect each student. |
| cooperate with staff and fellow students. | carry out policies and regulations. |

## School Spaces

In the classroom a student should:

- feel safe and comfortable to express his/her own ideas and views,
- know what your teacher expects and how to meet those expectations,
- come to class with the materials you need,
- listen carefully and respectfully to your teachers and classmates,

- work hard to reach his/her learning goals, and
- use all of your learning skills.
- respect the learning environment.

Corridors

In the corridors a student should:

- Keep all body parts to yourself (e.g. no touching, grabbing, kicking, or shoving of any kind at any time)
- walk at all times
- keep a low noise level
- please look, but do not touch bulletin boards or student work posted on the walls
- leave clean bathrooms and drinking fountains
- help to make sure that facilities are respected and left clean
- be polite

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.

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 which 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.

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 will be sent home at the parents'/guardian's expense.

Telephones

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 phones and Smart watches may not be used during school hours at any time. There will be a designated phone for use in the main office. Please refer to chapter 8 for School Safety.

**Textbooks**

Books, materials, 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.

**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:

- Shirts, blouses, and dresses must completely cover the abdomen, back, shoulders, and chest. Shirts or tops must cover the waistband of pants, shorts, or skirts with no midriff visible.
- Undergarments must not be visible at any time.
- Footwear is required and must be safe and appropriate for indoor or 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, mini-skirts, short-skirts, and the like are deemed to be inappropriate attire.

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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 will administer consequences for policy infractions as follows:

- Notify parent/guardian for a change of clothes
- Change clothes in the nurse office
- Removal from classroom

Violations will be handled discreetly to retain the dignity and privacy of the student.

Nantucket Public Schools K-12 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/guardians. 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.

**Respect for self**

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.

- Do not use or accept foul or offensive language
- Pick up after yourself
- 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 <u>of any kind at any time</u>)
- 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

**Respect for the environment**

- Take pride in your school
- Respect property of others and the school
- Consume food only in places where it is allowed
- Display appropriate cafeteria manners
- Maintain clean, orderly cubbies

**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 directions of all adults/persons in authority in school
- Use school computers for school related learning activities only

## NES 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**

NES teachers implement the Responsive Classroom philosophy for classroom management. Key components are morning meeting, modeling, logical consequences, and reinforcing and reminding language. Students off-task in a 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 Student Support Center, guidance teacher, or associate principal, as appropriate.
   There will be different locations used including clusters with supervision instead of Buddy Teacher time out to minimize interactions.

**Removal from class**

Occasionally, if the disruption is serious, the Responsive Classroom procedure may be by-passed 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 student support center or administrator. The student will report immediately to the office of said person. Student failure to follow these steps may result in suspension from school.

Physical Restraint

"There are times in school where 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)

Suspension

Suspension from school can be either internal or external and indicates that as a result of inappropriate student behavior, that student is restricted from regular classroom participation.

All students have the right to make up missed work and assignments given during days missed due to suspension.

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.

The following list of 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.

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 a.m. Students may, in conjunction with the parent conference, be placed on a discipline contract for more frequent or severe behavior problems.

Academic Dishonesty

**Computer Usage**

We expect everyone to use all our tools responsibly. The school's computers are intended for school related learning activities only. Playing games, instant 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:

- reading and/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 <u>repeated</u> 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. Bullying and/or cyber-bullying that occurs outside of school hours and/or grounds that carries 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, cyber bullying or retaliation, in our school buildings, on school grounds or at school-related activities. We will promptly investigate 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.

Procedure

| Step | Action |
|---|---|
| 1 | A teacher, staff member, or student will report the incident by completing the NPS Incident Reporting Form |
| 2 | Principal or assistant principal will investigate the allegations by interviewing students and staff. |
| 3 | Parent/Guardian of any involved parties will be contacted when incident is confirmed. |
| 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

**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 witnesses 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.

**Consequence**

| Step | Action |
|---|---|
| 1 | The parents/guardians will be asked to meet with principal/assistant to the principal/superintendent immediately, following due process |
| 2 | Parents/guardians will be advised about consequences which may include:<br>• suspension of the student for a minimum of three days<br>• expulsion<br>• costs for the repair/replacement of the property or cleaning or repair work at school<br>• possible legal action |
| 3 | Parents/guardians 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 Elementary 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

In Nantucket Elementary School WE AGREE TO:

- Treat one another with respect
- 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 sneakers 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.

Student Procedure

During a fire or fire drill, teachers will instruct students to follow this procedure.

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

Teacher Responsibility

During a fire drill the classroom teacher will follow this procedure.

| Step | Action |
|---|---|
| 1 | Make sure all students have exited the room. |
| 2 | Obtain a class list and/or device. |
| 3 | Close the classroom door and exit with students. |
| 4 | Take attendance, complete accountability on 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” or ”end of event” via Raptor, principal, assistant principal, or designee before reentering 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. Topics that are covered include

- bicycles including e-bicycles
- roller blades
- skateboards

Bicycles

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

| Step | Action |
|---|---|
| 1 | Secure and lock your bicycle in the bike racks. |
| 2 | Register your bicycle with the Nantucket Police Department. |
| 3 | Put your name or some identifying mark on the bicycle. |
| 4 | Wear a helmet.* |
| 5 | No motorized bike, scooter, skateboard or vehicle will be operated on NPS sidewalks, walkways or cross walks. They must be walking. |

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

Rollerblades, skateboards, & Ebikes

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

Electric and pedal assist E Bikes and scooters are not permitted on the NES and NIS campuses. 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.

If brought to school, these items need to be checked in at the front office, except for special event days. These items are not allowed to be used on the school grounds during school hours.

## 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 1½ 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 Associate Principal or Principal.

### Guidelines for Behavior Prior to Boarding

Students must observe these guidelines prior to boarding the bus at the bus stop and at school.

| Step | Action |
|---|---|
| 1 | Be on time. |
| 2 | Stay off the road while waiting for the bus. |
| 3 | Wait until the bus has come to a complete stop before moving toward the bus and boarding in an orderly manner. |
| 4 | Do not push or crowd each other while boarding the bus and taking your seats. |

### Guidelines for Behavior on School Transport

Students must observe the following procedures when on the school bus or any other transportation related to school.

| Step | Action |
|---|---|
| 1 | Observe all school rules and behavioral guidelines. |
| 2 | Listen carefully to the bus driver and follow directions. |
| 3 | Remain seated at all times and keep the aisles clear. |

| | |
|---|---|
| 4 | Maintain a quiet, indoor voice. |
| 5 | Keep hands, feet and personal objects to yourself and out of aisles. |
| 6 | Be courteous and respectful to the driver, fellow pupils and passers by. |
| 7 | Do not litter or throw things out of the windows. |
| 8 | Do not change or leave seats. |
| 9 | Look out for the safety of younger children. |
| 10 | 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.

| Step | Action |
|---|---|
| 1 | Follow the driver's directions. |
| 2 | 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 to the principal will usually follow the procedures below.

Note: If the situation warrants, the principal/assistant to the 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.

| 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 Associate Principal/Principal. |

| | | |
|---|---|---|
| 2nd offense | Suspend riding bus for 1 week | Parent(s) and student will meet with the Associate 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 students will meet with the Associate 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.

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 no longer permissible. For a few very specific instances, a bus pass must be obtained from the NES 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. NES 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
- Fidget spinners
- Pets

Items prohibited from use during the school day*:

- Cell phones/smartwatches
- Beepers, radios, MP3 players, iPods
- Wooden/metal bats
- Lacrosse & Field hockey sticks
- Skateboards, roller blades, scooters

**From the NPS Cell Phone Policy: Elementary and Intermediate School**
Policy: 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.)

*These items interfere with the optimal learning environment and should not be accessible in class or carried in the halls. 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 Share (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/guardian has any questions or concerns regarding any items the student may wish to bring to school, please call the NES office at 508-228-7290.

# Chapter 9

# Food Services

Nantucket Elementary School Cafeteria

The cafeteria will serve "Grab & Go" breakfast for all students. Grade levels; Kindergarten, First and Second will be served lunch in the cafeteria.

Schedule and meals

The hours of operation and meals served in the Nantucket Elementary School Cafeteria are:

| Meal served | Time |
|---|---|
| Breakfast | 7:35 – 7:50 AM Grab & Go Breakfast |
| Lunch | 10:45AM – 1:00 PM |

Bag lunches/ snack

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.

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Cost

The costs for lunches and a la carte items for adults and students are as follows:

| Meal | Children | Adults |
|---|---|---|
| Complete lunch plus a milk or a juice. | $3.00 | $4.50 |

******The state funds will be used to supplement federal USDA reimbursements, allowing for National School Lunch Program meals to be provided to all students at no charge and to be reimbursed at the federal "free" rate during the 2026-27 school year.***

*Commissioner Jeffrey C. Riley and the Massachusetts Department of Elementary and Secondary Education*

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Collection of Money

A student's outstanding lunch debt may not exceed $50.00. When student's debt exceeds this, they will have an alternative lunch option until the debt is paid. If the debt goes unresolved, students may not be allowed to participate in field trips.

| | |
|---|---|
| Free/Reduced Lunches | Forms for free/reduced lunches are available in the NES 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 which can be found on the district website at this link: https://www.npsk.org/Page/704 |

| | |
|---|---|
| Seating | Students may be seated by class in the lunchroom and follow directions from the assigned duty staff. If a student would like to sit with a friend from another class, he/she may make arrangements with the lunch room supervisor. |
| Celebrations | We acknowledge that students want to have celebrations such as birthdays. If a student would like to share something for their birthdays, please consider the following: special pencils, stickers, or a shared book for the classroom to recognize the celebration and include all students in the class. Please contact the teacher if considering bringing a healthy choice to the classroom. Due to allergies and dietary restrictions, we ask all families to follow these guidelines. |
| Cafeteria Behavior | Students should enjoy their lunchtime while exhibiting good manners and demonstrating respectful behavior. All students must:<br>● walk when traveling to and from the café<br>● walk in the cafeteria at all times<br>● report directly to the cafeteria for your appropriate lunch period<br>● remember that your voice travels and speak with respect to EVERYONE and keep your voices at a low level<br>● wait in line without pushing or shoving, respect your fellow classmates<br>● eat only in designated areas<br>● no sharing of food to prevent unknown allergy complications<br>● appropriate manners are required at all times<br>● push in chairs and throw away ALL trash in your area<br>● return trays to kitchen counter and stack them appropriately<br><br>Recyclables MUST be disposed of in the appropriate recycle bins, while trash MUST be disposed of in the trash cans.<br><br>Note: Disruptive behavior during lunch may result in the loss of cafeteria privileges or other consequences. |

# 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 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, cyber bullying or retaliation, in our school buildings, on school grounds or at school-related activities. We will promptly investigate 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 cyberbullying, 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

becomes 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 others 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 bullying 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 students 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 cyberbullying, 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 cyberbullying

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

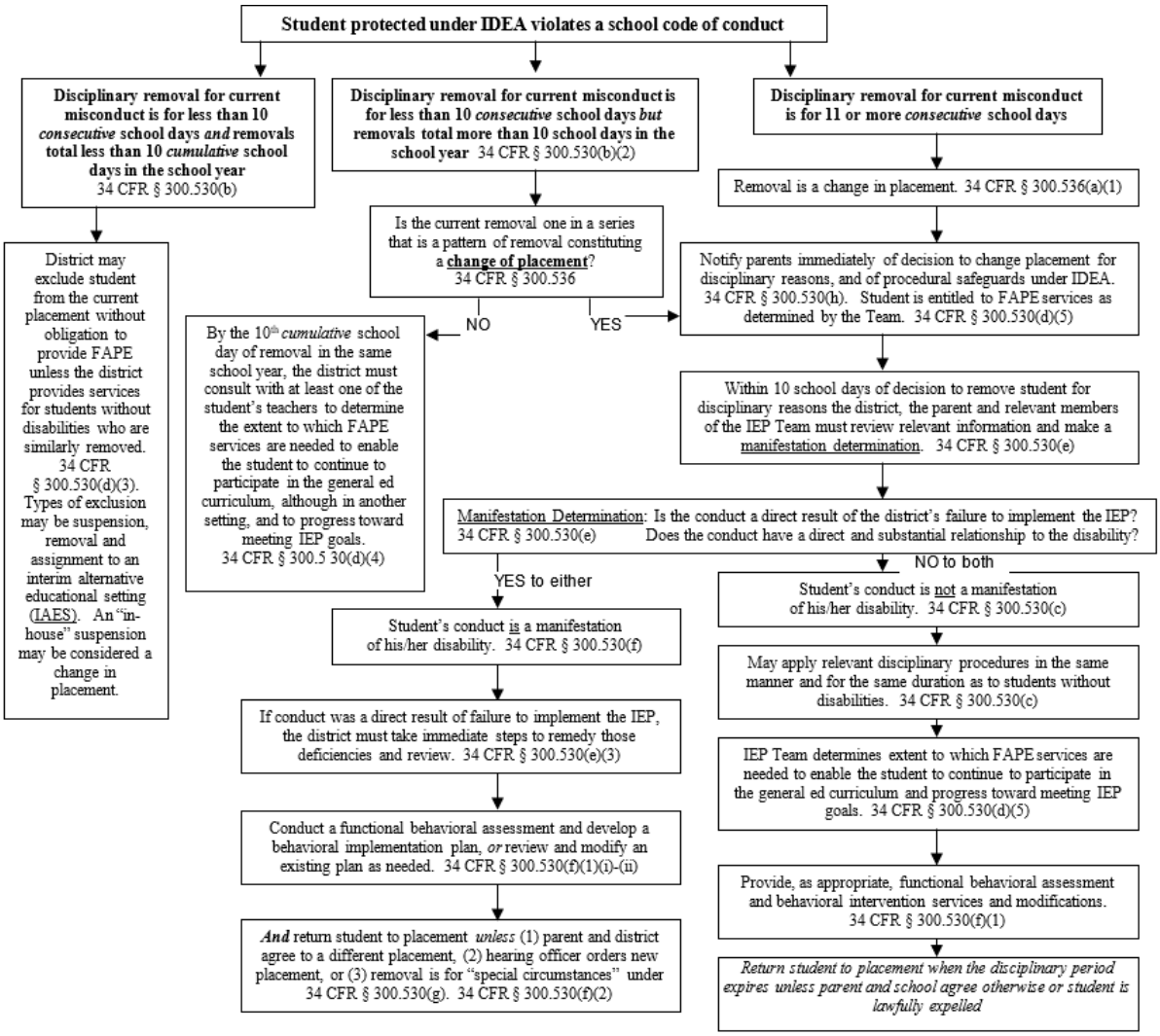
district-wide and school-wide student codes of conduct.

• 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.



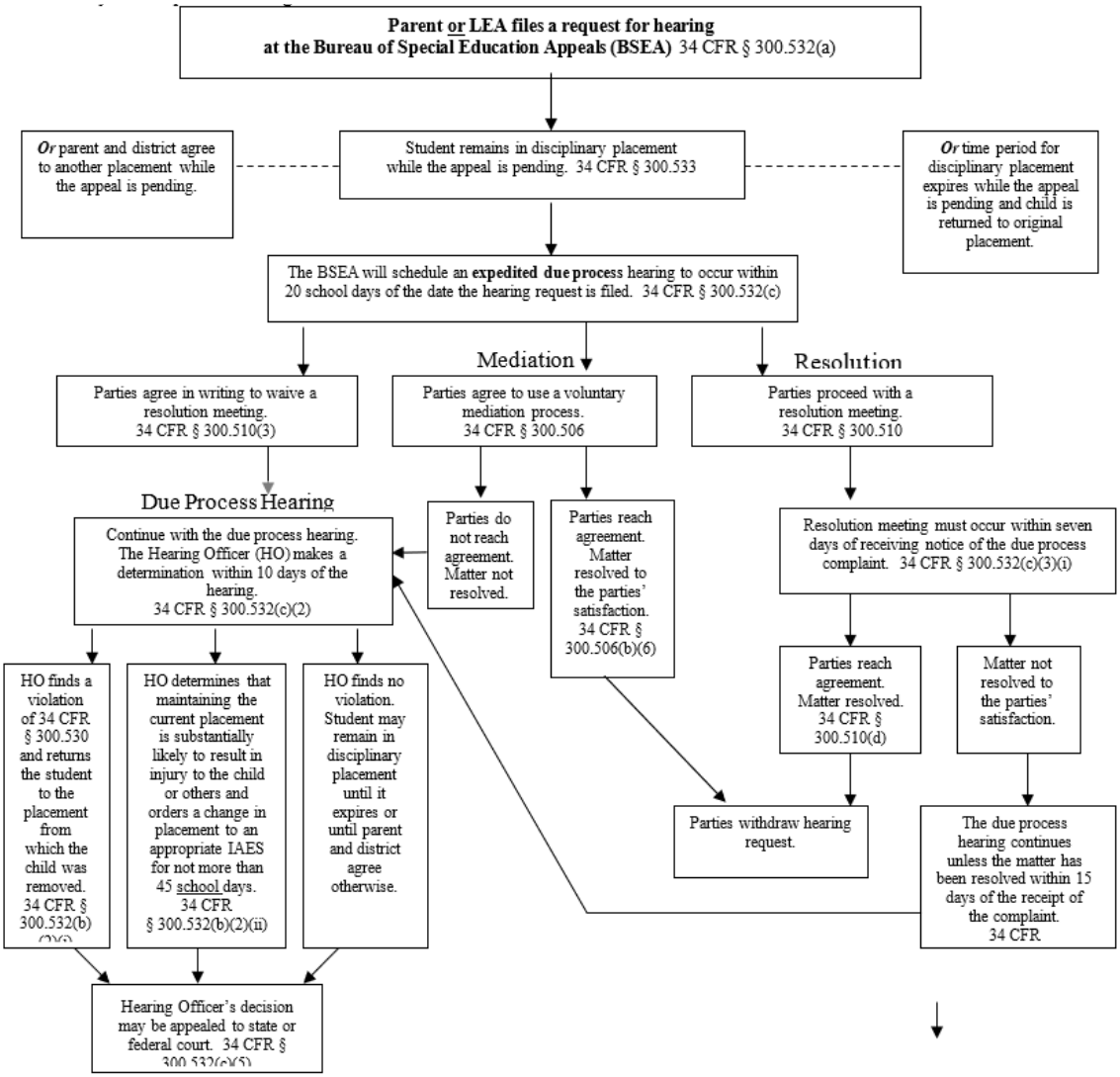
Provide, as appropriate, functional behavioral assessment and behavioral intervention services and modifications. 34 CFR § 300.530(f)(1)

## 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).