

Medfield Public Schools

Elementary Handbook 2024-2025

Where the journey begins ...

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Mission Statement

The Medfield Public Schools, in partnership with families and the community, fosters a safe, inclusive learning environment, empowering our students to meet high standards, adapt to change, and become responsible, contributing members of society.

Core Values

Inclusivity

Respect

Responsibility

Continuous Growth

We acknowledge that students come from diverse backgrounds, ethnicities, race, religion, and gender and also bring different talents and styles of learning. We are committed to educational equity. This means that every student, regardless of race, ethnicity, gender, gender identity, religion, language or family income has access to a high-quality education, including well-trained, professional educators; safe and stimulating learning environments; multiple educational opportunities; academic counseling; current technology and other essential educational materials and resources.

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MEDFIELD PUBLIC SCHOOLS

Office of the Superintendent
459 Main Street - 3rd Floor
Medfield, Massachusetts 02052

Jeffrey J. Marsden, Ed.D.
Superintendent
jmarsden@email.medfield.net
(508) 359-2302

Letter from the Superintendent

August 2024

Dear Parents:

On behalf of the Medfield School Committee and the entire staff of the Medfield Public Schools, I would like to welcome you and your child to our district. In an effort to provide consistent expectations across the three elementary schools, we have developed one handbook. This handbook was developed to provide you with the information needed for the 2024 -2025 school year. All of our students are expected to observe the procedures set forth in the handbook. At the end of the handbook is an addendum with school specific information.

In Medfield we believe the three elementary schools are crucial to building a strong foundation for student success in grades 6-12. We also believe that learning is a partnership among teachers, parents, students, and the community. This collaboration is important to create a successful, well-rounded student.

If you have additional questions during the school year, please contact your child's teacher. If you have additional questions or need further clarification, please contact your building principal.

The staff and I look forward to this exciting journey of your child's education.

Sincerely,

Jeffrey J. Marsden, Ed.D.
Superintendent of Schools

General Information

Superintendent of Schools

Dr. Jeffrey J. Marsden

359-2302

Director of Student Services

Mary Bruhl

359-7135

Director of Instruction and Innovation

Christine Power

359-1421

Director of Finance and Operations

Michael LaFrancesca

359-4798

Director of Facilities

TBD

359-4798

Director of Technology

Eoin O'Corcora

359-2396

Director of Food Services

Caitlin Fahy

359-6821

School Hours

Memorial School –

Full Day Kindergarten, Grade One - (8:25 - 2:55 p.m.)
Preschool AM (8:45 a.m. - 11:15 a.m.)
Preschool PM (12:15 p.m. – 2:45 p.m.)
Preschool Extended Day (9:00 a.m. – 2:00 p.m.)
Kindergarten AM (8:25 a.m. – 11:15 a.m.)

Wheelock School –

Grades Two and Three - 8:30 a.m. – 3:00 p.m.
Preschool Extended Day (9:00 a.m. – 2:00 p.m.)

Dale Street School –

Grades Four and Five - 8:25 a.m. – 2:55 p.m.

Arrival/Dismissal

Please see individual school addendum for specific information regarding arrival and dismissal procedures.

Before School Care

Before School Care is available in each school for a nominal charge. The program will not run in the event of school cancellation. If there is a one or two hour delay, the program will start accordingly. For additional information regarding hours, fees and contact information, please contact the individual school supervisor.

Attendance

All children are expected to be in attendance each day unless they are ill, a family emergency arises, or for a religious observance. Children returning to school after a communicable disease and/or five consecutive days absent must also have a doctor's note and report to the school nurse before returning to the classroom. Parents of children who are absent (6 or more unexcused days per term) will be contacted by the principal.

Sample Excused Absences

1. Medical/dental appointments or verified illness (notification from practitioner due within 5 school days after the absence, and must contain dates of illness/visitation)
2. Religious holiday
3. Chronic illness document by a treatment provider/primary practitioner
4. Suspension
5. Extenuating circumstances determined by the administrator

Sample Unexcused Absences

1. Family vacations
2. Absences resulting from competitions, fatigue and/or other activities
3. Illness not requiring a doctor's attention

NOTE: The administration reserves the right to render the final decision on any attendance matter.

Reporting Absences/Tardiness

Please call the absence line no later than 8:15 a.m. if your child will be absent or tardy.

Please state your child's name, teacher's name and the reason for the absence or tardiness. Please call each day that your child is absent or tardy.

Memorial School – (508) 242-8504
Wheelock School – (508) 242-8503
Dale Street School – (508) 242-8502

Tardiness

Whenever a student arrives late to school they must report to the main school office **and be signed in by a parent/guardian**. Students who arrive at school after the start of the day will be marked "tardy". We encourage all students to be punctual as arriving late to school is disruptive to a student and the student's classroom. Chronic tardiness (6 or more unexcused in a term) will be addressed by the principal.

Excused Tardiness

Situations considered excused for absences will also be excused for tardiness. The administration will also consider exceptional situations as the need arises.

Early Dismissal

If you are dismissing your student from school early from the school office, parents/guardians will be required to **sign out** their students. Friends/relatives asked to pick up your students should be prepared to show an ID to the office staff.

Every attempt should be made to schedule doctor and dental appointments around school hours, so as to not interfere with the learning process.

Vacations

There are three scheduled weeks of vacations during each school year. These vacations take place during December, February, and April. Please refer to the school calendar for the exact dates.

Parents are asked to make every effort to plan family vacations according to the school schedule. Vacations taken during school time will be counted as unexcused absences. Parents should notify the school prior to any vacation. Students are responsible for any make-up work. This work is to be completed upon the student's return during an agreed amount of time set by the classroom teacher. Most of the assignments given to students are a direct extension of classroom instruction; therefore teachers will not be required to assign work in advance.

Release Days

On release days school is dismissed at 11:40 AM. No lunch will be served on these days.

No School/Cancellations

If it is necessary to cancel school due to weather or another emergency, *Blackboard Connect* will be used to notify parents. Parents will receive a phone call informing them of a school delay, closure or early dismissal.

The following television stations will also post No School/Delayed Opening announcements on Channels 4,5,7 and FOX 25.

No school/delayed opening will also be posted on the Medfield Public Schools main web page.

Delay of Opening

If school opening is delayed due to weather conditions, bus routes will start one or two hours after the usual time. All students should board buses 1 or 2 hours after the usual start time. There will be no AM kindergarten or AM preschool classes that day.

Preschool Cancellation, Delay and Early Release Policy

If Medfield Schools are canceled, the preschool is also canceled for the day. In the event of a delay of opening, the AM Preschool sessions will be canceled. The PM students should arrive at their usual time, 12:15. Children who attend the Extended Day Preschool program should arrive at school at 11:30. Dismissal times will remain the same.

Emergency School Closing

Should it be necessary to close school during the day, in addition to the *Blackboard Connect* communication, radio stations will be asked to announce the school closing. Children will be dismissed as usual. Bus students arriving home to an empty house will be returned to school until a parent or designated individual can be contacted.

School Safety Protocols

Maintaining the safety of our students and staff is the most important role we have as a school. Several times a year we partner with the Medfield Police Department and Medfield Fire Department to conduct both "safety drills" and "fire drills" in all of our schools. A safety drill involves students and teachers following specific classroom/school protocols that provide a safe

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environment in case of an emergency, such as an unauthorized person in the school building. A fire drill involves students and teachers exiting the building to an assigned area at a safe distance. Both of these drills involve protocols developed in collaboration with the Medfield Police or Medfield Fire.

There are situations when a school may need to implement a “shelter in place” protocol in the entire school or a section of the school. **A shelter-in-place is not a lockdown.** Students will remain in the room, the class will continue to function normally, students and staff are not permitted in the halls, and no one will be allowed in or out of the building while the shelter-in-place is happening. Shelter in place would be called if a medical emergency is taking place in the school or if a potentially dangerous event is happening in close proximity to the school.

Home/School Communication

Communication between home and school is vital to your child’s education. Parents are encouraged to contact the classroom teacher so that any concerns may be addressed in a timely manner. We also encourage parents to contact teachers when things are going well so that we may share in the joy! Classroom teachers will inform you of their preference in maintaining the important home/school communication. Teachers will always try to return calls or messages as soon as their schedule permits. Classes will only be interrupted during the school day in the event of an emergency.

Please avoid phone calls to the office during dismissal time.

Emergency Information

Each September parents are required to update emergency information for each child. Please notify the school should you change addresses, telephone numbers, or e-mail addresses during the school year.

Weekly Communication

Each week, all school and town related flyers, notices, invitations and newsletters are posted to our website. A reminder email will be sent to all parents once the website has been updated. This creates a predictable pattern of communication for parents. Families who do not have access to the Internet may receive a paper version of any communication. Please call the office to be included on the paper notice list.

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Websites/Blogs/Tweets

Schools share information via websites, blogs, and/or Tweets throughout the school year. Please inform the principal if you do not want your child's picture to appear on any of these communications.

Visitors

To help insure student and staff safety, all visitors must enter the building by the main door and report to the office. All visitors must sign in and wear a visitor's badge while inside the building. Please remember that visitor badges should be visible. Upon departure, visitors must return the badges to the office and sign-out and depart through the main door while school is in session.

Criminal Offender Record Information

If a parent/guardian plans to volunteer or chaperone any field trips during the school year for any Medfield School, that adult must submit a C.O.R.I. to the School Department at least two weeks prior to the event. C.O.R.I. forms are available at all schools and are valid for three years.

Pursuant to a Department of Education C.O.R.I. (Criminal Offender Record Information) Law Advisory dated February 17, 2003, "Direct and unmonitored contact with children" means contact with a child when no other C.O.R.I. a cleared employee of the school or district is present.

Parent Information Night (PIN)/Open House

Parent Information Night provides parents an opportunity to become familiar with the curriculum and daily schedule in their child's classroom. Please refer to individual building calendars for dates/times. Please note that these evenings are not designed or conducive to discussing individual student progress.

Teacher Conferences

Parent/Teacher Conferences are formally scheduled twice a year; once in the fall and once in the spring. However, teachers are available to discuss student progress throughout the year by appointment or other means. At the regularly scheduled conferences, teachers will share information with you about your child's academic and social development. Each conference lasts about 15 minutes, so please come prepared to discuss any questions or concerns. We strongly encourage parents to take advantage of this opportunity to meet with your child's teacher.

Teacher Conference – Dates for 2024- 2025

Fall

Thursday, November 14 Memorial dismissal 11:40 a.m.

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Wheelock dismissal 11:40 a.m.
Dale Street dismissal 11:40 a.m.

Friday,, November 15 Memorial dismissal 11:40 a.m.
Wheelock dismissal 11:40 a.m.
Dale Street dismissal 11:40 a.m.

Spring

Thursday, March 6 Memorial dismissal 11:40 a.m.
Wheelock dismissal 11:40 a.m.
Dale Street dismissal 11:40 a.m.

Friday, March 7 Memorial dismissal 11:40 a.m.
Wheelock dismissal 11:40 a.m.
Dale Street dismissal 11:40 a.m.

Progress Reports/Report Cards

Parents/Guardians will receive their child's first and second trimester regular education progress reports after the close of the term. Progress reports will be viewable to families via Aspen on November 25th for Term 1 and on March 11th for Term 2. Term 3 progress reports will be viewable on the final day of school.

Homework

Medfield Public Schools Homework Policy

Homework is work assigned by educators to be completed outside of the classroom that supports learning of the curriculum. Homework is a learning activity which should increase in complexity as the student matures. Appropriate developmental needs and readiness of the student should be reflected in the assignment to promote independent completion of work.

Educators should take the individual differences of all students into consideration when assigning homework. Homework should not require the use of materials not readily available in most homes, school libraries, or the public library. Students should be instructed in the use of any resource to be used as part of homework completion.

There are many other learning activities in the life of a student besides homework. As such, participating in school activities, pursuing cultural interests, family connections and commitments, and exploring personal interests should be considered by teachers when

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planning consistent assignments. Homework is not to be used as a form of punishment under any circumstances.

Educators will create homework that is:

- Meaningful, purposeful, and valuable to the learning goals of the curriculum.
- Consistent in terms of the amount given each day and the time required for each assignment so that a pattern of meaningful homework can be established by the teacher.
- Necessary and relevant to classroom learning and/or real-life experiences.
- Manageable for all students to complete with reasonable time and effort.
- Developmentally appropriate for students in terms of time, scope, and expectations.
- Reviewed and/or returned by educators in a manner that provides students with timely and meaningful feedback.

All Medfield Schools will adhere to the expectations and parameters outlined in the Medfield Public Schools Homework Policy Implementation Guidelines.

Medfield Public Schools Homework Policy Implementation Guidelines

Introduction

As outlined in the Homework Policy approved by the School Committee on September 17, 2018 Medfield Public Schools define homework as work that supports learning of the curriculum. Educators use their professional judgment to ensure that the homework assigned is meaningful, manageable, and developmentally appropriate. Educators recognize the variety of student learning styles and readiness, and take this into consideration when designing and assigning work. As such, homework assignments may be differentiated to address individual student needs. The District recognizes the need for students and families to have downtime and family time. Social-emotional wellness and balance in the lives of our students lead to better learning. The Medfield Public Schools Homework Policy supports a balanced and healthy existence for our students, while still engaging them in deep learning experiences.

Types of Homework

Homework may take a variety of forms. The descriptions below are examples of the types of homework your child may be assigned during the year. Please note that the list below is not a complete one, and that homework assignments often entail multiple types and a variety of

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purposes:

- **Preparation** This is work that provides review of material, helps students develop confidence, encourages the acquisition of background information, supports executive functioning skills, and prepares students to more fully participate in upcoming lessons, projects, or assessments.
- **Completion** This work may be assigned as homework when students do not complete classwork during the regular school day. It helps students keep up with the classwork by allowing them the opportunity to finish the work outside of the school day. It is assigned by the educator when it is necessary for the student to practice newly acquired skills and/or t

o develop proficiency and confidence as a learner.

- **Extension** This is work that helps students take what they learn in class and make connections. It requires students to transfer specific skills and concepts to new situations.

Daily reading for pleasure as part of extending learning is strongly encouraged.

Homework Missed as a Result of Absence

Upon return to school from an absence, students with the support of guidance, educators and parents, if needed, will develop a plan to complete make-up work within a reasonable amount of time. Assignments and due dates will be outlined in each school's handbook.

Homework Time Guidelines*

The table below attempts to establish guidelines for the average amount of focused time spent on homework according to each grade. If a pattern is established whereby a student is consistently exceeding these amounts, please contact the appropriate teacher or guidance.

Grade Average time spent for a typical student per day (when assigned)

K 5-10 minutes

1 10 minutes

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2 20 minutes

3 30 minutes

4 40 minutes

5 50 minutes

6 60 minutes

7 70 minutes

8 80 minutes

9 - 12 90 - 120 Minutes

Homework Guidelines for School Vacations, Religious Holidays and State Testing

When educators feel it is necessary to assign homework or schedule due dates or assessments near the school vacations and religious holidays listed below, they will adhere to the following guidelines when assigning the work and choosing a due date:

- Long-term assignments must be assigned at least 5 days before school vacations and not due at least until the 3rd day back after the vacation.
- Assignments will not be given with the expectation that they need to be worked on or completed during the school holidays and vacations listed below. In addition, assessments may not be due or given on the day after these school vacations and religious holidays:
 - Rosh Hashanah
 - Yom Kippur
 - Thanksgiving Recess
 - December Vacation and New Year's Day
 - Winter Vacation
 - Good Friday
 - Spring Vacation
- Appropriate homework and assessment expectations during state testing will be determined at each building level.

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*Please note that Advanced Placement courses may be exempt from these guidelines.

Roles and Guidance for Educators, Students, and Families

Educators:

- Assign homework in accordance with our principles, as outlined in the Medfield Public Schools Homework Policy
- Take into consideration individual differences of students
- Give clear, concise directions; allow opportunities for students' clarifying questions
- Post homework in classrooms and/or online where applicable before the teacher's school day is over
- Coordinate dates for tests or long-term projects with other educators when possible
- Provide appropriate and timely feedback on all homework assignments
- Ensure that students who are absent know how they may make up homework
- Communicate with student and parents/guardians when needed

Students:

- Record the directions for homework and/or learn where educators post assignments
- Ask questions, as necessary, to clarify directions for assignments
- Complete assignments with integrity, on time, thoughtfully, and to the best of their ability
- Utilize resources provided by teachers to assist in completion of homework, if needed
- Establish a routine for completing assignments and keeping materials in order
- Plan time for the completion of long-term assignments
- Make choices that promote a healthy home/school/extracurricular balance
- Reflect on accuracy of homework and self-advocate to teachers, as needed
- Be mindful and minimize distractions (i.e. social media and technology other than as it relates to homework) other than as it relates to the homework assigned during homework completion time

Families:

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- Provide a suitable place for study with minimal distractions
- Foster independent work habits
- Limit assistance on assignments to ensure that the student's work is their own
- Encourage students to self-advocate to their teachers
- Inform the school if the student is struggling and needs clarification or support
- Assist students in learning to manage time, when needed
- Assist students in making choices that promote a healthy home/school/extracurricular balance

_ Approved September 17, 2018

School Related Questions and Concerns

Parents may have questions or concerns that they wish to bring to the attention of the appropriate school officials. To assist parents in this regard, the following general guidelines may be helpful:

1. Any concern regarding a school-related matter should first be raised by the parent with the staff member most directly involved. (i.e. questions regarding content of instructional materials or homework assignments should be raised with the teacher involved.)
2. If the matter remains unresolved, the parent may wish to speak with the building principal. Appointments can be scheduled by contacting the office of the principal.
3. If the matter still is unresolved, the parent may wish to speak with the superintendent.
4. If the matter still remains unresolved, the parent may wish to bring it to the attention of the School Committee.

Class Assignments

Many factors are taken into consideration when a child is placed in a particular class. While parents have a right to offer input into class assignment, it is the principal's responsibility to make the final placement decision based on sound educational principles. While parents are allowed to request a learning style for their child, they are not allowed to request a specific teacher. See Class Placement Policy p. 32.

World Languages

World Language is offered to Medfield Public Schools' students beginning in Grade Two. Parents of Grade One students will be asked to work with their child to select either Mandarin or Spanish in the spring of the Grade One year. Parents are asked to consider their selection carefully. Students will be allowed one opportunity to change his or her language at the end of grade 2. That selection will be for the remainder of the elementary years. Students will have the opportunity to change languages upon entering Blake Middle School.

Student Records

The *Regulations Pertaining to Student Records* were developed by the Massachusetts State Board of Education to ensure parents, students and former students of their rights of confidentiality, inspection, amendment and destruction of student records. Students and their families may seek further information regarding these rights through the guidance office or main office of the school.

The student's **transcript** (name, address, telephone number and birth date; the name, address and telephone number of the parent or guardian; course titles; grades; grade level completed) may only be destroyed sixty years after graduation, transfer or withdrawal from the school system. Student's **temporary** records (all information not contained in the transcript) may include standardized test scores, GPA, medical records, school-sponsored extracurricular activities and evaluations by teachers, counselors and staff. Temporary records will be provided to the student or destroyed upon leaving the school system.

In limited circumstances the school, with the approval of the superintendent, may release a student's name, address, telephone listing, date and place of birth, major field of study, dates of attendance, weight and height of members of athletic teams, class, participation in officially recognized activities and sports, degrees, honors and awards, and post-high school plans without the consent of the eligible student or parent; provided that the school gives public notice of the types of information it may release and allows eligible students and parents a reasonable time after such notice to request that this information not be released without the prior consent of the eligible student or parent.

Withdrawal of Students

If you are moving and are withdrawing your child from school, please notify the school office. You will be asked to come to the main office a few days prior to the withdrawal date in order to complete the necessary paperwork. (i.e. the official transfer slip and request for school records form.)

Site Councils

In compliance with the Education Reform Act of 1993, the School Councils operate as advisory bodies within the schools. The Councils consist of parents, school personnel, and a community member for the purpose of advising the building principal on various issues such as the school's budget, school practices and procedures, and curriculum. They also assist with the implementation and evaluation of the School Improvement Plan. Members of the Council are elected to the council by members of the school community. Terms of membership expire when the member's children are no longer enrolled in the school. Meetings are held on a regular basis and are conducted under the Open Meeting Law.

Volunteering

We hope we will be able to continue to expand the use of volunteer assistance. If you do have time available, we welcome your participation in the school's program, knowing that the children will benefit from added assistance. We welcome all volunteers to our classrooms. Expectations for school volunteers:

- Please respect the **confidentiality** of each child and his or her classroom experience.
- Limit conversation with teachers so that they may focus on the children.
- Matters of discipline should be referred to the classroom teacher.
- We encourage children to be independent and to do as much as they can on their own.
- Children remain in the classroom unless otherwise instructed by a teacher.
- Please come without siblings or other children in your care.
- Expect to see a great variety of learning styles and behaviors.

We certainly recognize that all parents may not be available for volunteer work due to employment, family, and other considerations. We appreciate your support and participation in school functions. Please note that all volunteers must complete a CORI prior to volunteering in a classroom or attending a field trip.

Medfield PTO (Parent Teacher Organization)

The PTO is a volunteer association of parents who, in a variety of ways, support quality education and our schools. PTO members help in the classrooms, in the school office, in the cafeteria, and on the playground. The PTO purchases equipment for the classroom and professional materials for the teachers. PTO also provides enrichment activities for our students.

Membership is open to all and no contribution of a working or at-home parent goes unappreciated. PTO activities are financed by modest annual membership dues and by affordable, family-oriented fundraiser events that bring families, neighbors, friends, and staff together for a good time. Finally, the PTO promotes communication among parents, teachers, and the broader community for the benefit of Medfield's education system. Please log onto our PTO webpage, www.medfieldptok8pto.com to learn more about volunteering in our schools.

Medfield Coalition for Public Education (MCPE)

"The Medfield Coalition for Public Education (MCPE or "The Coalition") is an independent, non-profit organization funded to provide system-wide support and academic enrichment for the Medfield Public Schools, with particular attention to academic needs that exceed the parameters of the school budget. We strive to encourage and maintain academic excellence in the face of increasing financial constraints. MCPE awards grants to support the development of innovative programs, curriculum and enrichment."

Please visit the MCPE website at www.medfieldcoalition.org/

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Daily Life

Food/Celebrations

Snack

Time is allotted every day for a snack in the classrooms and we encourage students to bring healthy snacks. Please be aware that we have several children with severe food allergies and therefore have a policy that children not share food. We also require any child who eats peanut butter during snack or lunch to wash their hands after eating. In classrooms with students who have severe nut allergies, students may be required to bring in snacks that do not contain peanuts/nuts.

Lunch

Children may either participate in our food service program or bring lunch to school. The preparation, serving and accounting in the lunch program are mandated by state regulations and are under the Director of Food Services.

Children are seated by class at assigned tables in the cafeteria. At times assigned seating is necessary to ensure order in the cafeteria. To ensure safety, only students purchasing a school lunch will be allowed to sit at the peanut/nut free table. The lunch period is 20-25 minutes in length and is supervised by staff and/or a cafeteria monitor.

Per the Federal Government, there is no charge for a school lunch or breakfast. Students wishing to purchase milk are able to do so using their My School Bucks account.

The following items are available for purchase in our cafeteria during lunch periods only:

- \$0.50 - Milk
- \$0.50 - Water (Wheelock & Dale)

Parents are encouraged to sign up for the new Point of Sales (POS) system. School lunch matters are now entirely handled through the Food Services office. Funds for milk and snacks may be placed on account for your child. Parents have several options: funds for your child's account may be sent in with a check payable to Medfield Food Service. It is not required that you fund the account through its online service. Sending in a check will eliminate online service fees. Student accounts offer parental control so that you may determine how funds are spent. Frozen yogurt/Italian Ice may be purchased only on Fridays. If you do not wish for your child to purchase this item, you could set that as a control on your account. We encourage you to use this system. Our goal is to streamline our system so students may have as much time to eat as possible. Your cooperation in this effort is appreciated. Visit the MySchoolBucks website at <https://www.myschoolbucks.com/>

Forgotten Lunches

Your child may need lunch for the occasional time that a lunch is forgotten. The school will make an effort to contact you to receive permission to provide a hot lunch for your child. In the event the school cannot reach you, your child will be offered lunch. No child will go hungry!

Birthday Celebrations

Due to the high number of students with severe food allergies, the increasing numbers of students with diabetes, and the district emphasis on wellness, birthday celebrations may no longer include food. Please save birthday cakes and cupcakes for your home celebration.

We realize many parents like to do something special in school for their child's birthday. We'd like to suggest that you consider sending in a favorite book to be read to the class by the teacher or even donating a small gift to your child's classroom. This donation from your child might be an educational game, a book for the class library, or a pencil for each student in the room.

Invitations to home birthday parties should be delivered outside of school. Invitations may not be distributed during school. We cannot provide student addresses or emails for this purpose.

Holiday Celebrations

Food is allowed for a few yearly school celebrations. Room parents are contacted by the classroom teachers to set the date and time of the event. The holiday celebration is usually consistent throughout the school. To remain sensitive to food allergies and health regulations, the elementary schools utilize "party in a bag". Information will be sent out prior to each celebration by individual schools.

Clothing

Elementary students are young and energetic. Please consider the following when helping your child to choose proper clothing:

- Dress for the weather! All students go outside for recess daily barring wet or icy play surfaces and temperatures/wind chill below 20 degrees. Jackets, hats, gloves, boots and snow pants are required.
- Footwear should be appropriate so that children can play and run freely in the playground. Flip Flops and open-toed sandals are not appropriate for most school activities and are strongly discouraged.
- Sneakers are required during physical education periods.
- Label all outerwear so that it can be easily identified if lost or misplaced. The school lost and found is located in designated school locations.
- All children should bring a backpack to school each day. The bag should be big enough to hold all personal belongings such as; a lunch box, extra jacket and papers. Label your child's backpack with their full name.

- Students shall dress appropriately for school. Clothing that distracts from the educational process will not be tolerated. The final decision shall be at the discretion of the school principal.

Forgotten Lunches, Boots, Homework, etc...

Any forgotten items should be brought to the school office. Please label the item(s) with your child's name and classroom. If a student forgets his or her folder or agenda, it will be placed in the teacher's mailbox. The teacher will not be interrupted during class time.

We strongly encourage the students to be responsible for packing their own backpacks with homework and other items needed for school.

Field Trips

Parents are required to sign a field trip permission slip as well as an indemnity form in order for their child to go on a trip. Students may be asked to pay a fee to help defray the costs of the trip. PTO funds may be used to offset the cost of some field trips. In some cases, parents may also be asked to fill out a walking permission slip.

Bus Transportation

Bus Assignments

The bus schedules are emailed to parents/guardians within a week prior to the start of school.

Per School Committee policy, children may ride a different bus only for reasons of scheduled day care. Requests for this arrangement or for a change in your child's stop should be made to the Director of Finance and Operations, in writing (address: 459 Main St., Third Floor). Questions should be directed to the Director of Finance and Operations at 508-359-4798.

Children are not allowed to change buses except for emergency conditions. The driver is responsible for students assigned to their bus. Any deviation from the student's regular bus schedule must constitute an emergency and requires permission of the principal.

Bus Safety

The safe and efficient transportation of the children of Medfield can only be ensured if the Bus Driver is not distracted. To alleviate potential disruptions in service or safety, the Administration recognizes the Bus Driver's autonomy to arrange the seating of children at their discretion. The Administration is confident that this authority will be moderate in nature and logical in its implementation.

Procedures for Drivers and Parents

School Committee Policy with regard to student conduct during school transportation is as follows:

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1. In case of any misconduct on a bus, the incident shall be reported to the school principal. The principal shall communicate with families when appropriate regarding the misconduct.
2. In case of a repetition by the same student, the principal will determine appropriate consequences which may include suspension from the bus.

Loading and Unloading at Bus Stop

1. Riders must be on time. Bus drivers will not wait.
2. Riders will enter or leave the bus at regular stops only.
3. Orderly behavior and respect for private property shall be required.
4. Instructions and directions of the driver must be followed by the riders when entering or leaving the bus.

Required Conduct Aboard the Bus

1. Riders must remain seated or in place when the bus is in motion.
2. Upon arrival at school, students must remain in their seats until the driver announces it is time to disembark from the bus.
3. Quiet conversation with immediate neighbors is encouraged. Whistling, shouting, singing, inappropriate language, profanity, obscene language, and smoking are not permitted.
4. Children are to respect and cooperate with others. Hands and belongings are to be kept to oneself. The following disturbances are prohibited:
 - a. Pushing or wrestling
 - b. Annoying other passengers or disturbing their possessions
 - c. Talking to the driver
 - d. Throwing objects within the bus or out of windows
 - e. Climbing over seats
 - f. Opening or closing windows
 - g. Leaning out of windows
 - h. Littering the bus
 - i. Any behavior which may cause the driver to be distracted
 - j. *Possession of firearms, live ammunition, fireworks, dangerous weapons (In these instances, the Medfield Police Dept. will be called in to make a determination)*
5. Parents will be held responsible for any defacing or damaging of the bus.
6. Should a student persist in disruptive behavior, a driver may opt to complete a Bus Conduct Report which is delivered to the school principal. The principal will discuss the infraction with the student and communicate with the family as appropriate. Consequences may be in order for persistent misbehavior. The principal will communicate with the driver as necessary. Student safety is our first priority.

Procedures for Drivers and Parents

School Committee Policy with regard to student conduct during school transportation is as follows:

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1. In case of any misconduct on a bus, the incident shall be reported to the school principal. The principal will communicate with families regarding specific bus incidents.
2. In case of a repetition by the same student, the principal shall suspend the child from transportation privileges with written notice to the parent to report at once with the child to the superintendent's office.
3. After a second offense and a conference with the superintendent, if a third such incident occurs, bus privileges shall be denied the pupil and the responsibility for transportation shall then rest with the parent.

Student Behavior Expectations

Introduction

Students are expected to show respect for fellow students, teachers, and all school personnel.

Children are expected to follow rules and regulations and to respect authority and the rights of others. While this code of conduct is designed for students, it is expected that all members of the school community will adhere to the same standards.

School Behavior Expectations

School rules governing behavior in classrooms, in the cafeteria, at recess, in the corridors, in the lavatories, at assemblies, on the bus, and on bicycles have been developed by a committee consisting of the administration, teachers, and parents. These rules and expectations will be regularly reviewed.

General Rules

Students will:

1. Be respectful to all adults and fellow students.
2. Show respect for others' property and for school property.
3. Obey all oral and written instructions from staff and administration that are issued within the scope of their professional authority in order to effectively supervise and teach students.
4. Not leave their teacher or classroom without permission.
5. Go directly to their homerooms when entering the school in the morning. If tardy, students must report to the office before going to their homeroom.
6. Be honest at all times.
7. Speak and write proper language at all times.
8. Be prohibited from fighting, pushing, and tripping.
9. Not possess dangerous items of any kind.
10. Not possess alcohol, tobacco, and other drugs.

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11. Not be allowed gum or hard candy in school unless identified on a student plan.
12. Dispose of trash in proper trash containers.
13. Refrain from wearing hats and hoods inside school buildings without the express permission of the principal.

Classroom Rules

1. Students must promptly and cooperatively follow the classroom teacher's and/or specialist's directions and classroom rules.
2. Students should complete their work to the best of their ability and should allow each of their classmates to do the same by respecting the rights of all individuals within the school environment.
3. In order to promote fairness and common courtesy to fellow students and adults, children will raise their hands to be recognized.

Cafeteria

It is necessary to maintain a calm, orderly, and reasonably quiet atmosphere in the cafeteria. Children should be encouraged to eat nutritious lunches.

The following rules apply to the cafeteria:

1. Students are expected to be polite and use manners.
2. Students should not share food due to allergy concerns.
3. Students must remain seated at their tables until they are given permission to return trays, dispose of trash, or purchase a snack.
4. Students are responsible for keeping their lunch area (i.e. table, floor) clear and to pick up any debris before leaving the cafeteria.
5. Appropriate behavior includes quiet conversation in a normal tone of voice.
6. Children are not to re-enter the classroom unless they are given permission by an adult.

Electronic Devices

1. Refrain from using electronic devices including but not limited to: cell phones, iPods, handhelds, electronic watches, etc throughout the school day without the express permission of the principal.
2. All electronic devices must be powered off and stored in a student's backpack throughout the school day (this includes bus trips to and from school).

Recess/Playground

1. There is to be no pushing, hitting, play-fighting, fighting, or piggy-back riding.
2. Students are to line up and proceed outside to recess in a quiet and orderly manner.
3. Students are to follow the directions of the adult on duty.

4. Students should know the boundaries of the play area and are not to go beyond them. (e.g. Students are to stay away from the wooded areas and streets surrounding the play area.)
5. Students should not be near the school building while outside for recess, since this could distract students who are in class.
6. Students are not to re-enter the building during recess without the permission of the adult on duty.
7. Children must share the playground facilities and equipment.
8. Hardball sports equipment such as baseballs, baseball bats, lacrosse sticks, tennis rackets, and softballs are not allowed unless special permission has been granted by the staff or administration.
9. Students are not to throw things inappropriately (snow, rocks)
10. Standing on swings, slides and /or see-saws is not permitted.
11. When the bell rings to end recess, students are to line up promptly and not linger on the playground.
12. All injuries must be reported immediately to an adult on duty.

Special Rules for When We Have Snow

We live in New England and going out for recess when there's snow is normal. In order to make sure students are safe, please follow our winter rules:

1. Dress appropriately. Students must be wearing hats, gloves, snow pants and boots to play in the snow.
2. No playing/sliding on the ice.
3. Stay off the playground equipment until the recess supervisor determines it is safe to use. (No snow or ice on steps, ladders, etc.)
4. No throwing snowballs or ice.
5. Stay out of standing water or large puddles.

All the other recess rules still apply.

Recess/Indoors

The adults on duty will prepare the class for indoor recess by providing a variety of activities to keep children occupied:

1. Children should remain in their assigned rooms; they should not be in hallways, or the lavatories without permission.
2. There should be no activities which present a threat to safety or property, such as playing tag, or play-fighting.
3. Children should follow the directions of the adult on duty.

Corridors

1. Students are to walk at all times, keep to the right, and move in an orderly and quiet manner.
2. Students are to avoid touching the walls and should not touch objects or displays on the corridor walls.

Entering the School

1. All children shall enter by the designated door as instructed by the adult on duty.
2. Students are to wipe feet on mats upon entering the building and stamp feet, as necessary, to remove dirt and mud from soles of sneakers and shoes.

Lavatory

1. Lavatories are to be used only with the permission of school personnel.
2. Students are not to linger in the lavatories.
3. Good health habits are to be practiced by washing hands before leaving the lavatories.
4. Crayons, pencils, or pens are not permitted in the lavatories.
5. Students must not stand on toilet seats or other fixtures, climb on partitions, or harm any of the other fixtures in any way.
6. Vandalism or defacement of any of the lavatories in any way will be subject to appropriate disciplinary consequences. Payment for repair or replacement will be the responsibility of the student's parents or guardians.

Assemblies

1. During an assembly program students should be attentive and courteous.
2. Students should remain seated and quiet during assembly programs.

Internet

No student will be permitted to access the Internet/Intranet without having a signed Internet/Intranet Acceptable Use Policy Signature Page on file. The use of the Internet is a privilege, not a right, and inappropriate use will result in a cancellation of those privileges. The administrators will deem what is inappropriate use and their decision is final. See School Committee Policies.

ELEMENTARY STUDENT CONDUCT**PRINCIPAL'S DISCRETION**

In every case of student misconduct for which suspension may be imposed, the principal, or their designee, shall exercise discretion in deciding the consequence for the offense, except as set forth in G.L. c. 71, § 37H $\frac{3}{4}$ and as set forth below in the section on Alternative Remedies for Disciplinary Consequences. The principal shall consider ways to re-engage the student in learning and shall attempt to avoid long term suspension as a consequence until alternatives have

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been tried. These alternatives may include the use of evidence-based strategies and programs such as mediation, conflict resolution, restorative justice, and positive behavioral interventions and supports.

ALTERNATIVE REMEDIES FOR DISCIPLINARY CONSEQUENCES

Prior to issuing any disciplinary consequences pursuant to G.L. c. 71, § 37H ³/₄ and not subject to G.L. c. 71, §§ 37H and 37H ¹/₂, as discussed below, the Principal or designee will consider alternative remedies to such consequences. This policy applies only to short-term or long-term suspensions, emergency removals or in-school suspensions, or expulsions that are not issued under G.L. c. 71, §§ 37H and 37H ¹/₂. This policy does not apply to disciplinary consequences issued under G.L. c. 71, §§ 37H and 37H ¹/₂, which include: assault of educational staff, possession of controlled substances or a dangerous weapon on school grounds, and felony charges or conviction. The Principal or designee will consider methods to re-engage the student in the learning process when deciding disciplinary consequences for the student. Specifically, the Principal or designee will consider and use alternative remedies including but not limited to mediation, conflict resolution, restorative justice, and collaborative problem solving. The use and results of such alternative remedies will be documented in writing. The Principal or designee will consider, use to the extent possible, and document in writing such alternative remedies before the Principal or designee may suspend or expel a student. The Principal will also implement school or district models to re-engage students in the learning process, including positive behavioral interventions and supports models and trauma sensitive learning models. The Principal or designee will not implement such models in direct response to a specific incident. In the event alternative remedies are not feasible, the Principal or designee will document specific reasons as to why such alternative remedies are not suitable or counter-productive, or in situations where the student's continued presence in school would pose a specific, documentable concern about the infliction of serious bodily injury or other serious harm on another while in school.

PROCEDURES FOR IN-SCHOOL SUSPENSION OF LESS THAN TEN (10) CUMULATIVE OR CONSECUTIVE SCHOOL DAYS

An in-school suspension may be used as an alternative to short-term suspension for disciplinary events. An in-school suspension means the removal of a student from regular classroom activities, but not from the school premises, for no more than ten (10) consecutive school days, or no more than ten (10) school days cumulatively for multiple infractions in one school year.

If the principal chooses this alternative, the principal shall inform the student of the disciplinary offense charged and the basis for that charge and provide the student an opportunity to dispute the charge and explain the circumstances surrounding the charge. If an in-school suspension is issued, the principal shall make reasonable efforts to notify the parent orally of the disciplinary

offense, the reasons for concluding that the student committed the offense, and the length of the in-school suspension.

The principal shall also invite the parent to a meeting to discuss the student's academic performance and behavior, strategies for student engagement, and possible responses to the behavior. This meeting shall be scheduled on the day of the suspension, if possible, or as soon as possible thereafter. The principal shall also send written notice to the student and parent about the in-school suspension, including the reason and length of the in-school suspension, and inviting the parent to the above described meeting, if such meeting has not already occurred.

PROCEDURES FOR SHORT-TERM OUT-OF-SCHOOL SUSPENSION
(exclusion of a student from school premises and regular classroom activities for a specified period of not more than ten school days.)

The principal, or their designee, may suspend students on a short-term basis. Unless a student poses a danger to persons or property, substantially and materially disrupts the order of school, possesses a firearm, controlled substance, or assaults a school staff member, the student will receive the following prior to a short-term suspension:

1. Oral and written notice of the charges in English and the primary language of the home if other than English. This notice shall include:
 - i. The disciplinary offense;
 - ii. The basis for the charge;
 - iii. The potential consequences, including the potential length of the suspension;
 - iv. The opportunity to have a hearing with the principal and the parent concerning the proposed suspension, including the opportunity to dispute the charges and to present the student's explanation of the alleged incident;
 - v. The date, time, and location of the hearing;
 - vi. The right of the parent and student to interpreter services at the hearing; and
 - vii. If the student may be placed on a long-term suspension following the hearing with the principal:
 1. The rights set forth under the "Procedures for Long-Term Suspension"; and
 2. The right to appeal the principal's decision to the superintendent.
2. At the hearing, if the student and/or parent elects to attend, the student shall have the opportunity to present their version of the relevant facts and any mitigating circumstances. The principal shall make reasonable efforts to notify the parent orally of the opportunity to attend the hearing. To conduct the hearing without the parent, the principal must be able to document reasonable efforts to include the parent. The principal is presumed to have made reasonable efforts if the principal sent written notice and has documented at least two (2)

attempts to contact the parent in the manner specified by the parent for emergency notification.

3. Based on the available information, the principal shall make a determination as to whether the student committed the disciplinary offences and what remedy shall be imposed. The principal shall notice the student and parent in writing of their decision, the reasons for it, and, if applicable, the type and duration of the suspension and the opportunity to make up assignments and other academic work.
4. If the student is in a public preschool program or in grades K through 3, the principal shall send a copy of the written determination to the superintendent and explain the reasons for imposing an out-of-school suspension, before the suspension takes effect.

PROCEDURES FOR EMERGENCY REMOVAL

If the student's continued presence poses a danger to persons or property, and in the principal's judgment, there is no alternative available to alleviate the danger, the principal may temporarily remove the student from the school without following the procedures for a short term, out-of-district suspension. This temporary removal shall not exceed two (2) school days following the day of the emergency removal and the superintendent shall be immediately notified of the removal. Additionally, the principal shall make immediate and reasonable efforts to orally notify the student and student's parent of the emergency removal, the reason for the emergency removal, and the other information required in a short-term suspension notification. The short-term suspension notice shall be provided in writing to the student and parent. The opportunity for a hearing with the principal shall occur within two (2) school days, unless otherwise extended by the school and parent. A decision regarding the student's continued suspension or other removal shall be rendered the same day as the hearing and written notice shall be provided the following school day. This written notice shall include all the information required based on the type of discipline imposed (short-term suspension, in-school suspension, long-term suspension, or expulsion).

The principal may also remove a student from privileges, such as extracurricular activities and attendance at school-sponsored events, based on a student's misconduct. This type of removal is not subject to the procedures for suspension and expulsion outlined in this policy.

PROCEDURES FOR LONG-TERM SUSPENSION

(exclusion of a student from school premises and regular classroom activities for more than ten school days.)

The principal, or their designee, may issue long-term suspensions at the building level. The principal may also issue expulsions for the offenses set forth in M.G.L. c. 71, §37H and §37H½.

Expulsions for other offenses are heard by the School Committee pursuant to M.G.L. c. 76, §16 and §17.

1. In the event of a long term suspension or expulsion, the student will be provided oral and written notice of the charges in English and the primary language of the home if other than English. This notice shall include:
 - i. The disciplinary offense;
 - ii. The basis for the charge;
 - iii. The potential consequences, including the potential length of the suspension;
 - iv. The opportunity to have a hearing with the principal and the parent concerning the proposed suspension, including the opportunity to dispute the charges and to present the student's explanation of the alleged incident;
 - v. The date, time, and location of the hearing; and
 - vi. The right of the parent and student to interpreter services at the hearing.
5. The principal shall make reasonable efforts to notify the parent orally of the opportunity to attend the hearing. To conduct the hearing without the parent, the principal must be able to document reasonable efforts to include the parent. The principal is presumed to have made reasonable efforts if the principal sent written notice and has documented at least two (2) attempts to contact the parent in the manner specified by the parent for emergency notification.
2. In advance of the hearing, the student shall have the right to review the student's record and the documents upon which the principal may rely in making a determination to suspend the student.
3. The student shall also have the right to be represented by counsel or a lay person at the choice and expense of the student/parent.
4. At the hearing, if the student and/or parent elects to attend, the student shall have the opportunity to present their version of the relevant facts and any mitigating circumstances. The student shall also have the right to produce witnesses and the right to cross-examine witnesses presented by the school. The student may request that the hearing be audio recorded by the principal and may request a copy of the recording. All parties must be made aware that the hearing is recorded in advance of the hearing.
5. The parent, if present, shall have the opportunity to discuss the student's conduct and other information, including mitigating circumstances, that the principal should consider in determining consequences for the student.
6. The principal shall make a determination as to whether the student committed the disciplinary offences and what consequences shall be imposed. The principal shall notice the student and parent in writing of their decision, including the following information:
 - i. The disciplinary offence, the date on which the hearing took place, and the participants in the hearing;
 - ii. The key facts and conclusions reached by the principal;
 - iii. The length and effective date of the suspension and the date of return to school;

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- iv. The notice the student's opportunity to receive education services to make academic progress during the suspension;
- v. The student's right to appeal the principal's decision to the superintendent or their designee if a long-term suspension has been imposed. This notice of appeal shall include the process for appealing the decision, which requires the parent or student to file a written notice of appeal with the superintendent within five (5) calendar days of the effective date of the long-term suspension.
 - a. The superintendent shall hold the hearing within three (3) school days of the student's request, unless an extension is mutually agreed to.
 - b. The superintendent shall make a good-faith effort to include the parent in the hearing.
 - c. The hearing shall be conducted to determine whether the student committed the disciplinary offense and, if so, what the consequence shall be. The hearing shall be audio recorded and a copy of the recording shall be provided to the student or parent upon request.
 - d. All the same rights as are afforded in the above long-term suspension principal's hearing shall apply to the student in a superintendent's hearing.
 - e. The superintendent shall issue a written decision within five (5) calendar days of the hearing. If the superintendent determines that the student committed the disciplinary offense, the superintendent may impose the same or lesser consequence than the principal.
 - f. The decision of the superintendent shall be the final decision of the school district.
- vi. If the student is in grades K-3, the principal shall send a copy of the written determination to the superintendent and explain the reasons for the suspension before the suspension takes effect.

EXPULSION

Expulsion is the removal of a student from the school premises, regular classroom activities, and school activities permanently. Pursuant to M.G.L. c. 71 sect. 37H ½ and sect. 37H, conduct that may lead to expulsion includes but is not limited to possession of a dangerous weapon, assault on school personnel, possession of a controlled substance, and felony convictions/pleading guilty to a felony charge. Procedures associated with expulsion are set forth in both of those named statutes.

ADDITIONAL PROCEDURAL PROTECTIONS FOR SPECIAL EDUCATION STUDENTS

In general, special education students may be excluded from their programs for up to ten school days per school year just as any other student. A suspension of longer than 10 consecutive days or a series of suspensions that are shorter than 10 consecutive days but constitute a pattern are considered to represent a change in placement.

- When a suspension constitutes a change in placement of a student with disabilities, district personnel, the parent, and other relevant members of the Team, as determined by the parent and the district, convene within 10 days of the decision to suspend to review all relevant information in the student's file, including the IEP, any teacher observations, and any relevant information from the parents, to determine whether the behavior was caused by or had a direct and substantial relationship to the disability or was the direct result of the district's failure to implement the IEP—"a manifestation determination."
- In either case, the interim alternative education setting enables the student to continue in the general curriculum and to continue receiving services identified on the IEP and provides services to address the problem behavior.
- If district personnel, the parent, and other relevant members of the Team determine that the behavior IS a manifestation of the disability, then the Team completes a functional behavioral assessment and behavioral intervention plan if it has not already done so. If a behavioral intervention plan is already in place, the Team reviews and modifies it, as necessary, to address the behavior. Except when he or she has been placed in an interim alternative educational setting in accordance with part 4, the student returns to the original placement unless the parents and district agree otherwise, or the hearing officer orders a new placement.
- Not later than the date of the decision to take disciplinary action, the school district notifies the parents of that decision and provides them with the written notice of procedural safeguards. If the parent chooses to appeal or the school district requests a hearing because it believes that maintaining the student's current placement is substantially likely to result in injury to the student or others, the student remains in the disciplinary placement, if any, until the decision of the hearing officer or the end of the

time period for the disciplinary action, whichever comes first, unless the parent and the school district agree otherwise.

If the conduct involves weapons, drugs, or serious bodily injury to any other person on school grounds, a special education student may be removed to an interim alternative educational placement for up to 45 school days regardless of the behavior's relationship to the disability. The location of this placement will be determined by the student's Team.

A student who has not been determined to be eligible for special education and related services and who has engaged in behavior that violates a code of student conduct, may assert any of the protections provided for special education students if the school had knowledge that the student was a child with a disability before the behavior that precipitated the disciplinary action occurred. The school's knowledge of the student's disability can be demonstrated by:

- The student's parent/ guardian having expressed written concern to school staff (supervisors or teachers) that the student needs special education;
- The student's parent/ guardian has recently requested a special education evaluation; or
- School staff having expressed specific concerns about the student's pattern of behavior directly to the special education department at the school."

The district may not be considered to have had prior knowledge

- If the parent has not consented to an evaluation of the student or has refused special education services, or if an evaluation of the student has resulted in a determination of ineligibility.
- If the district had no reason to consider the student disabled, and the parent requests an evaluation subsequent to the disciplinary action, the district must have procedures consistent with federal requirements to conduct an expedited evaluation to determine eligibility.
- If the student is found eligible, then he/she receives all procedural protections subsequent to the finding of eligibility.

Additional information regarding the procedural protections for students with disabilities can be obtained from the Director of Student Services at 508-359-7135.

POSSESSION OF WEAPONS OR CONTROLLED SUBSTANCES
ASSAULT OF EDUCATIONAL PERSONNEL

Massachusetts General Law Ch. 71, §37H authorizes the principal to expel students as follows:

1. Any student who is found on school premises or at school-sponsored or school-related events, including athletic games, in possession of a dangerous weapon, including, but not limited to, a gun or a knife; or a controlled substance as defined in Chapter Ninety-Four C, including, but not limited to, marijuana, cocaine, and heroin, may be subject to expulsion from the school or school district by the principal.
2. Any student who assaults a principal, assistant principal, teacher, teacher's aide or other educational staff on school premises or at school-sponsored or school-related events, including athletic games, may be subject to expulsion from the school or school district by the principal.
3. Any student who is charged with a violation of either paragraph (1) or (2) shall be notified in writing of an opportunity for a hearing; provided, however that the student may have representation, along with the opportunity to present evidence and witnesses at said hearing before the principal.
After said hearing, a principal may, at his discretion, decide to suspend rather than expel a student who has been determined by the principal to have violated either paragraph (1) or (2).
4. Any student who has been expelled from a school district pursuant to these provisions shall have the right to appeal to the superintendent. The expelled student shall have ten days from the date of the expulsion in which to notify the superintendent of his appeal. The student has the right to counsel at a hearing before the superintendent. The subject matter of the appeal shall not be limited solely to a factual determination of whether the student has violated any provisions of this section.
5. Any school district that suspends or expels a student under this section shall continue to provide educational services to the student during the period of suspension or expulsion, under section 21 of chapter 76. If the student moves to another district during the period of suspension or expulsion, the new district of residence shall either admit the student to its schools or provide educational services to the student in an education service plan, under section 21 of chapter 76.
6. Districts shall report to the department of elementary and secondary education the specific reasons for all suspensions and expulsions, regardless of duration or type, in a manner and form established by the commissioner. The department of elementary and secondary education shall use its existing data collection tools to obtain this information from districts

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and shall modify those tools, as necessary, to obtain the information. On an annual basis, the department of elementary and secondary education shall make district level de-identified data and analysis, including the total number of days each student is excluded during the school year, available to the public online in a machine readable format. This report shall include district level data disaggregated by student status and categories established by the commissioner.

7. Under the regulations promulgated by the department, for each school that suspends or expels a significant number of students for more than 10 cumulative days in a school year, the commissioner shall investigate and, as appropriate, shall recommend models that incorporate intermediary steps prior to the use of suspension or expulsion. The results of the analysis shall be publicly reported at the school district level.

A copy of this law may be obtained in the main office.

SUSPENSION/EXPULSION BASED UPON A FELONY CHARGE/CONVICTION
M.G.L. c. 71, § 37H½

issuance of a criminal complaint charging a student with a felony or upon the issuance of a felony delinquency complaint against a student, the principal of a school may suspend a student for a period of time determined appropriate by the principal if the principal determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school. The student shall receive written notification of the charges and the reasons for such suspension prior to such suspension taking effect. The student shall also receive written notification of his right to appeal and the process for appealing such suspension; provided, however, that such suspension shall remain in effect prior to any appeal hearing conducted by the superintendent.

The student shall have the right to appeal the suspension to the superintendent. The student shall notify the superintendent in writing of his request for an appeal no later than five calendar days following the effective date of the suspension. The superintendent shall hold a hearing with the student and the student's parent or guardian within three calendar days of the student's request for an appeal. At the hearing, the student shall have the right to present oral and written testimony on his behalf, and shall have the right to counsel. The superintendent shall have the authority to overturn or alter the decision of the principal or headmaster, including recommending an alternate educational program for the student. The superintendent shall render a decision on the appeal within five calendar days of the hearing. Such decision shall be the final decision of the city, town or regional school district with regard to the suspension.

The principal may expel a student who has been convicted, adjudicated, or admitted guilt with respect to a felony or felony delinquency, if the principal determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the

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school. The student shall receive written notification of the charges and reasons for such expulsion prior to such expulsion taking effect. The student shall also receive written notification of his right to appeal and the process for appealing such expulsion; provided, however, that the expulsion shall remain in effect prior to any appeal hearing conducted by the superintendent.

The student shall have the right to appeal the expulsion to the superintendent. The student shall notify the superintendent, in writing, of his request for an appeal no later than five calendar days following the effective date of the expulsion. The superintendent shall hold a hearing with the student and the student's parent or guardian within three calendar days of the expulsion. At the hearing, the student shall have the right to present oral and written testimony on his behalf, and shall have the right to counsel. The superintendent shall have the authority to overturn or alter the decision of the principal or headmaster, including recommending an alternate educational program for the student. The superintendent shall render a decision on the appeal within five calendar days of the hearing. Such decision shall be the final decision of the city, town or regional school district with regard to the expulsion.

A copy of this law may be obtained in the main office.

EDUCATIONAL SERVICES AND ACADEMIC PROGRESS **DURING SUSPENSIONS AND EXPULSION**

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

Any student expelled or suspended from school for more than ten (10) consecutive days, whether in school or out of school, shall have an opportunity to receive education services and make academic progress toward meeting state and local requirements, through a school-wide education service plan. This plan will be developed by the principal and shall describe the services that the school district will make available to students who are expelled or suspended for ten (10) or more consecutive days. The plan will include the process for notifying such students and their parents of the services and arranging the services.

LEGAL AUTHORITY: M.G.L. c. 71, § 37H
 M.G.L. c. 71, § 37H ½
 M.G.L. c. 71, § 37H ¾
 M.G.L. c. 76, § 21

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BULLYING AND HARASSMENT

Medfield Public Schools maintains a comprehensive and thorough [Bullying, Harassment and Retaliation Policy](#), which is maintained in the School Committee's Policy Manual, and is in accordance with M.G.L chapter 71, section 370.

Bullying is defined as acts repeated over a period of time that are intended to intimidate, threaten, harm or harass another individual.

Bullying in school occurs when one or more students or adults repeated written, verbal, electronic, or physical conduct has the purpose or effect of (i) causing physical or emotional harm to the victim or damaging the victim's property; (ii) placing the victim in reasonable fear of harm to himself or his property; (iii) creating a hostile environment at school for the victim; (iv) infringing on the victim's rights at school; or (v) interfering with an individual's educational process or the orderly operation of the school.

Bullying includes cyber-bullying. Cyber-bullying is defined as "bullying through the use of technology or any electronic communication, which shall include, but shall not be limited to, any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photoelectric or photo optical system, including, but not limited to, electronic mail, internet communications, instant messages or facsimile communications. Cyber-bullying shall also include (i) the creation of a web page or blog in which the creator assumes the identity of another person or (ii) the knowing impersonation of another person as the author of posted content or messages, if the creation or impersonation creates any of the conditions enumerated in clauses (i) to (v), inclusive, of the definition of bullying. Cyber-bullying shall also include the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons, if the distribution or posting creates any of the conditions enumerated in clauses (i) to (v), inclusive, of the definition of bullying."

Bullying includes incidents that may not be primarily based within the school/school day, but impact the student's learning environment. A single incident, depending upon the severity, may constitute bullying or illegal harassment.

A hostile, offensive or intimidating school environment may be created by the following behaviors:

- Degrading, demeaning, insulting or abusive verbal statements, unwelcome physical conduct or contact, or writing of a sexual nature or related to a student's race, color, religion, national origin, homelessness, ethnic background, gender, gender identity, sexual orientation or disability.
- "Cyber-bullying" in which bullying occurs through the use of technology or any electronic communication, including social networking websites.
- Graffiti, slogans or other visual displays (such as swastikas and burning crosses) which contain slurs or insults directed towards another person.
- Treatment of a student in a more or less unfavorable way because the student submitted to, or rejected sexual advances or requests for a social relationship.

- Unwelcome sexual advances, including same-gender harassment.

Acts of bullying and cyber-bullying are 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, on a school bus or other vehicle owned, leased or used by a school district or school, or through the use of technology or an electronic device owned, leased or used by a school district; and
- At a location, activity, at a function or program that is not school related, or through the use of technology or an electronic device that is not owned, leased or used by a school district or school, if the acts create a hostile environment at school for the target, infringes on their rights at school or materially and substantially disrupts the education process or the orderly operation of a school.

Reporting Bullying or Harassment

The coordinator for discrimination concerns (Title VI, Title IX and 504) for the Medfield Public Schools is the Director of Student Services, Mary Bruhl.

Mary Bruhl, Director of Student Services

459 Main Street, Third Floor

Medfield, MA 02052

Phone: (508) 359-7135

mbruhl@email.medfield.net

Students who believe they have been bullied and/or harassed or who have concerns about bullying or harassment should speak immediately with an Assistant Principal, designated contact persons for harassment, or with the Principal. The Assistant Principal or designated contact person will interview the student and assist them. If the student does not feel comfortable speaking to the designated contact person, the student may contact any staff member with whom they feel comfortable.

- Retaliation against a person who reports bullying or harassment, who provides information during an investigation of bullying or harassment, or who witnesses or has reliable information about bullying or harassment is prohibited.
- Reports of bullying or retaliation may be made anonymously, but no disciplinary action shall be taken against a student solely on the basis of an anonymous report.
- Students who knowingly make false accusations of bullying will be disciplined.
- The Assistant Principal or designee shall investigate promptly all reports of bullying or retaliation, giving consideration to all available information, including the nature of the allegations and ages of the students involved.

Non-Discrimination and Prohibition against Harassment

All Medfield Public School students and staff have the right to an educational environment free from any type of discrimination, including freedom from sexual harassment. The District has a

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commitment to maintaining a workplace and educational environment where bigotry and intolerance, including discrimination such as harassment on the basis of sex, sexual orientation, and gender identity or expression are not tolerated. Discrimination, including harassment, is contrary to the mission of the District and its commitment to equal opportunity in education.

Complaints and Reports of Sexual Harassment

Upon receiving actual notice of alleged sexual harassment without a formal complaint, staff members must notify the Title IX Coordinator. The Title IX Coordinator must then contact the complainant within two school days of receiving the complaint and do the following:

- Discuss and offer supportive measures;
- Consider the complainant's wishes with respect to supportive measures;
- Explain that supportive measures may be received with or without filing a formal complaint
- Determine whether the complainant wishes to file a formal complaint
- Explain to the complainant the purpose of filing a formal complaint.

The Title IX Coordinator must document in writing the supportive measures offered/provided or why no supportive measures were offered/provided. Complainant and respondents must be offered supportive measures even if they do not file a formal complaint.

If the complainant declines to file a formal complaint, the Title IX Coordinator must consider whether to sign a formal complaint and start an investigation despite the complainant's preferences. This decision may be appropriate when safety or similar concerns lead the district to conclude that a non-deliberately indifferent response to actual knowledge of Title IX sexual harassment could reasonably require the school district to investigate and potentially sanction a respondent. A Title IX Coordinator's decision to override the complainant's decision not to file a formal complaint must be documented in writing along with an explanation of why this decision was necessary in order to avoid deliberate indifference.

Formal complaints may also be filed directly with the Title IX Coordinator by a complainant in person, by mail, by email, or by telephone at any time, including during non-business hours. The contact information for the Title IX Coordinator is:

Mary Bruhl, Director of Student Services

459 Main Street, Third Floor

Medfield, MA 02052

Phone: (508) 359-7135

mbruhl@email.medfield.net

The complaint may be written by the complainant, or it will be reduced to writing by either the school employee who receives the complaint, the building Principal, or the Title IX Coordinator. Whether the complaint is reduced to writing by a student, parent, or staff member, the written complaint should include the name of the complainant, the name of the alleged victim (if different), the name of the respondent, the location of the school/department where the alleged

discriminatory action occurred, the basis for the complaint, witnesses (if any), and the corrective action the complainant is seeking.

There is no time limit or statute of limitation on timing to file a formal complaint. However, at the time of filing a formal complaint, an alleged victim must be participating or attempting to participate in a program or activity of the school district. Additionally, the district has discretion to dismiss a formal complaint where the passage of time would result in the district's inability to gather evidence sufficient to reach a determination regarding responsibility, or when the district loses responsibility for the respondent (e.g., the respondent no longer attends or is employed by the district).

If the conduct alleged in the formal complaint would not constitute sexual harassment as defined in this policy even if proved, did not occur in the school district's education program or activity, or did not occur against a person in the United States, then the school district must dismiss the formal complaint under these procedures, but could investigate it under other policies and procedures. The school district must send written notice of any dismissal.

Investigations to allegations of sexual harassment will be prompt and the formal process will be completed within a sixty day time-frame where feasible. There may be a temporary delay of the grievance process or the limited extension of time frames for good cause with written notice to the complainant and the respondent of the delay or extension and the reasons for the action. Good cause may include considerations such as the absence of a party, a party's advisor, or a witness; concurrent law enforcement activity; or the need for language assistance or accommodation of disabilities.

Written Notice

Before any investigation can begin, the district must send written notice to both parties including sufficient details. Sufficient details include the identities of the parties involved in the incident, if known, the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident, if known. The written notice must include a statement that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility is made at the conclusion of the grievance process. The written notice must inform the parties that they may have an advisor of their choice, who may be, but is not required to be, an attorney, and may inspect and review evidence. The written notice must inform the parties that the District's code of conduct prohibits knowingly making false statements or knowingly submitting false information during the grievance process. If additional allegations are added during the course of the investigation, additional written notice must be provided.

Informal Resolution

Where appropriate, after notice has been issued, the Title IX Coordinator should also consider offering the parties an option for informal resolution (e.g., mediation). Informal resolution may only be offered after a formal complaint is filed, and the parties must give written consent to engage in this process. Informal resolution may not be used if the allegation is against an employee respondent. Facilitators of informal resolution will be designated by the Title IX Coordinator and must not be biased against any of the parties.

Informal resolution is entirely voluntary. Complainants may elect to pursue formal procedures at any step in the process of making their complaint, even if informal resolution has already begun. Similarly, respondents may elect to follow formal procedures and decline informal resolution.

If the complainant and the respondent feel that their grievances have been sufficiently addressed via informal resolution, then no further action needs to be taken. This voluntary conversation must occur within five (5) school days after receiving the complaint of discrimination or harassment, unless both parties agree otherwise. The results of an informal resolution shall be maintained by the facilitator, in writing. If the complainant is not satisfied with the resolution from the informal process, or if they do not choose informal resolution, then they can begin the formal complaint procedure described below.

Investigation

If informal resolution is not offered to or accepted by the parties, the Title IX Coordinator will designate an investigator and a decision maker, who may not be the same person.

Prior to completion of the investigative report, the school district will send to each party and the party's advisor, if any, the evidence subject to inspection and review in an electronic format or a hard copy, and the parties must have at least 10 days to submit a written response, which the investigator will consider prior to completion of the investigative report.

Findings should be written in a factual way in an investigative report. Credibility determinations may not be based on an individual's status as complainant, witness, or respondent.

During the investigative process and any further hearings, complainants and respondents have a right to have advisors of their choice participate in all aspects of the proceedings. The district will provide both parties with written notice of investigative interviews, meetings, and hearings, with sufficient time to prepare.

Findings of Responsibility

After the investigator has completed the investigation, the designated decision-maker will be assigned to determine final responsibility or lack thereof for violating Title IX. The decision-maker must not be biased against any of the parties at the outset of this process.

Before the district can determine responsibility, an investigative report will be sent to the parties and the decision-maker will offer both the complainant and respondent the opportunity to submit proposed relevant, written questions to ask of any party or witness, to respond to questions posed by another party, and to offer additional limited follow-up. Questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence about the complainant's prior sexual behavior are offered to prove that someone other than the respondent committed the conduct alleged by the complainant, or if the questions and evidence concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent. The decision-maker(s) must explain to the party proposing the questions any decision to exclude a question as not relevant.

After this process is complete, the decision-maker will create a written determination regarding whether sexual harassment has occurred using a preponderance of the evidence standard.

A “preponderance of the evidence” means that it is more likely than not that the alleged conduct occurred. The decision-maker shall further recommend what action, if any, is required. If it is determined that sexual harassment occurred, the District will take steps to prevent the recurrence of the harassment and correct its discriminatory effect on the complainant and others if appropriate. Such remedies may include supportive measures.

The written determination must be issued to both parties simultaneously and must include:

- (A) Identification of the allegations potentially constituting sexual harassment;
- (B) A description of the procedural steps taken from the receipt of the formal complaint through the determination, including any notifications to the parties, interviews with parties and witnesses, site visits, methods used to gather other evidence, and hearings held;
- (C) Findings of fact supporting the determination;
- (D) Conclusions regarding the application of the recipient’s code of conduct to the facts;
- (E) A statement of, and rationale for, the result as to each allegation, including a determination regarding responsibility, any disciplinary sanctions the recipient imposes on the respondent, and whether remedies designed to restore or preserve equal access to the recipient’s education program or activity will be provided by the recipient to the complainant; and
- (F) The district’s procedures and permissible bases for the complainant and respondent to appeal (a copy of, or direct reference to, this policy will suffice).

Formal disciplinary actions may be imposed in the event that the preponderance of the evidence indicates a violation of this policy, up to and including expulsion or termination. Any disciplinary action will be in accordance with due process rights under State law and any applicable collective bargaining agreement.

As indicated above, these procedures do not limit the District from removing a student or employee from a program or activity on an emergency basis based on immediate threats to people’s physical health or safety or placing an employee on administrative leave during the pendency of the investigation.

Appeals

Any party may appeal the decision in writing to the Superintendent within fifteen (15) school days of receipt of the findings of the formal procedure or a dismissal on the following bases:

- (A) Procedural irregularity that affected the outcome of the matter;
- (B) New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; and
- (C) The Title IX Coordinator, investigator(s), or decision-maker(s) had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter.

The school district will notify the other party in writing when an appeal is filed and implement appeal procedures equally for both parties. Both parties will have a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome.

The Superintendent or designee, as a further impartial decision-maker, will review the comprehensiveness and accuracy of the investigation and the conclusions, and issue written findings to both the complainant and respondent within thirty (30) school days of the appeal. Contact information for the Superintendent:

Jeffrey J. Marsden, Ed.D- Superintendent

Medfield Public Schools

508-359-2302

jmarsden@email.medfield.net

459 Main Street, Third Floor

Medfield, MA 02052

Retaliation

Complainants and those who participate in the complaint resolution process or who otherwise oppose in a reasonable manner an act or policy believed to constitute discrimination are protected from retaliation by law and District policy. The coordinator or designee will inform all involved individuals that retaliation is prohibited, and that anyone who feels that they have experienced retaliation for filing a complaint or participating in the resolution process should inform the coordinator. The coordinator will investigate reports of retaliation and, where retaliation is found, take separate remedial and disciplinary action.

Reporting Bullying or Harassment

The coordinator for discrimination concerns (Title VI, Title IX and 504) for the Medfield Public Schools is the Superintendent of Schools. Students who believe they have been bullied and/or harassed or who have concerns about bullying or harassment should speak immediately with an Assistant Principal, designated contact persons for harassment, or with the Principal. The Assistant Principal or designated contact person will interview the student and assist them. If the student does not feel comfortable speaking to the designated contact person, the student may contact any staff member with whom they feel comfortable addressing the issue.

- Retaliation against a person who reports bullying or harassment, who provides information during an investigation of bullying or harassment, or who witnesses or has reliable information about bullying or harassment is prohibited.
- Reports of bullying or retaliation may be made anonymously, but no disciplinary action shall be taken against a student solely on the basis of an anonymous report.
- Students who knowingly make false accusations of bullying will be disciplined.

- The Assistant Principal or designee shall investigate promptly all reports of bullying or retaliation, giving consideration to all available information, including the nature of the allegations and ages of the students involved.

Disciplinary Action

Students guilty of bullying/harassment are subject to discipline. The disciplinary action will be commensurate with the severity of the infraction. Should corrective action be warranted, it may include but is not limited to, any combination of the following: direction to stop the offensive behavior, verbal admonition, detention, loss of leadership positions, suspension, referral for counseling, or expulsion.

ANTI-HAZING

Hazing is prohibited under Massachusetts law and will not be tolerated by the school. A student who engages in hazing will be subject to discipline.

Massachusetts General Laws, Chapter 269, Section 17 – Crime of Hazing:

Whoever is a principal organizer or participant in the crime of hazing as defined herein shall be punished by a fine of not more than three thousand dollars or be imprisoned in a house of correction for not more than one year or by both such fine and imprisonment. Disciplinary action for school-related hazing is at the discretion of the school administration relative to the severity of the action. The term “hazing” as used in this section and in Section 18 and 19 shall mean any conduct or method of initiation into any student organization, whether on public or private property, which willfully or recklessly endangers the physical or mental health of any student or other person. Such conduct shall include whipping,

beating, branding, forced calisthenics, exposure to the weather, forced consumption of any food or liquor/beverage/drug or other substance, or any other brutal treatment or forced physical activity which is likely to adversely affect the physical health or safety of any other such student or other person, or which subjects such student or other person to extreme mental stress, including extended deprivation of sleep or rest or extended isolation. Notwithstanding any other provisions of this section to the contrary, consent shall not be available as a defense to any prosecution under this action.

Chapter 269, Section 18, -- Duty to Report Hazing

Whoever knows that another person is the victim of hazing as defined in Section 17 and is at the scene of such crime shall, to the extent that such person can do so without danger or peril to himself or others, report such crime to an appropriate law enforcement official as soon as reasonably practicable. Whoever fails to report such crime shall be punished by a fine of not more than one thousand (\$1,000) dollars.

PROHIBITION OF TOBACCO/NICOTINE PRODUCTS

The use of tobacco/nicotine products of any kind, including delivery through vapor (vaping), is prohibited on school property and at school-related events.

ALCOHOL/SUBSTANCE ABUSE POLICY

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The use, possession, or sale/distribution of alcoholic beverages or controlled substances on school property or at school-related events is forbidden by state law. A student shall not, regardless of the quantity, use/consume, possess, buy/sell or give away any beverage containing alcohol or any other controlled substances. Possession of drug paraphernalia is a violation of this substance abuse policy.

Disciplinary Procedures

While most children conduct themselves in an appropriate manner, there are instances in which established rules are not followed and for which appropriate consequences must be accepted by the student.

Infrequent or minor infractions of school rules and regulations will generally be handled by the classroom teacher, while continuous minor infractions and/or serious infractions of school rules and regulations will likely result in the involvement of the principal in the disciplinary process.

The school will enforce the following general procedure or cycle of progressive consequences for inappropriate student behavior:

1. *Verbal warning or reprimand by the appropriate staff member or principal.*
2. *Verbal reprimand and appropriate disciplinary measures by staff member.*
3. *The child may be kept after school with advance written or verbal notification to the parent or guardian.*
4. *Office Referral Form -The child is referred to the principal by the classroom teacher concerning a particular incident or behavior. They will generally discuss the situation with the student, reprimand the student, and if necessary, administer an appropriate disciplinary measure.*
5. *Office Detention - The detainment of a student after school with prior notification to the parent or guardian by the principal.*
6. *Conference with parent or guardian and teacher, and principal.*
7. **Suspension** *takes place when a student does not follow certain school rules which significantly affect their lives, the lives of other students, and the care of school property. Suspension can occur if a student does not follow school rules a great deal of the time.*
 - a. **Internal Suspension** *- Student is removed from participating in class, but is required to perform their daily work in the office.*
 - b. **External Suspension** *- Student is removed from participating in class and is at home for a period of up to ten days. All missed school work must be made up.*
 - c. **Please note that the principal may waive progressive discipline at any time.**
8. **Expulsion** *- The principal has the authority to expel a student who is found on school premises or at school-related events, including athletic games, in possession of a dangerous weapon or a controlled substance, or a student who assaults school personnel on premises or at school-sponsored or school-related events, including athletic games. Due process will be followed as outlined in Section 37H, 37H ½, and 37H ¾ of M.G.L. Chapter 71.*

Suspension

- 1 *A serious consequence of inappropriate behavior is suspension. Depending on the severity of the behavioral incident, a student may have to be suspended. This determination for suspension will be made by the principal.*
- 2 *If a student is suspended, their parents will be notified immediately by telephone and also by letter. This letter will inform the parents of the reason for suspension, how long it is for, whether internal or external, and the date the student will return to school. The parent or guardian will accompany the student upon his return to school for a conference with the principal. The superintendent of schools will also be notified about the suspensions when they occur.*

Disciplining Students with Special Needs

All students are expected to meet the requirements for behavior as set forth in this handbook. Chapter 71B of the Massachusetts General Laws, requires that additional provisions be made for students who have been found by an evaluation TEAM to have special needs and whose program is described in an Individualized Education Plan (IEP). The following additional requirements apply to the discipline of special needs students.

1. *The IEP for every special needs student will indicate whether the student can be expected to meet the regular discipline code or if the student's disability requires a modification. Any modification will be described in the IEP.*
2. *The principal (or designee) will notify the Special Education Office of the suspendable offense of a special needs student and a record will be kept of such notices.*
3. *When it is known that the suspension(s) of a special needs student will accumulate to ten days in a school year, a review of the IEP will be held to determine the appropriateness of the student's placement of the program. The TEAM will make a finding as to the relationship between the student's misconduct and their disability and either:*
 - a. *Design a modified program for the student or;*
 - b. *Write an amendment to provide for the delivery of special education services during the suspension and any needed modification of the IEP relative to discipline code expectations.*

Health Information

Physical Examinations And Immunization Requirements

Students entering elementary school must submit a current physical examination and immunization record. Per Massachusetts State Law, exemption can only be granted if an immunization is documented as medically contraindicated or due to a religious objection, which

should be stated in a letter from the parent to the principal. Physical exams are required of all students entering K, 4, 7, & 10.

State Mandated Screenings

Vision/Hearing Screening is conducted each fall by trained volunteers on all students. The school nurse re-screens any student who doesn't pass the exam and notification is sent to parents if further evaluation is needed. Heights and weights are measured for students in grades one and four. Please contact the school nurse if you do not want your child to participate in any screening.

Postural Screening is conducted annually by the physical education staff on all fifth grade students. Follow up is done by the school nurse as needed and notification is sent to parents if further evaluation is indicated. Parents wishing to excuse their child from any screening should contact the school nurse.

Medication Policy

All medication, including both over the counter medication and prescription medication, requires a health care provider's (physician, nurse practitioner, orthodontist etc.) and a parent's written permission, with the exception of Acetaminophen (Tylenol), for which the school physician has written orders. Parent permission for Acetaminophen may be given on the blue Emergency Health Information Sheet, which is completed by parents each September. Students may not carry or self-administer any medication in school without prior approval of the school nurse and documentation from their healthcare provider. The Medfield Public Schools' Medication Authorization Plan should be completed. All other medications must be kept in the nurse's office and dispensed by the nurse. Prescription medications must be brought to school in the original pharmacy labeled container. Pharmacies will provide an extra bottle for school if requested. Medications must be hand delivered by parents and given to the nurse. No more than a one-month supply of medication should be brought to school at one time.

Medication On Field Trips

The MA Department of Public Health regulations allow nurses to delegate responsibility for the administration of Epinephrine auto injectors and scheduled medications to trained teaching staff while on field trips and other special events. The regulations do not allow for delegation of any other medications that are given on an as-needed basis, such as Benadryl, Tylenol or inhalers on field trips unless a student has approval to self-administer the medication.

Medical Dismissal Procedure

If a student is injured or becomes ill at school, they should be sent to the nurse's office for evaluation. If the nurse determines that the student needs to be dismissed, a parent or designated adult will be contacted. If a parent cannot be reached, the student's health care provider or the school physician may be contacted. When immediate emergency treatment is

required, an ambulance will be called and parents will be notified. All injuries, acquired at school or on the way to or from school, should be reported to the nurse.

Medfield Elementary Concussion Protocol

Definition

A concussion is a type of head injury that affects the way a brain normally works. Concussions are caused by either a direct blow to the head, neck or body, or from a whiplash injury, where the head is snapped back and then forward. Concussions involve the rapid onset of a temporary disturbance in brain functioning that usually resolves spontaneously, but can potentially result in long-term neurological impairment.

Second-impact syndrome indicates a potentially lethal condition that can occur when an individual sustains a second head injury prior to complete healing of a previous brain injury causing issues with cerebral blood flow and subsequent cerebral swelling.

As stated in Massachusetts Law 603 CMR 201.015, the diagnosis of a concussion may be determined by: a physician, nurse practitioner, certified athletic trainer or other specific health care providers, following the observation and examination of the individual and evaluation of any procedures and test results.

Upon incident

- Student will be immediately removed from participation if a concussion is suspected
- The school nurse will evaluate student to determine the need for acute referral
- Parents will be notified and students will be referred to a medical professional for further evaluation and diagnosis. All preliminary evaluation information will be communicated to that professional

Upon Diagnosis

In collaboration with the student, parents, school staff, and student's health care provider(s), a Graduated Reentry Plan for return to school and extracurricular activities will be created by the school nurse.

This plan shall include but is not limited to:

- Cognitive rest
- Physical rest
- Graduated return to classes and activities
- Estimated time intervals for return to activities
- Frequent reassessment, by school nurse and/or the student's health care provider(s)

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- Information will be shared with teachers and other members of the student's educational team to accommodate recovery needs

Ongoing Resources/Communication

- Ongoing consultation will be provided to members of the student's education team by the school nurse and/or guidance counselor, as appropriate
- Medfield Public Schools (MPS) will review the policy and procedures regularly to ensure compliance and best practice
- The MPS district policy on Concussions can be found at medfield.net under Pupil Services/Health Information

Pediculosis

Cases of head lice (Pediculosis) are a common occurrence in elementary schools. They are tiny insects that can live on the human scalp and hair. Head lice are not a health hazard as they are not responsible for the spread of any disease; nor are they due to a lack of cleanliness. Although lice cannot jump, they crawl quickly and can be easily transmitted through close contact with an infested person or through sharing personal items such as: combs, brushes, hair accessories, hats, helmets, pillows, towels etc.

- When a student is suspected of having head lice (itchy scalp, red bite marks along the hairline at the ears and neck, visible nits/eggs, which look like grains of sand or tiny sesame seeds, but are firmly attached to the hair shaft near the scalp and cannot be brushed off like dandruff), the student will be sent to the school nurse for evaluation.
- If a student is found to have head lice, a parent will be notified. Recommendations for treatment will be given, including instructions that the student must be examined and cleared by the school nurse before returning to class. This information is kept confidential.
- All students in the classroom will be examined by the school nurse for lice. Siblings of the infested student will also be examined. If more than one student is found to have a case of head lice in a classroom, or there are several cases of head lice in a school building, parents will be notified.

Regular Education Support Systems

A number of services exist and are available to all students. Many of these services can be provided without a formal Team Evaluation.

Reading Intervention

All children are provided access to grade-level curriculum during the core literacy, English-Language Arts block. The classroom teacher provides a mix of whole-class and small group instruction to our developing readers. The teachers utilize a variety of assessments at

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various points throughout the school year. Classroom observations are also utilized to assess students' literacy progress throughout the school year. Some students benefit from targeted, small group reading intervention to assist them in working towards grade level standards. This additional service is provided through regular education as part of Medfield's best teaching practices and quality programming. Students are provided with this "double-dose" of support by our reading specialists. In order to create a comprehensive reading program for all students, our intervention model includes consultation between teachers and our reading specialists, flexible and fluid grouping, and service delivery based on individual student needs. Some children benefit from more intensive support throughout the school year, while some students may need to work on specific skills for shorter periods of time. Classroom teachers will communicate with parents if intervention services are indicated.

The reading specialists are available to consult with parents. Questions regarding the reading intervention program can be directed to your child's classroom teacher or our ELA Coordinator at jcallahan@email.medfield.net.

Math Intervention

The goals of our math curriculum at the elementary level are driven by research that supports an 'inquiry based' approach to learning mathematics. Beyond finding a correct answer, we want children to deepen their understanding of mathematical relationships and to be able to explain and extend their thinking. Most importantly, we want students to make 'real-world' connections to mathematics in ways that help them extend and deepen their critical thinking skills.

Students are given both whole group and small group instruction in the classroom and participate in games and activities that provide important practice. In the same way children learn to read, students learn mathematics by building upon a progression of skills. At times, students may wrestle with a concept that requires them to spend more time to gain mastery. For these students, we provide additional math support in small groups as part of their regular education program. Children in need of additional time and practice with a particular concept receive targeted instruction in small groups 1 to 2 times per week. Students with more intensive needs receive targeted instruction 3 to 4 times per week. The amount and duration of time a student receives support will vary based upon the needs of each individual student. Classroom teachers will communicate with parents if intervention services are indicated.

Students are identified for additional support in math based upon assessments that are given throughout the year. The Math Interventionists are available to consult with parents. Questions regarding the math intervention program can be directed to your child's classroom teacher or our Math Coordinator at jbelsky@email.medfield.net.

Social Emotional Support

Medfield Public School elementary students participate in Core/Tier 1 programs such as Open Circle and Sanford Harmony, among other hybrid character education programs to reinforce social skills. All students participate in Social Thinking, a curriculum by Michelle Garcia Winner. Should students require social/emotional/behavioral interventions, a referral is often made to the Student Support Team.

Student Support Team (SST)

The Student Support Team is a group of school educators including the principal that meets regularly at each elementary school to assess referred students' strengths and needs and to ensure that students are provided reasonable accommodations and interventions.

Medfield School Committee Policies

Student Conduct - Medfield Public Schools

Good citizenship in schools is based on respect and consideration for the rights of others. Students will be expected to conduct themselves in a way that the rights and privileges of others are not violated. They will be required to respect constituted authority, to conform to school rules, and to those provisions of law that apply to their conduct.

Any of the following actions may subject a student to suspension or expulsion by the principal:

1. Possessing a dangerous weapon or a controlled substance on school premises or at a school sponsored or school related event.
2. Assaulting a principal, assistant principal, teacher, teacher's aide, or other educational staff member on school premises or at a school-sponsored or school-related event including athletic games.
3. Conviction of a felony or upon adjudication on admission in a court of guilt with respect to such a felony or felony delinquency.

Any student who has been suspended or expelled shall have the right to appeal to the superintendent.

Any of the following actions may subject a student to suspension or other disciplinary measures including possible recommendation for expulsion to the School Committee:

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1. Intentionally causing or attempting to cause damage to school property; or stealing or attempting to steal school property.
2. Intentionally causing or attempting to cause damage to private property; or stealing or attempting to steal private property.
3. Using or copying the academic work of another and presenting it as the student's own without proper attribution.
4. Repeatedly and intentionally defying the valid authority of supervisors, teachers, or administrators.

LEGAL REF: M.G.L.. ch. 71 § 37H M.G.L.. ch. 71, § 37H½

Revised: April 2, 2001

Medfield Public Schools

Restraint Policy/Protocol

When an emergency arises, and physical restraint is the only option deemed appropriate to prevent a student from injuring himself or herself, another student or school community member, a teacher or employee or agent of the school district may use such reasonable force needed to protect the student or another member of the school community from injury. Physical restraint may only be used when non-physical interventions would not be effective and the student's behavior poses a threat of injury to the student and/or others.

LEGAL REF: MA 603 CMR 46.00

Medfield School Committee Policy JKAA

Media Release

There may be an occasion when students are photographed or videotaped during school activities and events. These are wonderful times and our children really enjoy seeing their image in the local newspaper, on the school website, or on local TV.

Please be sure to complete the proper documentation (ASPEN Photo release) if you **do not** want your child's image or name to be used on the website, in newspapers, or on local TV. This is in compliance with the student's record release regulations and the Family Educational Rights and Privacy Act of 1974.

Please note, that regardless of your response above, your child's image or name may appear within the school for classroom projects, hallway postings, in-school presentations, newsletters, yearbooks, and other in-school media.

Acceptable and Safe Internet Use Policy

The purpose of these guidelines, as well as the contract for Internet use, is to make sure that all who use Internet, both students and faculty, use this valuable resource in an appropriate manner.

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The primary purpose of the Internet Connection is educational. It is essential that everyone who uses this Connection understand that purpose. All users will agree to the following:

- Follow the teachers' instructions
- Be responsible and take care of the computer equipment
- Be patient and polite to others when sharing computer equipment using only language that is acceptable in the Medfield Public Schools
- Not to change computer settings or remove icons
- to respect the privacy of others and not interfere with any computer file that does not belong to the student
- Not to use the Internet or a search engine without adult supervision
- Not to download files or install software without an adult's permission
- Not to give out personal information such as name, address, or phone number to anyone on the Internet
- Only access information that is important to the student's work
- Inform an adult immediately if materials or sites are found that are inappropriate and to leave these sites as quickly as possible
- Follow the school rules when publishing any material on the Internet, to have a teacher check the work, and only publish on the Internet after receiving permission
- Understand that there are laws that apply to the Internet and not to copy information from the Internet and take ownership for it.

If the acceptable and safe rules are not followed, the student will lose computer privileges, a conference will be scheduled with the principal and teacher to review the behavior, and parents will be notified.

Student Placement

Placement of students within the Medfield School System is the prerogative of school personnel. Students are placed into heterogeneously grouped classes based on information contributed by teachers, specialists, and the principal. Each spring parents are invited to write a letter highlighting pertinent information. Parental requests for placement with specific teachers are discouraged in order to create balanced classes. The following criteria are used to determine placement: social development, academic achievement, special needs, attitude, special interest, and strengths. All final decisions about student placement are the responsibility of the building principal. The School Department is in a position to make a decision based upon the best interests of all students.

Human Sexuality Curriculum Notification

A comprehensive K to Grade 12 health education program with human sexuality components in grades 5 to 12 has been implemented in Medfield. In grades four and five discussion of puberty is begun in Health Education classes. The School Committee has approved the curriculum to ensure your children receive age appropriate information. We encourage all parents to participate in the education of their children. You are welcome to review the curriculum at any time by calling the Health Content Specialist for an appointment.

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We strongly recommend that all students participate in the lessons scheduled for their grade level. However, if you wish to exclude your son/daughter from human sexuality education, please forward written notification to the principal. Mutually agreed upon independent study projects will be assigned to equal the exempted class time.

Smoking Policy

Medfield Public School buildings and vehicles are non-smoking areas at all times. Smoking is NOT allowed in these areas at any time. The following steps are in place to address violations of this policy:

First Offense

- An administrator will conduct a telephone or in-school administrator-parent conference.
- An administrator will assign two administrative detentions.

Second Offense

- An administrator will conduct a telephone or in-school administrator-parent conference.
- An administrator will assign a school suspension of one day.

Third Offense

- Same as the second offense except the length of school suspension will be three days.

Effective April 26, 1993

Alcohol/Drugs

The use, possession, or sale/distribution of alcoholic beverages or controlled substances is forbidden by school policy and state law. The following procedures are in effect at all times and apply to any persons using, selling, or in the possession of any substance anywhere on the school grounds:

First Offense

- Notification to parents or guardians
- Mandatory parental conference
- Five day suspension
- Referral for counseling
- Referral to police
- Not allowed to attend or participate in any school events or co-curricular activity for thirty (30) calendar days, including athletics, music and drama events, the prom, and graduation.

Those students in a leadership position (i.e., class officer, student council officer, representative to state and local agencies, captains of athletic teams) will be required to relinquish their position for the remainder of the school year.

Second Offense

- Notification to parents and/or guardians

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- Suspension from school for a minimum of five days with a possible recommendation for an additional five days
- Referral for counseling
- Referral to police
- Possible recommendation for expulsion
- Review of the case by the superintendent of schools for possible expulsion from school.
- In addition to the foregoing penalties, the school district reserves its right to impose additional discipline

Controlled Substances (use, possession of drug paraphernalia, sale, or distribution)

First Offense

- Notification to parents and/or guardians
- Mandatory parental conference
- Referral for counseling
- Notification to police
- Not allowed to attend or participate in any school events or extracurricular activity for thirty (30) calendar days, including athletics, music and drama events, prom, and graduation
- Those students in a leadership position (i.e., class officer, student council officer, representative to state and local agencies, captains of athletic teams) will be required to relinquish their position for the remainder of the school year.

Second Offense

- Notification to parents and/or guardians
- Mandatory parental conference
- Ten day suspension
- Not allowed to attend or participate in any school events or extracurricular activity for sixty (60) calendar school days, including athletics, music and drama events, prom, and graduation
- Review of case by the superintendent of schools for exclusion from school for a specified period of time by the School Committee

Sexual Harassment Policy

File ACAB

MEDFIELD PUBLIC SCHOOLS SEXUAL HARASSMENT/ TITLE IX POLICY

The District does not discriminate on the basis of sex and prohibits sex discrimination in any education program or activity that it operates, as required by Title IX, including in

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admission and employment.

Inquiries about Title IX may be referred to the District's Title IX Coordinator, the U.S. Department of Education's Office for Civil Rights, or both. The District's Title IX Coordinator is Mary Bruhl, Director of Student Services, 459 Main St. 3rd Floor, Medfield, 508-359-7135. The District's Title IX Coordinator may delegate specific duties to one or more designees as the Title IX Coordinator finds appropriate.

The District's nondiscrimination policy and grievance procedures can be located below. The District has adopted these grievance procedures to provide for the prompt and equitable resolution of complaints made by students, employees, or other individuals who are participating or attempting to participate in its education program or activity, or by the Title IX Coordinator, alleging any action that would be prohibited by Title IX or the Title IX regulations.

To report information about conduct that may constitute sex discrimination or make a complaint of sex discrimination under Title IX, please refer to the procedures below.

Definitions

Discrimination on the basis of sex includes discrimination on the basis of sex stereotypes, sex characteristics, pregnancy or related conditions, sexual orientation, and gender identity.

Under state law, sexual harassment is sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature constitute sexual harassment under Massachusetts law when:

- Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's advancement (quid pro quo harassment);
- Submission to or rejection of such conduct by an individual is used as the basis for employment decisions;
- Such conduct interferes with an individual's job duties; or
- The conduct creates an intimidating, hostile or offensive work environment.

Under Federal law, sex-based harassment is a form of sex discrimination and means sexual harassment and other harassment on the basis of sex, including on the basis of sex stereotypes, sex characteristics, pregnancy or related conditions, sexual orientation, and gender identity, that is:

- *Quid pro quo harassment.* An employee, agent, or other person authorized by the District to provide an aid, benefit, or service under the District's education program or activity explicitly or impliedly conditioning the provision of such an aid, benefit, or service on a person's participation in unwelcome sexual conduct;
- *Hostile environment harassment.* Unwelcome sex-based conduct that, based on the totality of the circumstances, is subjectively and objectively offensive and is so severe or pervasive that it limits or denies a person's ability to participate in or benefit from the District's education program or activity (*i.e.*, creates a hostile environment). Whether a

hostile environment has been created is a fact-specific inquiry that includes consideration of the following:

- o The degree to which the conduct affected the complainant's ability to access the District's education program or activity;
 - o The type, frequency, and duration of the conduct;
 - o The parties' ages, roles within the District's education program or activity, previous interactions, and other factors about each party that may be relevant to evaluating the effects of the conduct;
 - o The location of the conduct and the context in which the conduct occurred; and
 - o Other sex-based harassment in the District's education program or activity.
- *Specific offenses.*
 - o Sexual assault meaning an offense classified as a forcible or nonforcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation;
 - o Dating violence meaning violence committed by a person:
 - Who is or has been in a social relationship of a romantic or intimate nature with the victim; and
 - Where the existence of such a relationship shall be determined based on a consideration of the following factors:
 - The length of the relationship;
 - The type of relationship; and
 - The frequency of interaction between the persons involved in the relationship;
 - o Domestic violence meaning felony or misdemeanor crimes committed by a person who:
 - Is a current or former spouse or intimate partner of the victim under the family or domestic violence laws of the jurisdiction of the District, or a person similarly situated to a spouse of the victim;
 - Is cohabitating, or has cohabitated, with the victim as a spouse or intimate partner;
 - Shares a child in common with the victim; or
 - Commits acts against a youth or adult victim who is protected from those acts under the family or domestic violence laws of the jurisdiction; or
- Stalking meaning engaging in a course of conduct directed at a specific person that would cause a reasonable person to:
 - o Fear for the person's safety or the safety of others; or
 - o Suffer substantial emotional distress

The following additional definitions apply:

“Complainant” means:

- A student or employee who is alleged to have been subjected to conduct that could constitute sex discrimination under Title IX or its regulations; or
- A person other than a student or employee who is alleged to have been subjected to

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conduct that could constitute sex discrimination under Title IX or its regulations and who was participating or attempting to participate in the District's education program or activity at the time of the alleged sex discrimination.

“Complaint” means an oral or written request to the District that objectively can be understood as a request for the District to investigate and make a determination about alleged discrimination under Title IX or its regulations. The Title IX Coordinator will file this complaint if the Title IX Coordinator determines that the conduct as alleged presents an imminent and serious threat to the health or safety of the complainant or other person, or that the conduct as alleged prevents the District from ensuring equal access on the basis of sex to its education program or activity. The following factors go into the decision by the Title IX Coordinator:

- The complainant's request not to proceed with initiation of a complaint;
- The complainant's reasonable safety concerns regarding initiation of a complaint;
- The risk that additional acts of sex discrimination would occur if a complaint is not initiated;
- The severity of the alleged sex discrimination, including whether the discrimination, if established, would require the removal of a respondent from campus or imposition of another disciplinary sanction to end the discrimination and prevent its recurrence;
- The age and relationship of the parties, including whether the respondent is an employee of the District;
- The scope of the alleged sex discrimination, including information suggesting a pattern, ongoing sex discrimination, or sex discrimination alleged to have impacted multiple individuals;
- The availability of evidence to assist a decisionmaker in determining whether sex discrimination occurred; and
- Whether the District could end the alleged sex discrimination and prevent its recurrence without initiating its grievance procedures.

“Disciplinary sanctions” means consequences imposed on a respondent following a determination under Title IX that the respondent violated the District's prohibition on sex discrimination.

“Relevant” means related to the allegations of sex discrimination under investigation as part of these grievance procedures. Questions are relevant when they seek evidence that may aid in showing whether the alleged sex discrimination occurred, and evidence is relevant when it may aid a decisionmaker in determining whether the alleged sex discrimination occurred.

“Remedies” means measures provided, as appropriate, to a complainant or any other person the District identifies as having had their equal access to the District's education program or activity limited or denied by sex discrimination. These measures are provided to restore or preserve that person's access to the District's education program or activity after a District determines that sex discrimination occurred.

“Respondent” means a person who is alleged to have violated the District’s prohibition on sex discrimination.

“Retaliation” means intimidation, threats, coercion, or discrimination against any person by the District, a student, or an employee or other person authorized by the District to provide aid, benefit, or service under the District’s education program or activity, for the purpose of interfering with any right or privilege secured by Title IX or its regulations, or because the person has reported information, made a complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding, or hearing under the Title IX regulations.

“Respondent” means an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment.

“Supportive measures” means individualized measures offered as appropriate, as reasonably available, without unreasonably burdening a complainant or respondent, not for punitive or disciplinary reasons, and without fee or charge to the complainant or respondent to:

- Restore or preserve that party’s access to the District’s education program or activity, including measures that are designed to protect the safety of the parties or the District’s educational environment; or
- Provide support during the District’s grievance procedures or during an informal resolution process.

“Parental status” means the status of a person who, with respect to another person who is under the age of 18 or who is 18 or older but is incapable of self-care because of a physical or mental disability, is:

- A biological parent;
- An adoptive parent;
- A foster parent;
- A stepparent;
- A legal custodian or guardian;
- In loco parentis with respect to such a person; or
- Actively seeking legal custody, guardianship, visitation, or adoption of such a person

“Pregnancy or related conditions” means:

- Pregnancy, childbirth, termination of pregnancy, or lactation;
- Medical conditions related to pregnancy, childbirth, termination of pregnancy, or lactation; or
- Recovery from pregnancy, childbirth, termination of pregnancy, lactation, or related medical conditions.

Complaints and Reports of Sexual Harassment

The following people have a right to make a complaint of sex discrimination, including complaints of sex-based harassment, requesting that the District investigate and make a determination about alleged discrimination under Title IX:

A “complainant,” which includes:

- a student or employee of the District who is alleged to have been subjected to conduct that could constitute sex discrimination under Title IX; or
- a person other than a student or employee of the District who is alleged to have been subjected to conduct that could constitute sex discrimination under Title IX at a time when that individual was participating or attempting to participate in the District’s education program or activity;
- A parent, guardian, or other authorized legal representative with the legal right to act on behalf of a complainant; or
- the District’s Title IX Coordinator

Note that a person is entitled to make a complaint of sex-based harassment only if they themselves are alleged to have been subjected to the sex-based harassment, if they have a legal right to act on behalf of such person, or if the Title IX Coordinator initiates a complaint consistent with the requirements of 34 C.F.R. § 106.44(f)(1)(v).

With respect to complaints of sex discrimination other than sex-based harassment, in addition to the people listed above, the following persons have a right to make a complaint:

- Any student or employee of the District; or
- Any person other than a student or employee who was participating or attempting to participate in the District’s education program or activity at the time of the alleged sex discrimination.

The District may consolidate complaints of sex discrimination against more than one respondent, or by more than one complainant against one or more respondents, or by one party against another party, when the allegations of sex discrimination arise out of the same facts or circumstances. The District cannot consolidate if it would violate FERPA. Consolidation would not violate FERPA when a District obtains prior written consent from the parents or eligible students to the disclosure of their education records.

The District will address a sex- based hostile environment allegation under its education program or activity, even when some conduct alleged to be contributing to the hostile environment occurred outside the District’s education program or activity or outside the United States. .

Obligation to Report

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All employees must notify the building principal or the Title IX Coordinator when the employee has information about conduct that reasonably may constitute sex discrimination under Title IX.

Informal Resolution

In lieu of resolving a complaint through the District's Title IX grievance procedures, the parties may instead elect to participate in an informal resolution process. The District does not offer informal resolution to resolve a complaint that includes allegations that an employee engaged in sex-based harassment of an elementary school or secondary school student, or when such a process would conflict with Federal, State, or local law.

Facilitators of informal resolution will be designated by the Title IX Coordinator and must not be biased against any of the parties. Prior to beginning informal resolution, the Title IX Coordinator will send notice to the parties of the process and their rights.

Informal resolution is entirely voluntary. Parties may elect to pursue formal procedures at any step in the process of making their complaint, including prior to filing one.

If the complainant and the respondent feel that their grievances have been sufficiently addressed via informal resolution, then no further action needs to be taken. This voluntary conversation must occur within thirty (30) school days after receiving the allegations, unless both parties agree otherwise. The results of an informal resolution shall be maintained by the facilitator, in writing.

Supportive Measures

Upon receiving actual notice of alleged sexual harassment without a formal complaint, staff members must notify the Title IX Coordinator. The Title IX Coordinator must then contact the complainant within five school days of receiving the complaint and do the following:

- Discuss and offer supportive measures;
- Consider the complainant's wishes with respect to supportive measures;
- Explain that supportive measures may be received with or without filing a complaint;
- Determine whether the complainant wishes to file a complaint; and
- Explain to the complainant the purpose of filing a complaint.

The Title IX Coordinator must document in writing the supportive measures offered/provided or why no supportive measures were offered/provided.

A respondent will be offered supportive measures if the District has initiated a Title IX complaint or if the District has offered informal resolution. If the Title IX Coordinator is initiating the complaint, the Title IX Coordinator will notify the complainant prior to doing so and appropriately address reasonable concerns about the complainant's safety or the safety of others, including by providing supportive measures.

Supportive measures may include counseling, extensions of deadlines or other course-related

adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between the parties, changes in work or housing locations, leaves of absence, increased security and monitoring of certain areas of the campus, and other similar measures. The district must maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the ability of the District to provide the supportive measures.

If the complainant or respondent is a student with a disability, the Title IX Coordinator will consult with one or more members, as appropriate, of the student's IEP or 504 Team to determine how to comply with the requirements of the Individuals with Disabilities Education Act, 20 U.S.C. 1400 *et seq.*, and Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. 794, in the implementation of supportive measures.

Grievance Process Overview

During the grievance process, the District will treat complainants and respondents equally. the District requires that any Title IX Coordinator, investigator, or decisionmaker not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent. A decisionmaker may be the same person as the Title IX Coordinator or investigator.

The District presumes that the respondent is not responsible for the alleged sex discrimination until a determination is made at the conclusion of its grievance procedures.

The District has established the following timeframes for the major stages of the grievance procedures:

- Within five business days, the District will decide whether to dismiss or investigate a complaint.
- Within sixty business days, the District will investigate and decide on the complaint.
- The parties will have ten calendar days to appeal a decision from the decision-maker or of a decision to dismiss the complaint. The District will decide an appeal within thirty calendar days of receipt.

The District will provide all parties with a reasonable extension of timeframes on a case-by-case basis for good cause with notice to the parties that includes the reason for the delay. If a party is seeking an extension, they should request an extension from the Title IX Coordinator in writing, explaining the reasons for the requested extension. The Title IX Coordinator will rule on the extension in writing to all parties. If the District requires an extension for good cause, it will notify all the parties of the reasons.

The District will take reasonable steps to protect the privacy of the parties and witnesses during its grievance procedures. These steps will not restrict the ability of the parties to obtain and present evidence, including by speaking to witnesses; consult with their family members,

confidential resources, or advisors; or otherwise prepare for or participate in the grievance procedures. The parties cannot engage in retaliation, including against witnesses.

The District will objectively evaluate all evidence that is relevant and not otherwise impermissible—including both inculpatory and exculpatory evidence. Credibility determinations will not be based on a person's status as a complainant, respondent, or witness.

The following types of evidence, and questions seeking that evidence, are impermissible (*i.e.*, will not be accessed or considered, except by the District to determine whether one of the exceptions listed below applies; will not be disclosed; and will not otherwise be used), regardless of whether they are relevant:

- Evidence that is protected under a privilege recognized by Federal or State law, unless the person to whom the privilege or confidentiality is owed has voluntarily waived the privilege or confidentiality;
- A party's or witness's records that are made or maintained by a physician, psychologist, or other recognized professional or paraprofessional in connection with the provision of treatment to the party or witness, unless the District obtains that party's or witness's voluntary, written consent for use in its grievance procedures; and
- Evidence that relates to the complainant's sexual interests or prior sexual conduct, unless evidence about the complainant's prior sexual conduct is offered to prove that someone other than the respondent committed the alleged conduct or is evidence about specific incidents of the complainant's prior sexual conduct with the respondent that is offered to prove consent to the alleged sex-based harassment. The fact of prior consensual sexual conduct between the complainant and respondent does not by itself demonstrate or imply the complainant's consent to the alleged sex-based harassment or preclude determination that sex-based harassment occurred.

Notice of Allegations:

Upon initiation of the District's Title IX grievance procedures, the District will notify the parties of the following:

- the District's Title IX grievance procedures and any informal resolution process;
- Sufficient information available at the time to allow the parties to respond to the allegations, including the identities of the parties involved in the incident(s), the conduct alleged to constitute sex discrimination, and the date(s) and location(s) of the alleged incident(s);
- Retaliation is prohibited; and
- The parties are entitled to an equal opportunity to access the relevant and not otherwise impermissible evidence.

If, in the course of an investigation, the District decides to investigate additional allegations of sex discrimination by the respondent toward the complainant that are not included in the notice provided or that are included in a complaint that is consolidated, the District will notify the parties of the additional allegations.

Dismissal of a Complaint:

The District may dismiss a complaint of sex discrimination if:

- the District is unable to identify the respondent after taking reasonable steps to do so;
- The respondent is not participating in the District's education program or activity and is not employed by the District;
- The complainant voluntarily withdraws any or all of the allegations in the complaint, the Title IX Coordinator declines to initiate a complaint, and the District determines that, without the complainant's withdrawn allegations, the conduct that remains alleged in the complaint, if any, would not constitute sex discrimination under Title IX even if proven; or
- the District determines the conduct alleged in the complaint, even if proven, would not constitute sex discrimination under Title IX. Before dismissing the complaint, the District will make reasonable efforts to clarify the allegations with the complainant.

Upon dismissal, the District will promptly notify the complainant of the basis for the dismissal. If the dismissal occurs after the respondent has been notified of the allegations, then the District will also notify the respondent of the dismissal and the basis for the dismissal promptly following notification to the complainant, or simultaneously if notification is in writing.

The District will notify the complainant that a dismissal may be appealed and will provide the complainant with an opportunity to appeal the dismissal of a complaint. If the dismissal occurs after the respondent has been notified of the allegations, then the District will also notify the respondent that the dismissal may be appealed. Dismissals may be appealed on the following bases:

- Procedural irregularity that would change the outcome;
- New evidence that would change the outcome and that was not reasonably available when the dismissal was made; and
- The Title IX Coordinator, investigator, or decision maker had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that would change the outcome.

If the dismissal is appealed, the District will:

- Notify the parties of any appeal, including notice of the allegations, if notice was not previously provided to the respondent;
- Implement appeal procedures equally for the parties;
- Ensure that the decision maker for the appeal did not take part in an investigation of the allegations or dismissal of the complaint;
- Ensure that the decisionmaker for the appeal has been trained consistent with the Title IX regulations;

- Provide the parties a reasonable and equal opportunity to make a statement in support of, or challenging, the outcome; and
- Notify the parties of the result of the appeal and the rationale for the result.

When a complaint is dismissed, the District will, at a minimum:

- Offer supportive measures to the complainant as appropriate;
- If the respondent has been notified of the allegations, offer supportive measures to the respondent as appropriate; and
- Take other prompt and effective steps, as appropriate, through the Title IX Coordinator to ensure that sex discrimination does not continue or recur within the District's education program or activity.

Investigation:

The District will provide for adequate, reliable, and impartial investigation of complaints. The burden is on the District—not on the parties—to conduct an investigation that gathers sufficient evidence to determine whether sex discrimination occurred.

The District uses a single investigator/decision-maker.

The District will provide an equal opportunity for the parties to present fact witnesses and other inculpatory and exculpatory evidence that are relevant and not otherwise impermissible. The District will review all evidence gathered through the investigation and determine what evidence is relevant and what evidence is impermissible regardless of relevance.

The District will provide each party with an equal opportunity to access the evidence that is relevant to the allegations of sex discrimination and not otherwise impermissible, in the following manner:

- the District will provide an equal opportunity to access either the relevant and not otherwise impermissible evidence;
- the District will provide a reasonable opportunity to respond to the evidence; and
- the District will take reasonable steps to prevent and address the parties' unauthorized disclosure of information and evidence obtained solely through the grievance procedures. Disclosures of such information and evidence for purposes of administrative proceedings or litigation related to the complaint of sex discrimination are authorized.

Questioning the Parties and Witnesses:

The District will require the decisionmaker to question parties and witnesses to adequately assess a party's or witness's credibility to the extent credibility is both in dispute and relevant to evaluating one or more allegations of sex discrimination. The decision maker will question witnesses and parties directly to make this determination.

Determination Whether Sex Discrimination Occurred:

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Following an investigation and evaluation of all relevant and not otherwise impermissible evidence, the District will:

Use the preponderance of the evidence standard of proof to determine whether sex discrimination occurred. The standard of proof requires the decisionmaker to evaluate relevant and not otherwise impermissible evidence for its persuasiveness. If the decisionmaker is not persuaded under the applicable standard by the evidence that sex discrimination occurred, whatever the quantity of the evidence is, the decisionmaker will not determine that sex discrimination occurred.

The decision maker will:

- Notify the parties in writing of the determination whether sex discrimination occurred under Title IX including the rationale for such determination, and the procedures and permissible bases for the complainant and respondent to appeal, if applicable;
- Not impose discipline on a respondent for sex discrimination prohibited by Title IX unless there is a determination at the conclusion of the grievance procedures that the respondent engaged in prohibited sex discrimination.
- If there is a determination that sex discrimination occurred, the Title IX Coordinator will, as appropriate:
 - Coordinate the provision and implementation of remedies to a complainant and other people the District identifies as having had equal access to the District's education program or activity limited or denied by sex discrimination;
 - Coordinate the imposition of any disciplinary sanctions on a respondent, including notification to the complainant of any such disciplinary sanctions; and
 - Take other appropriate prompt and effective steps to ensure that sex discrimination does not continue or recur within the District's education program or activity.
 - Comply with the grievance procedures before the imposition of any disciplinary sanctions against a respondent; and
 - Not discipline a party, witness, or others participating in the grievance procedures for making a false statement or for engaging in consensual sexual conduct based solely on the determination whether sex discrimination occurred.

Following a determination that sex-based harassment occurred, the District may impose disciplinary sanctions, which may include revocation of privileges, detentions, suspensions or expulsions. The District may also provide remedies, which may include supportive measures, counseling, stay away orders, class switches or any additional measures that are appropriate.

After the grievance process, the District may as appropriate, modify or terminate supportive measures. If the District does so, it will provide the parties to timely seek from an appropriate and impartial employee, modification or reversal of the District's decision to provide, deny, modify, or terminate supportive measures applicable to them. The impartial employee will be someone other than the employee who made the challenged decision and must have authority to

modify or reverse the decision, if the impartial employee determines that the decision to provide, deny, modify, or terminate the supportive measure was inconsistent with the definition of supportive measures. The District will also provide a party with the opportunity to seek additional modification or termination of a supportive measure applicable to them if circumstances change materially.

Appeal

Any party may appeal the decision of the Decision Maker in writing to the Superintendent within fifteen (15) school days of receipt of the findings of the formal procedure. The Superintendent, as an impartial decision-maker, will review the comprehensiveness and accuracy of the investigation and the conclusions, and issue written findings to both the complainant and respondent within thirty (30) school days of the appeal.

- Contact information for the Superintendent:

Dr. Jeffrey Marsden, Superintendent.508-359-2302

Training

All employees will be trained annually and upon hire on:

- the District's obligation to address sex discrimination in its education program or activity;
- The scope of conduct that constitutes sex discrimination, including the definition of sex-based harassment; and
- All applicable notice and information requirements.

All investigators, facilitators of informal resolution, decision makers and other persons responsible for supportive measures/Title IX process will have additional training on:

- The District's grievance procedures;
- How to serve impartially, including by avoiding prejudgment of the facts at issue, conflicts of interest, and bias;
- The meaning and application of the term "relevant" in relation to questions and evidence, and the types of evidence that are impermissible regardless of relevance; and
- rules and practices associated with the district's informal resolution process and on how to serve impartially, including by avoiding conflicts of interest and bias.

In addition, the Title IX Coordinator and designees will receive training on their specific responsibilities, recordkeeping and any other training necessary to implement Title IX.

Records

A record will be maintained for a period of seven years of any actions, including supportive

measures or informal resolution, taken in response to a report or complaint and district staff will document the basis for the district's conclusion that its response was not deliberately indifferent.

External Grievance Procedure

Any student, parent or employee who chooses not to use the District's internal grievance procedures or who is not satisfied with the District's internal grievance procedures may file a complaint of discrimination or harassment with an appropriate state or federal agency.

For complaints related to discrimination/harassment of students:

The Office for Civil Rights, US Department of Education

5 Post Office Square, 8th Floor

Boston, MA 02109-3921

Telephone: 617-289-0111, FAX: 617-289-0150, TDD: 877-521-2172

OR

The Massachusetts Commission Against Discrimination

One Ashburton Place

Sixth Floor, Room 601

Boston, MA 02108

Phone 617-994-6000, TIY: 617-994-6196

For complaints related to discrimination/harassment of parents:

The Office for Civil Rights, US Department of Education

5 Post Office Square, 8th Floor

Boston, MA 02109-3921

Telephone: 617-289-0111, FAX: 617-289-0150, TDD: 877-521-2172

For complaints related to discrimination/harassment of employees:

The Office for Civil Rights, US Department of Education

5 Post Office Square, 8th Floor

Boston, MA 02109-3921

Telephone: 617-289-0111, FAX: 617-289-0150, TDD: 877-521-2172

OR

The Massachusetts Commission Against Discrimination

One Ashburton Place

Sixth Floor, Room 601

Boston, MA 02108

Phone 617-994-6000, TIY: 617-994-6196

OR

The Equal Employment Opportunities Commission

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John F. Kennedy Federal Building
475 Government Center
Boston, MA 02203
Phone: 1-800-669-4000

Referral to Law Enforcement, Other Agencies

Some alleged conduct may constitute both a violation of District policies and criminal activity. The building Principal, coordinator, Superintendent, or designee will refer matters to law enforcement and other agencies as appropriate under the law or District policy, and inform the complainant/ alleged victim of the right to file a criminal complaint.

Retaliation

Complainants and those who participate in the complaint resolution process or who otherwise oppose in a reasonable manner an act or policy believed to constitute discrimination are protected from retaliation by law and District policy. The coordinator or designee will inform all involved individuals that retaliation is prohibited, and that anyone who feels that they have experienced retaliation for filing a complaint or participating in the resolution process should inform the coordinator. The coordinator will investigate reports of retaliation and, where retaliation is found, take separate remedial and disciplinary action.

Equal Access Policy School Programs – Title IX

The Medfield Public Schools' policy is not to discriminate on the basis of gender, race, religion, color, national origin, gender identity, sexual orientation, homelessness, or disability in any of its programs. Any person who believes the Medfield Public Schools is in violation of section 504 of the Rehabilitation Act of 1973 that states: "no handicapped individual should be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance," should contact the school business office. Any concerns regarding this policy should be addressed to the superintendent of schools. (Title VI, IX, 504)

Special Education

Children in need of additional services in order to support their learning program may be referred for a team evaluation under the provisions of Mass. Special Education Reg. 603 CMR 28.00. A referral should first be made to the building evaluation team. This team chaired by the principal or designee, is made up of the school psychologist, learning specialists, speech and language clinicians, school nurse, reading specialist, and the child's teacher.

Some students with identified special needs will be provided with additional support in their regular classroom. A term used to describe this process is called *inclusion*. For example, instead of leaving the student's classroom to work with a learning specialist, the learning specialist may come and work with the student in their classroom.

This process benefits the student requiring extra support, provides teachers with additional staff and expertise in their room, and enhances the classroom as a whole. The student with learning differences has the opportunity to learn alongside more typical learners, and the more typical learners benefit by being in a classroom with more than one teacher and begin learning what it means to live and work in a diverse learning community. One of our goals for all our children is to acquire an appreciation for diversity, recognizing all our strengths and weaknesses so that we can work together efficiently and cooperatively.

Other students with special needs are able to learn at the same academic level as most other students, but may require a different approach. However, when a student's need requires additional support outside of the regular classroom, such as in the learning center, that service is also available. A full array of special education services is available at Medfield Public Schools. Any questions regarding special education services should be addressed to the building principal. For Section 504 Plan information, contact the school principal.

Special Education Evaluations

Children with suspected disabilities in need of additional service in order to support their learning program can be referred for a team evaluation under the provisions of Massachusetts

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and Federal statutes. Referrals generally come from a classroom teacher or a parent. A referral must be made to the building principal or director of pupil services. The team evaluation is chaired by the principal and is made up of the school psychologist, learning specialists, speech and language clinicians, school nurse, and reading specialist. If you would like more information, please call the principal.

Section 504

Section 504 of the Rehabilitation Act of 1973 protects the rights of individuals with disabilities. Public schools must provide accommodations and services for students with special needs. Students in preschool, elementary, secondary, and adult education programs and activities are entitled to receive accommodations or services, depending on their needs and the environment in which they are functioning.

School districts must make reasonable accommodations to allow students an opportunity to participate in school and school-related activities. Disabled students should receive services that are equal to and as effective as those that other students receive. It is not the intent of Section 504 to provide program(s) that are fundamentally different from existing opportunities.

In most instances, appropriate interventions for individuals found handicapped only under Section 504 occur within the regular education setting. Section 504 is not an aspect of “special education”. It is a responsibility of the comprehensive general education system. Principals and superintendents of schools are primarily responsible for its implementation within their classrooms. Special education administrators and special education teachers may be participants but are not ultimately responsible for Section 504 in all schools.

Students who are eligible under Section 504 are serviced by general educators with modifications as specified on a Section 504 Accommodation Plan developed by school staff and parents. Classroom teachers can provide accommodations through classroom modifications, curriculum adaptations, time management, and delivery of instruction.

School districts must make reasonable accommodations to allow students an opportunity to participate successfully in school and school-related activities. Accommodations must be provided within the regular education system/classroom. Teachers may need training in specific areas of the identified area of need, such as training from the school nurse on the signs of an impending asthma attack or the positioning of a student in a wheelchair at their desk, etc.

The legislation requires the following:

- Each school district must undertake to identify every qualified student residing in his or her jurisdiction.
- Parental notices and evaluations must be in the native language of the student and parent(s)/guardian(s).
- Districts must maintain documentation regarding the persons involved, the evaluation data used, and the options considered.

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- Districts must advise the parent(s)/guardian(s)/student of parental and student rights under Section 504.
- Districts must comply with the rights as summarized in the *Section 504 a Guide for Parents, Students, and Staff* brochure.

Firearms Rules and Regulations: Dangerous Weapons in the School

In accordance with Mass. General. Laws. ch. 269, s10, it is the policy of the Medfield Public Schools to prohibit the possession or use of firearms in, or on, school property, including school busses. Any student who, in the judgment of the principal and verified by due process, is determined to be in violation of this policy will be suspended from attendance (out of school) and at the discretion of the principal may be expelled in accordance with M. G. L. Chapter 71, Section 37H, and School Committee Policy. The student will be referred to the Police Department for further action.

Other dangerous weapons or objects, which can be construed as a weapon (knives, firecrackers, brass knuckles, etc.), are not permitted on school property at any time, including school busses. Students who have these items in possession will have the article(s) or weapon(s) confiscated. The student will be suspended from attendance (out of school) and at the discretion of the principal may be excluded or expelled in accordance with M. G. L. Chapter 71, Section 37H, and School Committee Policy. The student will be referred to the Police Department for further action.

Adoption: 2/14/94

Hazing Policy

Crimes Against Public Peace

Crime of Hazing; Definition; Penalty - Chapter 269, §§ 17-19,

Whoever is a principal organizer or participant in the crime of hazing as defined herein shall be punished by a fine not more than \$3,000.00 or by imprisonment in a house of correction for not more than 100 days or by both such fine and imprisonment.

The term “hazing” as used in this section and in sections 18 and 19 shall mean any conduct or method of initiation into any student organization, whether on public or private property, which willfully or recklessly endangers the physical or mental health of any student or other person. Such conduct shall include whipping, beating, branding, forced calisthenics, exposure to the weather, forced consumption of any food, liquor, beverage, drug or other substance, or any

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other brutal treatment or forced physical activity which is likely to adversely affect the physical health or safety of any such student or other person, or which subjects such student or other person to extreme mental stress, including extended deprivation of sleep or rest or extended isolation.

Duty to Report Hazing – Ch. 269, S. 18

Whoever knows that another person is the victim of hazing as defined in section 17 and is at the scene of such crime shall, to the extent that such person can do so without danger to himself or others, report such crime to an appropriate law enforcement official as soon as reasonably practicable. Whoever fails to report such crime shall be punished by a fine of not more than \$1,000.00. Added by St. 1985, c. 536.

Hazing Statutes to be Provided: Statement of Compliance and Discipline Policy Required – Ch. 269, S. 19

Each secondary and each public and private school or college shall issue to every group or organization under its authority or operating on or in conjunction with its campus or school, and to every member, plebe, pledges, or applicant for membership in such group or organization, a copy of this section and sections 17 and 18. An officer of each such group or organization and each individual receiving a copy of said sections 17 and 18 shall sign an acknowledgement stating that such group, organization, or individual has received a copy of said sections 17 and 18.

Each secondary school and each public or private school or college shall file, at least annually, a report with regents of higher education and in the case of secondary schools, the board of education, certifying that such institution has complied with the provisions of this section and also certifying that said school has adopted a disciplinary policy with regard to the organizers and participants of hazing. The board of regents and in the case of secondary schools, the board of education, shall promulgate regulations governing the content and frequency of such reports, and shall forthwith report to the attorney general any such institution that fails to make such report. Added by St. 1985, c. 546.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT AND STUDENT RECORDS

Both Massachusetts and the federal government have laws that exist to ensure parents' and students' rights of confidentiality, inspection, amendment, and destruction of student records, and to assist school authorities in their responsibilities for the maintenance of school records. In Massachusetts, those laws are found at G.L. c. 71, §§ 34A, 34D, 34E, and 34H and at 603 CMR 23.00. The federal student records law is called the Family Educational Rights and Privacy Act and is found at 20 U.S.C. section 1232g; 34 CFR 99, further information is available at the link below: <http://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html>

The following definitions apply to these subsections:

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Authorized School Personnel (CMR)/ School Officials (FERPA):

School administrators, teachers, counselors, special education team members, clerical personnel, and other professionals who are employed by the school committee or who are providing services to the student under an agreement between the school committee and a service provider, and who are working directly with the student in an administrative, teaching, counseling, and/or diagnostic capacity. It includes attorneys, contractors, electronic/online vendors, consultants, volunteers, interns, or other parties to whom the school has outsourced institutional services or functions.

Legitimate Educational Interest (FERPA):

Authorized School Personnel/ School Officials have a legitimate education interest in a student record when access to that record is necessary in order to fulfill his/ her professional responsibilities.

Eligible Students (CMR):

Any student who is 14 years of age or older or who has entered ninth grade, unless the School Committee has acting pursuant to 603 CMR 23.01(4) extends the rights and provisions of 603 CMR 23.00 to students under the age of 14 or to students who have not yet entered ninth grade.

Release of educational information by the school:

Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record, and under state and federal law, parents may consent to the disclosure of educational records to any third party. However, state and federal laws allow schools to disclose those records, without consent, to the following parties or under the following conditions:

- Other schools to which a student is transferring (please note that our schools will also request and receive student records from the school of origin for students transferring into the District, and will be able to receive these records without additional consent upon receiving notice that the student will be enrolling in the District);
- Authorized School Personnel/ School Officials, when they have a legitimate educational interest in the materials.
- Administrative office staff and clerical personnel who are either employed by the school committee or are employed under a school committee service contract, and whose duties require them to have access to student records for purposes of processing information for the student record;
- Specified officials for audit, enforcement, or evaluation purposes, provided that except when collection of personally identifiable data is specifically authorized by law, any data collected by such officials shall be protected so that parties other than such officials and their authorized agents cannot personally identify such students and their parents;

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- Local and state health department personnel to student health records, when such access is required in the performance of official duties;
- Appropriate parties in connection with financial aid to a student;
- Organizations conducting certain studies for or on behalf of the school;
- Accrediting organizations;
- To comply with a judicial order or lawfully issued subpoena;
- Appropriate officials in cases of health and safety emergencies; and
- State and local authorities, within a juvenile justice system, pursuant to specific State law.

Under 603 CMR 23.07(4)(a) a school may release the following “directory” information without prior consent: “a student’s name, address, telephone listing, date and place of birth, major field of study, dates of attendance, weight and height of members of athletic teams, class, participation in officially recognized activities and sports, degrees, honors and awards, and post-high school plans.” Parents and eligible students may request that this information not be released without prior consent.

As referenced in 603 CMR 23.07(4)(g), the District forwards education records to other agencies or institutions that have requested the records and in which the student seeks or intends to enroll or is already enrolled so long as the disclosure is for purposes related to the student’s enrollment or transfer.

Under section 37L of G.L., c. 71, any student transferring into a new school district must provide the new district with “a complete school record,” including but not limited to, “any incidents involving suspension or violation of criminal acts or any incident reports in which such student was charged with any suspended act.”

Please also note that all student records will be destroyed 30 days after the student’s graduation from Medfield High School or 30 days after transferring to another school. Parents/ guardians/ adult students are encouraged to request and procure student records from the central office within 30 days of a student’s graduation or transfer to another school.

RIGHT OF ACCESS, INSPECTION, AND REQUEST FOR AMENDMENT OF RECORDS BY CUSTODIAL PARENTS AND ELIGIBLE STUDENTS

Pursuant to FERPA and 603 CMR 23.07, parents and eligible students shall be given access to the student record within ten days after the initial request and have the right to inspect the records. Upon request, school officials will meet with the parent/ eligible student to interpret the records. The parent/ eligible student also has a right to have the records inspected by third parties.

Parents/ eligible students may also add information, comments, data, or other relevant information to the student record. Pursuant to state and federal law, parents/ eligible students may submit written requests for amendment or deletion of all educational records, with the exception of records entered by a special education evaluation team. If parents/ eligible students wish to have special education records amended or deleted, they may request a meeting with the school principal or his/ her designee, or the special education team to discuss their concerns.

NON-CUSTODIAL PARENTAL REQUEST FOR STUDENT RECORDS

G..L. c. 71, § 34H

Any parent who by court order does not have physical custody is considered a non-custodial parent. A non-custodial parent may have access to the student record in accordance with law and Department of Education regulations, found at 603 CMR 23.07. A non-custodial parent requesting information shall submit a written request to the school principal.

Any parent who does not have physical custody shall be eligible to receive access to the student record unless:

- Parent's access is currently prohibited by temporary or permanent protective order, unless this order specifies access to such information.
- The parent is denied visitation; or, based on threat to safety of the child, is currently denied legal custody, or is court-ordered to be under supervised visits, and such threat is specifically noted in the custody or visitation order.
- There is an order of a probate and family court judge which prohibits the distribution of student records to the parent.

Once a request is received, the school shall review the student's records for any documentation limiting or restricting the non-custodial parent's access to the information or records. The district shall notify the custodial parent of the request by certified mail in both primary language of the custodial parent and in English that it will provide the information after 21 days, unless the custodial parent provides the principal with documentation that the parent is not eligible for the information. Such documentation includes:

- A court order prohibiting contact with the student, as outlined above;
- A (temporary or permanent) court order plainly prohibiting the distribution of information to provide protection to the student from abuse by the requesting parent; and
- Subsequent orders modifying a protective order that would otherwise allow such access. In this case, the custodial parent must contact the school to notify administration of any such modified court orders and provide documentation thereof.

If the custodial parent responds and provides any of the above documents, these records are to be placed in the student's file. If the custodial parent does not produce such documentation, the student records will be provided to the non-custodial parent, except that all electronic and postal address and telephone numbers relating to work or home of the custodial parent shall be removed from the records sent. Furthermore, student records provided to a non-custodial parent will be stamped to indicate that they cannot be used to enroll the student in school elsewhere.

If a student is the subject of any temporary/permanent custody order, decree, or agreement, a copy of the custody order, decree or agreement – either signed by the judge of the probate court in the case of an order or decree or signed by both parents in the case of an agreement – must be provided to the main office.

These orders are important for determining access to the student's records, the right to have the student dismissed into the care of an individual, the right of access to a student's teacher and similar issues. Parents are responsible for notifying the school of any changes in the custody order, decree, or agreement.

These records are to be placed in the student's file. Each elementary and secondary school shall provide student records within ten days including, but not limited to:

- Report cards and Progress Reports
- Results of standardized testing
- Notice of referral for special education evaluation
- Notification of enrollment in ESL program (Chapter 71A)
- Notification of absences and illnesses
- Notification of detentions, suspensions, or expulsions
- Notification of permanent withdrawal from school

Upon receiving oral or written notice that the student seeks or intends to transfer to another school, the District will send a student's records to the school to which a student seeks or intends to transfer. The District does not require the consent of the eligible student or parent to forward these records.

PROTECTION OF PUPIL RIGHT AMENDMENT

The Protection of Pupil Rights Amendment (PPRA) requires that the school notifies you to obtain consent or allow you to opt out of the following school activities: a student survey,

analysis, or evaluation that concerns one or more of the following eight areas (“protected information surveys”):

1. Political affiliations or beliefs of the student or student’s parent;
2. Mental or psychological problems of the student or student’s family;
3. Sex behavior or attitudes; illegal, anti-social, self-incriminating, or demeaning behavior;
4. Critical appraisals of others with whom respondents have close family relationships;
5. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
6. Religious practices, affiliations, or beliefs of the student or parents; or
7. Income, other than as required by law to determine program eligibility.

This requirement also applies to the collection, disclosure or use of student information for marketing purposes (“marketing surveys”), and certain physical exams and screenings.

The District will provide parents, within a reasonable period of time prior to the administration of the surveys and activities, a notification of the surveys and activities and be provided an opportunity to opt their child out, as well

an opportunity to review the surveys. (Please note that this notice and consent/opt-out transfers from parents to any student who is 18 years old or an emancipated minor under State law).

Any allegations of FERPA violations relating to the above sections may be directed to the U.S. Department of Education's Family Compliance Office, located at 400 Maryland Avenue, SW, Washington, DC 20202.

NON-DISCRIMINATION POLICY AND GRIEVANCE PROCEDURE

Title VI, Title IX, Section 504, ADA, Age Discrimination Act, G.L. c. 76, §5, G.L. c. 151B, G. L. c. 151C, 603 CMR §26.08

I. Introduction

The Medfield Public Schools is committed to maintaining an educational environment where bigotry and intolerance, including discrimination and/ or harassment on the basis of race, color, national origin, sex, gender identity, sexual orientation, religion, disability, homelessness, or age, are not tolerated. Discrimination and harassment are contrary to the mission of the Medfield Public Schools and its commitment to equal opportunity in education.

The Medfield Public Schools does not discriminate against students, parents, employees or the general public. No person shall be excluded from or discriminated against in admission to the Medfield Public Schools, or in obtaining the advantages, privileges and courses of study of the Medfield Public Schools on account of race, color, sex, gender identity, religion, national origin, homelessness or sexual orientation. (G.L.c. 76, §5). Additionally, the Medfield Public Schools does not tolerate harassment based upon race, color, sex, gender identity, religion, national origin, or sexual orientation. (603 CMR 26.08).

For purposes of this policy and its related procedures, "school" includes school-sponsored events, trips, sports events, similar events connected with school or employment. Any retaliation against an individual who has complained about discrimination, including harassment, or any retaliation against any individual who has cooperated with an investigation of a discrimination, harassment or retaliation complaint, is also unlawful and will not be tolerated.

The Medfield Public Schools takes allegations of discrimination and harassment seriously. Any allegation of harassment or discrimination will be investigated promptly, impartially, and in a manner which will preserve the confidentiality of all concerned to the extent practicable under the circumstances and as provided by law. Where it is determined that conduct that violates the law and/ or this policy has occurred, the Medfield Public Schools will act promptly to eliminate the conduct and will impose corrective action as necessary, including disciplinary action where appropriate, which may include school-related discipline.

II. Definition of Discrimination and Harassment

"Discrimination" includes conduct that excludes a person from participation in, denies an individual the benefits of, or otherwise subjects an individual to different treatment on the basis of race, color, sex, gender identity, religion, national origin, sexual orientation, age, or disability. Harassing conduct involving these categories can be a form of discrimination.

"Harassment" is defined as unwelcome conduct, whether verbal or physical, that creates a hostile environment for the recipient(s) or "victim(s)" of the conduct, and is based on race, color, national origin, sex, gender identity, sexual orientation, religion, disability, or age. Conduct is unwelcome if the victim(s) did not request or invite it and considered the conduct to be undesirable or offensive. Harassment is prohibited by the Medfield Public Schools, and violates the law.

Examples of harassment include:

- Display or circulation of written materials or pictures that are degrading to a person or group based upon the criteria listed above.
- Verbal abuse or insults about, directed at, or made in the presence of an individual or group described above because of one of the criteria listed above.

- Any action or speech that contributes to, promotes or results in a hostile or discriminatory environment to an individual or group described above.
- Any action or speech that is sufficiently severe, pervasive or persistent that it either (i) interferes with or limits the ability of an individual or group (as described above) to participate in or benefit from a school program or activity of the Medfield Public Schools; or (ii) creates an intimidating, threatening, or abusive educational environment.

Many forms of harassment have been recognized as violations of the civil rights laws (including Section 504 of the Rehabilitation Act of 1973, the ADA, Title VI, Title IX and state statutes like G.L. c. 151B and G.L. c. 151C), by federal courts, state courts, the U.S. Department of Education, the Office for Civil Rights, and the Massachusetts Commission Against Discrimination.

“Sex-based harassment” includes both sexual harassment and gender-based harassment.

"Sexual harassment" is defined in G.L. c. 151B, § 1 as unwelcome sexual advances, requests for sexual favors, and verbal or physical conduct of a sexual nature when:

- Submission to or rejection of such advances, requests, or conduct is made either explicitly or implicitly as a term or condition of employment, academic standing, school- related opportunities or as a basis for employment decisions.
- Such advances, requests, or conduct have the purpose or effect of unreasonably interfering with an individual's academic or work performance by creating an intimidating, hostile, humiliating, or sexually offensive work or educational environment.

While it is not possible to list all circumstances that may be considered sexual harassment, the following are examples of conduct that violate the law and policy and which, if severe and pervasive, constitute sexual harassment. In each case, such a determination will depend upon the totality of the circumstances, including

the severity of the conduct and its pervasiveness. Sexual harassment includes, but is not limited to:

- Unwelcome sexual advances, whether they involve physical touching or not.
- Unwelcome leering, whistling, brushing against the body, sexual gestures, suggestive or insulting comments.
- Sexual epithets, jokes, written or verbal references to sexual conduct, comments about an individual's body, comments about an individual's sexual activity, deficiencies, or prowess.
- Discussions of one's own sexual activities or inquiries into others' sexual experiences.
- Displaying sexually suggestive objects, pictures, or cartoons.

The definitions of discrimination, harassment and sexual harassment are broad. In addition to the above examples, other unwelcome conduct, whether intended or not, that has the effect of creating a school environment that is hostile, offensive, intimidating, or humiliating may constitute discrimination, harassment and/or sexual harassment.

“Gender-based harassment” includes acts of verbal, nonverbal, or physical aggression, intimidation, or hostility that are based on sex, although they are not necessarily sexual in nature, including harassment based on gender identity and expression. Gender-based harassment includes, but is not limited to, harassment based on the person’s nonconformity with gender stereotypes, regardless of the actual or perceived sex, gender identity, or sexual orientation of the harasser or victim of the harassment.

III. Grievance Procedure: Reporting Complaints of Discrimination and Harassment a. Introduction

If any Medfield Public Schools student, parent or employee believes, in good faith, that they have been subjected to sexual harassment or any other form of harassment or discrimination described above, the individual has a right to file a

complaint with the Medfield Public Schools. This may be done informally or formally, as described below.

Teachers or other staff members who observe or receive reports of incidents of harassment or discrimination involving students shall report such incidents immediately to the student's Principal. Administrators aware of harassment or discrimination involving any employee shall report such incidents to the Civil Rights Coordinator, listed below, or to the Superintendent.

Please note that while these procedures relate to the Medfield Public Schools' policy of promoting an educational setting free from discrimination and harassment, including sexual harassment, as detailed further in this policy, these procedures are not designed nor intended to limit the Medfield Public Schools' authority to discipline or take remedial action for conduct which the Medfield Public Schools deems unacceptable.

b. Grievance Procedures

i. District Civil Rights Coordinator ("Civil Rights Coordinator")

The Civil Rights Coordinator for Title VI (race, color, national origin); Title IX (sex); Section 504 (disability); Title II of the ADA (disability); Religion, Sexual Orientation, Gender Identity, Homelessness and Age is:

Ms. Mary Bruhl

Director of Student Services/ Civil Rights Coordinator 459 Main St.

Medfield, MA 02052

508-359-7135

Students, parents, or employees who wish to initiate either the informal or the formal complaint process may direct a written or verbal complaint to the Civil Rights Coordinator or to the Principal for the school in which the alleged discrimination or harassment took place. Whether formal or informal in nature, written complaints are encouraged. Students may additionally report incidents that they believe involve harassment or discrimination to their guidance counselor, any teacher, administrator or any member of the support staff, and the staff member will refer to the complaint to the Principal or the Civil Rights Coordinator.

The complaint may be written by the complainant, or it will be reduced to writing by either the school employee who receives the complaint, the building Principal, the Civil Rights Coordinator, or the Civil Rights Coordinator's designee. Whether the complaint is reduced to writing by a student, parent, or staff member, the written complaint should include the name of the individual making the complaint, the name of the alleged victim, the name of the alleged perpetrator(s) of the harassing or discriminatory action, the location of the school/department where the alleged discriminatory action occurred, the basis for the complaint, witnesses (if any), and the corrective action the student is seeking. This information will be made on or transferred to a discrimination/ harassment complaint form maintained by the District.

Efforts should be made to file such a complaint within twenty (20) calendar days after the alleged discriminatory action occurred in order for an expeditious investigation to be conducted, unless extenuating circumstances exist. However, the Medfield Public Schools will investigate any complaint no matter when it is filed.

Within 48 hours of receiving a complaint, the District will determine whether the alleged victim wishes to utilize formal or informal procedures, which the alleged victim can also expressly select as described below in Section ii(1) regarding informal procedures and Section ii(2) regarding formal procedures, and, if the alleged victim chooses formal procedures, begin to investigate every complaint of harassment, discrimination, or violence.

Any teacher or other employee who receives a complaint of discrimination or harassment shall immediately forward the complaint to the building Principal. The

Principal will then determine whether the alleged victim wishes to pursue formal or informal procedures, and will forward all formal complaints to the Civil Rights Coordinator listed above, who will begin the formal procedure described below. If the alleged victim wishes to pursue informal procedures, the Principal and/ or the Principal's designee will first attempt to resolve the complaint at the building level.

The Civil Rights Coordinator or her designee shall handle the investigation and resolution of a formal complaint. Any complaint about an employee who holds a supervisory position shall be investigated by a person who is not subject to that supervisor's authority, and any complaint about the Civil Rights Coordinator will be investigated by the Superintendent or his designee. Any complaint about the Superintendent should be submitted to the chairperson of the school committee, who should consult with legal counsel concerning the handling and investigation of the complaint.

ii. Internal Grievance Procedure

1. Informal Resolution of Discrimination and Harassment Complaints

Before initiating the formal procedure, an alleged victim may wish to resolve the complaint on an informal basis through discussion between the alleged victim and the alleged perpetrator, which will be facilitated by the building Principal or designee. The alleged victim may request informal procedures or be given the option of electing between pursuing informal or formal procedures at the time that their complaint is received by the Civil Rights Coordinator or building Principal. Informal procedures are entirely voluntary. Alleged victims may elect to pursue formal procedures at any step in the process of making their complaint, even if informal procedures have already begun. Similarly, alleged perpetrators may elect to follow formal procedures.

If the alleged victim and the alleged perpetrator feel that a resolution has been achieved, then the conversation remains confidential and no further action needs to be taken. This voluntary conversation must occur within five (5) workdays after receiving the complaint of discrimination or harassment, unless both parties agree otherwise. The results of an informal resolution shall be maintained by the facilitator, in writing.

If the alleged victim is not satisfied with the resolution from the informal process, or if they do not choose informal resolution, then they can begin the formal complaint procedure described below.

2. Formal Resolution of Discrimination and Harassment Complaints

A student, parent or employee who is not satisfied with the informal resolution process or who chooses not to participate in the informal resolution process may initiate the formal complaint procedure at any time.

Step One

Within forty-eight (48) hours of receiving the complaint or of the termination of an unsuccessful informal resolution process (whichever is later), the Civil Rights Coordinator or designee will meet with the complainant and/or alleged victim (if they are different) by telephone or in person. The Civil Rights Coordinator or designee will complete a discrimination/harassment complaint form based on the written or verbal allegations of the alleged victim within forty-eight (48) hours of meeting with the complainant. The complaint form will be maintained by the Civil Rights Coordinator or designee.

Step Two

A prompt investigation shall be completed by the Civil Right Coordinator or designee within thirty (30) school days from the date that the District received a complaint or report, unless impracticable (e.g., the complaint is received during the summer time and witnesses are unavailable). The Civil Rights Coordinator will provide written notice of the investigation to the alleged perpetrator before conducting an interview of the alleged perpetrator, including whether or not the Civil Rights Coordinator or designee anticipates that there may be discipline.

The investigation may, as appropriate, consist of personal interviews with the alleged victim, the complainant (if different than the alleged victim), the individual(s) against whom the complaint is filed ("alleged perpetrator[s]"), and any other individuals who may have knowledge of the alleged incidents(s) or circumstances giving rise to the

complaint. The investigation may also consist of any other methods and documents deemed pertinent by the Civil Rights Coordinator or designee.

The alleged victim and the alleged perpetrator(s) have the opportunity to present witnesses and information that they deem relevant to the Civil Rights Coordinator or designee. Refusal by the complainant to provide the investigator with documents or other evidence related to the allegations in the complaint, or to otherwise fail or refuse to cooperate in the investigation or engage in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegations. However, regardless of the complainant's participation in the investigation, the District will investigate the complaint to the extent possible and will take appropriate action based on the results of its investigation.

Step Three

The Civil Rights Coordinator or designee shall document his or her findings. The Civil Rights Coordinator or designee shall send the written report of the findings to the Superintendent, alleged victim, and alleged perpetrator within thirty (30) school days after the investigation has been completed, unless the alleged victim and alleged perpetrator agree in writing to extend the timeline.

The report shall include:

- a) a statement of the allegations investigated;
- b) a summary of the steps taken to investigate the allegations;
- c) the findings of fact based on a preponderance of the evidence gathered;
- d) the District's conclusion, based upon a preponderance of the evidence, of whether discrimination, harassment, or violence did or did not occur;
- e) the disposition of the complaint;
- f) the rationale for the disposition of the complaint; and
- g) if the District concluded discrimination, harassment, different treatment, or violence occurred, a description of the District's response. However, please note that in Title IX and Title VI investigations all discipline of the alleged perpetrator will be kept

confidential from the alleged victim unless it directly relates to the alleged victim (e.g., alleged victims will be notified of stay-away orders but not suspensions).

The Civil Rights Coordinator or designee shall determine whether the allegations have been substantiated as factual and whether they appear to be violations of this policy, using a preponderance of the evidence standard. A “preponderance of the evidence” means that it is more likely than not that the alleged conduct occurred. The Civil Rights Coordinator or designee shall further recommend what action, if any, is required. If it is determined that harassment, discrimination or different treatment occurred, the District will take steps to prevent the recurrence of the harassment, discrimination or different treatment and correct its discriminatory effect on the alleged victim and others if appropriate.

Formal disciplinary actions may be imposed in the event that the preponderance of the evidence indicates a violation of this policy, up to and including expulsion. Any disciplinary action will be in accordance with due process rights under State law and any applicable collective bargaining agreement.

Step Four

The Civil Rights Coordinator and/or Superintendent shall maintain the written report of the investigation, findings and disposition.

The District will contact the alleged victim within fourteen (14) school days following the conclusion of the investigation to assess whether there has been on-going harassment or retaliation and to determine whether additional supportive measures are needed.

3. Interim Measures

The Medfield Public Schools shall take immediate steps to protect the alleged victim, alleged perpetrator, witnesses, and the larger school community pending the completion of an investigation or the informal process and address any ongoing harassment or discrimination. The District will take interim measures to prevent retaliation against the complainant.

In the case of alleged sexual assault, the Civil Rights Coordinator and/ or designee will take additional individualized steps as necessary, including, but not limited to, referring the alleged victim to a rape crisis center, creating a safety plan, and/ or designating an individual at the site level to act as a support person during the investigation.

4. Appeals

Any party may appeal the decision of the Civil Rights Coordinator and/ or designee in writing to the Superintendent within fifteen (15) school days of receipt of the findings of the formal procedure. The Superintendent, as an impartial decision-maker, will review the comprehensiveness and accuracy of the investigation and the conclusions, and issue written findings to both the complainant and respondent within thirty (30) school days of the appeal.

Contact information for the Superintendent:

Dr. Jeffrey Marsden, Superintendent.508-359-2302

iii. External Grievance Procedure

Any student, parent or employee who chooses not to use the district's internal grievance procedures or who is not satisfied with the district's internal grievance procedures may file a complaint of discrimination or harassment with an appropriate state or federal agency.

1. For complaints related to discrimination/harassment of students:

The Office for Civil Rights, US Department of Education

5 Post Office Square, 8th Floor

Boston, MA 02109-3921

Telephone: 617-289-0111, FAX: 617-289-0150, TDD: 877-521-2172

OR

The Massachusetts Commission Against Discrimination One Ashburton Place
Sixth Floor, Room 601
Boston, MA 02108

Phone 617-994-6000, TIY: 617-994-6196

2. For complaints related to discrimination/harassment of parents: The Office for Civil Rights, US Department of Education

5 Post Office Square, 8th Floor

Boston, MA 02109-3921

Telephone: 617-289-0111, FAX: 617-289-0150, TDD: 877-521-2172

3. For complaints related to discrimination/harassment of employees:

The Office for Civil Rights, US Department of Education

5 Post Office Square, 8th Floor

Boston, MA 02109-3921

Telephone: 617-289-0111, FAX: 617-289-0150, TDD: 877-521-2172

OR

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The Massachusetts Commission Against Discrimination One Ashburton Place

Sixth Floor, Room 601

Boston, MA 02108

Phone 617-994-6000, TTY: 617-994-6196 OR

The Equal Employment Opportunities Commission John F. Kennedy Federal Building

475 Government Center

Boston, MA 02203

Phone: 1-800-669-4000

IV. Referral to Law Enforcement, Other Agencies

Some alleged conduct may constitute both a violation of District policies and criminal activity. The building Principal, Civil Rights Coordinator, Superintendent, or designee will refer matters to law enforcement and other agencies as appropriate under the law or District policy, and inform the complainant/ alleged victim of the right to file a criminal complaint.

V. Retaliation

Complainants and those who participate in the complaint resolution process or who otherwise oppose in a reasonable manner an act or policy believed to constitute discrimination are protected from retaliation by law and District policy. The Civil Rights Coordinator or designee will inform all involved individuals that retaliation is prohibited, and that anyone who feels that they have experienced retaliation for filing a complaint or participating in the resolution process should inform the Civil Rights Coordinator. The Medfield Public Schools will investigate reports of retaliation and, where retaliation is found, take separate remedial and disciplinary action.

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CROSS REF.: AC, Non-Discrimination

ACA, Non-Discrimination on the Basis of Sex

ACAB, Sexual Harassment

JB, Equal Educational Opportunities JCFIB, Bullying and Harassment Policy

Addendum A - Memorial School

MEDFIELD PUBLIC SCHOOLS

Memorial School Handbook Addendum

For the 2024-2025 School Year

Melissa Bilsborough
Principal

All pertinent information specific to Memorial School not addressed in the Elementary Handbook

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Medfield Mission Statement

The Medfield Public Schools, in partnership with families and the community, fosters a safe, inclusive learning environment, empowering our students to meet high standards, adapt to change, and become responsible, contributing members of society.

At Memorial School we believe...

Everyone belongs, Everyone learns, Everyone grows, Everyone gives

Following these beliefs we have created a child centered place that values the development of the whole child and supports and nurtures each individual as they grow to meet curriculum requirements and social expectations. Our programs provide children with a wide range of experiences that help to foster academic skills, basic life skills and positive self-concept. We believe that the Memorial School should provide a warm, personalized, safe environment that is oriented toward recognizing the individuality of each child while fostering an understanding of the student's role as a group member. We take time to teach concepts of respect, responsibility, kindness, and cooperation so that the environment is conducive to learning required curriculum.

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Principal's Letter



September 2024

Dear Memorial Families,

It is my great pleasure to welcome you to the Memorial School. Please take a moment to review this addendum as it highlights the practices and procedures specific to the young population at Memorial.

At the Memorial School, we recognize that children are individuals who grow and develop at different rates. We embrace these differences by providing experiences that will stimulate social, emotional, cognitive, and physical development. Children learn as they explore their surroundings through a variety of activities that challenge their thinking. We strive to provide a classroom environment that promotes creativity where each and every child feels safe, secure, and important.

We are highly dedicated to providing an environment where children and their families feel welcomed and nurtured. As a staff, we are committed to developing a strong working relationship with families as we believe that it is an essential component to your child's success. We are always available and willing to speak with you regarding your child's progress and needs.

Have a wonderful year!

Sincerely,
Dr. Melissa Bilsborough
Principal

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Memorial Staff

2024-2025

Principal	Melissa Bilsborough
Secretary	Irene McNeil, Tanya Bureau
Nurse	Kim Maguire
Preschool Teachers	Christine Dardia Sally DeGeorge Kate Wood
Preschool Teaching Assistants	Bethany Jablonski Shawna Laszczak Michelle McCusker Elaine Piersiak
Kindergarten Teachers	Colleen Barnes (Claire Castle) Sarah Drew Paula Grace Allison Guilbert Kelli Mahoney Melissa Newton Jeninne Nickerson Lynn Nogueira Janette Truchon
Kindergarten Teaching Assistants	Jessica Ackley Claire Castle (Susan Sullivan) Jacob Desjardins (Tracey McCusker) Maria Dunn Raymonde Maalouf Madison Mitteness Elizabeth Mulroy Amie Taylor Andrea Woods
First Grade Teachers	Julie Colantoni Stefanie Elrick Karyn Healey Heather Herring Kim Kristoff

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	Marykate Maggio (Jessica Nicholson) Christine Paget Allison Pollock Kathleen Ravinski Lesley Scier
First Grade Teaching Assistants	Laura Carlow Amy Distefano Bettina Dugan Jill Fredriksen Michelle Kilroy Isabella Kourtis Lillian Swanson
Math Specialist	Keri Sperling
Math Teaching Assistant	Janet McNeil
Board Certified Behavior Analyst	Katie Aries
ELL Teacher	Gigi Lozano
Psychologist	Cal Estes
Guidance Counselor	Kathy Bockhorst
Learning Specialist	Melissa Wallace, Jackie West
Speech/Language	Julia Riccio, Joan Kennedy
Special Education Teaching Assistants and Behavior Technicians	Heather Boyd Courtney Brennan Victoria Brown Megan Donahue Laura Kerkhoff Caitlin St.Cyr Nicole St. Mary Padma Sedambi Donna Sutherland
Occupational/Physical Therapy	Joy Chen, Katie Scales
Reading Specialists	Carina Keenan

Reading Aide	Meredith Teany Maureen Connors
Interim Educational Team Leader	Mariessa Theodorou
P.E./Wellness	Ellen Gelinas, Geoffrey Iadarola
Art	Tracey Babin, Patricia Foley
Library Media Center/Technology	Anne Farrahar Dorothy Redding Marissa Foley Ted Blake
Music Teacher Music Teaching Assistant	David Ruggiero Clayton White
Custodians	Bob Bond, Jim Stanley, Brandon Johnson
Cafeteria	Terri Lynch, Sherry Johnson, Rebeca Orenalla

To contact a staff member by email, use their first initial and last name followed by @email.medfield.net
For Example: mbilsborough@email.medfield.net

Drop-off, Parent Pick-up and Dismissal

The following procedures have been put in place to ensure safe arrival and departure from Memorial School. Our population is very young and vulnerable. It is imperative that communications between home and school regarding child transportation be clear. We strongly recommend parents use the following list of suggestions as developed by the Memorial Site Council:

- Please use School Dismissal Manager to update/change your child's dismissal plan.
- Review with your child each morning their plan for dismissal and have them repeat it back to you.
- Empower your child to speak up if they think they have different plans from those the teacher notes. Our staff is very willing to contact parents to verify information.

Student Drop-off

- Grade One, Full-Day and AM Kindergarten students should not be dropped off

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before 8:10 AM. This will ensure that supervision is available prior to any child arriving.

- To be on time, all AM Kindergarten, Full Day Kindergarten and Grade One students must arrive at school by 8:25 AM.
- Children arriving at school via the school bus will be dropped off in the bus circle and directed into the school through the main entrance by waiting staff members.
- Families dropping off their child between 8:10 AM and 8:25 AM must use the North Street lot. Please enter the lot, follow the traffic pattern and find a parking spot. Staff members will be on duty and children will be directed onto the playground or into the building and to their classrooms (weather/time permitting). Adults and other visitors are not permitted onto the playground during school hours.
- All doors will be locked once school has begun. Anyone wishing to enter the school once school has begun will have to ring the doorbell at the main door. A secretary will reply to assist you. Children arriving after school has started (8:25 AM) will need to be signed in by a parent/caregiver at the main entrance. In the majority of instances, the child will then walk to their classroom unaccompanied. Should adult support be needed, a staff member will assist the child to the classroom.

End of Day Pick-up (Grade One, FDK and AM Kindergarten)

Families picking up children at the end of the day should enter the pick up information using School Dismissal Manager. Due to the necessary lead time needed to inform teachers/students of pick up changes, please make any changes prior to 1:30 PM on regular school days and 10:30 AM on early release days. Dismissal time is a very busy time of day and we thank you in advance for your cooperation with our established procedures.

Families picking children up at the close of the school should park in the North Street lot for both Kindergarten and Grade One students. Upon arrival, parents should proceed to either the green, blue or yellow door as students will be dismissed based on the location of their classroom. Parents/guardians are asked to sign into the School Dismissal Manager app and then scan the QR code upon arriving at the door. If you are unable to do so, please have your PIN readily available and a staff member will assist you. We ask your patience with this process as it will ensure each child's safety.

Should you need to come to the main office between 2:30-3:15, please park in one of our lots or on the fence side of Adams Street. There is no parking in the bus circle until after 3:15 PM as our buses arrive continuously between 2:40 PM and 3:15 PM.

Preschool Drop-off and Pick-up

For the preschool programs, preschool staff will be at the North Street door to meet

parents dropping off at 8:45 or 9:00 for the AM or extended day sessions and again at 12:15 for the PM session.

Preschool staff will again meet the parents at 11:15 for AM dismissal, 2:00 for the extended day dismissal, and at 2:45 for PM dismissal.

Parking

Parking is available at the Adams Street and the North Street lots. Only the main door by the office should be used to enter the building between 8:25 AM - 3:00 PM.

For the safety of our students, **no parking** is permitted in the bus loop at the front of the school.

During school functions/events, please adhere to all posted signage. Please note that parking on Adams Street is limited to the fence side of the road. Thank you for respecting our neighbors.

Social Competency in Our Schools

Our staff seeks to provide a nurturing, supportive environment in which learning can take place. This requires explicit instruction in the classrooms regarding our expectations for behavior at school.

The Medfield Public Schools are invested in the development of the 'whole child'. We understand that we must not only meet the academic needs of each child, but that we must foster their social and emotional growth as well. To that end, through a variety of resources, we work to support students in the following areas:

- Being my best self
- Valuing each other
- Learning from each other
- Communicating with each other
- Supporting our community

Our specialists are also trained in the Social Thinking Curriculum – Michelle Garcia Winner. A curriculum developed by Garcia Winner seeks to improve social thinking abilities and skills. See the Social Thinking curriculum website for more information at <http://www.socialthinking.com/what-is-social-thinking>

We also teach Core Values: Inclusivity, Respect, Responsibility and Continuous Growth strategies.

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Individual Birthdays

We want to acknowledge each child on the student's special day. As our district-wide effort is to reduce the availability of unhealthy food in the schools, Memorial has instituted a way to celebrate individual birthdays that we hope will give each child a day to shine, but reduce the amount of sugar and unhealthy products we traditionally consume. Teachers will share with families the guidelines for recognizing student birthdays. In addition, students will receive a birthday pencil from the principal.

Invitations to home birthday parties should be distributed outside of school. This saves hurt feelings for those children who are not invited.

Memorial PTO

The Memorial PTO is a volunteer association of parents who, in a variety of ways, support quality education. Memorial PTO members help in the classrooms, in the school office and in a variety of other settings. The Memorial PTO purchases equipment for the classroom (iPad charging stations, for instance) and professional materials for the teachers. It has sponsored visits by performing artists and teacher workshops.

Membership is open to all and no contribution of a working or at-home parent goes unappreciated. Memorial PTO activities are financed by modest annual membership dues and by affordable, family-oriented fundraiser events, like the Winter Carnival, that bring families, neighbors, friends, and staff together for a good time. Finally, the Memorial PTO promotes communication among parents, teachers, and the broader community for the benefit of Medfield's education system.

Memorial PTO Board 2024-2025

Co-President (Grade One) -Natalie Tordiglione

Co-President (Kindergarten) - Jen Orlando

Vice President - Kayla O'Brien

Treasurer - Maria Newberg

Secretary - Elise Balk

Dates for PTO Meetings 2024-2025

Wednesday, September 18th at 9:30am @ Memorial

Wednesday, October 23rd at 7:00pm (Google Meet)

Wednesday, January 15th at 9:30am @ Memorial

Wednesday, March 5th at 7:00pm (Google Meet)

Thursday, May 21st at 9:30am @ Memorial

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Memorial School Council

In compliance with the Education Reform Act of 1993, the Memorial School Council operates as an advisory body within the school. The Council consists of parents, school personnel, and a community member for the purpose of advising the building principal on various issues such as the school's budget, school practices and procedures, and curriculum. It also assists with the implementation and evaluation of the School Improvement Plan. Members of the Council are elected to the Council by members of the school community. Terms of membership expire when the member's children are no longer enrolled in the school. Meetings are held on a regular basis and are conducted under the Open Meeting Law.

Memorial Site Council Members

Chair/Principal

[Melissa Bilsborough](#)

Parent Representatives

TBD (Preschool Representative)

Catherine Scott (Kindergarten Representative)

Meaghan Boudreau (Grade One Representative)

Community Representatives

[Cathleen Farrell](#)

School Representatives

[Sally DeGeorge](#), PreK

[Sarah Drew](#), Kindergarten

[Lesley Scier](#), Grade One

Dates for Memorial Site Council Meeting 2024-2025 - Google Meet

October 15, 2024 @ 3:15 PM

January 14, 2025 @ 3:15 PM

April 8, 2025 @ 3:15 PM

May 6, 2025 @ 3:15 PM

Parent Volunteers

We greatly value our volunteers and recognize the importance of developing strong partnerships with our families. Should you wish to volunteer, please reach out to the PTO as there are opportunities to assist in a variety of capacities.

If a parent/guardian plans to volunteer or chaperone any field trips (TBD) during the school year for any Medfield School, that adult must submit a C.O.R.I. to the School

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Department at least two weeks prior to the event. C.O.R.I. forms are available at all schools and are valid for three years.

Pursuant to a Department of Education C.O.R.I. (Criminal Offender Record Information) Law Advisory dated February 17, 2003, "Direct and unmonitored contact with children" means contact with a child when no other C.O.R.I. cleared employee of the school or district is present.

Preschool

The Integrated Preschool follows the Medfield Public Schools calendar.

There are three integrated preschool classes within the Memorial School. All are mixed aged groups of 3 and 4 year olds. One class meets four extended days (T-F) from 9:00 to 2:00. Another class meets mornings only 8:45 to 11:15 (T-F) and the final class meets four afternoons a week (T-F) from 12:15 to 2:45.

A certified Special Education/Early Childhood teacher and teaching assistants staff the program. The services of a Speech/Language Pathologist, Occupational Therapist, Physical Therapist, Nurse and School Psychologist are available to students who qualify for special services.

Kindergarten Tuition

The Medfield Public Schools offers full day kindergarten for a fee. The tuition for the ten month school year is \$2750 (\$275/month). The Medfield Public Schools is pleased to offer Full-Day K families a convenient, online method to enroll for your payment plan with FACTS. For more information or to register, please visit <https://online.factsmgt.com/signin/4JXQG>

Addendum B - Wheelock School

MEDFIELD PUBLIC SCHOOLS

Ralph Wheelock School Handbook Addendum

For the 2024-2025 School Year

Holli H. Caulfield
Principal

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All pertinent information specific to Ralph Wheelock School not addressed in the Elementary Handbook

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Wheelock School Mission Statement

It is the goal of the Wheelock School to provide a loving, supportive and nurturing environment in which learning can take place. We believe that this occurs when the home, school and community join efforts to provide for the needs, capabilities and individual differences of each child.

Wheelock School Vision Statement

We will work our hardest to be the best students and people we can possibly be.

Core Values: Inclusivity, Respect, Responsibility, Continuous Growth

Principal's Letter

September 2024

Dear Wheelock School Families,

Welcome to the Ralph Wheelock School. I hope you enjoy reading our elementary handbook. In an effort to collaborate and to ensure a smooth transition for our families, we have joined together to create one resource for all Medfield elementary schools. Through this individual addendum, I am excited to share with you some of the components that make Wheelock School such a great place to learn each and every day. It is our goal to educate your children within a safe, loving, supportive and nurturing environment.

At Ralph Wheelock School, teachers and staff work hard to ensure that the needs of all learners are met. Our goal is that all children reach high levels of success. We recognize that students are unique individuals. Children come to school with varied experiences, skills, strengths, and needs. We will focus on helping students connect new learning with prior knowledge in order for each child to succeed. We will address students' learning styles and design our instruction to respond to individuals. We will create a learning environment that will encourage active learning, perseverance, positive social interactions, and self-motivation.

Building community confidence is a significant component of being an effective school. We truly appreciate the tremendous parent support at Ralph Wheelock School. We want parents and community members to visit our school and feel welcome. A strong home-school partnership is essential. Please feel free to contact me at any time with concerns or questions. As parents and guardians, you are the first and most important educator in your child's life. Your children bring life to our school each day, ready to participate with enthusiasm and eagerness. It is both a privilege and an honor to have this opportunity to be a partner in the education of your children.

Sincerely,

Holli H. Caulfield
Principal

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Wheelock Staff

2024-2025

Principal	Holli H. Caulfield
Principal's Secretary	Mary Beth Reddy
School Secretary	Elizabeth DiGregorio
Nurse	Aimie Keigan
Grade 2	Ann Carey Kimberly Connolly Joan Dion Kayla Laliberte Shannon Dunn (LTS- Meaghan Alexis) Brendan Pedersen Cynthia Previdi Lauren Plympton Alison Ryan
Grade 3	Emily Callahan Stacey Cawley Jim Kuehl Rachel Lynn Debra Newton Kelsey Parker Nicole Sheehan Deborah Trikoulis Erin Watson
Preschool Teacher	Sheahah Lamb
Preschool Aides	Katrina Myers Jennifer Podzka
Teaching Assistants	Ann Thomas Carole Maalouf Nicole Deady Jennifer MacKay
Behavior Technicians	Amanda Lynch Olivia Parah

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	Hasina Espenhain
Building Aides	Kim Joline Judy Brown
Art	Tracey Babin(LTS Nicole Kniffen)
Music	Eithne Stover
Library Media Specialist	Sarah Hevey
Library/Math Aide	Andrea Lichtenstein Sarah Simonds
Physical Education/Health	Nicholas Stevens Marissa Keleher
Technology Integration Specialist	Marissa Foley
Technology Assistant	Ted Blake
English Language Learner Teacher	Guillet Lozano
English Language Learner Facilitator	Lisa Stefanik
Guidance	April Bouzan
Learning Specialists	Kelley Kennedy Molly O'Sullivan
Access Learning Specialist	Jennifer Heylin
Special Education Team Chair	Pamela Tobin
Literacy Coordinator K-8	Jamee Callahan
Math Coordinator Pre K-5	Jennifer Belsky
Math Specialist	Marci Murphy
BCBA	Amy Kelly
Occupational Therapy	Meg Singer
Psychologist	Jenna Johnson
Reading Specialists	Katie Goldner Jennifer Murphy Caitlin Larkin
Speech/Language Pathologist	Karen Alberts
World Languages	Johanna Garcial/Spanish Elaine Liu/Mandarin
Cafeteria	Kim Tausek, Manager

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Custodians	Head Custodian, Ryan Spence Dillion Gillespie Steve Burke
Medfield Food Services Director	Caitlin Fahy
Wheelock Before-School Care	Amanda Galvin
Wheelock Intramurals Coordinator	Mary Beth Reddy
Medfield After-School Program (MAP)	Annette Gallagher, Director Alex Sakash, Site Coordinator

To contact a most staff member by email, use their first initial and last name followed by
@email.medfield.net

For Example: hcaulfield[@email.medfield.net](mailto:hcaulfield@email.medfield.net)
(Please note there are a few exceptions)

Before School Care and Bus Procedures

Before School Care

The program begins at 7AM and the cost is \$8 per day for drop-ins. Checks are to be payable to the Medfield Public Schools. If there is a snow delay, the program will also be delayed.

For parents/guardians of students participating in before school care, please enter the Wheelock School Driveway #4 and drop off your student at Door #3 at the small gym where you go to pick up at the end of the school day. Please loop around and exit out Driveway #3. Students will be brought to the playground at 8:10.

Bus Drop-Off

The front circular driveway buses will enter **Driveway #1** and exit **Driveway #2** in the morning beginning at approximately 8:10 am. Students will proceed to the playground area until the bell rings at 8:25. The buses will follow the circular drive to exit out Driveway #2.

Drop-Off/Pick-Up/Parking Procedures

Morning Drop-Off Procedures

In the morning, parents/guardians will enter **Driveway #4** and pull around to the designated spots in front of the small gym. Please pull up close to the vehicle in front of you. Students will exit the vehicles from the rear seat of the driver's side when directed by staff **no earlier than 8:10am**. Please **DO NOT** let your child out of the car before the designated time.

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Staff will direct students to the playground until the 8:25 bell rings. Drivers will proceed out of **Driveway #3**. The doors will be locked at 8:25 and there will be no staff members present.

If you arrive after the 8:25 drop off time, please bring your child to the front door.

Afternoon Pick-Up Procedures

All parents/guardians will receive a card with family name(s). Please display this card on your car dashboard.

Drivers will enter **Driveway #4** and pull up to the designated spots in front of the small gym. Their child/children will be brought out to their vehicle and will enter through the driver's side rear door. Drivers will then exit via **Driveway #3**.

If you need another dashboard sign, please feel free to copy the one you have for caregivers or alternate vehicles in your household.

The front horseshoe driveway is closed to traffic during pick-up.

A map of Wheelock School is [available here](#).

Social Competency at Wheelock School

The Medfield Public Schools are invested in the development of the 'whole child'. We understand that we must not only meet the academic needs of each child, but that we must foster their social and emotional growth as well. Each day, classrooms at Morning Meeting using lessons from Harmony SEL.

The goals of an effective SEL program are very straightforward:

- Help children develop communication, self-control and problem solving skills
- Foster respectful, caring classrooms and school communities, thereby creating the best possible environment for learning

In addition, our specialists are trained in the Social Thinking Curriculum – Michelle Garcia Winner. A curriculum developed by Garcia Winner seeks to improve social thinking abilities and skills. See the Social Thinking curriculum website for more information at <http://www.socialthinking.com/what-is-social-thinking>

We also have a school service dog. See below for more information.

We also teach Core Values: Inclusivity, Respect, Responsibility, and Continuous Growth

*Inclusivity * Respect * Responsibility* Continuous Growth*

Birthday Recognition

Student birthdays are recognized at Wheelock School. To ensure that all students are safe, we do not allow food items to be brought into school. Student names will be announced and they will receive a card and a pencil from the Principal.

PG Movies

At certain times throughout the year, students may have the opportunity to watch movies and/or movie clips, either to supplement the curriculum or as a choice during indoor recess. Since many of their favorite movies are rated PG for parental guidance, we need your permission to allow your child to watch these movies. Your sign off on this handbook will indicate that you give the school permission to show your child movies and/or movie clips that are PG. Please be sure to send the building principal an email if you do not want your child to watch PG movies and/or movie clips at school.

Wheelock PTO

The Wheelock PTO is a volunteer association of parents who, in a variety of ways, support quality education at Wheelock. PTO members help in the classrooms and in the cafeteria. The PTO purchases equipment for the classroom and professional materials for the teachers. It has sponsored visits by performing artists, teacher workshops and student enrichment programs.

Wheelock PTO Board 2022-2023

3rd grade co President- Cailin Caskey

2nd grade co President- TBD

Vice President- Sophia Viglas

Secretary- TBD

Treasurer - Beth Rumul

PTO Meetings 2022-2023

- September 13th @ 9:15
- October 18th @ 9:15
- November 22nd @ 9:15
- January 14th @ 9:15
- March 18th @ 9:15
- May 6th @ 9:15
- June 6th @ 9:00

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Site Council

The Wheelock Site Council operates as an advisory body to the principal within the school, in compliance with the Education Reform Act of 1993. The Council consists of four parents, three teachers, the principal, and a community representative. It considers such issues as the school budget, school practices and procedures, and curriculum. It also participates in the formulation, implementation, and evaluation of the School Improvement Plan.

Parents and teachers are elected to the Council by their respective constituencies for two-year terms. Parent elections are run by the PTO and are held during the first month of school.

We are presently seeking (2) second grade representatives.

Members will be elected for the period of time their children attend Wheelock School. If you are interested in running for one of our vacancies, please forward a brief (one paragraph) explanation as to why you are interested and include any areas of expertise you would bring to the position.

Profiles may be e-mailed to hcaulfield@email.medfield.net (please include Site Council in subject line) or sent to my attention via your child's teacher. Please submit your information to my office by September 15, 2023

An election to fill these vacancies, if necessary, will be conducted by Google Form Survey.

Wheelock Site Council Board 2022-2023

Grade 2 Parent Representatives

Kristin Martin
Jennifer Montone

Grade 3 Parent Representatives

Kristin Martin
Jennifer Montone

Community Representative

Mary Beth Reddy

Staff Representatives

Deborah Trikoulis, Emily Callahan, Carole Maalouf, Jennifer Murphy, Joan Dion,
Principal

Holli Caulfield

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Wheelock Site Council Meeting Dates 2024-2025

Dates TBD

MCAS Massachusetts State Assessments

The Massachusetts Comprehensive Assessment System (MCAS) is designed to meet the requirements of the Education Reform Law of 1993. This law specifies that the testing program must

- test all public school students in Massachusetts, including students with disabilities and English Language Learner students;
- measure performance based on the Massachusetts Curriculum Framework learning standards;
- report on the performance of individual students, schools, and districts.

Students attending Medfield Public schools will participate in MCAS. The test, referred to as the Next Generation MCAS, formerly "MCAS 2.0," will build upon the best aspects of the MCAS assessments that have served the Commonwealth well for the past two decades.

Addendum C - Dale Street School

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MEDFIELD PUBLIC SCHOOLS



Dale Street School Handbook Addendum

For the 2024-2025 School Year

Stephen S. Grenham
Principal

All pertinent information specific to Dale Street School not addressed in the Elementary Handbook

Medfield Mission Statement

The Medfield Public Schools, in partnership with families and the community, fosters a safe, inclusive learning environment, empowering our students to meet high standards, adapt to change, and become responsible, contributing members of society.

*Inclusivity * Respect * Responsibility* Continuous Growth*

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Principal's Letter

September 2024

It is indeed my pleasure to welcome you to the Dale Street School. The staff and I are honored to work with the children of Medfield. We believe that the staff and families need to work together to form an important support team for your child's education and development.

The committed staff at the Dale Street School will work tirelessly to provide your child with the educational experiences necessary to ensure their future success. We strive to create a safe, inviting, and positive school environment in which students can flourish.

We are fortunate to have multiple strong parent organizations to support our schools' programs. The Medfield Coalition for Public Education, the Dale Street PTO, and the Dale Street Site Council work to provide an enriching and dynamic environment for our students. We invite you to become active in our school and join us in providing the best possible educational setting for your child.

As Principal, I am very proud to be part of the Dale Street School. The outstanding staff, supportive parents and community, and the wonderful children make Dale Street an exceptional place. If you have questions or concerns that arise at any time, please do not hesitate to give your child's teacher or me a call. We look forward to having a wonderful and rewarding relationship with you and your family.

Have a great year!

Sincerely,

Stephen S. Grenham

Principal

Staff Directory

2024-2025 Dale Street School Staff		
Office		
Grenham	Stephen	Principal
Gilberti	Anne	Secretary
Malmquist	Lynne	Secretary
Gustafson	Kate	Nurse
Grade 4		
DiPesa	Leanne	Grade 4 Teacher
Douglas	Michael	Grade 4 Teacher
Dowd	Shannon	Grade 4 Teacher
Flynn	Suzanne	Grade 4 Teacher
Gutierrez	Nicole	Grade 4 Teacher
Hayes	Margot	Grade 4 Teacher
Isaacson	Sara	Grade 4 Teacher
MacDonnell	Shannon	Grade 4 Teacher
Scott	Amy	Grade 4 Teacher
Grade 5		
Buff	Kelsey	Grade 5 Teacher
Burnham	Elizabeth	Grade 5 Teacher
Chamblin	Kelly	Grade 5 Teacher
Condon	Maura	Grade 5 Teacher
Hayes	Christine	Grade 5 Teacher
Nee	Erin	Grade 5 Teacher
Ross	Erica	Grade 5 Teacher
Sager	Bethany	Grade 5 Teacher
Skinner	Amanda	Grade 5 Teacher
Specialists		
Ahern	Joe	Technology Integration Specialist
Bassett	Jennifer	Reading Specialist
Callahan	Christina	Reading Specialist
Delaney	Christina	Art Teacher
Dexter	Ryan	Music Teacher
Evans	Brenna	Music Teacher
Laughna	Mary	Health Teacher

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Beaudoin	Leah	Library Media Specialist
Nawrocki	Mairi	PE Teacher
Perachi	Brenda	Math Specialist
Ruggerio	Dave	Music Teacher
Sergi	Steven	Music Teacher
Stover	Eithne	Music Teacher
Tremblay	Anne Marie	Music Teacher
Tumbleson	Amanda	Music Teacher
World Language		
LeVangie	Kristen	Spanish Teacher
Song	Xiaoqing	Mandarin Teacher
Spittel	Cassandra	Spanish Teacher
Special Education		
Boulris	Jess	Special Education Teacher
Callahan	Eileen	Special Education Teacher
Hamilton	Susan	Special Education Teacher
Kelly	Amy	Behavior Therapist
Kern	Laurie	Special Education Reading Teacher
Mulligan	Jessica	Occupational Therapist
Scales	Kathleen	Physical Therapist
Seaver	Jenn	Special Education Teacher
Strekalovsky	Elisabeth	Psychologist
Vancura	Dorothy	Speech/Language
Maloney	Lindsey	Guidance Counselor
Wilson	Edith	Special Education Teacher
Instructional Assistants		
Blake	Edward	Technology Support
Collins	Kate	Instructional Assistant
Dennehey	Siobhan	Inclusion Facilitator
Frazier	Kim	Instructional Assistant
Hauptman	Karin	Inclusion Facilitator
Kaplin	Leslie	Instructional Assistant
Knott	Donna	Library Media Aide
Martlin	Jean	Instructional Assistant
McCabe	Nesse	Instructional Assistant
Nee	Kathleen	Instructional Assistant
Tyer	Amy	Inclusion Facilitator
Wooley	Kim	Instructional Assistant

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District Support		
Belsky	Jennifer	Math Coordinator
Bielik	Jason	Music Content Specialist
Callahan	Jamee	ELA Coordinator
Cowell	Kerry	Library Content Specialist
Fahy	Caitlin	Food Services Director
Jones	Kate	Visual Arts Content Specialist
Lozano	Guillet	ELL Specialist
Marks	Stephen	Wellness Content Specialist
Tobin	Pam	Educational Team Leader
Toubman	Ellen	World Language Content Specialist

Custodians		
Johnson	Michael	Custodian (Head)
Bailey	Nick	Custodian
Wilson	Chris	Custodian
Food Services		
Sawyer	Melissa	Food Services Manager
Hora - Kulakowska	Maria	Food Services
Jones	Chris	Food Services

To contact a staff member by email, use their first initial and last name followed by @email.medfield.net

For Example: sgrenham@email.medfield.net

Medfield's Core Values

The Medfield Public Schools has identified ***Inclusivity, Respect, Responsibility, and Continuous Growth*** as its Core Values. These values are expected to be modeled by all staff and students at Dale Street. We will focus on making these four values evident in our everyday behavior.

Inclusivity * Respect * Responsibility* Continuous Growth

Drop Off/Pick Up/Parking

Drop-off

Children arriving at school via the school bus will be dropped off in the bus circle (on Adams Street) and directed into the school through the main entrance by waiting staff members. If this occurs before 8:20 AM, students will be directed to the playground. Families dropping off their child between 8:10 AM and 8:25 AM should drop students in the designated location in the Dale Street parking lot. Please follow the traffic pattern and look for the staff members on duty. Children will be directed onto the playground or into the building and to their classrooms (weather/time permitting). Students who arrive in their classroom after 8:25 AM will be considered tardy. **Cars are not permitted in the Adams Street or Dale Street driveways between the hours of 8:00 and 8:30 AM.**

In the event of inclement weather, students should be dropped off at the regular drop off location. Grade 5 students should then report to the gymnasium and grade 4 students will report to the cafeteria. Students will sit by classroom and remain in these locations from 8:10AM - 8:20 AM. Students will be brought to their classrooms by 8:25 AM.

All doors will be locked once school has begun. Anyone wishing to enter the school once school has begun will have to ring the doorbell at the main door. A secretary will reply to assist you. Children arriving after school has started (8:25 AM) will need to be signed in by a parent/caregiver at the main entrance.

After School Pick-up

Families picking up children at the end of the day should enter the pick up information using School Dismissal Manager. Due to the necessary lead time needed to inform teachers/students of pick up changes, please make any changes prior to 1:30 PM on regular school days and 10:30 AM on early release days. Dismissal time is a very busy time of day and we thank you in advance for your cooperation with our established procedures.

Families picking children up at the close of the school session will enter the Dale Street parking lot. Upon arrival, parents should have their name plate visible so staff can radio for students. We ask your patience with this process as it will ensure each child's safety.

On days designated as *early release*, we strongly encourage all children to travel home on their assigned bus before proceeding with after school plans.

We strongly recommend parents use the following list of suggestions:

- Please use School Dismissal Manager to update/change your child's dismissal

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plan.

- Review with your child each morning their plan for dismissal and have them repeat it back to you.
- Empower your child to speak up if they think they have different plans from those the teacher notes. Our staff is very willing to contact parents to verify information.

Parking

Cars are not permitted in the Adams Street or Dale Street driveways between the hours of 2:30 and 3:15 PM. Should you need to come to the main office between 2:30-3:15, please park on Adams Street. There is no parking in the bus circle until after 3:15 PM as our buses arrive continuously between 2:40 PM and 3:15 PM.

The only exception will be for students designated as *handicapped*. The Medfield Police Department will issue citations to vehicles parked in designated “fire” and “no parking” zones.

Before School/After School Care Program

Before School Care Program

Children are welcome to attend the Before School Program. The program begins at 7AM and the cost is \$7 per day for regular attendees and \$8 per day for drop-ins. Checks are to be payable to the Medfield Public Schools. If there is a snow delay, the program will also be delayed.

After School Care Program

An independent program, Medfield Afterschool Program (MAP), is available to our students. Please call 508-359-2168 for information.

Social Competency

Dale Street School, in accordance with state and district policy, prohibits bullying and/or harassment of any kind. This includes cyber-bullying, intimidation and retaliation, and applies to all members of the educational community. The following summary of the district’s plan is a guide for parents, students and staff of Dale Street School.

It is the goal of Dale Street School, along with Medfield Public Schools to provide a learning environment for students, employees and visitors that is free from bullying, cyberbullying, harassment, retaliation and intimidation. These terms are defined at the end of this document. Such action may occur on the basis of race, color, religion, national origin, age, gender, gender identity, sexual orientation, disability, homelessness or for any other reason. These terms are referenced herein as “harassment.”

Bullying and Harassment, as defined below will not be tolerated at Dale Street School. Students’ social emotional learning is the heart of the school. Weekly lessons will be devoted to social emotional teaching that are evidence-based and have an age

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appropriate emphasis on bullying and teasing. Information about our program will be included on the principal's blog and will be uploaded to the Guidance Counselor's website. The Health Curriculum also addresses bullying and teasing prevention. Dale Street's assemblies and daily messages keep our Core Values at the forefront of our beliefs.

All staff members are trained on an annual basis regarding Bullying Prevention, Intervention and reporting procedures. A process for reporting incidents has been developed and reviewed with every member of the faculty. New ideas and experiences are shared in monthly faculty and committee meetings. An Acceptable Use Policy is completed by all members of the staff and all students annually. A core group of staff have been trained to be trainers in Cyberbullying prevention and intervention by the Massachusetts Aggression Reduction Center (MARC) at Bridgewater State College. Information may be found on the website. Resources, websites, lessons and updated information have been added to the staff handbook.

Social Emotional Learning

Sanford Harmony is a social emotional learning program designed for Pre-K-6 grade students and used here at Dale Street School. The primary focus is to foster communication and understanding, connection, and community both in and outside the classroom and develop students into compassionate and caring adults. Through the Sanford Harmony Online Learning Portal, our Dale Street teachers and support staff are equipped with everything they need to successfully integrate Sanford Harmony's social-emotional learning program into the classroom, including training, lessons, activities, videos, stories, games, and songs. Sanford Harmony is a CASEL endorsed Social Emotional Learning curriculum that was developed through National University. There are 5 units covered throughout the program: Diversity and Inclusion, Empathy and Critical Thinking, Communication, Problem Solving, and Peer Relationships. For more information, visit the website [here](#).

Birthday Celebrations

Individual teachers recognize student birthdays in various ways that are not food related. In addition, students will have their names announced as part of the morning announcements. As a reminder, invitations to home birthday parties should be distributed outside of school. This saves hurt feelings for those children who are not invited.

PG Movies

At certain times throughout the year, students may have the opportunity to watch movies and/or movie clips, either to supplement the curriculum or as a choice during indoor recess. Since many of their favorite movies are rated PG for parental guidance,

we need your permission to allow your child to watch these movies. Your sign off on this handbook will indicate that you give the school permission to show your child movies and/or movie clips that are PG. Please be sure to send the building principal an email if you do not want your child to watch PG movies and/or movie clips at school.

Dale Street School PTO

The Dale Street School PTO is a volunteer association whose purpose is to collaborate with parents, teachers, principals and the superintendent to ensure open communication and a strong working relationship that will enhance students' experience at Dale Street School. Through fundraising initiatives, the PTO provides financial support to supplement the opportunities at our school.

Membership is open to all and no contribution of a working or at-home parent goes unappreciated. Dale Street PTO activities are financed by modest annual membership dues and by affordable, family-oriented fundraiser events, like the Winter Carnival, that bring families, neighbors, friends, and staff together for a good time. Finally, the Dale Street PTO promotes communication among parents, teachers, and the broader community for the benefit of Medfield's education system.

Dale Street School PTO Board 2024-2025

Grade 5 President

Nicole Saulnier

Grade 4 President

Jill Werner

Vice President

Nicole Crocker

Secretary

Kelly Behbehani

Treasurer

Erin Keysor

Dale Street School PTO Meeting Dates 2024-2025

Meetings are held in Dale Street's cafeteria. All stakeholders are welcome and encouraged to attend.

- September 18, 2024, 9:45am
- November 13, 2024, 9:45am
- January 15, 2025, 9:45am
- March 12, 2025, 9:45am

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- May 14, 2025, 9:45am

Site Council

The Dale Street School Site Council operates as an advisory body to the principal within the school, in compliance with the Education Reform Act of 1993. The Council consists of parents, teachers, the principal, and a community representative. It considers such issues as the school budget, school practices and procedures, and the curriculum. It also participates in the formulation, implementation, and evaluation of the School Improvement Plan.

Parents and teachers are elected to the Council by their respective constituency for two-year terms. Parent elections are run by the PTO and are held during the first month of school. Meetings are held at least four times during each school year and are open to the public. The members of the Council will be announced following the elections.

Ideally, members will volunteer for the period of time their children attend Dale Street School. Meetings will be scheduled approximately 4 times per year after school. If you are interested in volunteering, please forward a brief (one paragraph) explanation as to why you are interested and include any areas of expertise you would bring to the position.

Profiles may be e-mailed to sgrenham@email.medfield.net (please include Site Council in subject line) or sent to the office (Attention: Steve Grenham) via your child's teacher. Please submit your information to my office by September 13th.

We are presently seeking (1) fourth grade representatives.

Dale Street School Site Council Board 2024-2025

Grade 5 Parent Representatives

Lynne Nicholas
Kristin Martin

Grade 4 Parent Representatives

Darcie Robertson
TBD

Community Representative

Tom Ramslow

Staff Representatives

Grade 4 - Margot Hayes

Grade 5 - Kelsey McKenzie

Specialist/Special Education - Kristen LeVangie

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Chair/Principal - Stephen Grenham

Dale Street School Site Council Meeting Dates 2024-2025

The Dale Street Site Council meets on Tuesdays at 3:15 p.m. via Zoom until further notice.

- October 15, 2024
- November 26, 2024
- January 21, 2025
- March 18, 2025
- May 6, 2025

Parent Volunteers

We greatly value our volunteers and recognize the importance of developing strong partnerships with our families. Should you wish to volunteer, please reach out to the PTO as there are opportunities to assist in a variety of capacities.

If a parent/guardian plans to volunteer or chaperone any field trips (TBD) during the school year for any Medfield School, that adult must submit a C.O.R.I. to the School Department at least two weeks prior to the event. C.O.R.I. forms are available at all schools and are valid for three years.

Pursuant to a Department of Education C.O.R.I. (Criminal Offender Record Information) Law Advisory dated February 17, 2003, "Direct and unmonitored contact with children" means contact with a child when no other C.O.R.I. cleared employee of the school or district is present.

Massachusetts State Assessments

The Massachusetts Comprehensive Assessment System (MCAS) is designed to meet the requirements of the Education Reform Law of 1993. This law specifies that the testing program must

- test all public school students in Massachusetts, including students with disabilities and English Language Learner students;
- measure performance based on the Massachusetts Curriculum Framework learning standards;
- report on the performance of individual students, schools, and districts.

This year students attending Medfield Public schools will participate in MCAS. MCAS will build upon the best aspects of the MCAS assessments that have served the

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Commonwealth well for the past two decades. The test is created to assess the Massachusetts learning standards. The spring testing dates will be shared with families when they are finalized. We ask that families make every effort not to schedule appointments and/or vacations during these testing times.

Private School Recommendations; Educational Evaluations; Camp/Sports Applications

Materials requested for private school applications, educational evaluations, and/or camp/sports programs must be given to the office at least two weeks before the mailing deadline. When dropping off applications to be sent by Dale Street School, remember to include a *signed transcript release form* and a *9 x 12 inch addressed envelope with postage* for each application. All materials will be mailed from Dale St. School. Please pay attention to deadlines.

Discipline

In addition to the discipline procedures outlined in the Elementary Handbook, a detention procedure is in place for grades four and five. These after school sessions run from 3:00 PM to 4:00PM. Parents will be notified by telephone. The Principal will communicate the nature of the offense and the detention procedure with the student and parent.