

2026-2027

Student Handbook

Spring Street School



2 Spring Street
West Bridgewater, MA 02379
Phone 508-894-1230 Fax 508-894-1232

Rose L. MacDonald School



1 Stepping Stone Drive
West Bridgewater, MA 02379
Phone: 508-894-1240 Fax: 508-894-1242

Howard School



70 Howard Street
West Bridgewater, MA 02379
Phone: 508-894-1250 Fax: 508-894-1253

Welcome to the Spring Street, Rose L. MacDonald, and Howard Elementary Schools. This Handbook is intended to help families get to know each school, what the expectations are in each school, including the rules and regulations, and the rights of all individuals in the educational programs. This Handbook should be used as a reference throughout the year. If you have any questions or need additional information, feel free to contact us. We hope you have a wonderful school year.

Mary Giuffre and Keitha Goulet

District Mission Statement

The Mission of the West Bridgewater Public Schools is to work together with home and community to provide our students a safe environment in which to acquire the knowledge, skills and values needed for success in a diverse and global society of the 21st Century.

Vision Statement

Meeting and exceeding every child's academic, social and emotional needs by embracing small school values while providing big school opportunities.

West Bridgewater Public Schools

West Bridgewater, Massachusetts

www.wbridgewaterschools.org

SCHOOL COMMITTEE

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Kara Lizardi - klizardi@wbridgewater.com

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mbodwell@wbridgewater.com

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Mrs. Deb Llanes, Director of Curriculum & Professional Development

dllanes@wbridgewater.com

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Rose L. MacDonald School (Grades 1-3): 8:00 a.m – 4:00 p.m.

Howard School (Grades 4-6): 7:30 a.m. – 3:30 p.m.

Mrs. Keitha Goulet, Principal Rose L. MacDonald & Spring Street School

kgoulet@wbridgewater.com

Mrs. Mary Giuffre, Principal Howard School

mgiuffre@wbridgewater.com

Link to: [West Bridgewater Public Schools Policy Index](#)

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START AND END OF SCHOOL

SCHOOL	STUDENTS MAY ARRIVE	SCHOOL DAY BEGINS	DISMISSAL
Spring Street School K	8:50	9:00	2:40
Rose L. MacDonald	8:15	8:30	3:00
Howard School	7:50	8:00	2:30

Spring Street Preschool a.m. session arrival is 9:00; dismissal at 11:30.

Spring Street Preschool p.m. session Arrival at 12:10-dismissal at 2:40

Spring Street Preschool Extended Day session arrival is 9:00-dismissal at 1:00.

Perfect attendance is defined as no absences, tardies or dismissals from school.

Early release day dismissal times

Spring Street 11:30

Rose L MacDonald School 12:00

Howard School 11:30

ATTENDANCE

It is essential for your child to attend school regularly and to be punctual. Absences or tardiness for other than important and necessary reasons promote bad habits and lead to poor educational and social development. We urge the cooperation of parents and pupils in this matter; however, we do not expect children who are ill to attend school. For your children's protection, please keep them at home if they are showing signs of not feeling well. We have no facilities for keeping ill children in our schools.

Parents/guardians must call or email the school secretary to report an absence and a reason for the absence by the start of the school day. To ensure the safety of all students, any student who is not in school by the start of the school day, and parents/guardians have not called the office to report the absence, will receive a telephone call from the school secretary to check to be sure the child is at home.

A doctor's note will be required for pupils who have been absent more than five (5) consecutive school days.

Sick Child Guidelines

Children should not attend school if they have any of the following:

- A contagious illness such as influenza, **chickenpox**, or strep throat (contact school nurse for specific guidelines for each illness); a fever that causes chills, sweating & muscle aches; or a fever over 100°F **within the past 24** hours.
- Vomiting/diarrhea: May return to **school 12 hours after the last** episode.
- Red or pink itchy eyes with crusty and/or green/yellow drainage. May return to school when no drainage and/or on medication for 24 hours.
- Head lice: May return when all nits have been removed **and the child** has been checked by the school nurse upon reentry to school.
- A rash of unknown cause: May return to school when doctor authorizes.
- If they do not have all required immunizations mandated by DPH.
- Children with casts, slings or stitches must have a doctor's note to return to physical education and recess.

This list is a guideline. The school nurse reserves the right to dismiss students who, in their professional opinion, are possibly contagious or are too ill to be in school. Transportation of pupils who become ill while in school, except in cases of extreme emergency, is a parental responsibility.

Upon recovery from a communicable disease, the family physician should issue a certificate or note stating the nature of the illness and certifying the child's fitness to return to school.

A pupil absent from school is expected to make **up for all** missed work. In order to provide continuity in your child's program, parents/guardians should consider the school calendar and make every effort to schedule vacations during those times. Please keep in mind that not all school work can be done at home. Only with specialized help will a pupil absent an excessive amount of time be able to maintain their academic standing. In order to receive work at home a student must be out two (2) or more consecutive school days. After being out the two consecutive days the parent/guardian may request the work. This may be done by contacting the child's teacher and/or the main office.

When a pupil is absent three (3) consecutive days the parent/guardian may be contacted by the building nurse or principal. Additionally, if a pupil has a questionable absence, regardless of the number of days, the principal may contact the home.

Attendance Policy – If a student has:

- **Five (5)** absences (excused or unexcused), a letter of warning will be issued to parents reminding them of the school's attendance policy, and that they will be contacted to schedule a meeting should absences approach 10 days.
- **Ten (10)** absences (excused or unexcused), a parent conference will be scheduled to discuss the attendance policy and to develop a chronic absentee action plan.
- **Fifteen (15)** absences (in disregard of the personal attendance plan), an attendance hearing will be held with the parents and administration.
- **Twenty (20)** absences (in disregard of the personal attendance plan), a 51A (neglect) or CRA (Child Requiring Assistance) may be filed.
- **Twenty five (25)** absences or more, could result in retention.

Massachusetts General Laws Chapter 76 Section 1 - REGULATION OF SCHOOL ATTENDANCE states in part. "The superintendent or teachers (principals) in so far as authorized by him or the school committee, may excuse cases of necessary absence for other causes not exceeding seven day sessions or fourteen half day sessions in any period of six months."

Regular attendance is a vital aspect of an education. Absences for reasons other than illness or family emergency should be avoided. Parents and guardians are expected to schedule appointments with physicians, dentists, etc. after normal school hours or during school vacations. It is highly recommended that family vacations be taken during the school vacation weeks and not during the school year.

After School Presence

Students not engaged in an approved school activity or under the direct supervision of a faculty/staff member must leave the building and all school grounds immediately at the close of school. Loitering and/or failure to immediately leave are grounds for disciplinary consequences. Students/Parents/Guardians may not return to classes for forgotten homework without permission from the office staff after school hours. (Please check each school's office hours on Page 3 of this handbook.)

Appointments

If at any time you would like to speak with a member of the staff, please call the main office to set up an appointment. The office staff will be more than willing to assist. All visitors must sign in at the main office. Teachers may also be reached by email. Email addresses may be found on the school's website.

Dismissals

Consistent daily routines and schedules are important to help teach your child to become independent and responsible. We strongly encourage consistency regarding dismissal routines. Last minute changes to your child's dismissal are a disruption to the daily routine and can be stressful for the child. The school office is extremely busy during the last half hour of the day, and we ask that you avoid any last minute dismissal changes if possible.

All special dismissals will be handled by the office. The following procedure will be followed: The pupil brings the dismissal note, signed by the pupil's parent or guardian, to their homeroom teacher at the beginning of the school day. The note will be submitted to the office for authorization. Pupils will be dismissed personally to their parents or guardians or in special cases to another adult designated, in writing, by the parent/guardian. Proper identification is required to verify the identity of the designee. It is also possible for permanent permission to be granted under certain circumstances. Please make every effort to schedule appointments (i.e. doctor, dentist, etc.) during non-school hours. **UNDER NO CIRCUMSTANCES WILL ANY CHILD BE ALLOWED TO LEAVE THE SCHOOL DURING SCHOOL HOURS WITHOUT PROPER SUPERVISION.**

Each elementary school has a specific dismissal procedure that includes procedures for bus, parent pick up, and walker dismissal. Please see specific directions for your child's school available at the beginning of each school year from the building principal. The school nurse has authority from the principal to send home a pupil who is ill. Adults designated by the parents on the ***Emergency Form*** will be contacted if the parents/guardians cannot be reached. A child will not be dismissed to an adult unless they are on the Emergency Form.

Early Dismissal Due To Snow Or Emergency

In the event that there is an early dismissal delayed school opening you will receive a call from the Connect – Ed communication system. In order to receive the call from Aspen, it is imperative that you provide the school department with your correct information and up to date phone number.

In the event that one or all of the elementary schools needs to dismiss early, the following procedure will be in effect:

- An announcement to this effect will be made over Channels 4, 5 ,10 & FOX 25 and the local cable television station.
- Every effort will be made to contact each parent/guardian at the elementary level by email, phone, and electronic social media, including Twitter and Apptegy.
- Each school will dismiss approximately 30 minutes apart, beginning with the Middle-Senior High, then the Howard and Spring Street Schools and finally the MacDonald School. Parents/Guardians may pick up students as soon as possible during emergency dismissal.

Each parent/guardian should have an early dismissal plan in place in case of an early dismissal. Parents/guardians are requested not to call the Fire and/or Police Stations because such calls may interfere with emergency calls to these departments.

Tardy

Pupils are expected to be in school by the specified time 8:00 am. Howard, 8:30 a.m. MacDonald and 9:00 a.m. Spring Street). Tardy pupils are to report to the office before going to their classroom. It is very important that the students arrive on time for school on a daily basis. In cases where a student is persistently late to school a parent conference will be necessary.

Tardy Consequences:

After the 5th tardy a letter will be sent home.

After the 10th tardy a conference will be set up with the parent and the student.

Students who are habitually tardy may have further consequences such as the filing of a 51A (neglect) or CRA (Child Requiring Assistance). The school wants to work with the family to ensure the child is getting to school on time on a daily basis.

Vacations/Planned Absences

School vacations and state mandated testing are planned well in advance at appropriate intervals during the school year and parents/guardians should attempt to make family plans accordingly. Vacation trips with parents/guardians at times when school is in session are strongly discouraged because the continuity of the student's educational program is disrupted. It should be realized that teachers couldn't realistically provide work in advance of planned absences that will adequately make up for missed instruction. Therefore teachers shall not be required to provide work for any student prior to planned absences. When a student returns to school, they shall complete work not available to them during their absence. The time limit for completion is the length of the absence, plus one day. Massachusetts General Law (Chapter 76, Section 2) specifies that a student under sixteen years of age may not be absent more than seven (7) unexcused day sessions in any six (6) month period. Parents/guardians are required under the law to ensure regular school attendance of their children.

MCAS: It is expected that students will be present during MCAS administration dates. MCAS is generally administered in the Spring in April and May.

BULLYING

Definition and Prohibition of Bullying - Bullying, as defined in M.G.L. c. 71, § 37O, is the repeated use by one or more students or by a member of a school staff including, but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional of a written, verbal, or electronic expression or a physical act or gesture or any combination thereof, directed at a target that:

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

Cyber-bullying is bullying through the use of technology or any electronic means, and includes the distribution of electronic communications or the posting of electronic material that may be accessed by one or more persons.

Any form of bullying is prohibited:

- At school and at all school facilities;
- At school-sponsored or school-related functions, whether on or off school grounds;
- On school buses and school bus stops;
- Through the use of technology or an electronic device owned, licensed or used by a school; and
- At non-school-related locations and through non-school technology or electronic devices, if the bullying affects the school environment.

Reporting and Stopping Bullying - To stop bullying as soon as it occurs, all school staff are required to promptly report bullying when they witness or become aware of it. A school principal or their designee must immediately investigate and take appropriate disciplinary action. Students and parents are encouraged to tell school staff if an incident occurs that they feel is bullying. The bill prohibits retaliation against a person who reports bullying, provides information during an investigation of bullying, or who is a witness to or has reliable information about bullying.

West Bridgewater Bullying Prevention and Intervention Plan REVISED March 2025

See also: West Bridgewater Public Schools Policy [JICFB - BULLYING PREVENTION](#).

CAMERAS

For the safety and security of students, staff, and visitors, all public spaces on the school property and facilities are under video surveillance.

See also: West Bridgewater Public Schools Policy [ECAF - SECURITY CAMERAS IN SCHOOL](#)

CHANGE OF NAME, CUSTODY AND GUARDIANSHIP

The school should be notified immediately of any of the above changes which affect your child's permanent records and transcript. The original court document must be brought to the principal's office where a copy will be made and placed with the student's records. According to Massachusetts law, we cannot acknowledge a name change without a legal document. If your child can only be dismissed with certain people, we must have written confirmation of that from the parent or guardian.

CHAPERONES

Taking a group of children anywhere is a huge responsibility. Please understand that requesting to be a chaperone carries a great deal of accountability. Before buses depart, chaperones are assigned a small group of students that they are responsible for closely supervising. Chaperones are also expected to ride the bus unless specified otherwise. The students

are expected to ride the bus with their class to the destination and back to school. They remain with their assigned chaperones during the trip so attendance can be taken easily and often. Chaperones may not bring siblings or other children on a school trip. If you are going to be in the school or chaperone any class trip you **MUST** have an up to date CORI (Criminal Offense Record Inquiry) form. The form must be submitted to the Superintendent's office. The form is good for 3 years from the date of approval. It is imperative to do this well in advance if you plan on chaperoning a Field Trip. Forms may be obtained from the school office. If you are going to volunteer at all this year or in the future you must fill out a CORI. Parents/guardians will not be allowed on any trip or allowed to volunteer without this form on file at the Superintendent's Office. We encourage you to do this in the early Fall.

Chaperones/CORI Forms

Section 2 of Chapter 385 amends M.G.L. c. 71, § 38R to require that all schools conduct criminal background checks on current and prospective employees, volunteers, school transportation providers, and others who may have direct and unmonitored contact with children. Criminal offender record information ("CORI") must be obtained from the Criminal History Systems Board (CHSB) - the state agency authorized to provide CORI to certified agencies - at least every three (3) years during an individual's term of employment or service. **All CORI forms must be completed in full and return it to the Superintendent's Office, attention Kimberly LaCroix. Please include a copy of your driver's license with the CORI form.** Priority will be given to parents and guardians to chaperone field trips. Having siblings as chaperones is discouraged and permitted only at the discretion of the building principal. The PTO requires CORI forms for organizers of school events.

CLASSROOM NUTRITION AND CELEBRATIONS PK-6

Federal guidelines for the Wellness Policy prohibit parents from sending in food for children's birthdays. Please be advised that school celebrations and activities will be closely monitored for adherence to the Wellness Policy guidelines. No home baked goods are allowed in the classroom. All baked goods must be store bought to ensure identification of potential allergens and compliance with nutritional guidelines. Food allergies are serious and potentially life threatening. Healthy choices are recommended during classroom parties.

See also: West Bridgewater Public Schools Policy [ADE - SCHOOL DISTRICT WELLNESS PROGRAM](#).

COMMUNICATION VIA THRILLSHARE

Thrillshare is a system that allows schools to contact each home phone number and email with important information, such as school cancellations, delays, early releases, as well as other pertinent information that may pertain to particular grades of students or groups of students. In the case of an emergency, the system will call up to six different phone numbers. It is imperative that we have updated phone numbers and email addresses to keep our system updated.

CONFERENCES

Parent Conferences are held during the week of Thanksgiving on the Friday before, and then on Monday and Tuesday. These conferences are being held to inform the parents/guardians of their child's progress. More information will be sent home prior to the first quarter report cards being issued. On some occasions, teachers or school administration may ask to meet with you for a specific reason. Any conference requested is only to help your child. Please make every attempt to attend.

CURRICULUM

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

Language Arts (ELA)

The general objectives are:

1. To enable the pupil to think, listen, speak, write, and read in order to better communicate and understand ideas.
2. To enable the pupil to appreciate **their** literary heritage.
3. To foster a desire to utilize correct grammar and composition in their daily lives.

4. To enable the pupil to understand and appreciate various genres of literature.

READING (ELA)

At the primary level the emphasis is on the skills involved in learning to read. These skills may be identified as: phonemic awareness, phonics/decoding, word recognition, word analysis, vocabulary development, comprehension, oral and silent reading fluency, and study skills. At the intermediate level, the teaching of these strategies continues with a greater emphasis on reading to learn. Reading in the content areas becomes a strong focus at the intermediate level and students learn strategies to make connections to content specific learning and vocabulary.

Students are engaged in the learning process through the use of varied teaching strategies that include systematic instruction and enrichment activities that call on students to actively respond to the literature. Paperback books of various genres, computer programs, and Internet resources along with commercially produced and teacher-made programs are utilized

Students receive instruction through flexible grouping and whole class instruction. They progress in a developmental and sequential reading program which includes the use of paperbacks, textbooks, workbooks and skill practice sheets. Continuous assessment of each child's progress is an ongoing process that identifies strengths and weaknesses and informs instruction.

LANGUAGE EXPRESSION (ELA)

Students are provided with a balanced study of language expression consisting of four (4) broad areas: oral language, composition skills, spelling and handwriting. Students develop an understanding of grammar usage and mechanics, and spelling skills; then they apply these skills for effective writing and speaking through the use of consistent developmental language and spelling programs.

Mathematics

The mathematics program is designed to help students move from the concrete -- working with physical material -- to the abstract. Critical thinking and problem solving are used to teach key skills and concepts. Geometry, mental math, and estimation are an integral part of the program. Students are expected to memorize their basic number facts -- addition, subtraction, multiplication, and division. The program emphasizes the processes that help mathematics make sense to the students -- to help students see why the facts work and why we need to know them by relating them to real-world problems. As students explore, represent, predict, validate, discuss, investigate, and describe math, they become proficient learners who reason, understand, and remember math.

Science

During science instruction, an attempt is made to create an atmosphere of concept-seeking (grouping of the common elements or attitudes shared by certain objects and events), to stimulate curiosity, and to lay a firm base for intelligent, independent inquiry. Students are actively involved in the processes of science; observing, classifying, measuring, inferring, predicting, interpreting data, experimenting, and hypothesizing.

Social Studies

An interdisciplinary approach to content is used in the teaching of social sciences. Students come to understand the nature of social organization and how it changes, the effects of geography on the way people live, the ways in which people adjust to their environment, how people produce goods and satisfy their economic needs, the effect of values on actions and decisions, and the characteristics of a democratic society.

Music Education

All students in Kindergarten - sixth grade will be involved in the music program. The purpose of music education is to assist each pupil to appreciate, understand and respond with discrimination to the aesthetic effects of various types and styles of music. Students are introduced to the basic elements of music such as melody, rhythm, harmony and tone. This is accomplished by singing, listening, playing instruments, and rhythmic activities. If a student has chosen to join the

band then it is expected that they will perform at all scheduled concerts. If they choose not to participate their grade may be lowered.

Visual Arts Education

All students in Kindergarten - sixth grade will be involved in the visual arts program. The elementary visual arts program provides students with opportunities to develop skills that will serve as the foundation in middle and high school years to achieve artistic literacy. These practices are grouped into four areas of focus:

1. Creating - Through exploration, students will generate a wide variety of innovative ideas, organize and develop artistic ideas and work, and refine their work.
2. Presenting - Through the practice and development of technical skills, and the refining of details, students polish a work for presentation.
3. Responding - Through observation of a completed work or exploration of the creative process, students understand how aspects of the artwork support the creator's intent. Students evaluate an artwork's effectiveness at evoking or communicating artistic intent.
4. Connecting - Students draw from their personal experiences when creating original works that reflect their own artistic identity, as well as articulating how historical and cultural forces have influenced artistic works.

The art program is based on a sequential series of experiences in drawing, painting, printmaking, crafts and sculpture. All experiences are geared to the child's grade level and whenever possible to their classroom program.

There are four major goals for the art program:

1. The growth of aesthetic awareness and sensitivity.
2. Creative and critical thinking and problem solving.
3. The acquisition of art skills.
4. Individual personal expression.

Students are not graded on natural talent, but rather on a set of criteria which is attainable by all. Homework will be assigned occasionally with the students given ample time to complete the assignment. If the homework is not completed by the due date, credit will be deducted. Students must realize that an assignment in art is as valid as one in any other subject.

Physical Education

All students in Kindergarten - sixth grade will be involved in the physical education program. Instruction in games, movement exploration, gymnastics, and team sports are provided to help each child develop physically, socially, and mentally. A special attempt is made to emphasize those activities that will increase physical fitness and knowledge in recreational pursuits; both of which are useful and beneficial in adult life. Students should wear athletic type sneakers; laced and tied properly for physical education class as well as comfortable and appropriate attire for active movement. If a student has seen a doctor for an injury, then a doctor's note is necessary for the student to resume participation in physical education classes.

STEM (Science, Technology, Engineering, Math)

All students in Kindergarten - sixth grade grades 1-6 will be involved in the STEM program. Students will engage in hands-on experiments that align with the Next Generation Science Standards. These lessons will extend and enrich classroom Science instruction.

Health And Wellness

All students in Kindergarten - sixth grade 1- 6 will be involved in the Health and Wellness program. Students will engage in DESE aligned health standards that focus on the following strands: Physical Health, Social & Emotional Health, Safety and Prevention, Personal & Community Health.

NO SCHOOL/ DELAYED OPENING

In the event that there is no school you will receive a call from the Aspen communication system. In order to receive the call from Aspen, it is imperative that you provide the school department with your correct information and up to date phone number.

The "No-School" policy is in the interest of the health and safety of the pupils. Parents/guardians are encouraged to use their own discretion in deciding whether to send their children to school during adverse weather conditions. If there is no school because of severe weather conditions, it will be announced starting at 6:30 a.m. over the following radio stations: WBZ and WEEI Boston; and on television, Channels 4, 5 & 10 and Fox 25.

In the event that there is a delayed school opening you will receive a call from the **Aspen** communication system. In order to receive the call from **Aspen**, it is imperative that you provide the school department with your correct information and up to date phone number. If conditions are such that the Highway Department appears to need time to plow the road, or sand the streets, the school day will be shortened. The opening of School and all bus pickups will be delayed 1 hour. This means that the Middle-Senior High School will open at 8:30 a.m. The Howard School will open at 9:00 a.m. The Rose L. MacDonald School will open at 9:30 a.m. The Spring Street School will open at 10:00 a.m. The school busses will also begin their student pick-up one hour later than the normal time. Please allow time for the busses due to inclement weather. The Pre-K morning sessions as well as the before school child care program will all begin one hour later, with the afternoon Pre-K sessions starting at the normal time. **In the event of an announced delay, the a.m. session of the preschool program will be canceled.** Schools will be dismissed at the regular time and lunches will be served at the regular time.

CODE OF CONDUCT

Students are expected to conduct themselves in a manner that promotes the safe and orderly learning environment within the school, shows respect for others, and helps preserve the property and equipment provided for their use.

West Bridgewater Elementary students are:

- Safe
 - Have a safe body
 - Use materials and equipment appropriately
- Respectful
 - Listen to staff
 - Use appropriate language
- Kind
 - Show good sportsmanship
 - Respect the rights and feelings of others

Students who fail to meet these expectations may be subject to disciplinary actions.

As in all discipline issues, if the parent/guardian has a question, they can contact the Teacher or Principal.

Massachusetts law, including MGL C 71 Sec 37H ³/₄, calls for the administration to be thoughtful in deciding consequences for discipline and to consider and employ alternative remedies to re-engage students in the learning process before suspending or expelling a student ultimately allowing students to remain in the classroom setting when appropriate. There is a possibility that students may be assigned to:

- Verbal Warning/Conference with Student - Meeting with administration to discuss the infraction.
- Parent Call/Conference - A parent/guardians may be required to meet with school personnel to help resolve the issue.
- Reengagement - Students will meet with SEL staff (social worker, counselor, school psych, nurse, administrator) to discuss infraction, remediate, set goals for future behavior, and reengagement in learning. Reengagement may also include Alternative Remedies such as mediation, conflict resolution, restorative justice, and problem-solving strategy sessions.
- Community Service - The goal of community service as a consequence is to provide a constructive way for students to make amends for their behavior while contributing positively to the school community (e.g., cleaning duties, organizing materials, assisting staff).
- Detention - A student is required to stay after school for infractions of school rules. This detention may be a Teacher Detention or an Office Detention. Detention is an opportunity for students to work with adults to reflect

on infractions and learn strategies to avoid future situations.

- Temporary Removal - Students may be temporarily removed from specific activities/settings (e.g., academic classroom, physical education, extracurricular activities) as a consequence for their behavior.
- In-school suspension (ISS) - The student is expected to attend school, but is suspended from classes. The student will be supervised in an area outside of their regular classrooms and will be provided with class work. No electronic devices will be allowed during the length of the ISS with the exception of the Chromebook when necessary for certain curriculum. An in-school suspension may be for all or part of the day. The student may not participate in any school activity or sport while on ISS. Parents/Guardians will be notified of the suspension both verbally and in writing prior to the suspension in accordance with MGL Chapter 71.

In school suspension procedures are governed by M.G.L. c. 71, § 37H^{3/4}

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

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

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

(4) On the same day as the in-school suspension decision, the principal shall make reasonable efforts to notify the parent orally as soon as possible of the disciplinary offense, the reasons for concluding that the student committed the infraction, and the length of the in-school suspension. The principal shall also invite the parent to a meeting to discuss the student's academic performance and behavior, strategies for student engagement, and possible responses to the behavior. Such meeting shall be scheduled on the day of the suspension if possible, and if not, as soon thereafter as possible. If the principal is unable to reach the parent after making and documenting at least two attempts to do so, such attempts shall constitute reasonable efforts for purposes of orally informing the parent of the in-school suspension.

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

Regulatory Authority:

M.G.L. c.69, s. 1B & c.71, s. 37H & 37H 3/4

- Out-of School Suspension (OSS) - The student is required to remain at home and is restricted from the school building and grounds. The student may not participate in any school activity or sport while on out-of-school suspension. Parents/guardians will be notified of the suspension and their right to appeal both verbally and in writing prior to the suspension in accordance with MGL Chapter 71.

Notice of Detention

A classroom teacher may, for academic and/or behavioral reasons, detain a pupil after regular school hours. In such cases the parent/guardians will be given a 24-hour notification in order to arrange for transportation (exceptions may be made through prior agreement between parent/guardian and teacher). Pupils may be detained for reasons imposed by the

principal's office (discipline, tardiness, and unexcused absences). If such action is deemed to serve a useful purpose it may continue for two or more days.

Student suspension procedures are governed by MGL 603 CMR 53.00.

(1) The purpose of 603 CMR 53.00 is:

- (a) for those discipline offenses subject to M.G.L. 71, § 37H³/₄, as set forth in 603 CMR 53.01(2)(a), to limit the use of long-term suspension as a consequence for student misconduct until other consequences have been considered and tried as appropriate;
- (b) to promote engagement of a student's parent in discussion of the student's misconduct, and options for responding to it;
- (c) to assure that every student who is expelled or suspended, regardless of the reason for suspension or expulsion, has the opportunity to receive education services to make academic progress during the period of suspension or expulsion; and,
- (d) to keep schools safe and supportive for all students while ensuring fair and effective disciplinary practices.

(2) 603 CMR 53.00 sets forth, for all public preschool, elementary, and secondary schools and programs in Massachusetts, including charter and virtual schools:

- (a) at 603 CMR 53.03 through 53.11, the minimum procedural requirements applicable to the suspension of a student for a disciplinary offense other than:
 - 1. possession of a dangerous weapon;
 - 2. possession of a controlled substance;
 - 3. assault on a member of the educational staff; or
 - 4. a felony charge or felony delinquency complaint or conviction, or adjudication or admission of guilt with respect to such felony, if a principal determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school, as provided in M.G.L. c. 71, § 37H or 37H¹/₂;
- (b) the minimum requirements and procedures necessary to ensure that all students who have been suspended, in-school or out-of-school, or expelled, regardless of the type of offense, have an opportunity to make academic progress during their period of suspension, expulsion, or removal from regular classroom activities; and
- (c) requirements pertaining to school discipline data reporting and analysis.

53.02: Definitions

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

Department means the Department of Elementary and Secondary Education.

Disciplinary offense means any alleged or determined disciplinary infraction by a student, except for:

- (a) possession of a dangerous weapon;
 - (b) possession of a controlled substance;
 - (c) assault on a member of the educational staff; or
 - (d) a felony charge or felony delinquency complaint or conviction, or adjudication or admission of guilt with respect to such felony, if a principal determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school, as provided in M.G.L. c. 71, § 37H or 37H¹/₂.
- A disciplinary offense, as defined, is subject to the provisions of M.G.L. c. 71, § 37H³/₄ and 603 CMR 53.00.

Disciplinary offense under M.G.L. c. 71, § 37H or 37H¹/₂ means one or more of the following alleged or determined disciplinary infractions:

- (a) possession of a dangerous weapon;
- (b) possession of a controlled substance;
- (c) assault on a member of the educational staff; and
- (d) a felony charge or felony delinquency complaint or conviction, or adjudication or admission of guilt with respect to such felony, if a principal determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school, as provided in M.G.L. c. 71, § 37H or 37H½.

Expulsion means the removal of a student from the school premises, regular classroom activities, and school activities for more than 90 school days, indefinitely, or permanently, as permitted under M.G.L. c. 71, § 37H or 37H½ for:

- (a) possession of a dangerous weapon;
- (b) possession of a controlled substance;
- (c) assault on a member of the educational staff; or
- (d) a felony charge or felony delinquency complaint or conviction, or adjudication or admission of guilt with respect to such felony, if a principal determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school, as provided in M.G.L. c. 71, § 37H or 37H½.

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

Long-term Suspension means the removal of a student from the school premises and regular classroom activities for more than ten consecutive school days, or for more than ten school days cumulatively for multiple disciplinary offenses in any school year. A principal may, in his or her discretion, allow a student to serve a long-term suspension in school. Removal solely from participation in extracurricular activities or school-sponsored events, or both, shall not count as removal in calculating school days. Except for students who are charged with a disciplinary offense set forth in M.G.L. c. 71, § 37H(a) or (b), or M.G.L. c. 71, § 37H ½ no student may be placed on long-term suspension for one or more disciplinary offenses for more than 90 school days in a school year beginning with the first day that the student is removed from school. No long-term suspension shall extend beyond the end of the school year in which such suspension is imposed.

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

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

School-wide Education Service Plan ; means the document developed by a principal, in accordance with M.G.L. c. 76, §21, that includes a list of education services available to students who are expelled or suspended from school for more than ten consecutive days.

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

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

Suspension means short-term suspension and long-term suspension unless otherwise stated.

53.03: Policies and Procedures

Each school committee and board of trustees shall ensure that policies and procedures are in place in public preschool, elementary, and secondary schools and programs under its jurisdiction that meet, at a minimum, the requirements of M.G.L. c. 71, § 37H³/₄, M.G.L. c. 76, § 21, and 603 CMR 53.00.

53.04: Investigation of Disciplinary Incidents

Nothing in 603 CMR 53.00 shall prevent a school administrator from conducting an investigation, including student interviews, of a school-related disciplinary incident.

53.05: Alternatives to Suspension under M.G.L. c. 71, § 37H³/₄

In every case of student misconduct for which suspension may be imposed, a principal, headmaster, superintendent or other person acting as a decision-maker at a student meeting or hearing shall first consider ways to re-engage the student in learning and shall not use suspension from school as a consequence until alternative remedies have been tried and documented, except as follows: (1) where said decision-maker documents specific reasons why alternative remedies are unsuitable or counterproductive; or (2) 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 to another person while in school. Alternative remedies may include, but are not limited to, the use of evidence-based strategies and programs such as mediation, conflict resolution, restorative justice, and collaborative problem solving.

53.06: Notice of Suspension and Hearing under M.G.L. c. 71, § 37H³/₄

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

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

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

(3) The principal shall make reasonable efforts to notify the parent orally of the opportunity to attend the hearing. To conduct a hearing without the parent present, the principal must be able to document reasonable efforts to include the parent. The principal is presumed to have made reasonable efforts if the principal has sent written notice and has documented at least two attempts to contact the parent in the manner specified by the parent for emergency notification.

(4) Written notice to the parent may be made by hand delivery, first-class mail, certified mail, email to an address provided by the parent for school communications, or any other method of delivery agreed to by the principal and parent.

53.07: Emergency Removal under M.G.L. c. 71, § 37H³/₄

(1) Nothing in 603 CMR 53.00 shall prevent a principal from removing a student from school temporarily when a student is charged with a disciplinary offense and the continued presence of the student poses a danger to persons or property, or materially and substantially disrupts the order of the school, and, in the principal's judgment, there is no alternative available to alleviate the danger or disruption. The temporary removal shall not exceed two school days following the day of the emergency removal, during which time the principal shall:

- (a) Make immediate and reasonable efforts to orally notify the student and the student's parent of the emergency removal, the reason for the need for emergency removal, and the other matters set forth in 603 CMR 53.06(2);
- (b) Provide written notice to the student and parent as provided in 603 CMR 53.06(2);
- (c) Provide the student an opportunity for a hearing with the principal that complies with 603 CMR 53.08(2) or (3), as applicable, and the parent an opportunity to attend the hearing, before the expiration of the two (2) school days, unless an extension of time for hearing is otherwise agreed to by the principal, student, and parent.
- (d) Render a decision orally on the same day as the hearing, and in writing no later than the following school day, which meets the requirements of 603 CMR 53.08(2)(c) and (d) or (3)(c) and (d), as applicable.

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

53.08: Principal's Hearing under M.G.L. c. 71, § 37H^{3/4}

(1) The principal shall determine the extent of the rights to be afforded the student at a disciplinary hearing based on the anticipated consequences for the disciplinary offense. If the consequence may be long-term suspension from school, the principal shall afford the student, at a minimum, all the rights set forth in 603 CMR 53.08(3) in addition to those rights afforded to students who may face a short-term suspension from school.

(2) Principal Hearing - Short-term Suspension

- (a) The purpose of the hearing with the principal is to hear and consider information regarding the alleged incident for which the student may be suspended, provide the student an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident, determine if the student committed the disciplinary offense, and if so, the consequences for the infraction. At a minimum, the principal shall discuss the disciplinary offense, the basis for the charge, and any other pertinent information. The student also shall have an opportunity to present information, including mitigating facts, that the principal should consider in determining whether other remedies and consequences may be appropriate as set forth in 603 CMR 53.05. The principal shall provide the parent, if present, an opportunity to discuss the student's conduct and offer information, including mitigating circumstances, that the principal should consider in determining consequences for the student.
- (b) Based on the available information, including mitigating circumstances, the principal shall determine whether the student committed the disciplinary offense, and, if so, what remedy or consequence will be imposed.
- (c) The principal shall notify the student and parent of the determination and the reasons for it, and, if the student is suspended, the type and duration of suspension and the opportunity to make up assignments and such other school work as needed to make academic progress during the period of removal, as provided in 603 CMR 53.13(1). The determination shall be in writing and may be in the form of an update to the original written notice.
- (d) If the student is in a preschool program or in grades K through 3, the principal shall send a copy of the written determination to the superintendent and explain the reasons for imposing an out-of-school suspension, before the short-term suspension takes effect.

(3) Principal Hearing - Long-term Suspension

- (a) The purpose of the hearing is the same as the purpose of a short-term suspension hearing.
- (b) At a minimum, in addition to the rights afforded a student in a short-term suspension hearing, the student shall have the following rights:
 - 1. In advance of the hearing, the opportunity to review the student's record and the documents upon which the principal may rely in making a determination to suspend the student or not;

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

(c) The principal shall provide the parent, if present, an opportunity to discuss the student's conduct and offer information, including mitigating circumstances, that the principal should consider in determining consequences for the student.

(d) Based on the evidence, the principal shall determine whether the student committed the disciplinary offense, and, if so, after considering mitigating circumstances and alternatives to suspension as set forth in 603 CMR 53.05, what remedy or consequence will be imposed, in place of or in addition to a long-term suspension. The principal shall send the written determination to the student and parent by hand-delivery, certified mail, first-class mail, email to an address provided by the parent for school communications, or other method of delivery agreed to by the principal and the parent. If the principal decides to suspend the student, the written determination shall:

1. Identify the disciplinary offense, the date on which the hearing took place, and the participants at the hearing;
2. Set out the key facts and conclusions reached by the principal;
3. Identify the length and effective date of the suspension, as well as a date of return to school;
4. Include notice of the student's opportunity to receive education services to make academic progress during the period of removal from school as provided in 603 CMR 53.13(4)(a);
5. Inform the student of the right to appeal the principal's decision to the superintendent or designee, but only if the principal has imposed a long-term suspension. Notice of the right of appeal shall be in English and the primary language of the home if other than English, or other means of communication where appropriate, and shall include the following information stated in plain language:
 1. the process for appealing the decision, including that the student or parent must file a written notice of appeal with the superintendent within five calendar days of the effective date of the long-term suspension; provided that within the five calendar days, the student or parent may request and receive from the superintendent an extension of time for filing the written notice for up to seven additional calendar days; and that
 2. the long-term suspension will remain in effect unless and until the superintendent decides to reverse the principal's determination on appeal.

6.

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

53.09: Superintendent's Hearing under M.G.L. c. 71, § 37H¾

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

(2) The student or parent shall file a notice of appeal with the superintendent within the time period set forth 603 CMR 53.08 (3) (d) 5.a. If the appeal is not timely filed, the superintendent may deny the appeal, or may allow the appeal in his or her discretion, for good cause.

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

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

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

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

(7) The superintendent shall issue a written decision within five calendar days of the hearing which meets the requirements of 603 CMR 53.08(3)(d)1. through 4. If the superintendent determines that the student committed the disciplinary offense, the superintendent may impose the same or a lesser consequence than the principal, but shall not impose a suspension greater than that imposed by the principal's decision.

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

53.10: In-School Suspension under M.G.L. c. 71, § 37H^{3/4}

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

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

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

(4) On the same day as the in-school suspension decision, the principal shall make reasonable efforts to notify the parent orally as soon as possible of the disciplinary offense, the reasons for concluding that the student committed the infraction, and the length of the in-school suspension. The principal shall also invite the parent to a meeting to discuss the student's academic performance and behavior, strategies for student engagement, and possible responses to the behavior. Such meeting shall be scheduled on the day of the suspension if possible, and if not, as soon thereafter as possible. If the principal is unable to reach the parent after making and documenting at least two attempts to do so, such attempts shall constitute reasonable efforts for purposes of orally informing the parent of the in-school suspension.

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

53.11: Exclusion from Extracurricular Activities and School-Sponsored Events

The principal may remove a student from privileges, such as extracurricular activities and attendance at school-sponsored events, based on the student's misconduct. Such a removal is not subject to the procedures in M.G.L. c. 71, § 37H^{3/4} or 603 CMR 53.00.

53.12: Disciplinary Offenses under M.G.L. c. 71, § 37H or 37H½

- (1) School districts shall adopt disciplinary policies and procedures applicable to a student who is accused of a disciplinary offense under M.G.L. c. 71, § 37H or 37H½. Such policies and procedures shall be consistent with the applicable statute and provide due process of law.
- (2) The principal may remove a student who has committed a disciplinary offense under M.G.L. c. 71, § 37H or 37H½ from school for more than 90 days in a school year.
- (3) Any student who is removed from school for a disciplinary offense under M.G.L. c. 71, § 37H or § 37H½ shall have an opportunity to receive education services and make academic progress during the period of removal, as provided in 603 CMR 53.13.

53.13: Education Services and Academic Progress under M.G.L. c. 71, §§ 37H, 37H½, and 37H¾

- (1) Any student who is serving an in-school suspension, short-term suspension, long-term suspension, or expulsion shall have the opportunity to earn credits, as applicable, make up assignments, tests, papers, and other school work as needed to make academic progress during the period of his or her removal from the classroom or school. The principal shall inform the student and parent of this opportunity in writing when such suspension or expulsion is imposed.
- (2) Any student who is expelled or suspended from school for more than ten consecutive days, whether in school or out of school, shall have an opportunity to receive education services and to make academic progress toward meeting state and local requirements, through the school-wide education service plan.
- (3) The principal shall develop a school-wide education service plan describing the education services that the school district will make available to students who are expelled or suspended from school for more than ten consecutive days. The plan shall include the process for notifying such students and their parents of the services and arranging such services. Education services shall be based on, and be provided in a manner consistent with, the academic standards and curriculum frameworks established for all students under M.G.L. c 69, §§ 1D and 1F.
- (4) Notice of Education Services for Students in Long-Term Suspension and Expulsion; Enrollment Reporting.
 - (a) The principal shall notify the parent and student of the opportunity to receive education services at the time the student is expelled or placed on long-term suspension. Notice shall be provided in English and in the primary language spoken in the student's home if other than English, or other means of communication where appropriate. The notice shall include a list of the specific education services that are available to the student and contact information for a school district staff member who can provide more detailed information.
 - (b) For each student expelled or suspended from school for more than ten consecutive days, whether in school or out of school, the school district shall document the student's enrollment in education services. For data reporting purposes, the school shall track and report attendance, academic progress, and such other data as directed by the Department.

53.14: Student Suspension and Expulsion Data Collection and Reporting

- (1) Every school district, charter school, and virtual school shall collect and annually report data to the Department regarding in-school suspensions, short- and long-term suspensions, expulsions, emergency removals under 603 CMR 53.07, access to education services under 603 CMR 53.13, and such other information as may be required by the Department. Such data shall be reported in a manner and form directed by the Department.
- (2) The principal of each school shall periodically review discipline data by selected student populations, including but not limited to race and ethnicity, gender, socioeconomic status, English language learner status, and student with a disability status. In reviewing the data, the principal shall assess the extent of in-school suspensions, short- and long-term suspensions, expulsions, and emergency removals under 603 CMR 53.07, and the impact of such disciplinary action on selected student populations. The principal shall further determine whether it is necessary or appropriate to modify disciplinary practices due to over-reliance on expulsion, or in-school or out-of school suspension, or emergency removals, or the impact of such suspensions, removals, and expulsions on selected student populations compared with other students.

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

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

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

Regulatory Authority:

M.G.L. c.69, s. 1B & c.71, s. 37H & 37H 3/4

School-Wide Education Service Plan for students during short or long-term suspension

Under M.G.L. c. 71, § 37H, 37H ½ & ¾, in cases where a suspension may be imposed, the principal will exercise discretion in deciding the consequence for the offense. The principal will avoid using long-term suspension until alternatives have been exhausted. A School-Wide Services Plan is the document developed by the school principal, in accordance with M.G.L. c. 76, § 21, that includes a list of education services available to students who are excluded or suspended from school for more than ten consecutive days.

- Any student who is serving an in-school suspension, short-term suspension, or long-term suspension or exclusion shall have the opportunity to earn credits, as applicable, makeup assignments, tests, papers, and other school work, as needed to make academic progress during the period of their removal from the classroom or school. The principal shall inform the student and parent/guardian of this opportunity in writing when such suspension or exclusion is imposed.
- Any student who is excluded or suspended from school for more than ten consecutive days, whether in school or out of school, shall have an opportunity to receive education services and to make academic progress toward meeting state and local requirements, through the school-wide education service plan. These services may include online learning, tutorial in person, or other individualized plans matched to student needs. These services will be based on and provided in a manner consistent with the academic standards for all students. To ensure this occurs, WBPS staff will communicate with education providers throughout the student's enrollment. It is the responsibility of WBPS to facilitate and verify enrollment of the student in the service, upon selection of an educational service by the student and the parent/guardian.
- Each school has a process for developing school-wide education service plans for education services that the school district will make available to students who are excluded or suspended from school for more than ten consecutive days. Each plan is individualized to the needs of each student and is developed in collaboration with the Student Services Department and classroom teachers, as applicable. Students and their parents will be notified of the process for developing and arranging such services at the time of the suspension/exclusion. Education services shall be based on and provided in a manner consistent with the academic standards and curriculum frameworks established for all students under M.G.L. c. 69. Parents should contact the WBPS Student Service Department, at

508-894-1230, who will liaison with the school Principal and parent/guardian to develop an individualized education service plan.

Notice of Education Services for Students in Long - Term Suspension and Exclusion; Enrollment Reporting.

- The principal shall notify the parent/guardian and student of the opportunity to receive education services at the time the student is excluded or placed on a long-term suspension. Notice shall be provided in English and in the primary language spoken in the student's home, or other means of communication where appropriate. The notice shall include a list of the specific education services that are available to the student and the contact information for a school district staff member who can provide more detailed information.
- For each student excluded or suspended from school for more than ten consecutive days, whether in school or out of school, the school district shall document the student's enrollment in education services. For data reporting purposes, the school shall track and report attendance, academic progress, and such other data as directed by the department.

Re-Engagement of Student after a Long-Term Suspension or Exclusion

- For each student excluded or suspended from school for more than ten consecutive days, whether in school or out of school, the principal shall notify the parent/guardian and student of the opportunity to attend a re-entry meeting prior to the return date of the student to school.
- A written plan will be issued and agreed upon by the student, parent/guardian and school noting opportunities for the student to meet with their counselor and/or adjustment counselor and teachers for additional support.
 - The written plan will include timelines for submission of academic work
 - When applicable, updated information from educational services while the student was on leave (tutor, online etc.) will be reviewed.

Suspension Of Students With Special Needs

Procedures for suspension up to 10 days and after 10 days: General requirements

Any eligible student may be suspended for up to 10 days in any school year without implementation of the procedures described below. When a student with special needs has been suspended for 10 days in any school year, subsequent removals require that the public school must provide sufficient services for the student to continue to receive a Free and Appropriate Public Education (FAPE). The school provides additional procedural safeguards for students with disabilities prior to any suspension beyond 10 consecutive days or more than 10 cumulative days (if there is a pattern of suspension) in any school year.

State Requirements Federal Requirements (IDEA-97)

M.G.L. c 76, sections 16-18 34 CFR 300.519-300.529

Procedures for suspension of students with disabilities when suspensions exceed 10 consecutive school days or a pattern has developed for suspensions exceeding 10 cumulative days. Responsibilities of the TEAM and the West Bridgewater School District. (Note: TEAM refers to a group of individuals who are responsible for the developing, revising, and reviewing of Individualized Education Programs (IEPs) for students with identified special needs.)

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. Prior to a suspension that constitutes a change in

placement of a student with disabilities, district personnel, the parent/guardian, and other relevant members of the TEAM as determined by the parent/guardian and the district, convene to review all relevant information in the student's file, including the IEP, any teacher observations, and any relevant information from the parents/guardians, 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. This is referred to as a manifestation determination. If district personnel, the parent/guardian, and other relevant members of the TEAM determine that the behavior is NOT a manifestation of the disability, then the district may suspend or expel the student consistent with policies applied to any student without disabilities, except that the district must still offer: services to enable the student, although in another setting, to continue to participate in the general education curriculum and to progress toward IEP goals; and as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, to address the behavior so that it does not recur.

Interim alternative educational setting. Regardless of the manifestation determination, the district may place the student in an interim alternative educational setting (as determined by the TEAM) for up to 45 school days on its own authority if the behavior involves weapons or illegal drugs or another controlled substance or the infliction of serious bodily injury on another person while at school or a school function or, considered case by case, unique circumstances; or on the authority of a hearing officer if the officer orders the alternative placement after the district provides evidence that the student is "substantially likely" to injure themselves or others.

Characteristics. 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/guardian 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 they have been placed in an interim alternative educational setting (noted previously), the student returns to the original placement unless the parents and district agree otherwise. Not later than the date of the 28 decision to take disciplinary action, the school district notifies the parents/guardians of that decision and provides them with the written notice of procedural safeguards. If the parent/guardian 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 officers or the end of the time period for the disciplinary action, whichever comes first, unless the parent/guardian and the school district agree otherwise.

Federal Requirements

IDEA-97: 34 CFR 300.519-300.528

IDEA 2004: Section 615(k) (1)-(4)

Links to Massachusetts General Law, Chapter 71 pertaining to student discipline

<https://malegislature.gov/Laws/GeneralLaws/PartI/TitleXII/Chapter71/Section37H>

<https://malegislature.gov/Laws/GeneralLaws/PartI/TitleXII/Chapter71/Section37H1~2>

<https://malegislature.gov/Laws/GeneralLaws/PartI/TitleXII/Chapter71/Section37H3~4>

The plan for students who may be suspended or excluded for ten days or more may be accessed by found below:

School-Wide Education Service Plan for students during short or long-term suspension

Under M.G.L. c. 71, § 37H, 37H ½ & ¾, in cases where a suspension may be imposed, the principal will exercise discretion in deciding the consequence for the offense. The principal will avoid using long-term suspension until alternatives have been exhausted. A School-Wide Services Plan is the document developed by the school principal, in accordance with M.G.L. c. 76, § 21, that includes a list of education services available to students who are excluded or suspended from school for more than ten consecutive days.

- Any student who is serving an in-school suspension, short-term suspension, or long-term suspension or exclusion shall have the opportunity to earn credits, as applicable, makeup assignments, tests, papers, and other school work, as needed to make academic progress during the period of their removal from the classroom or school. The principal shall inform the student and parent/guardian of this opportunity in writing when such suspension or exclusion is imposed.
- Any student who is excluded or suspended from school for more than ten consecutive days, whether in school or out of school, shall have an opportunity to receive education services and to make academic progress toward meeting state and local requirements, through the school-wide education service plan. These services may include online learning, tutorial in person, or other individualized plans matched to student needs. These services will be based on and provided in a manner consistent with the academic standards for all students. To ensure this occurs, WBPS staff will communicate with education providers throughout the student's enrollment. It is the responsibility of WBPS to facilitate and verify enrollment of the student in the service, upon selection of an educational service by the student and the parent/guardian.
- Each school has a process for developing school-wide education service plans for education services that the school district will make available to students who are excluded or suspended from school for more than ten consecutive days. Each plan is individualized to the needs of each student and is developed in collaboration with the Student Services Department and classroom teachers, as applicable. Students and their parents/guardians will be notified of the process for developing and arranging such services at the time of the suspension/exclusion. Education services shall be based on and provided in a manner consistent with the academic standards and curriculum frameworks established for all students under M.G.L. c 69. Parents/guardians should contact the WBPS Student Service Department, at 508-894-1230, who will liaison with the school Principal and parent/guardian to develop an individualized education service plan.

Notice of Education Services for Students in Long - Term Suspension and Exclusion; Enrollment Reporting.

- The principal shall notify the parent/guardian and student of the opportunity to receive education services at the time the student is excluded or placed on a long-term suspension. Notice shall be provided in English and in the primary language spoken in the student's home, or other means of communication where appropriate. The notice shall include a list of the specific education services that are available to the student and the contact information for a school district staff member who can provide more detailed information.
- For each student excluded or suspended from school for more than ten consecutive days, whether in school or out of school, the school district shall document the student's enrollment in education services. For data reporting purposes, the school shall track and report attendance, academic progress, and such other data as directed by the department.

Re-Engagement of Student after a Long-Term Suspension or Exclusion

- For each student excluded or suspended from school for more than ten consecutive days, whether in school or out of school, the principal shall notify the parent/guardian and student of the opportunity to attend a re-entry meeting prior to the return date of the student to school.
- A written plan will be issued and agreed upon by the student, parent/guardian and school noting opportunities for the student to meet with their counselor and/or adjustment counselor and teachers for additional support.

- The written plan will include timelines for submission of academic work
- When applicable, updated information from educational services while the student was on leave (tutor, online etc.) will be reviewed.

See also: West Bridgewater Public Schools Policy [JIC - STUDENT DISCIPLINE](#)

DISTRIBUTION OF INVITATIONS / FLYERS

Please be advised students and parents/guardians may not distribute invitations at school. The superintendent must approve all flyers prior to distribution. Even if a child is having a party that the entire class is invited to, the invitation must be sent out from the home. ***School staff members are not allowed to give out student telephone numbers or addresses or pass out invitations. The entire district must adhere to this policy for safety reasons. We apologize for the inconvenience this may cause, but we cannot vary from this policy.***

See also: West Bridgewater Public Schools Policy [IMD - SCHOOL CEREMONIES AND OBSERVANCES.](#)

DRESS/ STUDENT ATTIRE

Students are required to comply with any applicable federal, state, and local mandates regarding masks/face coverings, as well as any District policies and rules relative to masks/face coverings. Any student who does not comply will be considered not in a condition to attend school. As such, the building principal or designee will work with the parent/guardian and student to develop a plan for the student to meet the conditions required for attendance. Students who refuse to comply may be subject to the full range of discipline, at the discretion of the building principal.

Students are expected to behave and dress in a manner that is appropriate for a school environment and is consistent with a learning atmosphere. Attire must be in compliance with health and safety requirements, and may not be destructive to school property or cause disorder or disruption. Teachers may refer students whose attire is of concern to the office for administrative action.

Students are to remove hats, outside coats, jackets or warm up jackets, and all headgear in the building. Bare feet, **flip flops**, radios, cellular phones, and clothing with inappropriate words, symbols, or gestures that are likely to cause disorder or disruption are not allowed.

Student attire that promotes or advertises tobacco, drug or alcohol use, sexual activity or discrimination of any kind is prohibited. Students with such inappropriate clothing will be asked to have a change of clothes brought from home or will be dismissed upon notification to parents/guardians.

For safety, we encourage appropriate shoes for playground use. Sandals (specifically flip flops) that do not have an ankle strap and fall off the foot easily should not be worn to school. A pupil's appearance should be within the accepted social guidelines of cleanliness and good health. **CHILDREN SHOULD BE DRESSED APPROPRIATELY FOR THE WEATHER.** The administration reserves the right to determine appropriateness of clothing within the guidelines.

Items brought into school - books, toys, etc. should be left up to the discretion of the teacher. If items are allowed they should be labeled. The pupil must be responsible for their own personal property.

See also: West Bridgewater Public Schools Policy [JICA - STUDENT DRESS CODE.](#)

D.C.F (DEPARTMENT OF CHILDREN AND FAMILIES)

State law requires the school to contact the D.C.F. regarding situations where child abuse, neglect, etc. is suspected.

ELECTRONIC DEVICES

The use and/or possession of electronic communication devices such as cell phones, Kindles, smart watches and any other electronic media device is allowed only with permission of a staff member. If a student possesses or uses any electronic communication device during the school day without permission, the equipment may be confiscated, secured in the main office, and returned to a parent/guardian. Cell phones must be turned off and stored in backpacks during the school day, unless authorized by a teacher for instructional use. Therefore, students are not allowed to receive phone calls or texts during the school day. Students are also not allowed to contact parents/guardians from their electronic devices during the school day. If a child needs to contact parents/guardians they may use the school telephone in the nurse's office or school office.

Repeated violations may result in further disciplinary action. If students wish to possess or use electronic video or still-image devices while on school property, they must request permission from the administration. If any student possesses such devices they may be confiscated, secured in the main office, and returned to a parent/guardian. Any unauthorized capture or distribution of electronic video or still images may result in a suspension and/or possible prosecution by the West Bridgewater Police Department.

See also: West Bridgewater Public Schools Policy. [IJNDB - Use of Technology in Instruction](#)

EMERGENCY FORMS

The information requested on the **Emergency Information Form** is to assist us in helping you and your child. We try to provide a safe and healthy environment at school. However, accidents and sudden illness do occur. When they do, the school nurse will administer first aid and then notify you. If you are not available, one of your listed contacts (on the Emergency Form) will be notified. The school should be notified of any change in information.

First aid is the immediate temporary care given in case of accident or illness. The school personnel will not give any care beyond first aid. After the emergency has been met, the responsibility rests with the family. The school's obligation extends to placing the injured or ill pupil in the care of those responsible.

Parents/guardians will complete re-enrollment paperwork, including updating emergency information, via Aspen at the start of every school year.

FIELD TRIPS

Field trips are an important supplement to the educational experience and the school curriculum. All pupils are expected to participate. They are carefully organized and supervised by teachers. The teacher will send home the information and a permission slip. All pupils are required to return a permission slip signed by a parent/guardian. Transportation costs, lunch, admission fees, and extra spending money are a family responsibility. Students may not arrive at a field trip location on their own, and may not leave the field trip location without the permission of the supervising teacher and the school principal. All students who need special considerations according to special needs under IDEA or Section 504, are asked to make these needs known to the school administration or Director of Student Services prior to the trip.

6th grade's trip to Outdoor Classroom

Just as other trips are an important supplement to the educational experience of students at the Howard School, this trip is even more so. This is a **unique** program that spans a one week period traditionally just prior to April Vacation. In a fashion similar to the other field trips a child may experience at the Howard school, the total financial cost of this trip, including room and board as well as transportation, will be the responsibility of the parent/guardian. A budget payment plan has been established to assist families in this financial endeavor. The nature and length of the trip brings with it some unique restrictions that the students and parents/guardians must be made aware of. We expect that the student will demonstrate a good attendance record, and is expected to be in good academic standing. It goes without saying that because of the type and conditions and responsibilities that the student will encounter while at Outdoor Classroom, that their behavior in the school setting is beyond reproach. In other words, a student's opportunity to attend Outdoor Classroom is based on their overall performance and the decision to attend is at the discretion of the principal and the 6th grade staff working with the student.

See also: West Bridgewater Public Schools Policy [JOA - FIELD TRIPS](#).

FIRE DRILLS/ EMERGENCY PROCEDURES (INCLUDING EVACUATIONS)

State law requires the school to hold a minimum of four fire drills a year. District policy also states there will be a minimum of two lock down drills a year. Rules for fire drills/**lockdown** drills and evacuations are posted in each room. Students must follow these rules explicitly unless a staff member directs them otherwise. Whenever the emergency horn sounds or a **lockdown** is announced, all students must behave as if “it is the real thing”. Inappropriate behavior during a fire drill/lockdown drill/evacuation could endanger lives. Talking, making unnecessary noise, and running are prohibited at all times. A student must remain with their own class and must exit on the right hand side of the corridor. Failure to follow rules for fire drills/**lockdown** drills or evacuations can result in disciplinary actions.

See also: West Bridgewater Public Schools Policy [EB - SAFETY PROGRAM](#).

COUNSELING

West Bridgewater Elementary Schools are committed to the intellectual, social, and emotional growth of each child. Elementary counselors, School Psychologists, and other staff strive to equip students with the essential skills, attitudes, and knowledge to understand and manage their emotions, build healthy relationships, make responsible decisions, and achieve personal and academic goals. In accomplishing this, school staff may provide counseling of individual students separately or in groups. Counselors and School Psychologists will also consult with staff and other professionals and coordinate special programs and services of outside agencies.

HARASSMENT

In recognition of the diversified characteristics and needs of our students and with keen desire to be responsive to them, the West Bridgewater Schools and School Committee will make every effort to protect the dignity of the students as individuals. It also will offer careful consideration and sympathetic understanding of their personal feelings, particularly with reference to their race, color, sex, sexual orientation, gender identity, religion, disability, age, genetic information, active military/veteran status, marital status, familial status, pregnancy, or pregnancy-related condition, homelessness, ancestry, ethnic background, national origin, or any other category protected by state or federal law. Harassment by administrators, certified and support personnel, students, vendors and other individuals at school or school-sponsored events is unlawful and is strictly prohibited. The West Bridgewater Public Schools require all employees and students to conduct themselves in an appropriate manner with respect to their fellow employees, students and all members of the school community.

West Bridgewater Public Schools 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 and its regulations, including in admission and employment. Individuals may report concerns or questions to the District’s Title IX Coordinator, the U.S. Department of Education’s Office for Civil Rights, or both. Contact information for the District’s Title IX Coordinator can be found on the District’s website: [Civil Rights and Title IX Information](#)

It is the policy of the West Bridgewater Public Schools to provide a learning and working environment free from discrimination and harassment on the basis of race, color, religion, national origin, ancestry, genetic information, sex, sexual orientation, gender identity or expression, disability, veteran status, age, or homelessness. Discrimination and/or harassment of staff, students, and third-parties occurring on school grounds or in connection with school programs is unlawful and will not be tolerated by the District. Further, any retaliation against an individual who has complained about discrimination, harassment, or retaliation against individuals for cooperating with an investigation under this policy is similarly unlawful and will not be tolerated.

The West Bridgewater Public Schools strictly enforces a prohibition against harassment and discrimination, sexual or otherwise, of any of its students or employees by anyone, including any fellow student, teacher, supervisor, co-worker, vendor, or other third party, as such conduct is contrary to the mission of the the West Bridgewater Public Schools and its commitment to equal opportunity in education and employment. Because the West Bridgewater Public Schools takes allegations of discrimination and harassment seriously, we will respond promptly to complaints of inappropriate conduct, and where it is determined that such conduct has occurred, we will act promptly to eliminate the conduct and impose such corrective action as is necessary, including disciplinary action where appropriate. Claims of retaliation will be investigated

pursuant to this policy and procedures.

See also: West Bridgewater Public Schools Policies:

[AC - Non-Discrimination Policy Including Harassment and Retaliation](#)

[ACA - ACA - NONDISCRIMINATION ON THE BASIS OF SEX](#)

[ACE - NONDISCRIMINATION ON THE BASIS OF DISABILITY](#)

[AC-R - NON-DISCRIMINATION POLICY INCLUDING HARASSMENT AND RETALIATION](#)

[ACAB - SEXUAL HARASSMENT](#)

[ACGA - CIVIL RIGHTS GRIEVANCE PROCEDURE](#)

[ACGB - TITLE IX SEXUAL HARASSMENT GRIEVANCE PROCEDURE](#)

[JICFB - BULLYING PREVENTION](#)

HOMELESS

The West Bridgewater Public Schools complies with the Mc-Kinney Vento Act, for students in transition who may find themselves temporarily homeless. Parents/guardians should inform the principal of their child's status so that the school can ensure continued access to education and access appropriate supports such as transportation, nutritional access and screening for eligible programs. The district's Homeless Liaison is **Kathy Marble**, who can be reached at 508-894-1230 or by email at kmarble@wbridgewater.com.

See also: West Bridgewater Public Schools Policy [JFABD - HOMELESS STUDENTS: ENROLLMENT RIGHTS AND SERVICES](#)

HOMEWORK

Homework is defined as written or non-written tasks assigned by a teacher to be completed outside the classroom. These assignments should complement class work and be relevant to the curriculum. All homework assignments should be written in the agenda book. Homework reinforces the West Bridgewater home/school connection.

Kinds of Homework

Homework may be assigned as preparation for upcoming lessons or as an extension of class work.

1. Preparation homework – is given to prepare a student for upcoming lessons.
2. Practice homework – is designed to reinforce lessons already taught in class.
3. Extension / creative homework – is intended to provide challenging learning opportunities for enrichment and extension of the lesson. These assignments reinforce the Massachusetts Curriculum Frameworks and promote inquiry, problem solving, discovery, analysis, and application of essential concepts.
4. Technology – Teachers will utilize when appropriate the computer to assist in homework completion to assist students in learning 21st Century skills.

Teacher Responsibilities

- Provide for student's individual differences by varying homework assignments to acknowledge varied learning styles.
- Establish guidelines for the assessment of homework appropriate to each assignment.
- Give clear, concise directions, allowing time for students' questions.
- Review the progress of long-term projects periodically.
- Provide adequate time for students to prepare for tests.
- Collect and record all homework assignments.

- Contact parents/guardians if assignments are **repeatedly not completed**.

Parent/Guardian Responsibilities

- Review progress on long-term assignments periodically.
- Provide a suitable study atmosphere for students that are quiet, well-lighted and supervised periodically.
- Maintain the home/school connection through calls and conferences.
- Show interest in the homework being done but do not do the work for the child.
- Take part in the child's learning by providing enriching experiences outside of the school day.
- Encourage pleasure reading above and beyond specific homework assignments.

Student Responsibilities

- Develop the habit of recording directions for homework and asking questions for clarification.
- Complete homework assignments accurately, neatly, and on time.
- Complete assignments missed because of absence within a reasonable time.

As a child progresses through the grades, formal homework expectations are increased. In this way a pupil will be better prepared upon reaching the upper grades. Homework assignments can be given to an entire class, group, or an individual. Parents/guardians are encouraged to read at least fifteen minutes a night to their children. The length and choice of homework assignments are at the discretion of the teacher. The assignments are:

- Purposeful
- Relate to the school experience
- Pupils should be able to do the assignment independently
- Pupils should be able to do the assignment within a reasonable time
- Expectancies should be commensurate with pupils' abilities

IDLING VEHICLES

No motor vehicle operator shall cause or allow any motor vehicle operated by him or her on school grounds to idle unnecessarily, except for any of the following reasons: traffic conditions; queuing at a school for the purpose of picking up or discharging students; turbo-charged diesel engine cool down or warm up; maintenance of appropriate temperature for school buses when accepting or discharging passengers not to exceed three minutes in any fifteen minute period or one minute in any fifteen minute period for other motor vehicles. The term "school grounds" shall mean in, on or within 100 feet of the real property of the school whether or not it is in session, and shall include any athletic field or facility and any playground used for school purposes or functions which is owned by the municipality or school district, regardless of proximity to a school building, as well as any parking lot appurtenant to such school athletic field, facility or playground. Reasonable efforts shall be made by the district to identify by signage all known and actual air intake systems, which may be within 100 feet of an idling motor vehicle. A motor vehicle operator shall not idle a motor within 100 feet of such air intake system, unless the West Bridgewater School District has determined that alternative locations block traffic, impair student safety or are not cost effective.

LEAVING SCHOOL WITHOUT PERMISSION

Leaving school without permission is a serious matter and one that is dealt with according to the disciplinary procedure section of this handbook.

LOCKERS - HOWARD SCHOOL

The school lockers are the property of the school. The lockers should be kept clean and free of debris. Lockers should be used to hold books, gym clothing, lunches, and coats. The students should periodically clean their lockers of unwanted materials. If a student brings anything of great value to school, it is best to bring it to the main office rather than leaving it in the locker. Since the lockers are school property, they are subject to search by school officials without notice.

LOST AND FOUND

Articles will be held in the office for a reasonable length of time. Twice a year unclaimed items are disposed of.

LUNCH PROGRAM

Lunches are available to all students and free for the 2026-27 school year. Families are encouraged to fill out Meal Benefit Applications. If more information is desired please contact the school nurse. The dining room is supervised by a staff member(s). Acceptable social behavior is expected. Dining room rules are:

1. Pupils are to remain in their assigned seats throughout the lunch period except to return their eating implements (tray, dishes, etc.).
2. Pupils are to remain reasonably quiet throughout the lunch period (talk to those nearby at their table).
3. Pupils are encouraged to eat only their own food.
4. All refuse is to be disposed of in the provided containers.
5. All lunches are to be eaten in the dining area.
6. Pupils unable to conduct themselves in the appropriate manner will not be allowed in the dining area.
7. Chronic offenders will be reported to the office, parents/guardians notified, and disciplinary action taken.

The school lunch (a nutritionally balanced meal);

1. Is made up of foods the majority of pupils like.
2. Gives your child a chance to try new foods.
3. Is carefully prepared in sanitary surroundings.
4. Is available at a low cost, because of Federal and State Laws which help subsidize the program.
5. Is served quickly and efficiently by staff personnel who have an interest in the pupils.

All students are given the opportunity to purchase or bring in a light snack during a ten minute morning break. Snacks are available for Pre-K **students**.

All students will be given a lunch card by the school to start the year. This card should be used on a daily basis to help monitor food items that are purchased. Parents/guardians can also choose to put money on the card,(for ala carte items) checks can be made payable to - West Bridgewater Food Service. If a student loses or damages their card they must pay to replace the card. The replacement cost can range from \$3 to \$5.

Parents/guardians can pay online with a credit card or paypal account. The mynutrikids link is set up on our school webpage, or you can go directly to www.mynutrikids.com. Parents/guardians need the student's SASID # to set up the child's account. This can be obtained by contacting the main office. Parents/guardians can also pay by check or cash. If a parent/guardian has more than one student at the school, they can write out one check and write on the check how much money they **want to put** into each student's account. It's not mandatory that a child has to put money in their account. They can pay cash on a daily basis without adding any money to their account.

SPECIAL MEAL ACCOMMODATIONS

Meal Substitutions for Medical or Special Dietary Reasons

USDA Regulation 7 CFR Part 15b requires substitutions or modifications in school meals for children whose disabilities restrict their diets. A child with a disability must be provided substitutions in foods when that need is supported by a signed statement from a licensed physician.

In Cases of Food Allergies

When a child's food allergy may result in a severe, life-threatening (anaphylactic) reaction, the child's condition would meet the definition of "disability", and the substitutions prescribed by the licensed physician must be made.

For students with food intolerances or allergies that do not have life-threatening reactions (anaphylactic reactions) but who are medically certified as having a special dietary need, dietary modification will be made at the discretion of the School Nutrition Department.

Medical Statement for Children with Special Dietary Needs

Each special dietary request must be supported by a statement explaining the requested food substitution and must be signed by a recognized medical authority. The Medical Statement must include:

- * An identification of the medical or other special dietary condition which restricts the child's diet;
- * The food or foods to be omitted from the child's diet; and
- * The food or choice of foods to be substituted.

MEDICAL STATEMENT FORM to request dietary modifications

Please return completed forms to the School Nurse.

See also: West Bridgewater Public Schools Policies:

[EFC - UNIVERSAL FREE SCHOOL MEALS](#)

[-EFD - SCHOOL NUTRITION PROGRAM CHARGE POLICY](#)

[ADF - SCHOOL DISTRICT WELLNESS PROGRAM](#)

MAKEUP WORK

If a student is absent from school they will have the amount of days they were absent plus one to complete all makeup work. Students are encouraged to check with their teacher when they return to school that they have made up all missed assignments that they are responsible for doing.

MEDIA RELEASE FORM

At the beginning of the year each student and parent/guardian will be given a media release form. If the parents/guardians do not wish to grant permission to allow photographs or videos to be taken that may include their child then they must sign and return this form. **Photographs and videos may otherwise be published in the newspaper, television, or through social media. All pictures or videos that will only be used in the classroom do not fall into this category.**

Parents/Guardians will complete re-enrollment paperwork, including updating the media release form, via Aspen at the start of every year.

MEDICATION POLICY

To ensure the health and safety of students needing medication in school:

1. Parents/guardians should contact the school nurse before bringing in medication (including over the counter medications). The school nurse will provide the required home and doctor forms. Written orders from the licensed prescriber detailing the name, dosage, and time interval as well as written parental/custodial permission are needed by the nurse prior to prescription and over-the-counter medication administration.
2. All medication must be delivered by a parent/guardian or responsible adult in the original prescription bottle or package if it is an over the counter medication. Pharmacies will provide two bottles upon request for home and school use.
3. The school nurse will administer all medications. Parents/Guardians may come to school to administer medications to their child if they choose.
4. No student is to carry any type of medication on their person unless given permission by the school nurse. All medications will be kept in the nurse's office.
5. When deemed necessary, the school nurse will inform appropriate school personnel of the potential benefits and side effects of the medication being administered.
6. Medications are not administered on early dismissal days (this does not include emergency medications or medications that are given on an "as needed" basis such as inhalers, epipens, Tylenol).

If you have any questions about the above policy, please call the school nurse.

See also: West Bridgewater Public Schools Policy [JLCD - ADMINISTERING MEDICINES TO STUDENTS.](#)

MULTILINGUAL LEARNERS

West Bridgewater elementary schools provide support for students who are learning English as a new language. These programs aim to help students develop English language proficiency while also learning academic content. This involves providing targeted instruction in English language development, through specialized teachers, tailored lessons, and sheltered English immersion, to provide access to the general curriculum. If you have any questions about ML learning in West Bridgewater, please contact Erika Cashman - ecashman@wbridgewater.com.

NOTICES

Each elementary school will send out a newsletter electronically once a month. The newsletters will include important dates, events, lunch menus and community opportunities for our students. The Superintendent of Schools will send out a monthly newsletter as well as post events across the district and highlights from all schools. Newsletters can be found on the school/district website and hard copies can be requested by contacting the individual school office.

NURSE

The school nurse provides **emergency medical care** only. Medical attention that may be required should be referred to the student's physician or medical center.

OPEN HOUSE (CURRICULUM NIGHT)

Curriculum Night is scheduled in September or October. The purpose of the night is to meet the teachers, learn about classroom procedures and the curriculum. It is not a time for individual conferences. Please make an appointment with the teacher if you need to discuss your child's progress. Children should not attend this evening with parents/guardians.

RECESS

It is the policy of the school to have outdoor recess whenever possible. Indoor recess will be held only when weather conditions or other extenuating circumstances do not permit outdoor activity. Recess is supervised by staff members. Acceptable behavior is expected of all students.

The principal shall determine whether or not outdoor recess shall be held. The decision shall be based on weather conditions, ground conditions, age of the children and other factors which could arise. **Parents/guardians should dress children with discretion according to existing weather conditions with proper footwear and outer clothing. If boots are worn, make certain children bring shoes to wear in school.** If your child has been ill, and is well enough to come to school, but not to go out to recess, a note preferring them to remain indoors must be sent **EACH DAY**. If they are to remain indoors for an indefinite time, a note from a physician is required.

School administration understands the importance of daily access to recess for elementary students. All reasonable efforts will be made to ensure all students have access to recess daily.

REPORT CARDS

Written *report cards* are issued two (2) times a year to pupils in pre K and Kindergarten and **three** times a year in grades 1-6 to inform parents/guardians of each pupil's progress. **Three times a year** *Individual Progress Reports* may be sent out at any time so as to keep parents/guardians informed of their child's general progress. Report Cards will be posted on the ASPEN website. Hard copies of the report card can be requested by contacting the school office. Teachers are available for conferences as needed. Parent-Teacher Conferences are scheduled in the Fall of each year but can be requested at any time if there is a concern to be addressed.

RETENTION OF STUDENTS

Periodically the school will recommend that a student be retained in a grade. This decision is not made without a lot of thought. The school wants to work in a partnership with the child and parents/guardians to explore all options and do

what is in the best interest of the student. Parents/guardians will be involved through conferences and meetings in this process.

SCHOOL COUNCIL

The School Council, including the school principal, shall meet regularly and shall assist in the identification of the educational needs of the students attending the school, make recommendations to the principal for the development, implementation and assessment of the curriculum accommodation plan, shall assist in the review of the annual school budget and in the formulation of a school improvement plan. The council will consist of parents/guardians, members of the faculty, and administration. For more information, contact the Principal. The council is elected in the fall. Anyone wishing to attend these meetings is always welcome.

SCHOOL INSURANCE

Information is made available to the parents/guardians annually. The cost is set by the Insurance Company and varies from year to year.

SCHOOL PICTURES

Student pictures are taken annually in the fall and spring. Purchasing these pictures is voluntary.

SCHOOL PROPERTY

The school supplies the necessary instructional materials (books, technology, equipment, furniture, etc.) for the use of pupils in the program. Pupils will be held responsible for the loss or the destruction of school property.

SEXUAL ABUSE AND MISCONDUCT PREVENTION

West Bridgewater Public Schools prohibits and does not tolerate sexual abuse or misconduct in the workplace or during any organization-related activity. West Bridgewater Public Schools provides procedures for employees, volunteers, board members or any victims of sexual abuse or misconduct to report such acts. Those reasonably suspected or believed to have committed sexual abuse or misconduct will be appropriately disciplined, up to and including termination of employment or membership, as well as criminally prosecuted. No employee, volunteer, board member, or other person, regardless of his or her position has the authority to commit or allow sexual abuse or misconduct.

Definitions and Examples

The following definitions or examples of sexual abuse, misconduct or harassment, may apply to any/or all of the following persons - employees, volunteers or other third parties. Sexual abuse or misconduct may include, but is not limited to:

- Child sexual abuse - any sexual activity, involvement or attempt of sexual contact with a person who is a minor (under 18 years old) where consent is not or cannot be given.
- Sexual activity with another who is legally incompetent or otherwise unable to give consent.
- Physical assaults or violence, such as rape, sexual battery, abuse, molestation or any attempt to commit such acts.
- Unwanted and intentional physical contact that is sexual in nature, such as touching, pinching, patting, brushing, massaging someone's neck or shoulders and/or pulling against another's body or clothes.
- Material such as pornographic or sexually explicit images, posters, calendars or objects.
- Unwelcome and inappropriate sexual activities, advances, comments, innuendoes, bullying, jokes, gestures, electronic communications or messages (e.g. email, text, social media, voicemail), exploitation, exposure, leering, stalking or invasion of sexual privacy.
- A sexually-hostile environment characterized as comments or conduct that unreasonably interferes with one's work performance or ability to do the job or creates an intimidating, hostile or offensive environment.

- Direct or implied threats that pressure submission to sexual advances will be a condition of employment or affiliation with the organization.

Reporting Procedure

Immediately report suspected sexual abuse or misconduct to your Building Principal. It is not required to directly confront the person who is the source of the report, question or complaint before notifying any of the individuals listed. West Bridgewater Public Schools will take every reasonable measure to ensure that those named in complaint of misconduct, or are too closely associated with those involved in the complaint will not be part of the investigative team.

Anti-retaliation and False Allegations

West Bridgewater Public Schools prohibits retaliation made against any employee, volunteer, board member or other person who lodges a good faith complaint of sexual abuse or misconduct or who participates in any realted investigation. Making knowingly-false or malicious accusations of sexual abuse or misconduct can have serious consequences for those who are wrongly accused. West Bridgewater Public Schools prohibits making false or malicious sexual misconduct allegations, as well as deliberately providing false information during an investigation. Anyone who violates this rule is subject to disciplinary action, up to and including termination of employment or membership and criminal prosecution.

Investigation and Follow-Up

West Bridgewater Public Schools will take all allegations of sexual abuse or misconduct seriously and will promptly, thoroughly, and equitably investigate whether misconduct has taken place. The organization may utilize an outside third party to conduct an investigation of misconduct. WBPS will cooperate fully with any investigation conducted by law enforcement or other regulatory / protective services agencies. WBPS will make every reasonable effort to keep the matters involved in the allegation as confidential as possible while still allowing for a prompt and thorough investigation.

Reporting to Law Enforcement or Appropriate Child or Adult Protective Services

WBPS is committed to following the state and federal legal requirements for reporting allegations or incidents of sexual abuse or misconduct to appropriate law enforcement and child or protective services organizations. It is the policy of WBPS not to attempt to investigate or assess the validity or credibility of an allegation of sexual or physical abuse as a condition before reporting the allegation to proper law enforcement authorities or protective services organizations.

More information can be found at mass.gov and childwelfare.gov.

Employee and Worker Screening and Selection

As part of its sexual abuse and misconduct prevention program, WBPS is committed to maintaining a diligent screening program for prospective and existing employees, volunteers and others that nay have interaction with those employed by, associating with or serviced by WBPS. WBPS may utilize a variety of methods of screening and selection, including but not limited to applications, personal interviews, criminal background checks and personal and professional references.

SPECIAL EDUCATION

Students who are unable to progress effectively in the general education environment and who are suspected to have a disability will be referred for a team evaluation. If a student is eligible, the team will develop an individual education program (IEP) and a placement where the student's needs can be met. Students who are eligible for special education may have their needs met in a variety of ways that may include some time out of the general education classroom. A variety of programs and services are available at each level in the public schools including therapy services (OT, PT, SLP).

Procedural requirements applied to students not yet determined to be eligible for special education 1. If, prior to the disciplinary action, a district had knowledge that the student may be a student with a disability, then the district makes all protections available to the student until and unless the student is subsequently determined not to be eligible. The district may be considered to have prior knowledge if: a. The parent/guardian had expressed concern in writing; or 1. The parent/guardian had requested an evaluation, or 2. District staff had expressed directly to the Director of Pupil Services or other supervisory personnel specific concerns about a pattern of behavior demonstrated by the student. The district may not be considered to have had prior knowledge if the parent/guardian has not consented to the evaluation of the student or has refused special education services, or if an evaluation of the student has resulted in a determination of ineligibility. 1. If the district had no reason to consider the student disabled, and the parent/guardian requests an evaluation subsequent to the disciplinary action, the district must have procedures consistent 32 with federal requirements to conduct an expedited evaluation to determine eligibility. 2. If the student is found eligible, then the student receives all procedural protections subsequent to the finding of eligibility. State Requirements Federal Requirements 34 CFR 300.534

SECTION 504

This is a federal statute that prohibits discrimination based upon a disability. Obligations for school districts start when federal funds are received. Section 504 covers eligible students and other individuals with disabilities for reasonable accommodations that enable them to work or learn. A team knowledgeable of the student determines if the individual meets eligibility criteria. The following is the definition of a handicapped person under section 504: Has a mental or physical impairment which substantially limits one or more of such a person's major life activities which include functions such as: caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing or learning. When a condition does not substantially limit a major life activity, the individual does not qualify for services under Section 504.

SCREENING

All students in grades K-3 will be regularly screened in ELA, mathematics, and writing. Based on the results of the screenings, students will be supported in either content extension, additional practice, or reinforcement. At the elementary level, students requiring reinforcement will be supported by the content specialists (Reading Specialist, Math Specialist, and/or Literacy Specialist). At least twice per year from kindergarten through third grade, students' reading ability and progress in literacy skills will be assessed, using a valid, developmentally appropriate screening instrument approved by the Department of Education. Consistent with section 2 of chapter 71B of the general laws and DESE's dyslexia and literacy guidelines, if such screenings determine that a student is significantly below relevant benchmarks for age-typical development in specific literacy skills, the school will determine which actions within the general education program will meet the student's needs, including differentiated or supplementary evidence-based reading instruction and ongoing monitoring of progress. Within 30 school days of a screening result that is significantly below the relevant benchmarks, the school will inform the student's parent or guardian of the screening results and the school's response and shall offer them the opportunity for a follow-up discussion, in accordance with 603 CMR 28.03(1)(f). For more information, please contact the Principal or your child's classroom teacher.

STUDENT RECORD REGULATIONS

In order to provide students with appropriate instruction and educational services, it is necessary for the school system to maintain extensive and sometimes personal information about them and their families. It is essential that pertinent information in these records be readily available to appropriate school personnel, be accessible to the student's parents or legal guardian and/or the student in accordance with law, and yet be guarded as confidential information.

In compliance with the Family Educational Rights and Privacy Act (FERPA, 20 U.S.C. § 1232g; 34 CFR Part 99) and Massachusetts Student Records Regulations (*603 CMR §23.00*) West Bridgewater Public Schools is committed to protecting the privacy of students' educational records. FERPA affords eligible students certain rights with respect to their education records, which are summarized on the District's website.

According to Student Records Regulations in the Code of Massachusetts Regulations, student records are divided into two parts: (1) the transcripts, and (2) the temporary record. The transcript contains the student's name, address, course titles, grades, credits and grade level completed. The transcript is kept by the school for at least sixty years after the student leaves the school. The temporary record may consist of standardized test scores, class rank; school sponsored **extracurricular** activities, evaluations and comments by school personnel, and disciplinary information. The temporary record is destroyed within five years after the student leaves the school system. Among other rights accorded to parents/guardians and eligible students have the right to inspect student records upon request, to receive copies of these records, and to meet with the principal or principal's designee to discuss contents of the student record. When a non-custodial parent who is eligible for receipt of such information requests to receive or view student records (as per General Laws, Chapter 71, Section 34H), that parent must complete and submit a request in writing. The statute requires schools to send notice to the custodial parents by certified mail and by first class mail, in both the primary language of the custodial parent and in English.

See also: West Bridgewater Public Schools Policy [JRA - STUDENT RECORDS](#).

STUDENT RESPONSIBILITY

School success requires a number of academic and social skills and attitudes which are often grouped under the title responsibility. Some of these are individual skills: self-control, decision-making, self-direction, self-expression, and self-reflection (the ability to look objectively at one's own behavior). There are also group skills which are a part of the development of responsibility: listening, cooperation, sharing, the ability to look at a problem from another point of view, and problem solving. Much of the work done at the Rose L. MacDonald, Howard and Spring Street Schools is concerned with helping children develop responsibility and decision-making skills. Like other basic skills, responsibility cannot be developed for children, but only with children. Through guided practice and structured peer experiences children practice responsibility throughout the school year.

SUPERVISION PROCEDURES

There is no supervision provided on the school grounds prior to **7:50 a.m.** at the Howard School, **8:15 a.m.** at the MacDonald School and **8:50 at the Spring Street School**. Therefore, the schools cannot assume responsibility for children who arrive prior to that time. There is a Surround Care program at the schools. Please contact each school for specific times that the program will be offered. No children are allowed in the building unless under the supervision of a teacher or other school personnel. Students are to leave the building and school grounds promptly at the close of school, unless engaged in a school supervised activity.

TELEPHONE

The office phone is to be used by pupils **only in cases of emergency** as determined by the school principal or their designee. Cell phone use by students is prohibited during the school day. **Cell phones must be turned off and stored in backpacks during the school day, unless authorized by a teacher for instructional purposes.** The school phone should not be used for purposes such as calling home because homework or gym clothes were left at home.

TITLE I PROGRAM

West Bridgewater is a Title I District. Currently students in grades **K-6** are eligible for Title I services. Students are eligible on a year to year basis. Parents/guardians will be contacted in September/October if their child qualifies for Title I services. The program provides instruction to students that are currently performing below expectation. A student is selected for the program on the basis of their educational needs. Achievement records, standardized tests, diagnostic tests, and teacher recommendations are utilized to assess these needs. West Bridgewater's Title I program provides concentrated instruction in Reading/ELA and/or Mathematics.

TOBACCO

In accordance with Massachusetts State Law, West Bridgewater Public Schools specifically prohibits the use of any tobacco products, including, but not Limited to: cigarettes, cigars, Little cigars, chewing tobacco, pipe tobacco, snuff, electronic cigarettes, electronic cigars, electronic pipes or other similar products that rely on vaporization or aerosolization, within the school buildings, school facilities, on school grounds or school buses, or at school sponsored events by any individual, including school personnel and students.

See also: West Bridgewater Public Schools Policies:

JICH - ALCOHOL, TOBACCO, AND DRUG USE BY STUDENTS PROHIBITED

ADC - TOBACCO PRODUCTS ON SCHOOL PREMISES PROHIBITED

TRANSFERS

The procedure is as follows: A parent/guardian of a pupil who is moving must notify the school office, indicating the new address, the new school, the date of last attendance, and plan to sign a release form for any records requested by the new school before the move is made.

TRANSPORTATION

Transportation is provided for all kindergarten students and to those **preschool** students with special needs. To be eligible to ride the school bus, a pupil in Grades K-6 must reside within the current School Committee guidelines. Exceptions are granted for physical disabilities and must be requested by the parent/guardian who is required to furnish a statement from a physician.

Safety is of paramount concern on the buses. Unruly conduct, defacing/vandalism of the buses, etc. may result in the suspension of transportation rights.

BUS AND VAN TRANSPORTATION - RULES AND REGULATIONS Grades PRE-K-12

It is understood that the right of a student to transportation to and from school and on other occasions is a qualified right depending upon good behavior. In an effort to maintain school bus safety, it is expected that **all students** will comply with the following while riding the bus:

1. Students shall obey the bus driver at all times.
2. Students shall wait until the school bus is completely stopped and the door is open before approaching the bus.
3. Students shall remain in their seats until the destination is reached. Standees must remain quiet.
4. Students shall proceed on the bus in single file. Do not push or shove.
5. Students shall refrain from opening windows unless the driver gives permission.
6. No part of a student's body shall be extended through the bus window. Students shall not lean out an open window.
7. Students shall walk in front of the bus when crossing the street.
8. The driver of the bus is the authority, unless there is a teacher present.
9. Students shall not throw anything from the bus.
10. Students shall not smoke on the bus.
11. Keep the inside of the bus clean. No vandalism or destructive activities will be tolerated.
12. Students shall refrain from pushing, striking or shoving on the bus.
13. Report any acts of vandalism, profane or abusive language and misbehavior of any kind to school authorities.
14. Students in Grades K-12 not observing rules may be refused permission to ride on the school bus. In case of extreme emergency, students in Grades 7-12 may be immediately put off the bus.
15. Unacceptable behavior distracting the driver or endangering the safety of the other students and driver will cause the loss of the privilege to ride on the bus.
16. Any violation of these rules, the student may be denied permission to ride the bus.

Students shall not engage in any behavior as deemed inappropriate by the building administrator. Disciplinary action will be taken at the discretion of the building administrators. Court decisions have upheld the exclusion of students from riding a school bus when their misbehavior affects the safety of other students or the driver.

See also: West Bridgewater Public Schools Policies:

[EEA - STUDENT TRANSPORTATION SERVICES](#)

[EEAA - WALKERS AND RIDERS](#)

VISITATION POLICY

The Howard, MacDonald and Spring Street School Councils have adopted a school visitation policy. The purpose of this policy is to ensure a safe and secure environment in which learning and personal growth can flourish. While we encourage parents, guardians, and community members to be a major part of the educational system, student safety must be addressed in our society today.

The following procedure will be utilized:

Visitors:

- Must check in at the main office desk
- Must state the purpose for the visit
- Provide ID documentation
- Must sign school visitor register and obtain a visitor identification tag
- Must sign out and notify the secretary in the main office at the close of visit

The office personnel will contact the teacher to notify them of the visitor.

VOLUNTEERS

All adults (parents, guardians, community members, etc.) who volunteer at the schools must be cleared with a Criminal Offense Record Inquiry (CORI). **You must** complete a CORI form if you plan on volunteering. The school district requires **several** days to process the CORI FORMS. The information must be verified by some type of government issued photographic identification (driver's license). Volunteering includes field trips, holiday parties, and classroom and office work. We urge parents and guardians to apply for a CORI at the start of the school year to avoid disappointment in not being able to chaperone or volunteer for a particular event. Priority will be given to parents and guardians to chaperone field trips. Having siblings as chaperones is discouraged and permitted only at the discretion of the building principal. PTO volunteers must **have a completed CORI**.

WALKERS - BIKE RIDERS

Crossing guards are provided at major intersections throughout the district. You can assist by making sure that your child:

1. Crosses streets only at crosswalks.
2. Goes directly to school and directly home after dismissal.
3. Walks on sidewalks.

If your child rides a bicycle to school they should always wear a **helmet** when riding their bike in accordance with State Law and lock the bike at the bike rack.

WELLNESS POLICY

In accordance with the mandated School Wellness Policy we promote healthy schools by supporting wellness, good nutrition, and regular physical activity as part of the learning environment. Improved health optimizes student performance. All foods and beverages sold or served during the instructional day should meet or exceed the nutritional recommendations of the district's nutritional standards and U.S. Dietary Guidelines for Americans. All students in grades K-12 will have opportunities, support, and encouragement to be physically active on a regular basis. Schools will provide nutrition education and physical education to foster lifelong habits of healthy eating and physical activity. No food items are allowed to be sent in for birthdays.

See also: West Bridgewater Public Schools Policy [ADF - SCHOOL DISTRICT WELLNESS PROGRAM](#).