



A Escola de Fowler

2018-2019 Manual do Estudante e da Família

As Escolas Públicas de Maynard estão comprometidas com uma experiência acadêmica superior para os alunos de Maynard que os preparam para serem cidadãos produtivos em um mundo tecnológico interconectado.

ESCOLAS PÚBLICAS DE MAYNARD

www.maynardschools.org**ENVIAREMOS**

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O MANUAL EM SUA LÍNGUA NATIVA**

Escolas Públicas Maynard

3-R Tiger Drive

Maynard, MA 01754

978 897-2222

MANUAL DEL ESTUDIANTE

Si necesita este documento traducido, LE ENVIAREMOS

EL MANUAL en su LENGUA MATERNA

Maynard Escolas Públicas

3-R tigre unidade

Maynard, MA 01754

978 897-2222

manual fazerAluno

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O MANUALin SUA língua nativa

Escolas Públicas Maynard

3-R tigre Drive

Maynard, MA 01754encarregados de

978 897-2222educação

Bem-vindo ao Superintendente em

agosto de 2018

Queridos alunos, pais e:

Em um esforço para manter nossas escolas seguras e ordeiras, começamos a revisar nossos manuais para refletir itens comuns em todos os públicos de Maynard. Escolas. Todos os anos planejamos melhorar nossa comunicação com nossos constituintes. A equipe administrativa está fornecendo este manual para que você seja informado sobre seus direitos e nossas expectativas. Recomendamos que o aluno e o pai / responsável leiam este manual juntos para que, ao assinar os formulários nessas duas páginas, você seja totalmente informado.

Atenciosamente,

Robert J. Gerardi, Jr. PhD
Superintendente de Escolas
3R Tiger Drive
Maynard, MA 01754

Voz: (978) 897-2222

Fax: (978) 897-4610 Assinatura do

Estudante e dos Pais / Responsável

Assinar e devolver o formulário abaixo para Signifique que você viu o seu Manual da Escola e revisou o conteúdo. Uma cópia eletrônica do manual está disponível no site da escola ou uma cópia física pode ser solicitada ao Escritório Central da Fowler.

Revisei e compreendi o Manual do Aluno e dos Pais para o ano letivo de 2018 - 2019.

Nome do aluno (em letra): _____

Assinatura Student: _____ Data: _____

Pais / Responsável Nome (em letra): _____

Pais / Guardiã Assinatura: _____ Data: _____

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II. Bem-vindo, Secção

Fowler, Bem-vindo

Agosto de 2018

Queridos Família e Amigos,

A comunidade da Fowler School acredita nos seus Valores Fundamentais:

- Respeito, Responsabilidade e Resultados.

Com esses valores como nossa base, fazemos todos os esforços para personalizar as experiências de aprendizado, maximizar as oportunidades educacionais e tornar o Fowler um lugar onde os alunos do ensino fundamental e médio podem se sentir seguros e alcançar o sucesso. Uma forte parceria com as famílias é um componente crítico na promoção de alunos bem-sucedidos e de uma escola de alto desempenho.

Por favor, leia e discuta este manual com seu filho. Encorajamos você a se familiarizar com nossas políticas e diretrizes. Se você tiver alguma dúvida, não hesite em ligar para a escola.

Através da cooperação dos administradores, professores, alunos e pais, podemos construir uma forte parceria de Lar e Escola.

Atenciosamente,

Dan Costello

Diretor de Liderança e Operações

The Fowler Mission Statement

Educação Elementar da Qualidade e do Adolescente Precoce

- VISÃO:** Estamos dedicados a desenvolver gerações sucessivas de cidadãos preparados para participar construtivamente em sua sociedade.
- MISSÃO:** Vamos criar um ambiente de grandes expectativas e gastar nossos esforços e habilidades para ver que todas as crianças em cada disciplina têm um nível de proficiência ou superior.
- OBJETIVO:** Ajudar a construir um ambiente escolar de alta expectativa acadêmica e social por meio de uma comunicação eficaz com a administração da escola, os pais e a comunidade em geral.

É da responsabilidade dos adultos mobilizar o esforço efetivo das crianças em relação aos padrões de aprendizagem e desempenho em níveis de proficiência ou superiores. Esforço e atitude são os fatores mais importantes no aprendizado e desenvolvimento infantil. Todos os adultos na vida do aluno compartilham a responsabilidade de gerenciar o crescimento e o desenvolvimento de seus filhos com padrões elevados.

Vamos mobilizar o esforço de educadores, pais e alunos para o desenvolvimento. O sucesso da nossa escola pode ser medido pelo seu sucesso no desenvolvimento de todos os seus filhos.

O desenvolvimento requer:

- Proporcionar uma comunidade segura e carinhosa onde a diversidade seja apreciada, o respeito mútuo entre adultos e crianças seja praticado e os pais e cuidadores sejam vistos como parceiros valiosos na promoção da aprendizagem ao longo da vida.
- Estar comprometido em ajudar cada criança a alcançar proficiência ou superior através de desafios intelectuais, criativos e físicos em um ambiente livre de riscos.
- Instruir todos os alunos em um currículo de nível desafiador baseado em altos padrões.
- Comunicar a crença genuína na capacidade de todos os estudantes para atender altos padrões; Um esforço eficaz é a base para aumentar a capacidade de uma pessoa.
- Usar os resultados de testes referenciados por critérios para alinhar o currículo de nível de série e avaliar o progresso dos alunos.
- Colaborar, pesquisar e desenvolver práticas instrucionais eficazes.
- Usar estratégias instrucionais eficazes para acelerar aqueles que ficam para trás e fornecer acomodações adequadas para aqueles que os exigem.
- Aplicar serviços e referências que correspondam às necessidades sociais, emocionais e acadêmicas de todos os alunos.
- Garantir um ambiente de aprendizagem ordenado e seguro para o desenvolvimento contínuo das crianças.
- Organização da escola e agendamento de programas e atividades especiais que atendam às necessidades únicas de desenvolvimento da faixa etária que atendemos.
- Incentivar os alunos a adotar a atitude de que a aprendizagem é um processo vitalício.
- Expondo todos os alunos a uma variedade de experiências enriquecedoras que aumentam sua consciência cultural, ambiental, física e social.
- Desenvolver o senso de responsabilidade de nossos alunos como aprendizes autodirigidos com confiança em suas ideias, opiniões e talentos.

Entende-se que praticamente todos os alunos possuem habilidades únicas e são capazes de atingir seu potencial. A proficiência é desenvolvida através de ações de esforço efetivo, atitude positiva e boa participação.

Esforço Eficaz = Desenvolvimento = Proficiência



ESCOLAS PÚBLICAS DE MAYNARD

www.maynardschools.org

Visão do Comitê Escolar de Maynard

Todos os alunos atingem todo o seu potencial em um mundo tecnológico interconectado.

Declaração de Missão das Escolas Públicas de Maynard As Escolas Públicas de

Maynard estão comprometidas com uma experiência acadêmica superior para os alunos de Maynard que os preparam para serem cidadãos produtivos em um mundo tecnológico interconectado.

Alcançaremos isso através da incorporação de^{doXXI em} habilidades e oportunidades de aprendizagem de todas as disciplinas e estabelecendo altos padrões acadêmicos que estimulem alunos e professores a atingirem todo o seu potencial. Garantiremos que a equipe profissional, o currículo e as instalações funcionem em conjunto para alcançar o melhor ambiente de aprendizado possível para os alunos.

Também forneceremos um ambiente educacional que apóie as diferenças individuais, onde todas as pessoas são valorizadas e respeitadas. Os pais e membros da comunidade são nossos parceiros no processo educacional e exigem comunicação freqüente sobre o estado e as atividades das Escolas Públicas de Maynard. Buscaremos constantemente um caminho de melhoria contínua em todos os nossos esforços para acompanhar o ritmo de um mundo em constante mudança.

Políticas do Comitê Escolar As

Políticas do Distrito Escolar de Maynard e os Regulamentos do Comitê Escolar aplicam-se a todos os alunos e funcionários das Escolas Públicas de Maynard. Uma lista completa das políticas desses distritos pode ser encontrada on-line no site da Escola Pública Maynard, no Comitê Escolar, ou na escola e no escritório do Superintendente.

<https://sites.google.com/a/maynard.k12.ma.us/maynard-public-school/board-of-education/school-committee-policies>

Calendário Distrital, 2018-2019

AGOSTO

27 Professores PD
28 Professores PD
29 Primeiro dia do aluno
31 Nenhuma escola

DE SETEMBRO

3 Dia do Trabalho - Nenhuma Escola
28 Liberação Antecipada - Todas as Escolas

DE OUTUBRO

8 Dia de Colombo - Nenhuma Escola
19 Liberação Antecipada - Apenas Fowler
26 Liberação Antecipada - Todas as Escolas

DE NOVEMBRO

6 Dia Profissional - Nenhuma Escola
12 Dia dos Veteranos Observado
21 Nenhuma Escola
22-23 Thanksgiving Holiday

DEZEMBRO

6 Liberação Antecipada - Somente GM
7 Liberação Antecipada - Todas as Escolas
24-Jan 1 Férias de Inverno

janeiro

1º de Dia de Ano Novo Observado
11 Liberação Antecipada - Todas as Escolas
21 Dia de Martin Luther King - Sem Escola
25 Liberação Antecipada - Todas as Escolas

FEVEREIRO

8 Liberação adiantada - todas as escolas
18-22 fevereiro férias

MARÇO

8 Liberação Antecipada - Todas as Escolas
22 Liberação Antecipada - Todas as Escolas

ABRIL

4 Liberação Antecipada - Apenas GM
5 Liberação Antecipada - Todas as Escolas
15 a 19 de Abril de Férias
25,26 Sem Classes de Jardim de Infância
no K Triagem

DE MAIO

3 Liberação Antecipada - Todas as Escolas
10 Liberação Antecipada - Todas as Escolas
27 Dia do Memorial - Nenhuma Escola

DE JUNHO

7 Graduação MHS
7 Liberação Antecipada - GM Apenas
13 180 ° Dia da Escola
30 Dias Potenciais de Contingência

Despedimento de Liberação Antecipada

MHS: 10:55

FS: 11:15

GM: 11:45

Calendário Acadêmico Fowler, 2018-2019 Boletins

Termo 1 termina Sexta-feira, 30 de novembro de 2018

Termo 2 termina quarta-feira, 13 de março de 2019 **
2019 **

Termo 3 termina segunda-feira, 3 de junho de 2019 ** Boletins

emitidos em 12 de dezembro de 2018

Boletins emitidos em 22 de março de

emitidos em 10 de junho de 2019 **

** Datas sujeitas a alterações pendentes de cancelamentos escolares.

Fechamento de Escola e Atrasos

O Superintendente das Escolas ou seu designado, em consulta com o Departamento de Obras Públicas, Polícia e Bombeiros, conforme aplicável, determinará quando a escola deve ser cancelada devido a condições climáticas adversas, perda de serviços ou outras razões. Esta política aplica-se também a uma abertura atrasada de duas horas da escola ou a uma demissão de emergência. A segurança dos alunos e funcionários será o principal fator considerado na tomada de tais decisões.

A cada outono, todos os pais preencherão um formulário de emergência com as seguintes informações que serão usadas para atualizar nosso banco de dados do TylerSIS:

1. Um número de telefone e endereço de e-mail onde um pai pode ser encontrado durante o dia; e
2. Um número de telefone para uma casa alternativa ou local onde a criança pode ser enviada caso o pai não possa ser encontrado.

Nós pedimos que os pais verifiquem o TylerSIS para certificar-se de que seu endereço, números de telefone e endereço de e-mail sejam precisos e entrem em contato com o escritório quando suas informações forem alteradas.

Regulamentos para o Dia de Neve e Aberturas Atrasadas

Recursos para Informações aos Pais

No caso de a escola ser cancelada ou atrasada devido ao mau tempo, as Escolas Públicas de Maynard fornecerão notificação aos pais através do seguinte:

1. Um telefonema automatizado para cada casa entre 6:00 e 6:00 : 30 am ou em casos raros, na noite anterior. Este telefonema é baseado no número de telefone residencial fornecido no formulário de contatos de emergência do aluno preenchido no início do ano e nos números de telefone do iParent. Os pais precisam ter certeza de que a escola de seus filhos tem o telefone correto e informações de contato por e-mail.

2. WBZ TV - Canal 4 SOMENTE

Rádio 1030 AM (WBZ)

Web: <http://wbztv.com/schoolclosings>

Por favor, não ligue para o Departamento de Incêndio ou Polícia para obter informações sobre a escola; NÃO chame "911"!

Abertura atrasada

No caso em que as condições climáticas justifiquem uma abertura atrasada, as Escolas Públicas Maynard abrem duas horas depois (os alunos devem chegar entre 9h35 e 9h55, NÃO antes).

Demissão Antecipada de Emergência No

caso de ser necessária uma demissão antecipada de emergência, as Escolas Públicas de Maynard farão todos os esforços para contatar os pais por e-mail e pelo sistema de chamada automatizada. Os pais devem preencher o Plano de Emergência Familiar azul que é fornecido no início do ano letivo e anexar o formulário à capa ou contracapa interna do caderno de atribuições dos alunos. Este plano deve abordar as seguintes questões:

1. A criança deve ir para casa ou permanecer na escola até ser pego?
2. Para onde uma criança deve ir se chegar em casa e seus pais ou outra pessoa responsável não estiverem em casa? Um vizinho de confiança geralmente está em casa?
3. A criança deve ligar para os pais se chegar mais cedo?

4. O que a criança deve fazer se estiver sozinha em casa?

Maynard Escolas Públicas Pessoal

Dr. Robert Gerardi, Superintendente das Escolas	978-897-2222
Jennifer Gaudet, Superintendente Assistente de Escolas	978-897-2222
Michelle Resendes, Gerente de Negócios	978-897-8257
Carol Gahan, Diretor de Serviços ao Estudante	897-978-2138
Lois Cohen, diretor da FASC & EXCEL	978-897-8257
Stephen Woicik, Diretor de Tecnologia	978-897-2222
Kevin Caruso, diretor atlético	978-897-8891
Colleen Moore, Registros público	978-897-2222

Fowler Escola Staff

Sr. Dan Costello, Diretor de Liderança e Operações,
Sra. Joanne LoChiatto, Secretária
Sra. Marie Roche, Secretária
Sra. Mindy Skura, Conselheira de Ajustes
Sra. Brenna Cotter, Conselheira de Orientação Grades 4, 6 e 8
Sra. Julie Danforth, Orientadora Orientadora 5 e 7
Jennifer Ward, enfermeira
Sra. Mary Finnegan, fonoaudióloga
Jenny Falkoff, psicóloga da escola
Sra. Denise Hatchalfabetização
Terry Morrisonmatemática
, professora de, professora deMs. Murphy, professora - ELL
Sra. Sheila Hayward, Especialista em biblioteca / mídia
Sr. Walter Ignachuck ,, Custódio Líder
Sr. John Barbagallo, Custodiante
Sr. Walter Kelley, Custodian
Sra. Heather Shastany, Food Service Manager

III. Conduta e Assiduidade do

Estudante Direitos e Responsabilidades dos Alunos Os

direitos são coisas que você tem direito. Existem certos direitos, como respeito e segurança pessoal a que todas as pessoas têm direito. Responsabilidades são obrigações de se comportar de uma determinada maneira. Seus direitos dependem de os outros agirem de maneira responsável. Os direitos dos outros dependem de você agindo com responsabilidade.

Devido processo

Nos casos que envolvam violações das regras da escola, que não incorram em suspensão, o aluno deve receber:

1. Explicação das acusações.
2. Oportunidade de explicar.
3. Oportunidade de incluir possíveis testemunhas.
4. Oportunidade de participar da Conferência dos Pais.

Expectativas Comportamentais para Alunos Fowler

- Trate os outros com respeito. Seja gentil e use palavras gentis. Respeite os pensamentos e sentimentos dos outros.
- Linguagem imprópria e linguagem corporal imprópria / gestos não serão tolerados.
- O contato físico de qualquer tipo, incluindo brincadeiras, não é apropriado ou tolerado. Os alunos sempre se movimentarão pelo edifício de maneira segura e ordeira.
- O assédio moral não será tolerado (consulte a página 47)
- Os telefones celulares e outros dispositivos devem ser mantidos nos armários e devem ser desligados durante o horário escolar. ** Consulte a Política sobre telefones celulares abaixo. **
- Todos os dispositivos de tecnologia, incluindo telefones celulares, iPods e mp3 players não são permitidos na sala de aula sem o consentimento do professor da sala de aula e do administrador da escola. Recomendamos que esses dispositivos, incluindo telefones celulares, sejam mantidos em armários trancados o tempo todo. Se os telefones celulares forem vistos, poderão ser confiscados e devolvidos aos pais.
- O vestido do estudante estará em conformidade com as regras do manual do aluno. (ver página 30)
- Para garantir o sucesso, os alunos serão pontuais em tudo o que realizam.
 - Chegando pela manhã
 - Chegando preparado para a aula para a
 - Prazos reunião
- Os alunos permanecerão no terreno da escola durante todo o dia.
- Os alunos que participam de atividades extra-escolares, como sessões de ajuda, clubes, atletismo, detenção, etc., se comportarão de maneira ordenada até serem demitidos por um dia.
- A mastigação de goma não é permitida a qualquer momento durante o dia escolar. Comer comida e beber bebidas é permitido apenas no refeitório.

- Não é permitido aos alunos ter em sua posse qualquer item que possa causar dano a outra pessoa.
- A permissão dos pais é exigida de todos os alunos que participam de atletismo, viagens de campo e outros projetos. Os documentos de permissão dos pais podem ser obtidos no escritório. Nenhum aluno poderá participar sem o consentimento de seus pais.
- Os itens do tabaco são proibidos e, quando encontrados, serão confiscados.
- Os estudantes não devem se envolver em qualquer empreendimento lucrativo ou de arrecadação de fundos sem a permissão do escritório.
- Todos os anúncios / cartazes devem ser aprovados pelo diretor antes que possam ser publicados.
- Não haverá jogo de cartas ou brinquedos permitidos. Os professores podem pegar esses itens e devolvê-los a um dos pais em uma data posterior.
- Para as notas 6, 7 e 8, as mochilas devem ser guardadas nos armários dos alunos. As classes 4 e 5 devem manter as mochilas dentro dos cubículos dos alunos.

Disciplina progressiva para lidar com a conduta do aluno

A Escola Fowler acredita em um sistema progressivo para lidar com o mau comportamento dos alunos. A disciplina é mais eficaz quando abordada de maneira rápida e justa no nível da infração. O mau comportamento na sala de aula é abordado primeiro na sala de aula. Os alunos que não responderem positivamente às medidas em nível de sala de aula serão encaminhados ao Diretor de Liderança e Operações. Fowler acredita em manter os pais envolvidos e informados em todas as etapas do processo disciplinar.

Nível da Sala de Aula

Quando um aluno interrompe o ambiente de aprendizagem, todos os professores seguem o modelo da Disciplina Progressiva. Ações por um professor podem incluir o seguinte:

- aviso verbal pelo professor ou Team
- detenção Professor- o pai vai ser contactado pelo professor e dado 24 horas de antecedência para o dia de detenção
- contato Parent / Family - via e-mail ou telefonema
- de Referência de Orientação Conselheiro
- Detenção adicional do professor por ofensa repetida
- Consulta com a Principal após a terceira ofensa
- A conferência dos pais / equipe será agendada
- Se as interrupções continuarem, o estudante pode ser solicitado a ir ao Escritório Central e o professor completará uma Referência do Escritório

Qualquer aluno que falhar para relatar à classe ou não retornar à aula sem permissão receberá automaticamente uma referência do Office.

Nível administrativa

Qualquer estudante receber um Referral Office poderá receber a seguinte consequências

- conferência estudante com o principal
- Pai e aluno conferência com o diretor
- Almoço detenção

- After School Escritório detenção (1 a 2 horas)
- a detenção dia do lançamento precoce (2 a 3 horas)
- O serviço comunitário
- sábado detenção
- na escola (ISS)
- Suspensão escolar externa (ESS)
- O diretor, como uma medida disciplinar, pode remover um aluno de um privilégio, como a participação em uma atividade extracurricular e / ou a participação em atividades patrocinadas pela escola, com base em a conduta do aluno.

Para mais informações sobre políticas e procedimentos relativos a suspensões e expulsões, consulte a página 33 deste manual.

Celulares na Escola Fowler

Os alunos podem usar telefones celulares antes e depois da escola. Entende-se que muitas famílias precisam estar em contato com os alunos além do horário escolar. Os telefones celulares não devem ser usados durante o dia escolar por qualquer motivo. Fowler espera que os alunos mantenham seus celulares desligados e em seus armários durante o dia escolar.

Se um aluno de Fowler tiver uma emergência e precisar contatar os membros da família, o aluno deve alertar o professor e pedir permissão para ir ao escritório central para ligar para casa. O aluno pode usar o celular ou usar o telefone no escritório principal.

Os estudantes que optarem por não seguir as etapas relacionadas ao uso de telefones celulares na Fowler poderão receber uma indicação disciplinar e correr o risco de sofrer conseqüências disciplinares.

Código de vestuário do

estudante O comportamento do aluno e o ambiente escolar total são fortemente influenciados pelo vestuário e pela aparência dos alunos. Para os alunos, a escola é o equivalente ao local de trabalho, e o trabalho da escola vem em primeiro lugar. Desejamos manter o tom geral que torna isso totalmente possível e esperado. Todas as roupas devem ser limpas, adequadas e seguras para atividades escolares. Para manter uma atmosfera acadêmica adequada em nossa escola, precisamos da cooperação de todos seguindo estas diretrizes:

- Os alunos não podem usar chapéus ou bandanas na escola. Todo o desgaste ao ar livre (chapéus, casacos, etc) deve ser mantido em armários. Headbands pode ser usado apenas para controlar o cabelo.
- Calções e saias devem chegar no meio da coxa; isso significa que o comprimento da saia deve ficar abaixo das pontas dos dedos de um aluno. Shorts não devem ser excessivamente apertados.
- Calças de ioga podem ser usadas, mas uma camisa deve cobrir o fundo do aluno.
- As caneleiras não devem ser usadas sozinhas, mas podem ser usadas sob roupas que cubram a parte de baixo do aluno, como uma saia ou camisa estilo túnica (longa).
- Roupas que são sem alças, transparentes, apertadas, uma alça de ombro ou corte baixo não são permitidas. Cintas de espaguete e tops não são permitidos.
- Nenhuma calcinha deve estar aparecendo (inclui alças de sutiã, boxers, cuecas, etc).
- Camisetas com linguagem imprópria ou logotipos não são permitidas.
- Calças ou shorts com um logotipo ou mensagem no assento não são permitidos.

- Camisas e outros tops são para fornecer cobertura na frente e nas costas, incluindo a cintura para que os diafragmas estejam cobertos; em outras palavras, a parte inferior da camisa ou outro top é para atender o topo das calças, shorts, etc, de modo que não haja lacuna entre eles.
- Calças de pijama e chinelos não são permitidos. Calças de flanela não são permitidas.
- T-shirts devem ser usadas por homens e mulheres em todos os momentos durante as aulas de educação física.
- Os alunos não estão autorizados a usar óculos de sol, correntes ou tachas / pregos; itens de vestuário ou ornamentos (metais, jóias etc.) relacionados a identificação de gangues ou grupos de ódio.
- O uso de roupas com referências pictóricas ou escritas a substâncias ilegais ou linguagem vulgar não é aceitável.
- Os estudantes devem se vestir de maneira organizada para viagens de campo ou para qualquer momento quando estiverem representando a Fowler School.

Violações no código de vestimenta serão tratadas individualmente. Pode-se pedir aos alunos que telefonem para casa para trocar de roupa, se essas roupas estiverem gastas.

Os alunos que não colaborarem no cumprimento do código de vestimenta do aluno estarão sujeitos a medidas disciplinares, caso não cumpram os padrões de comportamento responsáveis.

Conduta nos ônibus escolares

O trabalho mais importante do motorista de ônibus é levar os alunos de um lado para o outro para a escola com segurança. Por causa das questões de segurança envolvidas, o mau comportamento no ônibus é um assunto especialmente sério.

- Os estudantes devem permanecer bem longe da pista enquanto aguardam a chegada do ônibus. Eles devem respeitar a propriedade e a privacidade dos outros enquanto esperam o ônibus.
- Os alunos devem entrar no ônibus de forma ordenada e ir diretamente para um assento e permanecer sentado até que o destino seja alcançado.
- Assentos na parte traseira do ônibus devem ser preenchidos primeiro.
- Os alunos devem manter as mãos, braços e cabeças dentro do ônibus.
- Não haverá gritos, atrevimentos nem jogadas no ônibus.
- Todos os artigos, como equipamentos esportivos, livros, instrumentos musicais, etc., devem ser mantidos fora dos corredores. Alunos que precisam trazer grandes itens ou projetos para a escola são convidados a mandar os pais trazê-los.
- A porta de emergência deve ser usada apenas para emergências. As crianças não devem tocar no equipamento de segurança no ônibus.
- Os alunos que devem atravessar uma rua em um ponto de ônibus não farão isso até receberem um sinal do motorista do ônibus. Ao atravessar uma rua, deve sempre ser feito em frente ao ônibus, longe o suficiente para que o motorista possa observá-los adequadamente. Isso significa que o aluno poderá ver a face do motorista. O motorista deverá segurar o ônibus, com as luzes de advertência acesas até a travessia ser completada.
- Não haverá fumo, a qualquer hora, nos ônibus escolares.

Os estudantes devem seguir todas as instruções e instruções dadas pelo motorista.

Escolas Livres de Drogas e Sem Álcool

O Comitê Escolar de Maynard estabeleceu e implementou um programa de educação sobre drogas e álcool em todo o sistema escolar para transmitir aos estudantes o fato de que o uso de drogas ilícitas e a posse ilegal e uso de álcool são errados e prejudicial. Com base em sua preocupação com a saúde física e mental de todos os alunos, o Comitê Escolar de Maynard comunica a todos os estudantes, desde a pré-escola até a educação de adultos que: O Comitê Escolar de Maynard proíbe, no mínimo, a fabricação, posse ou uso ilegais, distribuição de drogas ilícitas e álcool pelos alunos nas dependências da escola ou como parte de quaisquer de suas atividades. As instalações da escola são definidas como todos os edifícios, estacionamentos, parques infantis, campos de atletismo, ônibus, estradas e passagens sob a jurisdição do Comitê Escolar de Maynard e qualquer outro local onde ocorram eventos patrocinados pela escola. A violação das disposições deste aviso será uma causa apropriada para medidas disciplinares, incluindo suspensão e / ou expulsão da escola, notificação das autoridades legais locais, estaduais e federais, além de possível processo criminal.

O Comitê Escolar de Maynard deseja fortemente manter suas escolas e outras instalações livres de quaisquer atividades que envolvam o uso e abuso de drogas ilícitas e álcool. Existem recursos dentro do sistema escolar para fornecer informações e aconselhamento aos alunos e / ou pais que precisam. Por favor, contate o diretor da escola, enfermeira e / ou a Coordenadora das Escolas Livres de Drogas Lisa MacLean, Escritório de Orientação de MHS (978) 897-0406 para maiores informações. O Comitê Escolar está fornecendo essas informações de acordo com as disposições da Lei Federal - a Lei de Escolas Livres e Comunidades de 1989 (PL 101-226) e MGL 94C: 32J sobre drogas em uma zona escolar. Ver Política do Comitê Escolar # 642. Os pais são lembrados de que, se o álcool for fornecido a menores em sua propriedade, você poderá ser processado pelo Departamento de Polícia de Maynard, MGL 138: 34A.

Bebidas não alcoólicas

Os estudantes não podem beber bebidas não alcoólicas nos jardins da escola. O álcool é uma droga e fingir consumir álcool não é do interesse do aluno. A maioria das bebidas não alcoólicas contém metade de um por cento de álcool e, portanto, não é permitida nas dependências da escola. Os alunos que violarem esta regra podem ser suspensos.

Latas de spray de aerossol

Segurança ambiental: Para a segurança de nossos alunos e funcionários, é importante que tenhamos um ambiente escolar saudável e sem produtos químicos. Os alunos não podem ir à escola com garrafas, produtos em aerossol ou spray, colônias, perfumes, spray de cabelo, etc. Houve alguns alunos e professores que sofreram reações alérgicas a produtos em spray. Precisamos evitar que isso aconteça. Se os alunos trouxerem esses itens para a escola, colocando em risco a segurança dos outros, ações apropriadas serão tomadas.

Suspeito de abuso infantil ou negligência infantil

Cada funcionário da Fowler School é um repórter autorizado. Se um membro da equipe suspeitar de abuso ou negligência, ele / ela é obrigado a relatar isso ao Departamento de Crianças e Famílias e às autoridades apropriadas dentro da Escola Fowler. O diretor pode falar com os pais da criança sobre este procedimento, mas não é obrigado a fazê-lo. Todos os relatórios são documentados e mantidos no arquivo da criança.

Potencial Consequências Disciplinares em

Detenção de é a detenção de estudantes por atrasos excessivos ou violação dos regulamentos da escola. Os alunos podem receber detenção do escritório ou de professores. O aluno / pais será avisado com 24 horas de antecedência antes de cumprir sua detenção, mas os pais mantêm a opção de fazer com que o aluno cumpra a detenção naquele dia, se for conveniente para a família.

Os estudantes que não cooperarem na detenção do cargo podem receber uma detenção adicional ou serão enviados para casa e não podem retornar à escola sem uma conferência de pais.

Se um aluno não se apresentar à detenção do Professor ou do Escritório, duas detenções adicionais podem ser atribuídas. Notificação pai será necessária.

Embora nosso principal objetivo na escola seja envolver os alunos em um ambiente de aprendizado seguro e produtivo, reconhecemos que, ocasionalmente, um aluno pode se envolver em um comportamento que interrompe o ambiente de aprendizagem seguro de si mesmo ou de outras pessoas. A seguir, exemplos de infrações que são graves e serão tratadas individualmente com a gravidade do crime como o fator determinante da ação disciplinar.

- Comprometendo a segurança dos outros
- Abuso verbal ou agressão física em relação à equipe ou a outros estudantes
- Bullying
- Uso de produtos relacionados ao tabaco, incluindo fósforos e vaping
- Abandonar propriedade escolar sem permissão
- Extorsão ou ameaças
- Desonestidade acadêmica (como, por exemplo, fraude em exames e falsificação).
- Desrespeito ao pessoal
- Uso de palavrões e / ou gestos obscenos Distúrbio
- crônico do ambiente de aprendizado
- Destruição da propriedade escolar / vandalismo
- Combate
- Posse de literatura ou itens indecentes / inapropriados (físicos ou digitais)
- Assédio e / ou trote
- Posse e / ou uso de um perigoso arma ou item
- Roubos de escola ou propriedade pessoal
- Possuindo, estar sob a influência de, ou vender drogas ou álcool ou qualquer substância controlada
- fazendo ameaças violentas para com a escola ou qualquer membro da comunidade escolar
- qualquer violação repetida do Código Fowler de Conduta

os estudantes podem receber detenção (após a escola, sexta-feira à tarde, dia de soltura antecipada ou sessões de sábado), serviço comunitário, suspensão na escola ou suspensão externa. Os estudantes que estão suspensos da escola (incluindo suspensão na escola) não estão autorizados a participar ou participar das atividades da escola até a conclusão da suspensão.

In some cases where poor behavior continues administration may contact the student resource officer or file a CRA (Child Requiring Assistance) with the Framingham Court.

Habitual Offenders

The administration strongly believes that a prerequisite for attendance at extracurricular school activities (activities that are not scheduled weekly) is behaving properly in school. Habitual offenders of school rules can be excluded, by the office only, from attending extracurricular school activities that will take place during a school day or on a weekend.

Willful Acts of Minor Children

Chapter 442 of the Acts of 1985 further clarifies the law regarding parents' liability for willful acts of minor children. Section 85G states: "Parents of an unemancipated child under the age of eighteen and over the age of seven years shall be liable in civil action for any willful act committed by said child which results in injury or death to another person or damage to the property of another, damage to cemetery property, or damage to any state, county or municipal property. This section shall not apply to a parent who, as a result of a decree of any court of competent jurisdiction, does not have custody of such child at the time of the commission of the tort. Recovery under this section shall be limited to the amount of proved loss or damage, but in no event shall it exceed five thousand dollars."

Suspension

In every case of student misconduct for which suspension may be imposed, a Principal shall consider ways to re-engage the student in learning; and avoid using long-term suspension from school as a consequence until alternatives have been tried. Alternatives may include the use of evidence-based strategies and programs such as mediation, conflict resolution, restorative justice, and positive behavioral interventions and supports.

Notice of Suspension

Except for emergency removal or an in-school suspension of less than 10 days, the Principal must provide the student and the parent oral and written notice, and provide the student an opportunity for a hearing and the parent an opportunity to participate in such hearing before imposing suspension as a consequence for misconduct. The Principal shall provide both oral and written notice to the student and parent(s) in English and in the primary language of the home if other than English. The notice shall include the rights enumerated in law and regulation. To conduct a hearing without a parent present, the Principal must be able to document reasonable efforts to include the parent.

Emergency Removal

The Principal may remove a student from school temporarily when a student is charged with a disciplinary offense and the continued presence of the student poses a danger to persons or property, or materially and substantially disrupts the order of the school, and, in the Principal's judgment, there is no alternative available to alleviate the danger or disruption.

The Principal shall immediately notify the Superintendent in writing of the removal including a description of the danger presented by the student.

The temporary removal shall not exceed two (2) school days following the day of the emergency removal, during which time the Principal shall: 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 required in the notice; Provide written notice to the student and parent as required above; Provide the student an

opportunity for a hearing with the Principal that complies with applicable regulations, 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; 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 applicable law and regulation.

The Principal shall also ensure adequate provisions have been made for the student's safety and transportation prior to removal.

In School Suspension – Not More Than 10 Days Consecutively or Cumulatively

The Principal may use in-school suspension as an alternative to short-term suspension for disciplinary offenses.

The Principal may impose an in-school suspension for a disciplinary offense under this provision, provided that the Principal follows the process set forth in regulation and the student has the opportunity to make academic progress as required by law and regulation.

Principal's Hearing – Short Term Suspension of up to 10 Days

The hearing with the Principal shall be 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 law and regulation.

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.

The Principal shall, based on the available information, including mitigating circumstances, determine whether the student committed the disciplinary offense, and, if so, what remedy or consequence will be imposed.

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 required by law and regulation. The determination shall be in writing and may be in the form of an update to the original written notice.

Principal's Hearing – Long Term Suspension of more than 10 days but less than 90 days (consecutive or cumulative)

The hearing with the Principal shall be 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, in addition to the rights afforded a student in a short-term suspension hearing, the student shall have the following rights: 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; The right to be represented by counsel or a lay person of the student's choice, at the student's/parent's expense; 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; The right to cross-examine witnesses presented by the school district; The

right to request that the hearing be recorded by the Principal, and to receive a copy of the audio recording upon request. If the student or parent requests an audio recording, the Principal shall inform all participants before the hearing that an audio record will be made and a copy will be provided to the student and parent upon request.

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

The Principal shall, based on the evidence, determine whether the student committed the disciplinary offense, and, if so, after considering mitigating circumstances and alternatives to suspension as required by law and regulation, 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 any other method of delivery agreed to by the Principal and the parent.

If the Principal decides to suspend the student, the written determination shall: Identify the disciplinary offense, the date on which the hearing took place, and the participants at the hearing; Set out the key facts and conclusions reached by the Principal; Identify the length and effective date of the suspension, as well as a date of return to school; Include notice of the student's opportunity to receive education services to make academic progress during the period of removal from school as required by law and regulation; 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, and shall include the following information: The process for appealing the decision, including that the student or parent must file a written notice of appeal with the Superintendent within five (5) calendar days of the effective date of the long-term suspension; provided that within the five (5) calendar days, the student or parent may request and receive from the Superintendent an extension of time for filing the written notice for up to seven (7) additional calendar days; and that the long-term suspension will remain in effect unless and until the Superintendent decides to reverse the Principal's determination on appeal.

Superintendent's Hearing

A student who is placed on long-term suspension following a hearing with the Principal shall have the right to appeal the Principal's decision to the Superintendent.

The student or parent shall file a notice of appeal with the Superintendent within the time period noted above (see Principal's hearing – Suspension of more than 10 days). 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.

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

The Superintendent shall make a good faith effort to include the parent in the hearing. The Superintendent shall be presumed to have made a good faith effort if 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.

The Superintendent shall conduct a hearing to determine whether the student committed the disciplinary offense of which the student is accused, and if so, what the consequence shall be. The Superintendent shall arrange for an audio recording of the hearing, a copy of which shall be provided to the student or parent upon request. The Superintendent shall inform all participants before the hearing that an audio record will be made of the hearing and a copy will be provided to the student and parent upon request. The student shall have all the rights afforded the student at the Principal's hearing for long-term suspension.

The Superintendent shall issue a written decision within five (5) calendar days of the hearing which meets the requirements of law and regulation. 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. The decision of the Superintendent shall be the final decision of the school district with regard to the suspension.

Expulsion

Expulsion is defined as the removal of a student from school for more than ninety (90) school days, indefinitely, or permanently as allowed by law for possession of a dangerous weapon; possession of a controlled substance; assault on a member of the educational staff; or 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.

Any student alleged to have committed one of these acts shall be afforded the same due process rights as for a long term suspension. Any student expelled from school for such an offense shall be afforded an opportunity to receive educational services and make academic progress.

Academic Progress

Any student who is suspended or expelled shall have the opportunity to earn credits, 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, in English and in the primary language of the home, when such suspension or expulsion is imposed.

Any student who is expelled or suspended from school for more than ten (10) consecutive days, whether in school or out of school, shall have an opportunity to receive education services and make academic progress toward meeting state and local requirements, through the school-wide education service plan.

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 (10) 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 the law.

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.

For each student expelled or suspended from school for more than ten (10) 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 of Elementary and Secondary Education.

Reporting

The school district shall collect and annually report data to the DESE regarding in-school suspensions, short- and long-term suspensions, expulsions, emergency removals, access to education services, and such other information as may be required by the DESE.

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 accordance with law and regulation.

SOURCE: MASC

Special Needs Students and School Discipline

Students with special needs as defined by The Individuals with Disabilities Education Act of 2004 and Chapter 71B of the Massachusetts General Laws (Children with Special Needs), shall be subject to all provisions in this handbook with the following stipulations:

1. The Principal (or designee) will keep a record of student suspensions. If a student with special needs is suspended for ten (10) consecutive school days, and sometimes ten (10) cumulative school days, then the school must convene a manifestation determination meeting. At this meeting, relevant members of the student's TEAM shall review all relevant information in the student's file, the IEP (or 504 plan if applicable), teacher observations, and other relevant information by the parents to determine:
 - a. If the conduct in question was caused by, or had a direct and substantial relationship to the child's disability; and
 - b. If the conduct in question was the direct result of the school district's failure to implement the IEP.
 - c. If either (a) or (b) is applicable, the conduct shall be determined to be a manifestation of the student's disability. If the student's conduct was determined to be a manifestation of the disability, the TEAM shall conduct a functional behavior assessment (FBA) and implement a behavior intervention plan (BIP) if no FBA had been done prior to the conduct. If a BIP had been developed prior to the conduct, review and modify the existing BIP if necessary to address the behavior, and unless an Interim Alternative Educational Setting is in place, return the student to his/her previous placement, unless the school and parents agree to a change in placement as part of the modification of the behavior plan.
2. A student may be assigned to an Interim Alternative Educational Setting (IAES) for forty-five (45) school days if the student is found to:
 - a. be in possession of a weapon in school or at a school function;
 - b. possess or use illegal drugs, including alcohol, in school, or at a school function; or
 - c. sell or solicit controlled substances in school or at a school function.
 - d. A student may also be placed in an IAES by agreement of the parent(s) and school personnel.
3. The school may seek an order for the Department of Education Bureau of Special Education Appeals (BSEA) placing a student in an IAES for up to forty-five (45) school days over parental objection if:
 - a. school personnel has demonstrated by substantial evidence that maintaining the current placement is substantially likely to result in injury to the student or others;
 - b. current placement is inappropriate;
 - c. school personnel have made reasonable efforts to minimize the risk of harm in the current placement.

The BSEA has policies and procedures in place to expedite disputes regarding discipline. August 2008

Harassment

“All students have the right to an education without another student making them feel too embarrassed or afraid to come to school or do their work. Nobody's looks, sex, color, religion, abilities, or nationality should ever be a reason for them to feel unsafe or picked on at school.”

We are committed to maintaining a school and work environment that is free of harassment based on race, color, religion, national origin, sex, sexual orientation, gender expression, age or disability. Harassment includes physical or verbal conduct that is derogatory; this may include jokes, gestures, unsolicited remarks, and/or other behavior that creates an intimidating or offensive working or learning environment.

Sexual harassment is any unwanted sexual attention. This may include but is not limited to gestures, inappropriate touching, spreading sexual gossip, repeated verbal comments or written communication of a suggestive or derogatory nature, and/or pressure for sexual activity. Such behavior will lead to disciplinary actions, which can include parent conferences, detention, and/or suspension.

If you have a concern about discrimination or harassment, you should inform an adult in the school community. You may feel comfortable discussing your concern with a teacher, a guidance counselor or the principal. That person will take appropriate steps to attempt to resolve the situation. Activities may include discussion with involved persons, identifying and questioning of witnesses, and other appropriate steps. This also means you have thought about: 1) the nature of your concern (dates, names, places, facts about the situation) and 2) actions you think should be taken to remedy the situation. You may also bring your complaint to and obtain assistance from the Director of Pupil Services. In most cases, a resolution will be achieved. However, if it is determined that a hearing is warranted, a hearing will be held before the Superintendent of Schools or a person that he or she may designate.

The goals of the above grievance procedures are to resolve complaints in a fair and timely manner and to ensure compliance with non discriminatory practices. Additionally, reprisals or retaliation against any individual, who reports on, or files, a discrimination or harassment complaint is strictly prohibited.

Hazing

It is a crime to participate in organized hazing activities, or for a person at the scene of such a crime to fail to report the incident.

CHAPTER 536

The Commonwealth of Massachusetts

In the Year One Thousand Nine Hundred and Eighty-five

An Act Prohibiting the Practice of Hazing

Be it enacted by the Senate and House of Representatives in General Court assembled, and by the authority of the same, as follows:

Chapter 269 of the General Laws is hereby amended by adding the following three sections:

Section 17. Whoever is a principle organizer or participant in the crime of hazing as defined herein shall be punished by a fine of not more than one thousand dollars or by imprisonment in a house of correction for not more than one hundred days, or by both such fine and imprisonment.

The term “hazing” as used in this section and in sections eighteen and nineteen, shall mean any conduct or method of initiation into any student organization, whether on public or private property, which willfully or recklessly endangers the physical and mental health of any student or other person. Such conduct shall include whipping, beating, branding, forced calisthenics, exposure to the weather, forced consumption of any food, liquor, beverage, drug or other substance, or any other brutal treatment or forced physical activity which is likely to adversely affect the physical health or safety of any such student or other person to extreme mental stress, including extended deprivation of sleep or rest or extended isolation.

Section 18. Whoever knows that another person is the victim of hazing as defined in section seventeen and is at the scene of such crime shall, to the extent that such person can do so without danger or peril to himself or others, report such crime to an appropriate law enforcement official as soon as reasonably practicable. Whoever fails to report such crime shall be punished by a fine of not more than five hundred dollars.

Section 19. Each secondary school and each public and private school or college shall issue to every group or organization under its authority or operating on or in conjunction with its campus or school, and to every member, plebe, pledge or applicant for membership in such group or organization, and each individual receiving a copy of said sections seventeen and eighteen.

Each secondary school and each public or private school or college shall file, at least annually, a report with the regents of higher education and in the case of secondary schools, the board of education, certifying that such institution has complied with the provisions of this section and also certifying the said school has adopted a

disciplinary policy with regards to the organizers and participants of hazing. The board of regents and in the case of secondary schools, the board of education shall promulgate regulations governing the content and frequency of such reports and shall forthwith report to the attorney general any such institution which fails to make such report.

Dangerous Weapons and Assaults on School Personnel

Effective with the passing of the Education Reform Act of 1993 the following must be included in all student handbooks:

1. Any student who is found on school premises or at school-sponsored or school-related events, including athletic games, in possession of a dangerous weapon, including, but not limited to a gun or a knife: or a controlled substance as defined~ in chapter ninety-four C, including, but not limited to, marijuana, cocaine, and heroin, may be subject to expulsion from the school or school district by the principal.
2. Any student who assaults a principal, teacher, teachers' aide or other educational staff on school premises or at school-sponsored or school-related events, including athletic games, may be subject to expulsion from the school or school district by the principal.
3. Any student who is charged with a violation of either paragraph (a) or (b) shall be notified in writing of an opportunity for a hearing provided, however, that the student may have representation, along with the opportunity to present evidence and witnesses at said hearing before the principal.
After said hearing, a principal may, in his discretion, decide to suspend rather than expel a student who has been determined by the principal to have violated either paragraph (a) or (b); provided, however, that any principal who decides that said student be suspended shall state in writing to the School Committee his reasons for choosing the suspension instead of the expulsion as the most appropriate remedy. In this statement, the principal shall represent that, in his opinion, the continued presence of this student in the school will not pose a threat to the safety, security and welfare of the other students and staff in the school.
4. Any student who has been expelled from a school district pursuant to these provisions shall have the right to appeal to the superintendent. The expelled student shall have five days from the date of the expulsion in which to notify the superintendent of his appeal. The student has the right to counsel at a hearing before the superintendent. The subject matter of the appeal shall not be limited solely to a factual determination of whether the student has violated any provisions of this section.
5. When a student is expelled under the provisions of this section and applies for admission to another school for acceptance, the superintendent of the sending school shall notify the superintendent of the receiving school of the reasons for the student's expulsion.

Threatening Behavior

Threatening behavior is defined as behavior that is learned about or observed whereby a person demonstrates or states that he/she will harm another person's property or person.

1. **Threatening behavior that involves the use of a weapon** is considered a Mandatory Reportable Act and **must be reported immediately to the Maynard Police Department.**

Procedures:

- All threats of this nature must be reported to the building Principal immediately.
- **The building principal will confirm the threat and notify the Police Department and then the Superintendent of Schools.**
- The Superintendent of Schools will notify the Director of Student Services and the Chairman of the School Committee.
- Both the police department and building principal will:
 - Conduct an investigation of the circumstances per their individual regulatory procedures, and;
 - Administer appropriate sanctions, which may include suspension, expulsion, and criminal action.
 - The student may be required to complete a psychological evaluation at the school's discretion.

2. **Threatening behavior that does not involve the use of a weapon** is considered a Discretionary Reportable Act (to the Police Department).

Procedures:

- All threats of this nature must be reported to the building Principal immediately.
- The building principal will confirm the threat and may call the police department. If the police are called, the Principal will notify the Superintendent of Schools, who will notify the Director of Student Services and Chairman of the School Committee.
- The building principal, and the police department if involved, will:
 - conduct an investigation of the circumstances per regulatory procedures, and;
 - administer appropriate sanctions, which may include suspension, expulsion, and criminal action.

Smoking and/or Vaping on School Grounds

According to the July 1993 Education Reform Law, all school building grounds are to be smoke free. The first time a student violates this rule, he/she will be assigned office detention or may be suspended from school. The second infraction of this rule, and each infraction following, may result in external suspension and a parent conference.

Smoking and the use of smokeless tobacco products on school premises and at school events is forbidden by Mass General Law 71:1, 71:2A and 37H. See School Committee Policy #643.

Drug and Alcohol Abuse

Students found possessing drugs or alcohol, under the influence of drugs or alcohol, or selling drugs or alcohol on school property or at school activities will be subject to the provisions of the July 1993 Education Reform Law:

1. Immediate notification to the Maynard Police Department.
2. Parent notification and conference before the student returns to school.
3. According to the July 1993 Education Reform Law students may be expelled from the Maynard Public Schools for drug violation.
4. Consequences AS DETERMINED BY THE PRINCIPAL:
 - a. Up to ten (10) days external suspension from school and possible exclusion hearing.
 - b. Referral to the school guidance counselor for consultation.
 - c. Suspended indefinitely from school activities with the principal reinstating student privileges at his or her discretion.
5. Students found guilty in a court of law of selling drugs or alcohol on school grounds or at school activities will be recommended to the Superintendent of Schools for immediate exclusion from the school system.

If the school administration, health personnel, or guidance counselor has reasonable grounds to suspect a student as being drug or alcohol dependent, after school or evening counseling will be strongly recommended.

If at anytime the school administration feels that the parents/guardian are not following the recommendations of the school and taking appropriate action to obtain help for their child, a Child Requiring Assistance (CRA) petition will be filed in Framingham Juvenile Court to provide appropriate services for the student's individual needs.

Section 504 Procedural Safeguards

Title IX of the 1972 Educational Amendments; Section 504 of the Rehabilitation Act of 1973; Title I of the American with Disabilities Act of 1990, (ADA) and Chapter 76, Section 5 of the General Laws of Massachusetts
The following is a description of the rights granted by federal law to students with disabilities. The intent of the law is to keep you fully informed concerning decisions about your child and to inform you of your rights if you

disagree with any of these decisions. You have the right to:

- Have your child take part in and receive benefits from public education programs without discrimination because of their disabling conditions.
- Have the school district advise you of your rights under federal law.
- Receive notice with respect to identification, evaluation, or placement of your child.
- Have your child receive a free appropriate public education. This includes the right to be educated with non-disabled students to the maximum extent appropriate. It also includes the right to have the school district make reasonable accommodations, and/or receive auxiliary aids/devices, or related services as to allow your child an equal opportunity to participate in school and school-related activities.
- Have your child educated in facilities and receive services comparable to those provided non-disabled students.
- Have evaluation, educational, and placement decisions made based upon a variety of information sources, and by persons who know the student, the evaluation data, and placement options.
- Have your child be given an equal opportunity to participate in non-academic and extracurricular activities offered by the district.
- Examine all relevant records to decisions regarding your child's identification, evaluation, educational program and placement.
- Obtain copies of educational records at a reasonable cost unless the fee would effectively deny you access to the records.
- Request amendment of your child's educational records if there is reasonable cause to believe that they are inaccurate or misleading. If the school district refuses this request for amendment, it shall notify you within a reasonable time, and advise you of the right to appeal.
- File a local grievance if you believe you or your child has been discriminated against under Section 504 (see Non-Discrimination Grievance Procedures, page 43).
- Request mediation or an impartial due process hearing related to decisions or actions regarding your child's identification, evaluation, educational program or placement in the event that the grievance procedure had led to a decision with which you disagree. You and the student may take part in the hearing and have an attorney represent you.

Fowler School's 504 Coordinator is Dan Costello, Principal for Leadership and Operations

All programs, activities and employment practices of the Maynard Public School District are offered without regard to age, disability, national origin, color, race, religion, gender, sexual orientation, or housing status.

Bullying Prevention and Intervention Plan

Definition and Prohibition of Bullying

Bullying is defined as the severe or repeated use of a written, verbal, or electronic communication, or a physical act or gesture, or any combination thereof, by one or more students directed at another student that has the effect of:

1. Causing physical or emotional harm to the other student or damage to his or her property;
2. Placing the other student in reasonable fear of harm to him or herself or of damage to his or her property;

3. Creating a hostile environment at school for the bullied student;
4. Infringing on the rights of the other student at school; or
5. Materially and substantially disrupting the education process or the orderly operation of a school.

Cyber-bullying is defined as bullying through the use of technology or any electronic communication, which shall include, but shall not be limited to, any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photo electronic or photo optical system, including, but not limited to, electronic mail, internet communications, instant messages or facsimile communications. Cyber-bullying shall also include (i) the creation of a web page or blog in which the creator assumes the identity of another person or (ii) the knowing impersonation of another person as the author of posted content or messages, if the creation or impersonation creates any of the conditions enumerated in clauses (1) to (5), inclusive, of the definition of bullying. Cyber-bullying shall also include the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons, if the distribution or posting creates any of the conditions enumerated in clauses (1) to (5), inclusive, of the definition of bullying.

Furthermore, “sexting” which involves the texting of sexually explicit photos or videos is another form of bullying.

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.

The bill applies to all school districts, commonwealth charter schools, and non-public schools.

Scope of Prohibition of Bullying

The legislation contains a broad behavior prohibition which address on and off school grounds. Specifically, the legislation states:

Bullying shall be prohibited: (i) on school grounds, property immediately adjacent to school grounds, at a school sponsored or school related activity, function or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased or used by a school district or school, or through the use of technology or an electronic device owned, leased or used by a school district or school and (ii) at a location, activity, function or program that is not school related, or through the use of technology or an electronic device that is not owned, leased or used by a school district or school, if the bullying creates a hostile environment at school for the victim, infringes on the rights of the victim at school or materially and substantially disrupts the education process or the orderly operation of a school.

Preventing Bullying

To create more positive school climates and prevent as much bullying as possible, age-appropriate instruction for students in each grade on bullying prevention must be incorporated in a school's curriculum. Professional development for teachers and other staff to help them prevent and stop bullying is required. In addition, schools must offer education to parents about bullying prevention.

In addition, children on the Autism spectrum must have provisions in their Individualized Educational Programs (IEPs) to ensure they obtain the skills to avoid and respond to bullying, an especially challenging task for Autistic children.

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 his designee must immediately investigate and take appropriate disciplinary action.

Investigation by Principal

The school principal or designee is required to conduct a prompt investigation of every report of bullying, cyber-bullying or retaliation for reporting an incident of bullying.

The bullying prevention plan outlines the principal's duties if he or she determines that bullying or retaliation has occurred. The duties include:

1. Taking appropriate disciplinary action;
2. Notifying the parents of both the victim and perpetrator of the incident;
3. Notifying the parents of the victim(s) of actions taken to prevent further acts of bullying/retaliation; and
4. When appropriate, notifying law enforcement if the principal/designee believes criminal charges may be pursued.

Reference: MGL 71:370

Massachusetts Special Needs Law

(CHAPTER 766); FEDERAL LAW (IDEA 97)

The Mass Special Needs Law and Regulations, known as “Chapter 766” and its Federal counterpart (IDEA97) define procedures that help the Maynard Public Schools find and evaluate children ages 3 through 21 in need of special education services. Individualized plans are developed for each child who meets the eligibility criteria established by the Mass Department of Elementary and Secondary Education. The program outlined in these plans may range from modifications in the regular classroom, to services given directly to the child by support service staff, to programs outside the public school system for students with severe educational needs. The Mass Department of Elementary and Secondary Education require that students are served within the regular education classroom whenever it is appropriate to do so.

Support services are provided to a student whose special education needs have been determined by an evaluation. Evaluations are recommended by school staff, although parents may also request an evaluation by contacting a school counselor or principal. All evaluations are performed only with the parent's knowledge and written consent. The provision of support services, determined at the conclusion of the evaluation is described in an “Individualized Educational Plan” (IEP) developed by the school team, which includes the parents. The student's progress is monitored by written reports, one of which is a progress report. Copies of both the Parents Handbook and Parents Rights Brochure are available from the Director of Student Services, Carol Riccardi Gahan, 3R Tiger Drive, (978) 897-2138.

Non-Discrimination Grievance Procedures

The Maynard Public School District is committed to ensuring that all of its programs and facilities are accessible to all students, employees and members of the public. We do not discriminate on the basis of age, disability, national origin, color, race, religion, gender, sexual orientation, gender identity/expression or housing status with regard to our education programs, activities or employment practices.

Any alleged discriminatory practices within the scope of Title IV, Title IX, Section 504, or any other civil rights laws should be addressed through the following grievance procedures.

1. If you believe you or your child has been discriminated against, you should file a complaint with the Director of Student Services. To be considered, the written complaint must fully set out the circumstances giving rise to the alleged grievance. The Director of Student Services will investigate and document the complaint, and mail a written reply to the complainant within ten (10) school days of meeting with the complainant.
2. If the complaint is not satisfactorily resolved through Step 1, the complainant may file a written appeal to the Superintendent. To be considered, the written complaint must fully set out the circumstances giving rise to the alleged grievance and must be filed with the Superintendent's Office within ten (10) school days of receiving the Director of Student Services' response. The Superintendent shall review all written materials and schedule a meeting to hear the appeal at the earliest possible date after receipt of the appeal. Within ten (10) school days of that meeting, the Superintendent will issue a written response to the appeal.
3. In the event that the complaint is not resolved through Step 2, the complainant may file a request for a hearing before an impartial hearing officer. Such a request must be filed no later than ten (10) school days after the date of the Superintendent's decision in Step 2. The impartial hearing officer shall not be an employee of the District and will be an attorney or educator knowledgeable about civil rights laws. The hearing officer will provide the complainant and the District with the opportunity to present oral and/or written information on the grievance. The complainant and the District may be represented by counsel of their choosing and at their own expense. The hearing officer will render a decision as expeditiously as possible after the conclusion of the hearing.

Director of Student Services, 3R Tiger Drive, Maynard - 978-897-2138

Superintendent, 3R Tiger Drive, Maynard - 978-897-2222

Office of Civil Rights, US Department of Education, 33 Arch Street, Suite 900,
Boston, MA 02110-1491 – 617-223-9662

School Attendance

Attendance Procedures

When a child is absent or late due to illness, an appointment or for any other reason, the parent or legal guardian should call 978-897-6753 before 8:30 AM and indicate the reason and expected duration of the absence. When a child is absent and a call has not been received, we will attempt to contact you to ensure the safe whereabouts of your child.

Regular attendance at school is the responsibility of the parent/guardian and student. Therefore, students may be excused temporarily from school attendance for the following reasons: illness or quarantine; bereavement or serious illness in family; weather so inclement as to endanger the health of the child; and observance of major religious holidays. Any student absent from school or dismissed early because of illness cannot participate in any school activities until the next school day. Work missed due to absence must be made up within a reasonable amount of time, not to exceed one week unless otherwise decided by the teacher.

Student Absence Notification Program

Each Principal will notify a student's parent/guardian within 3 days of the student's absence in the event the parent/guardian has not informed the school of the absence.

Each Principal or designee shall meet with any student, and that student's parent/guardian, who has missed five (5) or more unexcused school days (a school day shall be equal to two (2) or more class periods in the same day) in a school year. The meeting shall be to develop action steps to improve student attendance and shall be developed jointly by the Principal or designee, the student, and the student's parent/guardian. The parties may seek input from other relevant school staff and/or officials from relevant public safety, health and human service, housing, and nonprofit agencies.

In cases of chronic or irregular absence reportedly due to illness, the following steps may be taken by the administration in accordance with Massachusetts General Law Chapter 76, Section 1-4:

1. Excessive absences may require a medical letter/note by a physician to verify the illness on that date(s) of absence.
2. Consistently unexcused absences may lead to the filing of
 - a. 51A (Dept. of Social Services)
 - b. CRA (Framingham Juvenile Court)
3. Students with excessive absences may be at risk for retention. Any decisions about promotion to the next grade will be made by the Principal or by a Chapter 766 Team Evaluation [Section 315-1(d)].

Upon return to school, habitual absentees must bring a note from their parents or Doctor stating:

1. Reason for absence
2. Date(s) of absence
3. Parent signature

This absence note must be presented to the office the first day back.

Except in cases of illness and other unique circumstances, students are expected to be present when school is in session.

Unexcused Tardiness to School

It is the student's responsibility to arrive on time for school. Students late for school must report to the office to receive a tardy pass before going to class. Students who are tardy must bring a note written by their parent or doctor with them to the office. This note does not excuse the tardiness, but only verifies it and indicates that the parent is aware of the tardiness. The only tardy which will be excused is one documented by a doctor or dentist in writing.

When a student is tardy to school (unexcused) the following sequence of disciplinary actions may take place:

- Verbal reprimand
- Lunch detention
- Office detention
- Early release day detention
- Community service
- Saturday detention

Chronic and/or excessive tardies will result in a parent meeting scheduled with a student, a Guidance Counselor and/or Principal. Students with excessive tardiness may lose their privileges to participate in or attend extra-curricular activities associated with the school.

Excessive tardiness to school can lead to the filing of a CRA with the Framingham Juvenile Court.

Early Dismissal from School

If a student must be dismissed from school, a note from home must be brought to the main office and the student will be given a dismissal pass to hand to their teacher at the time of their dismissal. Students must check in with the office upon returning to school to prevent being marked absent for the remainder of the day. A parent or guardian must be contacted by the school nurse before a student can be dismissed for illness. Students are not allowed to contact home on their own requesting to be dismissed.

Make-up Work Due to Absence

Students are expected to make-up all school assignments missed due to absence. When a student returns to school he/she has one week to make up all missed assignments or may make specific arrangements with their teachers to complete required class work. Work not made up will be reflected in their term grade. Class homework and assignments can also be found on the Fowler Website under "For Students" and "Teacher Sites". Students are urged to look on the website for homework.

If absent less than 3 days, students should check the Fowler teacher websites, or call a classmate for assignments. Please do not call the office to request homework. Be sure your child has telephone numbers or e-mail addresses of some students in his or her classes so they have someone to contact at night and find out what was missed and to get homework assignments.

If absent for more than 3 days, and the student has checked the teacher websites, you may call the main office in the morning to request student work if needed. Student assignments will be collected from teachers by the end of the day; however, sometimes the missed work may not be available until the following day. See below for vacation absences.

Regular attendance at school is expected and it is the responsibility of the parent to see that students are in school everyday possible. Should a parent choose to keep a student out of school for reasons other than illness or prior approval from the Principal; the school and individual teacher(s) will not assume responsibility for either preparing lessons in advance for the student or for providing individual tutoring or extensive individual help for the student when he or she returns.

Policy for Extended Absence Due to Vacation

This applies when a parent makes a decision to have their child miss school for a family vacation. It is not the intent of the school to punish a child because of a parental decision we can not support. However the school should not be inconvenienced because a parent made a decision that will result in missed classroom instruction.

If your child will be absent due to a vacation, you must notify the office in writing. The Principal will be notified when the office learns that a student will be out on an extended absence for vacation.

Parents that are considering or planning a vacation for their child during school time should understand the following:

- Parents should not expect missed classroom instruction to be repeated because their child was not in class.
- Parents should not expect teachers to provide after school extra help to review material missed.
- It may not be possible to make up all missed class work and instruction.

Policy Guidelines

1. When appropriate, some work may be provided (at the teacher's discretion) if a letter is sent to the office at least one week in advance. We have found that despite parent's best intentions, many times work provided ahead of time does not get completed during the vacation. **Focus should be on making up the class work and homework upon returning to school.**
2. Students and parents should be retrieving daily assignments from the teacher website links from the Fowler website and complete as much work as possible while away.
3. Students must see their teacher(s) upon return to obtain missed work. It is the student's responsibility to collect the missed work.
4. **Five (5) school days are allowed for make-up work.** Work needs to be completed and returned on time.

IV. Academics and Academic Services

Student Support Services

Guidance Department

Every student at Fowler will be assigned a Guidance Counselor who will work with students during their time at Fowler. This “looping” practice allows for counselors to build positive relationships with their students and their families. Guidance counselors are available to assist students in the process of successfully navigating their school experience. Students are encouraged to meet with their counselor about any problem or issue that is interfering with their ability to succeed academically or socially. Counselors design programs to meet the needs of all their students; these activities focus on developing positive peer relationship, self esteem, conflict resolution, healthy habits of learning and early career exploration. Counselors also meet with those students who need individual assistance with a variety of issues including, but not limited to: stress management, peer challenges, issues related to anxiety, managing increasing independence and taking responsibility for their own learning. Counselors may also make referrals to a School Psychologist, School Adjustment Counselor and/or outside agencies as necessary. Assabet Valley High School applications are processed through the Guidance Department. Parents are encouraged to contact their child's counselor about their child's overall adjustment.

Homeless Students

The Maynard Public Schools follows the McKinney-Vento Homeless Education Act ensuring educational rights and protections for children and youth experiencing homelessness. Homeless children and youth are defined as “individuals who lack a fixed, regular, and adequate nighttime residence or have a primary nighttime residence in a supervised, publicly or privately, operated shelter for temporary accommodations (including welfare hotels, congregate shelters, and transitional housing for the mentally ill), an institution providing temporary residence for individuals intended to be institutionalized, or a public or private place not designated for, or ordinarily used as, a regular sleeping accommodation for human beings.” This definition shall include: 1) children and youth who share the housing of other persons due to loss of housing, economic hardship, live in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; live in emergency or transitional shelters; are abandoned in hospitals; or wait for foster care placement; 2) children and youth who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings; 3) children and youth who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; 4) migratory children who qualify as homeless because they are living in circumstances described above; and 5) unaccompanied youth not in the physical custody of a parent or guardian.

The district will work with homeless students and their families to provide stability in school attendance and ensure students are able to participate in our free meal programs.

For more information contact the Maynard Public Schools Homeless Liaison, Director of Student Services or Green Meadow Principal.

(See also, Maynard Public Schools “School Committee Policy #525” in “Selected Policies and Procedures.”)

Health Services

The school nurse is available throughout the day to see students for illnesses, accidental injuries, and medication administration. The nurse maintains the School Health Records, immunization records, BMI screening (Gr. 4 and 7), vision (Gr. 4, 5 and 7) and hearing screening (Gr. 7) and postural (Scoliosis) screening (Gr. 5 – 7) during Physical Education classes throughout the months of indoor gym.

Any time a student is seen by the pediatrician for a well-child visit, a copy of the physical exam as well as any updated immunizations should be sent to the School Health Office.

In order to keep children healthy at school, parents/caregivers should keep children home who are feeling sick. The following are guidelines for determining whether or not to send your child to school. If you can answer “yes” to any of these questions, your child should be kept at home:

- Is your child running a fever? (a temperature greater than 100 degrees is a good guideline for fever, however for some children 99 degrees is a fever)
- Is your child vomiting or vomited during the night?
- Does your child have diarrhea?
- Does your child have an earache?
- Does your child have a severe cough?
- Do you suspect Strep Throat or Conjunctivitis (pink eye)?

- Is your child's energy level lower than normal and they are just not acting in the usual manner?

Please do not send your child to school for the nurse to check. The nurse does not have the authority to diagnose illness or prescribe medicines. In the event of illness or minor injury, students should request a pass from their teacher before going to the Health Office. Once the student is assessed, the nurse will decide whether he/she needs to go home. The child's parents/guardians will be called and it is the responsibility of the parent/guardian to pick up, or arrange the pick up of the sick child within a reasonable amount of time. It is very important that the information on the student's emergency card be accurate and updated regularly.

Please follow these guidelines when determining whether or not your child is ready to return to school following an illness:

- Following a fever your child must be fever-free for 24 hours without any medication.
- No vomiting or diarrhea for 24 hours and tolerating a normal diet.
- A throat culture has come back negative.
- Your child has been on antibiotics for a full 24 hours.

If your child needs to take any medications during the school day we must have orders from a doctor. Please contact the school nurse to obtain the necessary forms and to make arrangements for the medication administration during school. Do not send any medications to school with your child. This includes prescription medications, cough drops, aspirin, vitamins, and any other over-the-counter medications.

If your child has been sent home because of head lice you must apply the necessary treatment and you must accompany the child back to school the next school day.

If you have any questions or concerns about health issues, the nurse can always be reached at the Fowler School at (978) 897-6700.

Medication Policy

(Maynard School Committee Policy #532)

Medication may not be administered to students while at school unless such medicine is given to them by the school nurse acting under specific written request of the parent or guardian and under the written directive of the student's personal physician. The regulations governing the administration of medications as promulgated by the Department of Public Health have been adapted for use in the

Maynard Public Schools and are attached. Self-administration of medications by a student is provided for in the attached regulations.

Prescription medications must be in a pharmacy container. When filling your child's prescription, ask your pharmacist for 2 containers, one for home and one for school.

Inhalers are best stored in school in their original box. A prescription label must be on both the box and the inhaler.

Over-the-counter medications must be in a sealed, manufacturer-labeled container.

LIFE THREATENING ALLERGIES (Maynard School Committee Policy #644)

In order to minimize the incidence of life threatening allergic reactions, the Maynard Public Schools (MPS) will maintain a system-wide emergency plan for addressing life threatening allergic reactions and maintain an Individual Healthcare Plan (IHP) for any student whose parent/guardian and physician have informed the school in writing that the student has a potentially life threatening allergy. The protocols will be managed by the school nurses.

Academic Information

Homework Information for Fowler Students

Research Finding: Student achievement rises significantly when teachers regularly assign homework and students conscientiously do it.

Students usually receive assignments in most major subjects four to five times a week. Occasionally, there are assignments in other subject areas.

Students/parents should set aside time each evening for homework. While time for each evening's assignments will vary, students should establish the habit of a regular study/reading time each school evening. Study Skills are taught to all students to emphasize techniques for studying and completing homework. Following these guidelines will help students produce quality assignments. The quality and quantity of homework assignments will be reflected in your achievement and attitude marks. Students who are negligent in completing homework may be detained after school or kept in for recess.

Following is an *estimate* of the time students should spend on homework each evening. The estimations are best viewed as a guide because no schedule can fit each individual student within the school:

Grade 4: 30 to 45 minutes per day

Grade 5: 30 to 45 minutes per day

Grade 6: 45 minutes to 1 hour per day

Grade 7: 1 hour to 1½ hours per day

Grade 8: 1 hour to 1½ hours per day

Homework Club

Homework Club is a great place to develop your homework study habits and improve grades. It meets every day after school from 2:25 – 3:15 PM, Monday through Thursday. There is no Homework Club on early release days or on days that there are Staff meetings.

Extra Help

Your teachers want you to have a positive school experience. They are available after school for make-up work and extra help. If you have questions you should arrange to meet with your teacher. Sometimes a teacher may ask you to report after school for extra help.

Parent Conferences

Parents will have the opportunity to meet individually with teachers during the year. There will be time set aside in the fall and spring on several early release days for grades 4 and 5 and an evening for grades 6, 7, and 8; we hope that all parents take advantage of this opportunity. Parents can also arrange additional teacher or team conferences any time during the year.

Reporting Student Progress

Progress reports and report cards are one way for teachers to communicate how students are progressing in their learning. The reports indicate achievement in all major subject areas and special subjects. The report card also informs students and parents of homework, effort, and conduct. If you have concerns about your student's academic progress, please contact the teacher.

Progress reports can be checked on a regular basis in TylerSIS. Report cards are issued three times a year and will be posted online on TylerSIS. Report cards are not sent home unless the office is notified to do so. The number of days absent and tardy will be recorded.

Grading Scale

A+	=	100 - 97	C+	=	79 - 77
A	=	96 - 93	C	=	76 - 73
A-	=	92 - 90	C-	=	72 - 70
B+	=	89 - 87	D	=	69 - 65
B	=	86 - 83	F	=	64 or lower
B-	=	82 - 80			

Honor Roll

Students in the middle school (grades 6, 7, and 8) qualify for honor roll by earning 80% or higher in all subject areas and cannot receive an *Unsatisfactory* in any class.

In keeping with the spirit of developing an age appropriate elementary program, teachers will recognize student performance within the classroom in grade four and five.

Student Promotion

Students who successfully complete their educational program will be promoted to the next grade. Students may be retained if there are significant concerns about their ability to be successful in the next year with their level of academic achievement and or attendance. Any final decisions about assigning or retaining a student will be made jointly by the parents and principal before the end of the school year.

Academic Honesty

PLAGIARISM – According to the American Heritage Student Dictionary, to plagiarize is "to take ideas or written passages from another and use them as one's own" Plagiarism occurs when a student uses a few sentences, paragraph, phrases, artistic creations, or ideas without giving proper citation or credit. Plagiarism also includes copying another student's homework, as it involves taking ideas and passing them off as one's own. Regardless of the form, plagiarism is cheating, and is an academically dishonest offense. Teachers will support academic honesty through instruction and reinforcement of these concepts.

Examples of plagiarism include but are not limited to:

- Using sentences from a source (web site, book, article, etc.) and not giving credit to that source
- Copying another student's homework
- Allowing another student to copy your homework
- Passing in work that is not one's own (ie, written by a parent, sibling, or anyone other than the student)

Disciplinary action may include one or more of the following:

- Teachers should notify the Principal whenever there is an incident involving cheating. This information will be kept on file.
- First offense: Re-do work correctly for partial credit, phone call home by teacher, detention with teacher.
- Second offense: Re-do work for partial or zero credit (at discretion of teacher), phone call home by Principal, possible ISS (In School Suspension).
- Third offense: Zero credit, phone call home by Principal, possible suspension.

Student Records/Annual Notification Requirements

With few exceptions, information in a student's record will not be released to a third party without the written consent of the eligible student and/or a parent having physical custody of a student less than 18 years of age. Two notable exceptions are:

DIRECTORY INFORMATION – a student's name, address, telephone listing, date and place of birth, major field of study, dates of attendance, weight and height of members of athletic teams, class, participation in officially recognized activities and sports, degrees, honors and awards, and post-high school plans.

RECRUITING INFORMATION for the ARMED FORCES and POST SECONDARY EDUCATIONAL INSTITUTIONS – Upon request from military recruiters and/or representatives of post secondary educational institutions the Maynard Public Schools will provide the name, address and telephone listing for all secondary students.

If an eligible student and/or parent do not want **DIRECTORY INFORMATION** or **RECRUITING INFORMATION** released, they must so notify Mr. Dan Costello, Principal for Leadership and Operations, The Fowler School, 3 Tiger Drive, **in writing** on or before the 15th of September, otherwise said information will be released.

Requesting Student Records

The rights included under these regulations are granted to parents (and to students who have entered the ninth grade or are at least fourteen years old, whichever comes first). The student record consists of two parts. The transcript contains the student and parent names, address and telephone number; students birthdate; course title and grades; grade level and year completed. The temporary record contains all other information in the school system that is identifiable to any individual student. The temporary record is destroyed within five years following graduation, transfer or withdrawal from the school system.

Only authorized personnel have access to information in the student record. Other persons or organizations require informed, written consent of the parent/eligible student. A parent/eligible student may; review the student record upon request, ask to have a professionally qualified staff member inspect or interpret the record with them. The student record will be made available within two workdays and the parent/eligible students may have copies made of any part of the record for a nominal fee. The parent/eligible student may add relevant information to the student record or make a written request to the principal that information already in the student record be amended or deleted. Parents and eligible students are hereby notified of the following: *Authorized school personnel of the school to which a student transfers shall have access to the students' transcript, health record, and if the student has been evaluated under Chapter 766, the educational plan and assessments pertinent to it unless the parents or eligible student requests (within 10 work days) that some or all of these records not be transferred.*

Under the regulations, the school system may release limited information for publication without consent. This information includes the students name, address, date of birth, class, participation in officially recognized activities and sports, honors and awards, and post-high school plans. If the parent/eligible student does not want all or part of the above information released for publication without prior written consent, they should send the principal a written statement to that effect.

More detailed information and the Student Records Regulations are available at the end of this handbook (Administrative Regulation #615.1) from each school office and from the Office of Student Services (978) 897-2138 at 3R Tiger Drive, Maynard MA 01754. Also available is a Question and Answer Booklet on Student Records published by the Mass Department of Elementary and Secondary Education.

General School Information

Bicycles

For safety purposes, if you ride your bicycle to school, obey the rules of the road, stay to the right in single line, and don't forget to use proper hand signals. In addition, your bicycle should be locked in the racks provided for that purpose while you attend school. The school cannot be held responsible for stolen or damaged bicycles.

Students are required to wear helmets and should not take a bike onto school property without wearing a helmet.

Books

Textbooks are provided by the school and must have a protective cover provided by the student. Free book covers are available in the main office. Students must return the same book assigned to them at the end of the school year. Students are expected to pay for any lost or damaged books.

Bus Transportation

The Maynard Schools provide bus transportation to certain eligible students. Students within 2 miles from school must pay a fee to ride the bus. The school bus is an extension of the classroom. Students riding school buses are subject to the Code of Conduct which appears in the student/parent handbooks. Students who become a serious disciplinary problem may have their riding privileges suspended by the principal. Students become subject to school discipline when they board the bus; this responsibility ends when the student exits the bus in their neighborhood. Student discipline at neighborhood bus stops is not the responsibility of the school. Also see School Committee Policy #311.

Cafeteria

Breakfast is served every day in the school cafeteria at 7:35 AM. A minimal fee will be charged to the students. The school offers daily hot or cold lunches in a full service cafeteria. Each student is given a twenty-five minute lunch break every full school day.

Once students have chosen a place to sit during their meal, they are not allowed to move their seat without permission of an adult. This is to support positive peer relations as well as student accountability. Students are expected to clean up after themselves, and are collectively responsible for the tops of their tables as well as the trash that may end up on the floor.

Care of the Building

All students are requested to cooperate with our custodial staff in exercising proper care in the use of our school building. This can be accomplished by keeping desks, and lockers clean and by putting all trash and wastepaper in wastebaskets. This includes helping to keep bathrooms clean and functioning properly. Students who vandalize or damage school property may be required to pay the cost of replacement or repair.

Computers

As we move ahead in technology education computers play a more important role in the classroom. All students will be assigned a username to use school computers. Computers are delicate and expensive machines. They should be used in a respectful and responsible way. If this privilege is abused, the right to use a computer may be restricted or taken away. Students will be obligated to repay/return stolen or damaged computer equipment. Please see **School Committee Administrative Regulation: #603.1 for more information.**

Distribution of Literature

From time to time the schools are asked by outside organizations, which otherwise have no affiliation with the schools, to make their literature available to students. Only literature from educational, non-profit, charitable, or civic organizations that provides activities for students may be made available to students. Making literature available in the schools does not indicate sponsorship or endorsement of the outside organization whose literature is being made available to students.

Hall Pass System

Students are required to be in certain places at specific times during the day. When you have to be somewhere you are not scheduled to be, you need a pass. Students are responsible for getting passes from their teachers. Students will be held accountable if they do not have a pass in an area that requires a pass. It is expected that students will arrive to class on time throughout the day.

Tyler SIS

Tyler SIS is the new online database that the Maynard Public Schools uses to convey information to parents such as address and phone numbers, attendance, class progress, and report cards. Parents can use this platform to see current assignment grades which are updated every few weeks, viewed under Progress Reports. Report cards are posted at the end of each term and can be found under Grades. Students can also see this information. Each parent may register for Tyler SIS by contacting the Fowler office. Once registered, parents and guardians will have the capability to view information and request changes to student and parent information as well. **Important note:** School staff uses student information on Tyler SIS when they need to contact a parent or guardian. Because of this, phone numbers listed under a parent or guardian must belong to the person listed.

Library

The Library is an essential component of the learning experience for students at Fowler School. The use of its resources is critical to providing the best possible education. It is a resource center that thrives due to the support of the administration and the utilization and cooperation of the staff.

The objectives of the *Fowler Library* are to provide:

- Opportunities for students to browse, explore, and utilize all resources available in the library
- Opportunities for staff to incorporate library-based units of instruction into the curriculum
- Assistance to students in completing resource-based learning assignments and activities
- An atmosphere conducive to active, constructive learning for students and staff
- Resources for teachers to supplement their instruction and curriculum
- Student access to computers

Books may be kept for a period of two (2) weeks. If a book is lost, students will be billed an amount equal to the replacement cost of the book.

Photographs and Videos

Throughout the school year, classroom teachers and others take pictures and videos of the students participating in a wide variety of activities. These pictures will be displayed around the school, the Beacon Villager, WAVM, in school yearbooks, school web sites and local publications. Photos that are posted to the school website will not include student names. Your child(ren) will be included unless you notify the principal in writing that you do not want your child's picture taken and displayed.

Skateboards and Rollerblades

For safety purposes, skateboards/roller blades will be prohibited on the school campus. Students should keep these items at home. Skateboards and rollerblades will be held by the school and returned to parents for students who repeatedly violate this rule.

Student Lockers, Grades 6-8

Each student will be assigned a locker. The locker is to be used only for safe keeping of school materials and necessary personal items. Lockers will be periodically checked by the Administration. Students are expected to use only their assigned lock to **LOCK** their locker, and are expected not to share their combination with anyone. The school is not responsible for any lost item(s) or stolen property. However, the office will help in attempting to locate missing property. Students will owe \$5.00 for lost locks.

Study Skills/Assignment Preparation

The Fowler assignment notebooks are a requirement for students in all grades for the entire school year. The school will provide the first assignment notebook. If books are damaged or lost and need to be replaced, they can be purchased for \$3.00 from the school office. Assignment notebooks will serve as a helpful tool to organize schoolwork.

V. Extracurricular Activities and Athletics

Student Activities

Assemblies and Field Trips

During the year there will be occasional assemblies/field trips to provide an opportunity for special student activities. Students are not permitted on field trips without the consent of a parent/guardian. Pupils who attend such activities shall conduct themselves in an appropriate manner. Students should remember that their behavior on trips gives the public an impression of their school and town.

1. It is the Fowler School's expectation that all students attend field trips scheduled during the school day.
2. Instructional field trips are those which are directly related to ongoing classroom instruction.
3. Field trips during school time shall be limited to those specifically related to classroom instruction, regularly scheduled extra-curricular and co-curricular activities.
4. All field trips will be scheduled based upon the educational value to participants and the limitations imposed by the budget.

Concert Band

The 5th and 6th grade Concert Band represents 2nd and 3rd year beginning students who are studying a band instrument. Rehearsals are scheduled for two periods a week during school time. All students are required to obtain additional study through private or group instruction. Professional instructors, not employed by the school department, provide the lessons. Lessons are held at the school and lesson fees are paid by each student directly to the instructor.

The 7th and 8th grade Concert Band provides an on-going ensemble experience for students. Schedule of rehearsals and lesson arrangements are the same. Emphasis is placed on development of music skills in preparation for the high school band.

Jazz Ensemble - Grades 6-8

Students are selected to participate in the Jazz Ensemble, or may audition. Rehearsals are held after school and the music rehearsed is composed of jazz, rock, and contemporary ballads. Good technical skills and musical ability are essential qualifications for membership.

Student Council

The Fowler Student Council is an organization aimed at involving students in making decisions about the way their school operates and enabling the students to handle responsibilities by having them organize student functions and activities. Another important role of the Student Council is to allow for communication between students and faculty members.

Any student who meets scholastic and citizenship requirements is eligible to be elected an officer or representative of the Student Council.

Yearbook

Students from each grade are invited to work on the Fowler School yearbook. The yearbook presents the year's activities and pictures of the students and staff of our school. Students learn layout and composition techniques to prepare the book for publishing.

Athletics

Eligibility for Sports and Activities

Students who wish to participate in sports or activities have an obligation to behave in a way that exemplifies our Fowler Core Values of Respect, Responsibility and Results.

All students have the opportunity to tryout for sports/activities, as report cards do not always coincide with the beginning of these sports/activities.

Students who earn an Unsatisfactory on their report cards in the areas of Effort, Citizenship or Homework in any class may not be allowed to participate in sports or activities until they have shown improvement, which will be determined by the teacher and the coach.

Students who are ineligible, but wanting to regain eligibility are required to fulfill the following requirements: stay after school for help; complete homework; come to class prepared and exhibit effort; demonstrate excellent behavior and conduct in school. Students are required to attend practices and games, but cannot participate in either while they are ineligible.

Students who have shown improvement and earned eligibility must maintain their performance level or they will become ineligible again.

Students participating in sports/activities at the Fowler School or Maynard High School will follow the Fowler Handbook and the discretion of the Fowler Administration before using the MIAA regulations.

Expectations for Students Participating in Activities and Sports

- Conduct yourself in a respectful and appropriate manner at all times with other students and teachers.
- Come prepared to class with necessary materials, actively participate, and complete homework to the best of your ability.
- Demonstrate sincere effort in all of your classes.
- Students are required to fulfill the activity fee requirement to participate.

Maynard Public Schools Extra-Curricular Agreement

This agreement between students, their parents or guardians, and Maynard Public Schools is designed to serve several purposes. It is intended to influence students to make wise and legally sound decisions. It is also designed:

- To help ensure the physical and mental health of students;
- To enable student athletes and leaders to set an example of responsible behavior;
- To promote zero-tolerance of under age (21 years) drinking as defined by federal and state laws, as well as of the use of illegal and harmful chemical substances among our youth;
- To bind the community together in support of its students;

This agreement was first developed by the Massachusetts Interscholastic Athletic Association (MIAA), and was created in pursuant to the rules of the MIAA. Our high school membership in this association allows our athletic teams to compete in the Mid-Wach League. To maintain membership, we must adhere to and enforce the MIAA policy.

Rule

During the season of practice or play, a student shall not, regardless of the quantity, use, consume, possess, buy/sell, or give away any beverage containing alcohol; any tobacco product; marijuana; steroids; or any controlled substance, as defined under Mass General Laws Ch 90D. This policy includes products such as “NA or near beer”; or intake the vapors of any intoxicating substance, such as glue, nitrous oxide and the like, sometimes referred to as “huffing”.

It should be noted that: *If a student in violation of this rule is unable to participate in interscholastic sports due to injury or academics, the penalty will not take effect until that student is able to participate again.*

Penalties

First Violation: When the coach and/or athletic director and/or school administration find that a student violated the above rule, following an opportunity for the student to be heard, the student shall lose eligibility for the next consecutive interscholastic contests totaling 25% of all interscholastic contests in that sport. No exception is permitted for a student who becomes a participant in a treatment program. It is recommended that a student be allowed to remain at practice for the purpose of rehabilitation. All decimal part of an event will be truncated ie, All fractional part of an event will be dropped when calculating the 25% of the season.

Second and Subsequent Violations: When the coach and/or athletic director and/or school administration find that a student violated the above rule, following an opportunity for the student to be heard, the student shall lose eligibility for the next consecutive interscholastic contests totaling 60% of all interscholastic contests in that sport. All decimal part of an event will be truncated ie, All fractional part of an event will be dropped when calculating the 25% of the season.

If after the second or subsequent violation becomes a participant in an approved chemical dependency program or treatment program, the student may be certified for reinstatement in MIAA activities after a minimum of 40% of events.

Penalties shall be cumulative each academic year. If the penalty period is not completed during the season of violation, the penalty shall carry over to the student's next season of actual participation, which may affect the eligibility status of the student during the next academic year.

Taken from the MIAA Blue Handbook

Captain's Role

If a captain of a team has been found to have violated the above rule, his or her captaincy will be revoked as well. The revocation of captaincy shall be for the particular sport. If a student (captain) is to have violated this rule a second time, he/she will lose their captaincy for the remainder of the school calendar year.

VI. FERPA

The Maynard Public Schools will conduct itself in accordance with the requirements of the federal Family Educational Rights and Privacy Act ("FERPA")(20 USC § 1232g), Massachusetts student record law (MGL, c. 71, §§ 34A, 34B, 34D, 34E, 34H), and the accompanying regulations to those laws. These each school building within the District maintain copies of Massachusetts *et seq.* 20 USC § 1232g.

Student records, which are described below, contain information which may be of importance to you in the future. Because of this, you have the opportunity to examine and receive copies of any or all records prior to their destruction.

In accordance with the Department of Elementary and Secondary Education regulations, different parts of the record will be destroyed at two points in the future. The majority of the information will be destroyed within five years.

Specifically, the information to be destroyed within five years from now includes:

- Results of standardized tests, including college boards, personality and intelligence tests
- Record of school-sponsored extracurricular activities
- Evaluations and reports by teachers, counselors and others
- Attendance data
- All other information not listed below

The following information may be destroyed after sixty years:

- Identifying information regarding student and parent or guardians
- Course titles and grades received
- Grade level completed and year completed.

You have the right to examine and receive a copy of any or all of the above information at any time prior to its destruction. If you have any questions regarding your child's student record, please contact the Guidance Office at 978-897-0406.

Parents are obligated to notify the school of any changes in custody orders. If a student is the subject of any temporary/permanent custody orders, decree or agreement, either signed by the judge of the probate court in the case of an order or decree, or signed by both parents in the case of an agreement should be on file in the Principal's Office. This documentation is necessary to provide a guardian with access to student's records, the right to have a student dismissed, the right to have access to a student's teachers, and similar issues.

VII. Appendix

Family Educational Rights & Protection Act Student Records

A. General Provisions

The student record contains all information concerning a student that is kept by the school district and which personally identifies the student; it consists of the temporary record and the transcript. For purposes of these procedures, custodial parent refers to a divorced or separated parent who has physical custody of the child, and the non-custodial parent is the parent who does not have physical custody of the child. Non-custodial parents may not be eligible to access their child's student record, or may have to follow certain procedures in order to access the student record. See Section C below.

The rights outlined below may be exercised by the custodial parent(s)/guardian(s) for a student under the age of 14 years, or jointly by the student and custodial parent(s)/guardian(s) of a child over the age of 14 years. A student over the age of 14 is called "an eligible student". A student 18 years or older may, in writing, deny his custodial parent(s)/non-custodial parent(s) access to his/her student record, with the exception of transcripts, report cards and/or progress reports.

Each eligible student and custodial parent/guardian, except as limited herein for certain parents, has the right to see the student record for that student within ten (10) days of submitting a written request to see the records. Copies of any records may be obtained upon request and shall be provided within ten (10) days of the request. The District may charge a reasonable fee to cover the costs of reproduction of the records.

The student's record is available to authorized school personnel who work directly with the student, or administrative/clerical personnel who need to have access to records in order to carry out their responsibilities. The term "authorized school personnel" includes, but is not limited to, administrators, teachers, counselors, therapists, paraprofessionals, nurses, administrative office staff, and clerical personnel. Authorized school personnel include those employed by the District or under contract with the District as an independent contractor. Authorized school personnel do not need permission to see student records.

No information in the student's record is available to any third party outside the school system without written permission from the eligible student and/or parent and/or guardian, unless the requesting party is listed as an exception by the Student Records regulations. Exceptions to the requirement of written permission include, but are not limited to, a probation officer, court order, subpoena, where health or safety requires the disclosure of student information/records, or upon transfer to another school district. However, eligible students and/or their parents/guardians will generally be notified before these records are released. A written release must be signed to have any part of the school record sent outside the school. This includes, but is not limited to prospective employers, technical schools, and colleges.

An eligible student and parent/guardian have the right to request to add relevant information to the student's record as well as the right to request removal of information believed to be untrue or incorrect.

Parent(s), guardians, or students may also request a complete copy of the Massachusetts student record regulations, 603 CMR 23.00 et seq, from the District, or access these regulations on the website of the Department of Elementary and Secondary Education (<http://www.doe.mass.edu/lawsregs/stateregs.html>).

B. Directory Information Notice

The Maynard Public Schools has designated certain information contained in the education records of its students as directory information for purposes of the Family Educational Rights and Privacy Act (FERPA) and the Student Record Regulations at 603 CMR 23.00 *et seq.*

The following information regarding students is considered directory information: (1) name, (2) address, (3) telephone number, (4) date and place of birth, (5) major field of study, (6) participation in officially recognized activities and sports, (7) weight and height of members of athletic teams, (8) dates of attendance, (9) degrees, honors and awards received, (10) post high school plans of the student.

Directory information may be disclosed for any purpose in the discretion of the school system, without the consent of a parent of a student or an eligible student. Parents of students and eligible students have the right, however, to refuse to permit the designation of any or all of the above information as directory information; such refusal must be in writing and made annually. In that case, this information will not be disclosed except with the consent of a parent or student, or as otherwise allowed by FERPA and 603 CMR 23.00 *et seq.*

Parents/Guardians are notified, by inclusion of this document in the student Handbook, that Maynard Public Schools will provide requested directory information to military recruiters unless the parent or eligible student specifically directs otherwise, as required by the No Child Left Behind Act.

Any parent or student refusing to have any or all of the designated directory information disclosed must file written notification to this effect with the principal on or before the 15th day of each September.

In the event that a refusal is not filed, it is assumed that neither a parent of a student or eligible student objects to the release of the directory information designated.

C. Rights Of Certain Divorced or Separated Parents

It is necessary for divorced parents to submit a copy of the custody agreement or order, and any subsequent changes made thereto, to the District so that District personnel may identify which of the parents has physical custody of the child. The non-custodial parent may access his/her child's record unless

1. The parent has been denied legal custody or has been ordered to supervised visitation, based on a threat to the safety of the student, and the threat is specifically noted in the order pertaining to custody or supervised visitation, or;
2. The parent has been denied visitation, or;
3. The parent's access to the student or to the custodial parent has been restricted by a temporary or permanent protective order, unless the protective order (or any subsequent order modifying the protective order) specifically allows access to the information contained in the student record, or;
4. There is an order of a probate and family court judge which prohibits the distribution of student records to the parent.

The District shall place in the student's record any documents indicating that a non-custodial parent's access to the student's record is limited or restricted pursuant to 603 CMR 23.07(5)(a).

Non-Custodial Parent Access: In the case of a non-custodial parent who is eligible to access the student record, ie, does not fit any of the four (4) categories under 1-4 above, the non-custodial parent must submit a written request for the student record to the school principal. Upon receipt of the request, the principal and/or his/her designee shall immediately notify the custodial parent by certified and first class mail, in English and the primary language of the custodial parent, that it will provide the non-custodial parent with access after 21 days, unless the custodial parent provides the principal with documentation that the non-custodial parent is not eligible to obtain access as set forth under 1-4 above.

When the student record is released to the non-custodial parent, the school will delete all electronic and postal address and telephone number information relating to either work or home locations of the custodial parent from student records provided to non-custodial parents. In addition, such records will be marked to indicate that they shall not be used to enroll the student in another school.

D. Amending A Student Record

1. A parent has the right to add information, comments, data, or any other relevant written material to the student's record. The parent should submit the additional information in writing to the principal with a written request that the information be added to the student record.
2. A parent has the right to request in writing deletion or correction of any information contained in the student's record, except for information which was inserted into that record by the TEAM. Such information inserted by the TEAM shall not be subject to such a request until after the acceptance of the Individual Educational Plan (IEP), or, if the IEP is rejected, after the completion of the special education appeal process. Any deletion or amendment shall be made in accordance with the procedure described below:
 - a. If a parent is of the opinion that adding information is not sufficient to explain, clarify or correct objectionable material in the student's record, the parent shall present the objection in writing and/or have the right to have a conference with the principal or his/her designee to make the objections known.
 - b. The principal or his/her designee shall within one week after the conference or receipt of the objection, if no conference was requested, render to such parent a decision in writing, stating the reason or reasons for the decision. If the decision is in favor of the parent, the principal or his/her designee shall promptly take such steps as may be necessary to put the decision into effect.
 - c. If the principal's decision is not satisfactory to the parent, the parent may file an appeal to the Superintendent. Such appeal shall be in writing and submitted to the Superintendent within five (5) business days of receipt of the principal's decision. The Superintendent shall render a written decision on the appeal within two (2) weeks of receipt of the written appeal.
 - d. If the Superintendent's decision is not satisfactory to the parent, the parent may appeal to the School Committee by filing a written appeal within five (5) business days of receipt of the Superintendent's decision. The School Committee shall conduct a hearing as required on the appeal as required by 603 CMR §23.09(4).

E. Notice On Transfer To Other Schools

Pursuant to 603 CMR 23.07(g), Parents/Guardians are notified, by inclusion of this document in the

student Handbook, that the District forwards the complete school record of a transferring student to schools in which the student seeks or intends to enroll. Such transfer of records takes place without consent of the parent or eligible student.

F. Destruction of Records

1. The temporary record of a student will be destroyed no later than seven (7) years after that student transfers, graduates, or withdraws from Maynard Public Schools. Parents/Guardians are notified, by inclusion of this document in the student Handbook, of this destruction. When the student transfers, graduates or withdraws from school, and if the eligible student or the parent/guardian want the temporary record, they must request, in writing, prior to the last day of school, that the documents be provided to them. No additional notice, other than that contained in the school Handbook, will be provided to the student or his parent/guardian of such destruction.
2. In addition, each year, the principal and/or teachers and/or other service providers may destroy the following documents that are considered part of the student's temporary record: disciplinary records (other than documentation of suspensions/expulsions/exclusions), any notes from the Parent/guardian or other documents concerning absences, early dismissals, late arrivals, as well as examples of student work. If the eligible student or the parent/guardian want those records, they must request, in writing, prior to the last day of school that the documents be provided to them, rather than be destroyed. No additional notice, other than that contained in the school Handbook, will be provided to the student or his parent/guardian of such destruction.

G. Display/Publication of Student Work

Parents/Guardians are notified, by inclusion of this document in the student Handbook, that there will be occasions when student work is seen and is on display within the school; for example, at open houses, exhibits, fairs, on bulletin boards, etc. Unless a parent/guardian informs the District in writing no later than September 15 of each school year, the District will assume that this publication/display of the student work is acceptable to the parent/guardian.

Complaint Procedure

In addition to the appeal procedure, above, a parent/guardian/eligible student may file a complaint with the Family Policy Compliance Office (FPCO) of the federal Department of Education. The FPCO has the authority to interpret and decide issues involving student records under FERPA. FPCO's address is:

Family Policy Compliance Office
US Department of Education
400 Maryland Avenue
Washington DC 20202-5920

The school administration has the authority to amend this handbook at any time, with the approval of the School Committee.